

**FULL APPLICATION SUMMARY**

Proposed Charter School Name	Hi-Tech Healthcare Charter School (HHCS)
Proposed Board President Name	Emmanuel Opkalauwekwe
Proposed Board President Email Address	████████████████████
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Public Contact Name	Francis Onukwue, PhD
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Public Contact Telephone Number	████████████████████
District of Location	NYC District 8, 12, 7 or 9.
Opening Date	August 24, 2016
Proposed Charter Term	5 Years
Proposed Partner	Hi-Tech Charities
Proposed Enrollment and Grade Span During Charter Term	410 Students in Grades 9 - 12
Projected Maximum Enrollment and Grade Span	840 Students in Grades K - 12
Mission Statement	Hi-Tech Healthcare Charter School (HHCS) will implement a rigorous academic program and diligently select, develop, and deploy passionate professional educators and school administrators to empower students to succeed in K-12 education and subsequently in college and university. Initially the school will focus on 9-12 <sup>th</sup> grade levels and later integrate K-8th. With emphasis on <b>health</b> and <b>wellness</b> , the school's education will focus on Science, Technology, Engineering, and Mathematics (STEM), encouraging and preparing students for scientific inquiry and academic attainment in the fields of healthcare, science, technology, engineering and mathematics. The school will lay strong early education foundation and incorporate active learning, and healthcare programs, building on grades levels advancements to help students develop leadership qualities, maintain healthy lifestyle, and encourage family and friends to eat and live healthy. All students, especially English Language Learners and Students with Disabilities will engage in active learning, systematic inquiry and appropriate academic skills development.

Students will develop passion and quest for Health, Science, Technology, Engineering and Mathematics. They will graduate with High School Diploma and vigorously pursue college and university degrees in Healthcare, Science, Technology, Engineering and Mathematics. Parents will play active role in supporting and advancing the educational achievements of their children.

HHCS's key design elements include a rigorous curriculum that integrates Student Academy Summer Bridge programs, extensive staff professional development, active student advisory

program, extended school day and some Saturdays, individual learning plan for all students, STEM and healthcare themes. The 9<sup>th</sup> through 12<sup>th</sup> graders will take four years of math, English, science, social studies, foreign language and STEM education.

HHCS Planning Team has carried out a thorough and comprehensive public outreach in South Bronx and has gone through a careful public review process by publicizing, conducting several public hearings and numerous presentations. HHCS has actively solicited from parents, students, political leaders, religious leaders, and resident. HHCS has used these community inputs, feedbacks and comments received from parents and the other stakeholders in designing, redesigning and enhancing its proposed healthcare high school charter school.

South Bronx parents' and residents' opinion research surveys, public hearings, Community Boards presentations, community events, and hundreds of phone and email communications and exchanges all indicate enthusiasm and very strong support for the healthcare charter school for South Bronx. Parents and leaders want a school that would provide alternative to failing student academic performance prevalent in South Bronx.

Hi-Tech Healthcare Charter School proposes Hi-Tech Charities as its nonprofit partner. Hi-Tech Charities is a 16-year old tax-exempt nonprofit community development corporation with operations in St. Louis, Missouri and Bronx, New York. Hi-Tech Charities' contributions to Hi-Tech Healthcare Charter School will include: a) advice and assistance in developing and implementing a school-wide Health and Social Services plan to coordinate the integration of school-based health, counseling and social services with health, social service and family supports; b) provide shared staff in the initial years of the school's operation - including Executive Director and Nurse - to work with Hi-Tech Healthcare Charter School's Principal and student support staff and to provide direct services to students and families working with Hi-Tech Healthcare Charter School's Principal and staff; c) leverage its experience in community relationships and outreach initiatives to support Hi-Tech Healthcare Charter School to assure the school's sustainability and growth; and d) assist in developing and implementing a fundraising and grants development campaign to help the school build a strong financial base.

# HI-TECH HEALTHCARE CHARTER SCHOOL

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## **PART I: MISSION, KEY DESIGN ELEMENTS, AND ENROLLMENT**

### **A. Mission Statement and Objectives**

**Mission Statement:** Hi-Tech Healthcare Charter School (HHCS) will implement a rigorous academic program and diligently select, develop, and deploy passionate professional educators and school administrators to empower students to succeed in K-12 education and subsequently in college and university. Initially the school will focus on 9-12<sup>th</sup> grade levels and later integrate K-8th. With emphasis on **health** and **wellness**, the school's education will focus on Science, Technology, Engineering, and Mathematics (STEM), encouraging and preparing students for scientific inquiry and academic attainment in the fields of healthcare, science, technology, engineering and mathematics. The school will lay strong early education foundation and incorporate active learning, and healthcare programs, building on grades levels advancements to help students develop leadership qualities, maintain healthy lifestyle, and encourage family and friends to eat and live healthy. All students, especially English Language Learners and Students with Disabilities will engage in active learning, systematic inquiry and appropriate academic skills development.

**Objective:** HHCS will provide challenging quality education aligned to the Common Core Learning Standards (CCLS). Our rigorous curriculum and intensive education will lead students to proficiency in core courses and in healthcare professions. Focused on high standards, HHCS will create exceptional learning environment and provide students with academic and healthcare skills necessary to access and actively participate in the 21st century global economy.

**Education Law § 2850(2) Specified Objectives:** HHCS's mission and objective align with and will materially further objectives specified in Education Law §2850(2):

**(a) Improve student learning and achievement, and provide increased learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure:** There is need for improvement in the English Language Arts (ELA), Mathematics, Science, and High School Graduation rates in South Bronx<sup>1</sup>. For example, in 2012 South Bronx school districts 12, 9, 7, and 8, ranked 30<sup>th</sup>, 31<sup>st</sup>, 32<sup>nd</sup>, and 28, respectively, out of New York City's 32 districts in English Language Arts (ELA) test scores, occupying the City's bottom most performance spectrum. Furthermore, over 17% of the students are assessed and classified as English Language Learners (ELLs), another 16% qualify for and receive Special Education (SPED) services, and yet 85.6% of the students fall within the category eligible for Free and Reduced Price Lunch (FRPL) program because of the large number of families living below national poverty levels in the target area. To contribute towards this needed improvement, HHCS's academic program will focus on preparing and developing students from all backgrounds and educational abilities to become high academic performing students. HHCS will serve all students while targeting at-risk students to include those eligible for Free and Reduced Meals, Students with Disabilities (SwDs), and English Language Learners. At the beginning, students will be assessed using formative, diagnostic assessments to determine their key knowledge and skills levels from previous grades in core courses. Following that will be the establishment of a customized IEP and desired learning results for each student. Need and goal-appropriate formative and summative assessments, along with focused plan and targeted instructional delivery will be implemented for strategic remediation that bridges knowledge and skill gaps while concurrently supporting mastery of new materials for core courses.

**(b) Encourage the use of different and innovative teaching methods:** HHCS' Curriculum Committee will design and implement innovative educational program that uses four notable theoretical frameworks of instruction, including (1) the Lincoln Center Institute (LCI) Capacities

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<sup>1</sup> <https://reportcards.nysed.gov/view.php?schedist=district&county=32&year=2012>

for Imaginative Learning (CIL); (2) Universal Design for Learning (UDL); (3) Project-Based Learning (PBL), and (4) Understanding by Design (UBD). The curriculum will reflect HHCS' belief that research-based experiential curricular experiences will help students achieve while developing the essential competencies of critical thinking, effective communication, and collaboration. The curriculum will align with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program. During the planning six months of the first year before classes start, curricula units for each content area will be developed under the supervision of the principal, and all completed units will be reviewed and approved by the board. As new teachers are hired in the Spring prior to the school's opening, they will participate in the curriculum development and train on the curriculum contents during the Teacher Institute. A curriculum consultant will be contracted to provide support to the principal and faculty as needed. During staff meetings and professional development sessions, all faculty and staff will receive training on the various subject content areas and components of the curriculum. HHCS will integrate Science, Technology, Engineering and Mathematics (STEM) Program which the Obama Administration and the US. Department of Education are strongly promoting among schools. HHCS STEM project-based math and science courses will make math and science accessible to Students with Disabilities, English Language Learners and to those who have problem understanding traditional math and science methods. Teachers will be taught to deliver STEM courses using LCI, UDL, PBL and UBD appropriately in all teaching and learning strategies.

**(c) Create new professional opportunities for teachers, administrators and all school**

**personnel.:** HHCS will provide high quality and consistent ongoing training and professional development to all teachers, administrators and school staff. While orientation and on the job training will be provided to new hires, intensive professional training and development will occur during and throughout academic year based on the assessed training and development needs of each teacher, administrator and school personnel. Both internal in-house resources and external professional training and development providers will be utilized to equip school employees to perform their best. Part of the development effort will include continual and mandatory annual assessment of employee performance and the use of the performance data for further development planning, incentives and raises, and employment decisions. Each Tuesday morning, there will be a ninety-minute professional development session. There will also be a two-hour block devoted to staff planning and meeting time on Friday afternoons. The formation of grade-level teams will help to foster the collaboration needed to ensure success for all. Since the School will implement looping, these teams will work together over a two-year period. Common planning time each Friday afternoon will enable teachers to plan instruction, monitor student performance, determine intervention strategies, and engage in reflective dialogue about successful practices. Professional development will be a collaborative effort and provided by administration, faculty, and support staff of the School, as well as faculty from consultants. There are seven professional development days built into the calendar. Embedded within the academic trimesters, these days will provide additional time for rating, review, and analysis of assessment data. Faculty, staff, and administrators will participate in a two-week professional development teacher institute prior to the commencement of the school year. During the Summer Institute, teachers will develop their Professional Development Plan, which will include long-and short-term goals, the activities that the teacher will participate in to achieve the goals, and a reflection on progress toward achievement of goals.

**(d) Provide parents and students with expanded educational choices:** HHCS will expand and enhance the quality and quantity of services offered to students to close the achievement gap. The school will provide parents and students with the option and opportunities for education that focuses on turning poor performers to motivated achievers. This empowerment concept will have positive impact in both the lives of at-risk youth, the families and South Bronx community.

**(e) Accountability for meeting measurable results:** As part of its accountability measures, HHCS will set, at the beginning of each year, the broad students' achievement goals desired for the school as a whole. These broad goals will be delineated by the Quality Team (QT) into the expected achievement goals for each grade level, each class within each grade level, each classroom, each teacher, and each student. At the end of the school year, the QT will use multiple assessment tools to carry out series of assessments to generate performance data to compare actual with projected goals. The computed measures of category variances will provide decision data-points for future planning, adjustments, enhancements and resources deployment.

## **B. Key Design Elements**

HHCS's key design elements are founded on the institution's philosophy that, given the right educational environment, high students' expectations, motivated experienced staff and prudent, diligent deployment of limited resources, all its 9<sup>th</sup> – 12<sup>th</sup> grade students can be empowered to achieve and exceed reasonable academic and career development performance standards. This includes the attainment of state and all external standards, college and workforce readiness. With emphases on attainment of high school diploma and entry-level healthcare certification, HHCS will help students challenge and hold themselves accountable for their learning. Teachers will frame teaching and learning around state and national standards that are sequenced, integrated, relevant, and rigorous, challenging students to meet entry-level healthcare job and college entrance requirements. Below is summary of some of HHCS' key design elements.

**(a) Focus on at-risk students** – The school will target at-risk students to include those eligible for free and reduced meals, Students with Disabilities (SwDs), and English Language Learners. At the beginning, students will be assessed using formative, diagnostic assessments for their levels of proficiency and student mastery of key knowledge and skills from previous grades in Math and Language Art (Reading and Writing). On identification of any areas needing mastery, a customized IEP will be established for the student. The purpose is to provide student need-focused plan and targeted instructional delivery for strategic remediation that bridges knowledge and skill gaps while concurrently supporting mastery of new material. In addition, HHCS will create more learning time through extended day, Saturday, extended year, and summer school sessions to meet the deep academic needs of students that are grade levels behind in reading and math to ensure the college-readiness of all students. Teachers will work as teams in planning and teaching.

**(b) Rigorous Curriculum:** HHCS will implement a rigorous curriculum in which students take four years of ELA, math, science, social studies, STEM, and foreign language. Each subject area will meet three times a week for a total of 230 minutes, exceeding New York State requirements by fifty minutes per subject area each week. The curriculum will be aligned with the New York State, Common Core College, and Career Readiness Standards. Students will have the opportunity to take AP courses and courses for credit at an arranged college. HHCS will offer a second ELA class for 9<sup>th</sup> and 10<sup>th</sup> graders. The combined extensive staff professional preparation and aggressive student curriculum and academic activities will position HHCS students to excel.

**(c) Advisory Program.** HHCS' curriculum will provide advisory for students, every day, Monday through Thursday. The advisory meetings will be led by faculty members, counselors, and support staff. The purpose is to provide students with College and Career Readiness which is above and beyond their core classes for the challenges of college matriculation and completion. Every faculty, counselor and support staff will serve as mentor and student advocate through advisory groups in which students are grouped in advisories by grade. Involvement of all faculty and staff in the advisory program ensures a supportive environment that can help students develop academically, socially and emotionally. Small advisory sizes foster personalized attention and provide a forum for discussion about academic challenges and successes, as well as social issues. Advisory is designed to help students hone in their critical thinking and speaking

skills by providing safe, non-invasive environment where students practice speaking and listening and can interact more freely with fellow students and advisors in a friendly atmosphere and setting.

**(d) Individual Learning Plan.** An integral element of advisory is the Individual Learning Plan (“ILP”), which will be completed by all students at the School. The use of this planning and assessment tool is supported by the National Association of Secondary School Principals.<sup>2</sup> The ILP will provide opportunities for students to take ownership of their academic success by identifying goals and monitoring progress. These plans will be created for ninth and tenth graders during the Student Academy Summer Bridge Program and used throughout each academic year. The advisor and grade level counselor will be responsible for reviewing these plans, conferencing with the students, communicating with parents, and using the data from the plans to individualize learning plans for each student. These plans will benefit all students, especially who are at-risk of failure.

**(e) Student Academy Summer Bridge Program.** The Summer Bridge Program will be mandatory for all rising 9<sup>th</sup> and 10<sup>th</sup> graders. The purpose of this program will be similar to the School’s Advisory Program, which is to support the academic, social, and emotional development of the student. The curriculum for the Student Academy Summer Bridge Program will parallel that of the Advisory Program. Instruction and activities will assist students in their transition to high school, in developing positive peer and adult relationships, and in building interest in college and career pathways. The Student Academy Summer program for the 11<sup>th</sup> and 12<sup>th</sup> graders will emphasize Regent Exam preparation, life skills development and college and career readiness.

**(f) Extended School Day & Saturday Academy.** Extended schedule allows added academic support time for students with special learning needs and those lacking structured place to study outside of school. The regular school day will extend from 8.30 am to 4.00 pm. Monday through Thursday, with extended day from 4.00 pm to 5.00 pm. The content of the extended day will be based on student needs. Further, during the months of September through May, at least one Saturday per month will be reserved for students who continue to struggle academically. Teachers will be available to the students in low teacher/student ratios. Students will work on reviewing and relearning areas that presented difficulty to them.

**(g) Use of different and innovative teaching methods:** HHCS will use the Lincoln Center Institute (LCI) Capacities for Imaginative Learning (CIL), Project-Based Learning (PBL), Understanding by Design (UBD), and Universal Design for Learning (UDL). STEM project-based math and science courses will be implemented, given its ease in making math and science accessible to Students with Disabilities, English Language Learners and to those who have problem understanding traditional math and science methods. Teachers will be taught to deliver STEM courses using LCI, UDL, PBL strategies and other strategies deemed best for students.

**(h) Racial integration and diversity:** Through culturally sensitive programming, HHCS will implement and promote racially, ethnically, and linguistically diverse learning community where each student, staff, parents feel welcome and accepted. Cultural activities like dance and social events will be planned and sponsored to promote multi-cultural communication and appreciation among staff and students from diverse background. HHCS will hire multi-cultural staff.

**(i) Healthcare Themes:** HHCS’ content focus area is healthcare. This has two significant purposes. First, the healthcare curriculum and sessions will promote and train students to be their own health and wellbeing advocates, encouraging healthy good diets, healthy living and healthy lifestyle. Second, the program will encourage students to explore careers in healthcare but also in area of science, technology, engineering and math. HHCS will incorporate healthcare into all

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<sup>2</sup> National Association of Secondary School Principals, Executive Summary, Breaking Ranks II: Strategies for Leading High School Reform 3 (2004).

aspects of the curriculum, including the Student Academy Summer program, the core curriculum and after-school class, clubs and activities. Students will also participate in healthcare education during weekly Tuesday sessions while teachers are in planning and professional development meetings. The goal is to help students build the thought pattern to live healthy and explore professions in healthcare and in STEM professions.

**(j) Extensive Professional Development and Staff Planning:** HHCS will support as well as provide resources and time allocation for teacher planning and professional development. School schedule includes two periods during which all teachers and staff will engage in professional development and planning. HHCS provides seven professional development days built into the calendar. Embedded within the academic trimesters, these days will provide additional time for rating, review, and analysis of assessment data. Each Tuesday morning, there will be a ninety-minute professional development session. There will also be a two-hour block devoted to staff planning and meeting time on Friday afternoons. Faculty, staff, and administrators will participate in a two-week summer professional development Teacher Institute prior to the commencement of the school year. During the Summer Institute, teachers will develop their Professional Development Plan, which will include long-and short-term goals, the activities that the teacher will participate in to achieve the goals, and a reflection on progress toward achievement of goals. Participation will be mandatory and incentives will be provided.

**C. Enrollment, Recruitment, and Retention**

**(a) Projected enrollment:** In the first year, HHCS will enroll 110 students for the 9th grade. In subsequent years, we will similarly accept 110 for 10<sup>th</sup> grade through 12<sup>th</sup> grade. HHCS projects to serve 410 with a maximum of 440 students at full capacity at the end of the fifth year.

Projected Enrollment Over the Charter Term						
Grade	Age	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
9	13-17	110	110	110	110	110
10	14-18		105	105	105	105
11	15-19			100	100	100
12	16-21				95	95
Total		110	215	315	410	410

**(b) Application, Admissions, Enrollment and Lottery:** If approved, HHCS will immediately circulate its Pre-Application package, containing: (1) School Prospectus/Brochure; (2) Candidate Letter of Intent to Enroll template; and (3) Candidate Introduction Form.

This strategy will capture basic contact information of the candidate and verify that s/he has completed the 8<sup>th</sup> grade and is within the age range. Parents or candidates who complete and submit letters of intent to enroll and candidate introduction forms will be shortlisted, and Enrollment package mailed to them. If they prefer, individuals can obtain the Enrollment package by visiting HHCS building, or downloading from our website. The Enrollment package may also be made available to parents/guardians of eligible students enrolled in target area/s high schools. But for these Enrollment packages to be accepted and processed, candidates/parents must have a completed Letter of Intent and Candidate Introduction Form on file. Pre-admission meetings or activities will not be required. However, optional “Meet & Greet” information and school tour sessions may be held for parents on a case by case basis.

Admission of students will be on a first come first served basis. All completed Enrollment packages will be due no later than the 1<sup>st</sup> Monday in April or any other determined date. The deadline date will be stamped on the right top corner of the Enrollment form’s front

page. Date of receipt will be tracked and stamped on the submitted Enrollment form, adjacent to the deadline stamp. All parents will be notified by postcard of application receipt. Parents hand delivering should request and ensure they obtain their application receipt postcard. All received applications will be categorized and logged in HHCS database/s, as appropriate. If the school receives more applications for enrollment than it has spaces available, HHCS will hold a lottery in order to randomly select and admit students as well as prioritize the waiting list. The lottery will be held publicly on the 1<sup>st</sup> Wednesday in May. After providing an initial preference to English Language Learners, the rest of the students' names will be drawn at random, with second level preference given to siblings of students already enrolled in the school. All parents will be notified in writing of either admission or waiting list status for their children.

Following admission, appointments will be scheduled for each admitted student (and his/her parent) to have a one-on-one meeting with HHCS designated staff, for the purpose of reviewing the school program package, policies and procedures; responsibilities and expectations; compliance assurances, disclosures, and consents; along with questions and answers. At the end of the session, parents or candidates will be required to sign the Participation Contract/Agreement. If parents or students do not accept allotted admission, waitlisted candidates will be notified immediately and the same process will be followed to fill the slot. The considered candidate/s will be required to follow the same enrollment process. An agreed day will be earmarked in the month of June, for all enrolled students and families to attend the New-Intake Orientation Day. Activities will include information about the school, supplies lists collection, uniform measurement, and skills and learning style assessment for students.

**(c) Vacancies:** HHCS anticipates losing four to five percent of students each year from attrition as families move out of school area and as students move from one grade level to the next, leading to approximately 15% over the four-year term. From its intensive recruitments strategies, HHCS will maintain a waiting list from which to backfill vacant seats during school year in 9<sup>th</sup> and 10<sup>th</sup> grades that arise through attrition. However, vacant seats in 11<sup>th</sup> and 12<sup>th</sup> grades may not be backfilled since the new in-takes may not have had the level of preparation required to meet requisite academic performance goals.

**(d) Rationale for selecting enrollment size and growth strategy:** There is robust demand for high school seats in South Bronx. Evidence from HHCS' two parents surveys, community meetings with parents, public hearings, community board presentations, community meetings, and hundreds of phone and email communication show high level of interest and expressions of demand for HHCS healthcare charter school in South Bronx. Nonetheless, HHCS' enrollment size and growth strategy are moderate enough to provide sufficient opportunities to address all learners but small enough to ensure that each student receives the individual attention he or she needs excel. All students will take Common Core courses all four years, but students will be able to take courses at levels that meet their needs. Some students in the twelfth grade, for example, might take a college-level math course while others will take a high school level math course.

**(e) Evidence that enrollment projections will meet or exceed targets set by Board of Regents:** Parents are looking for quality schools. HHCS has designed its programs to provide quality education, meet and exceed the Board of Regents' mandated targets for students eligible for free- and reduced-price lunch, English language learners, and students with disabilities. Depending on whether HHCS is located in school district 8, 7, 9 or 12, the school will use available data to calculate its enrollment and retention targets for the community school district of location<sup>3</sup>. Targeted recruitment and outreach will be focused as follows:

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<sup>3</sup> Using the New York state Education Department's Enrollment and Retention Calculators @ <http://www.p12.nysed.gov/psc/enrollment-retention-targets.html>, HHCS will calculate its targets based on an estimated full enrollment of 750 for grades 9 through 12, and over-age and under-credited students.

a. Students with disabilities – HHCS will have on staff a person who is an expert on students with disabilities and who would be part of the team to design communication and recruitment materials targeting parents of students with disabilities and organizations that cater to students with disabilities. Partnerships will be formed with disabilities institutions and agencies in order to reach and attract students with disabilities.

b. English language learners – Recruitment materials will be provided in the native language of the students to enable students and parents understand the recruitment message and ponder more deeply in their own native mindset, the opportunities HHCS offers. Recruitment and outreach to the ethnic families, agencies, and communities will be carried out by bi-lingual employees.

c. Students who are eligible applicants for the free and reduced price lunch program – South Bronx is known for its high poverty rate, with its student body eligible for free and reduced lunch near 90%. To attract and recruit students from the predominantly low-income families and communities of South Bronx, the recruitment methods outlined in the preceding sections will be used with emphasis placed on the **free** but **qualitative** education offered children.

**(d) Recruitment and retention plan, including specific plans directed to students with disabilities, English Language learners, students who are eligible applicants for the free and reduced price lunch program, and students whose families may be less informed about available options:** To ensure that we meet the Board of Regents’ enrollment and retention targets, HHCS utilizes multiple strategies to publicize the school as a strong and important option for diverse populations. Our students will include persons with disabilities, English language learners, students who are eligible applicants for free- and reduced-price lunch. During the planning period, and on an *ongoing basis*, HHCS will embark on *broad outreach*, to increase the school’s visibility throughout the South Bronx and other neighboring cities and school districts. We will distribute door-to-door brochures, fliers and postcards. Information will be produced in multiple local ethnic languages and with strong messaging that communicate properly HHCS’ mission, commitment, and methodology to empower students through improved educational life and career focus. We plan to employ diverse outreach and marketing strategies to ensure that we reach even those families that traditionally hardly get to know of options available and within their reach, with a goal to receiving applications from families and candidates interested in and in need of the services. Recruitment and application materials will be translated into the predominant languages of the community. Currently our group is putting together, a database of all the middle schools in Bronx, including district public schools, private, mission, and charter middle schools, in order to initiate outreach to principals, instructional/literacy coordinators, guidance counselors, and parent liaisons and create awareness about our proposed charter school. Our Marketing strategies, directed particularly to students whose families may be less informed about available options, include but not limited to: Feet on the Street, Pounding the pavements – going door-to-door to place school information and having door-to-door conversations with residents and families; and Word of Mouth, and volunteer student and family recruitment. Other strategies directed at all constituencies include: (1) Community engagement through community-based outreach and information sessions – presentations at community meetings, churches, community organizations and neighborhood associations and service agencies; (2) Convening advertised public hearing activities; (3) Convening advertised open house activities; (4) Publications of school information in the school website; (5) Partnering with public schools to receive their dropout lists; (6) Partnering with Middle schools as feeder partner to receive their graduates who are interested in healthcare careers; (7) Advertisements in local newspapers, radio, television, as well as local church bulletins; and (8) Mass mailings of the school brochure and/or postcards.

As a public school within South Bronx, HHCS will be available as an option of choice for residents within the district. HHCS will recruit and admit students throughout Bronx and neighboring boroughs, ensuring adequate enrollment and allowing for full accessibility of the

school for all eligible students. Therefore, HHCS will consider as meeting the enrollment eligibility requirements, any individual in Bronx and neighbors, who may meet any or combination of the following: (1) has not graduated from high school but has desire to do so; (2) has a desire to pursue a career in healthcare; (3) has a desire to go on to college; (4) be entitled to a Free and Appropriate Public Education (FAPE); (5) be qualified for the Free and Reduced Lunch program; and (6) demonstrate successful completion of 8<sup>th</sup> grade. Recruitment and admission of students in HHCS will be in a manner that does not exclude applicants based on race, color, religion, gender, ethnicity, national origin, marital status, ancestry, intelligence level, or exceptionality.

Retention of students, especially those at risk of not graduating high school, will be given priority. HHCS will work hard to retain our students by becoming a community school that works with families, social agencies and community leaders. Parents-Teachers organizations will be formed to foster ongoing mutual trust and collaborations. HHCS will focus on:

b. Students with disabilities – Certified education professionals will be hired to provide specialized quality services to students with disabilities. HHCS will build and maintain continual relationships with disabled students’ families and with agencies that address their needs.

c. English language learners – Culturally sensitive teaching and learning methods will be implemented along with the provision and delivery of course materials in ethnic languages that the learners understand. HHCS will create and support parent volunteer and leadership development programs to assure parents’ participation in planning and advancement of learning.

d. Students who are eligible applicants for the free and reduced price lunch program – Among other retention strategies, HHCS will form Parents-Teachers association to strengthen families’ bonding with the school. Mentoring, advising, students’ advancement and success will be assured through innovative, participatory cultural activities, healthy food programs, and healthy lifestyle coaching.

**(e) Family and community support within the proposed sending district(s)/region:** HHCS has been convening successful public hearing meetings. The turnout, participation and volunteering spirit of parents and other participants have been overwhelmingly encouraging. There is tremendous evidence that parents and community support for, and interest in, the charter school is sufficient to reach and exceed our enrollment projection.

**(e) Adequate enrollment and full accessibility:** The strategies presented above will assure that the school maintains adequate enrollment. Moreover, the founding members who themselves are familiar with the state, federal and local laws mandating facilities accessibility for students with disabilities, will assure that all staff and faculty train and adhere to these laws and regulations. HHCS will assure accessibilities to all facilities.

#### **D. Community to be Served**

Below is a description of the South Bronx community to be served, indicating the strategies to be implemented to enhance the educational, career readiness and college admission opportunities to be made available to students and families in South Bronx. Indicated also is the very strong support for HHCS.

**(a) Value of HHCS to South Bronx community:** Within the target areas of depressed South Bronx and its Bronx Empowerment Zone to be served by HHCS, there exist a grave poverty, distressing unemployment levels, and disappointing high school drop-out rates. **(a) Poverty:** South Bronx and Bronx Empowerment Zone has 42.2% below poverty level compared to 14.5% for NY State, and 15.9% nationwide, showing target area is over twice worse than state and federal levels (U.S. Census Bureau). **(b) Unemployment Rate:** South Bronx and Bronx Empowerment Zone have 43.5% unemployment rate, NY state level is 17.85% and 22.65% at the national level, showing the target area as having about twice the rates for the state and the federal (American Community Survey - ACS). **(c) Students Academic Performance:** shows

similar worse trends for target area with South Bronx School Districts struggling to adequately advance student achievement as evidenced by the New York State Testing Program. For example, in 2012 South Bronx school districts 12, 9, 7, and 8, ranked 30<sup>th</sup>, 31<sup>st</sup>, 32<sup>nd</sup>, and 28, respectively, out of New York City's 32 districts in English Language Arts (ELA) test scores, occupying the City's bottom most performance spectrum. Furthermore, over 17% of the students are assessed and classified as English Language Learners (ELLs), another 16% qualify for and receive Special Education (SE) services, and yet 90% of the students fall within the category eligible for Free and Reduced Price Lunch (FRPL) program because of the large number of families living below national poverty levels in the target area. Some parents move or send their children to better performing school districts – many such parents want better schools in South Bronx. HHCS will address these needs by providing students with rigorous curriculum and intensive instructions in core academic courses, social, and healthcare professional skills necessary to compete and perform well in the growing healthcare industry. Students will graduate with Regent Diploma and be ready to enter college and university degrees in healthcare fields such as nursing, medicine, mental health and other healthcare disciplines. HHCS will partner with low performing public schools in the District of location to share best educational practices and innovations through joint professional development, conferences, workshops and seminars.

**(b) Student population to be served by HHCS:** With approximately 98% of South Bronx residents classified as African-American, Caribbean-American, or Hispanic-American, and given the unacceptable levels of poverty, unemployment, and the distressing students' academic performance levels in the area, HHCS Board seeks to plan, design and implement an innovative charter school that would serve students, targeting at-risk students (English Language Learners, Students with Disabilities, Free and Reduced Price Lunch) and aiming at high expectations, create exceptional learning environments that would provide students with the skills necessary to access the 21<sup>st</sup> century global economy. Individualized as well as group instruction strategies will help student success.

**(c) Reason for Selection of South Bronx and HHCS capacity to serve this community:** As already indicated in (a) above, HHCS selected South Bronx as its target area in order to help address the grave poverty, distressing adult and youth unemployment levels, and disappointing high school drop-out rates that affect youth, parents and families in South Bronx. HHCS has the capacity and expert personnel to achieve its mission and objectives for the school and for the South Bronx community. This strength derives from its founding group and partner nonprofit community development corporation, Hi-Tech Charities (HTC). Through dedicated efforts, the founding group carried out series of research survey, which indicated strong the need for a quality healthcare charter school in South Bronx. The founding team began aggressive planning to fill that need.

**(d) Rationale for how Hi-Tech Healthcare Charter School will enhance/expand educational options to students:** Besides the high demand for healthcare-focused charter school expressed by parents and residents during survey research, public hearings, and community outreach activities, HHCS healthcare school-design is both innovative and unique in the sense that it provides both rigorous academic focus but also affords the students critical marketable healthcare workforce skills. Consequently, the healthcare charter school would graduate students with high school diploma and healthcare workforce knowledge. The healthcare concept will not only help students graduate with school diploma but will also prepare them for direct entry into the growing healthcare job market, as this market in turn strives to serve the growing baby boomer population. Inputs and feedbacks received have informed the design and continual review and improvement of the school plan.

**(e) How HHCS has assessed family and community support within South Bronx community:** HHCS Planning Team has carried out a thorough and meaningful public outreach

in South Bronx and has gone through a careful public review process by publicizing, conducting various forms of outreach, soliciting parent and community inputs and using the inputs and comments received from various stakeholders in designing, redesigning and enhancing its proposed healthcare high school charter school. Parents' and residents' opinion research survey outcomes, public hearings, Community Boards presentations and hundreds of phone and email communications and exchanges all indicate strong support for HHCS in South Bronx. Ongoing inputs and feedbacks continue showing strong support for the school and the founding group.

### **E. Public Outreach**

Following New York State Education Law Section 2852(9-a)(b)(ii) requiring rigorous demonstration that a charter school applicant has conducted effective public outreach in the target area the school is to be located, HHCS Team has carried out a thorough, rigorous, comprehensive parents and community outreach and review in South Bronx:

**(a) Informing the community about the proposed charter school:** Beginning from April 2013 to the present and ongoing, HHCS founding group have carried out and continue to carry out **extensive** public, community, youth and parent outreach activities, and have accepted and continue to accept and address inputs and feedbacks from students, parents, residents, and community leaders. Outreach is ongoing.

i). Public Outreach: Social Agencies, Churches and Community Boards – Presentations and discussions were held with social agencies and members of Community Boards #1 (9/12/2013; 2/5/2015; 9/2/2015), Community Board #2 (6/12/13; 5/21/14; 6/18/14; 3/19/2015; 9/9/2015), Community Board #3 (9/11/13; 10/2/2014; 5/14/2015; 9/14/2015), and #4 (7/29/13; 5/27/14; 4/15/2015). (see Attachment 2 for sample evidence of community outreach). In these presentations, information was presented and discussed about our proposed healthcare charter school; the anticipation of locating school within school districts 7, 8, 9 or 12; the 9<sup>th</sup> through 12<sup>th</sup> grade levels to be served and clear description of the educational programs. Questions and answers sessions followed. Feedbacks received were integrated into subsequent meetings and eventually reflected in the school design. Letter of support from Community Board 2 is included in Attachment 2. Ongoing presentations and conversations with the community boards are planned. Distribution of Fliers, Brochures and Public Hearing Events Notices - Over three thousand fliers, brochures, and public hearing notices, all written in English and Hispanic languages were produced and distributed to residents through door-to-door, churches, local businesses and stores, laundry matts, community centers, public and senior housing facilities, and other public places (for sample of fliers distributed by HHCS in South Bronx community, see Attachment 2). Community Events – HHCS participated and continues to participate in Bronx business, health and community events where information was shared and feedbacks received. Examples include Fordham University (5/28/14; 1/22/2015), Bronx Week Business Breakfast (5/14/13; 5/13/14; 2/26/2015), health fairs (5/3/13; 6/28/14, 4/16/2015s), and several other community fairs and events (for sample community event flier, see Attachment 2).

ii). Initial assessment of parent interest, community and religious leaders, political leaders and residents: Public Hearings Targeting Parents and Guardians - To date, ten public hearings, targeting parents and guardians were conducted: four at Resurrection and Life Pentecostal Church Outreach Center (1/12/13; 4/20/13; 2/9/15; 9/5/2015), two at High Bridge Public Library (8/23/13; 4/16/2015), two at Hunts Point Public Library (6/28/14; 6/13/2015); two at Word of Life Church (9/6/2014; 8/7/2015). There are over 700 support signatures from parents and guardians at these discussions events. Surveys - Two parents and guardians surveys lasting five months each have been conducted one year apart; the first being from 6/2/13 to 10/2/13 and the second 2/2/15 to 6/2/15 (see Attachment 2 for survey sample). Both asked same questions and results showed that there is need for a quality high school in South Bronx, healthcare high school is preferred to other forms of high school. There is demand for extended day and Saturday

classes. Middle Schools Parent Coordinators - Meetings were held with parents coordinators of middle schools who expressed parents' desire for **high performing charter high schools** that would provide their children choices for good education. Sample email correspondences with Middle School Parents Coordinators is included in Attachment 2. Political Leaders and Community organizations - Meetings were held with the Bronx Borough President Rueben Diaz, the Deputy Borough President, Aurelia Greene, Assemblyman Marcos Crespo, Councilwoman Arroyo (see support letter of Councilwoman Arroyo in Attachment 2), pastors of churches and community organizations that discussed parents' education needs for their children. Numerous announcements have been made in Catholic Church services and outreach activities in South Bronx – Parish Priest of St. Anselm Catholic Church has continued to announce the school in church services and published the school's information in parish bulletins over series of months. Most Reverend Josu Iriondo, DD, Catholic Bishop of South Bronx has extensively published the school in church bulletins and made numerous Sunday and Weekday announcements about the school in Spanish and English languages in the parish during Masses and church activities (for letters from Bishop Iriondu and Rev. Fr. Antonio Palacios, see Attachment 2). Website (see or visit [www.htchaterschool.org](http://www.htchaterschool.org)) – HHCS website provides information for parents. Through all these channels, community members, leaders and parents have provided feedbacks and expressed desire for quality healthcare charter school that would curb failing students' performance and provide quality alternative. Feedbacks and inputs from all sources have influenced design elements of the school (see Attachment 2 for evidence of parent and community outreach). Other outreach and communications with political leaders, educational leaders, community organizations, business leaders and individuals in South Bronx are ongoing. Health Fairs: HHCS participated in health fairs and discussed the school with parents, guardians and other fair participants.

**(b) At least one public meeting with stakeholders in the target community:** As indicated above, ten public hearings, targeting parents and guardians were conducted: four at Resurrection and Life Pentecostal Church Outreach Center (1/12/13; 4/20/13; 8/10/14; 1/6/2015), two at High Bridge Public Library (8/23/13; 4/16/2015), two at Hunts Point Public Library (6/28/14; 5/21/2015); two at Word of Life Church (9/6/2014; 3/7/2015). There are over 700 support signatures from parents and guardians at these discussions events. (For sample public hearing notices with dates, locations, agendas, contacts, see Attachment 2).

**(c) Evidence that HHCS solicited community public input or comment on the educational and programmatic needs of students:** All public hearings, presentations and discussions involved deliberations on the educational and programmatic needs of students. Much discussion focused on providing quality healthcare high school and on serving at-risk youth. HHCS provided assurance to run an effective school and to serve at-risk students, including giving admission priority to students in the district the school is located. Assurance Letter demanded by Community Board #2 leaders and provided by HHCS leaders is available upon request. In all its public outreach activities, HHCS Planning Team provided media and opportunities for parents and members of the South Bronx community to provide inputs and comments on the educational and programmatic needs of students. For example, the notifications for Community Boards presentations provided website address for access to web-based information, names and phone numbers of two contact officials, and an email address to send comments; notifications for Public Hearings provided website address for access to web-based comments form, names and phone numbers of two contact officials, and an email address to send comments; parents and residents' opinion research survey tool used to obtain residents' opinions on various charter school design elements, provided a blank form section for respondents to provide additional comments on the educational and programmatic needs of students in South Bronx (see Parent/Guardian survey form in Attachment 2).

**(d) Addressed and used comments received to design school educational and programmatic activities:** Follow up thank you letters, and where applicable, responses to comments received were sent to meeting participants and commenters. Using inputs, comments and feedbacks received from the community meetings, Community Boards presentations, public hearings, e-letters, survey questionnaires, and numerous meetings, HHCS was able to design, redesign and enhance its educational and programmatic needs. For example, the initial vision was to create a health-focused school and encourage career pathway into healthcare. While this remains an important part of our mission, comments and inputs from parents and community resident have led to infusion of science, technology, engineering and math (STEM) as a central design element of the school. In addition, feedbacks from parents and community have led to increase in school budget for hiring additional counselors and special education teachers to meet needs of students. HHCS has also increased extended school hours as many commenters requested.

**(e) Ongoing approach to continue to engage with the community and to solicit and use public inputs:** We will continue to engage the community as we are currently doing. Building on the current connections, collaborations, participations in the public hearings, Community Board discussions, research surveys, community meetings, phone conversations and email communications and exchanges between founding group and the South Bronx community constituencies, HHCS will continue to maintain dialogue with various community individuals and groups. The school founding group will continue to build more relationships with residents, parents, local agencies, community leaders, political leaders, religious leaders, educational leaders and other members of the South Bronx community. Information obtained will be used as inputs and feedbacks to continue to refine and enhance the charter school programs.

**(f) How students in the community will be informed about the charter school and given equal opportunity to attend the school:** Once HHCS receives information about charter approval, the institution will set forth immediately to implement aggressive recruitment strategies to attract and retain students. To accomplish this, materials will be presented in English and Spanish; open-house meetings will be held, local media outlets will be utilized to reach parents, churches, social organizations, and cultural institutions. Other recruitment strategies to be implemented will include among others, organizing special events and making presentations to parent organizations, middle schools and community agencies. Brochures and fliers will be produced and distributed at local parks, libraries, housing complexes, major subways, local businesses, churches and social agencies. For the recruited students, lottery will be implemented following NYS Law and in accordance with HHCS admissions policy. Preference will be given to students of the District of location and to English Language learners, students with disabilities, free and reduced price lunch students.

## **F. Programmatic and Fiscal Impact**

Provided below is an assessment of the projected programmatic and fiscal impact of the proposed HHCS on other public and nonpublic schools in South Bronx.

**(a) Projected programmatic impact of HHCS on other public and non-public schools in South Bronx:** HHCS will have little or no impact on existing public schools in South Bronx because majority of schools in the target area are elementary and middle schools; high schools serve few 9<sup>th</sup> graders since many parents prefer to send their children to better school districts outside South Bronx. HHCS expects to serve as an alternative for those students who would otherwise go out of the district to attend high schools in better performing school districts. Moreover, HHCS will have positive impact on the students, teachers and the local community as qualitative education and critical resources are brought to enhance education and life in the area. From the positive perspectives again, HHCS would willingly share best practices and resources with other schools in the district, thereby helping create positive impacts that drive teaching and learning in the target area.

Nonpublic schools like Catholic schools draw mostly from parents able to pay for their children’s education. Since HHCS will serve mostly students from poor families who can only use free public education, the effect on Catholic schools will be minimal or none, except for parents who wish to choose the free charter school over religious schools.

The chances for co-locating in a Public Schools building is slim. But should NYC Department of Education arrange this, HHCS will have minimal impact on any of the school districts 12, 7, 8 or 9. HHCS is actively working with private real estate firms for identification of suitable lease space that would serve for its educational and operational purposes. To this effect, sufficient amount has been allocated in the budget for monthly rental lease payments. Moreover, HHCS intends to develop its own property once it has gained some years of operational leverage. Presently discussions have been initiated with investment banks and New York City Agency responsible for nonprofit tax exempt bond financing, Build NYC, for possible future issue of tax exempt bond to develop the school’s future facility.

**(b) Projected assessment of fiscal impact on other public/nonpublic schools in South Bronx:**

**Fiscal Impact**

<b>Operating Year</b>	<b>Charter Year</b>	<b>Projected Funds from NYSED in \$</b>	<b>Ed. Dept. Annual Budget In \$</b>	<b>Projected Impact %</b>
2016-2017	1	1,989,852	\$21,535,092,000	0.0065%
2017-2018	2	5,154,401	\$22,181,144,000	0.0232%
2018-2019	3	8,164,573	\$22,846,578,000	0.0357%
2019-2020	4	11,154,412	\$23,523,435,000	0.0474%
2020-2021	5	11,690,183	\$23,764,842,000	0.0492%

From the above table it can be seen that the school will have minimal fiscal impact on the annual budget of the Education Department and therefore on other local public schools. There will be little or no fiscal impact on other non-public schools since their funding streams differ from that of public schools and charter schools.

## PART II: EDUCATIONAL PLAN

### A. Achievement Goals

Hi-Tech Healthcare Charter School (HHCS) students will meet and exceed the following yearly educational objectives:

1. **English Language Arts**: HHCS students will read, write, speak, listen to and understand facts and ideas of the English language and apply their knowlwdge to solve problems.
2. **Mathematics**: HHCS students will acquire and demonstrate mathematical proficiency, including the application, practical and conceptual understanding, automated fluency and problem solving using the acquired mathematics knowledge and skills.
3. **Social Studies**: HHCS students will understand and critique World and USA History and Geography including ideas and themes of a civil society.
4. **Science**: HHCS students will demonstrate proficiency in understanding and applying scientific concepts as well as it applications.
5. **At-Risk Students**: HHCS will provide at-risk students with rigoruos individualized academic, practical, supportive and other services to enable them become successful.
6. **Graduation**: HHCS students will make yearly progress and meet requirements to achieve NYS Regents Diploma.
7. **College and Career Preparedness**: HHCS students will demonstrate academic and practical preparedness for college and career in healthcare with opportunities to pursue further studies in nurisng, medicine, STEM, and other careers.

HHCS Student Achievement Goals and Methods of Evaluation	
<p><b><u>Goal 1: ELA: HHCS students will read, write, speak, listen to and understand facts and ideas of the English language and develop ability to apply the knowledge.</u></b></p>	<p><b><u>Absolute Measures:</u></b></p> <ol style="list-style-type: none"> <li>a. Every year, 75% of HHCS high school students in the Accountability Cohort will score at least 65 on the NYS Regents English exam by the completion of their 4th year in the cohort.</li> <li>b. Every year, 75% of HHCS students in the Accountability Cohort who scored at Level 1 or 2 on their New York State 8<sup>th</sup> grade English Language Arts exam will score at least 65 on the NYS Regents English exam by the completion of their fourth year in the cohort.</li> <li>c. Every year, the Performance Index on the Regents English exam of HHCS students completing their 4<sup>th</sup> year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) per state’s No Child Left Behind accountability requirements.</li> </ol> <p><b><u>Comparative Measures:</u></b></p> <ol style="list-style-type: none"> <li>a. Every year, the percent of HHCS high school students in the Accountability Cohort passing the Regents English exam with a score of 65 or above after 4 years will exceed that of students in the high school Accountability Cohort from local School District.</li> </ol> <p><b><u>Growth Measures:</u></b></p> <ol style="list-style-type: none"> <li>a. Every year, the group of HHCS students who have taken the grade 10 to 12 ACT assessments (PLAN in grade 10, ACT in grades 11 and 12) will reduce the gap between their average score in the previous year (including EXPLORE in grade 9), and the College Readiness Benchmark score in English by 50%. Students who achieve the College Readiness Benchmark Scores for their grade will continue to achieve the College Readiness Benchmark in English on subsequent tests and grades in school activities.</li> </ol>
<p><b><u>Goal 2. Mathematics: HHCS students will acquire, demonstrate</u></b></p>	<p><b><u>Absolute Measures:</u></b></p> <ol style="list-style-type: none"> <li>a. Every year, 75% of HHCS high school students in the Accountability Cohort will score at least 65 on a NYS Regents mathematics exam by</li> </ol>

<p><b>mathematics proficiency, including the application, practical and conceptual understanding, automated fluency and problem solving.</b></p>	<p>the completion of their 4th year in the cohort.</p> <ul style="list-style-type: none"> <li>b. Every year, 75% of HHCS high school students in the Accountability Cohort who scored at Level 1 or 2 on their New York State 8<sup>th</sup> grade mathematics exam will score at least 65 on a NYS Regents mathematics exam by the completion of their 4<sup>th</sup> year in the cohort.</li> <li>c. Each year, the PI on the Regents mathematics exams of students completing their 4<sup>th</sup> year in the Accountability Cohort will meet the AMO as prescribed by state’s NCLB accountability.</li> </ul> <p><b><u>Comparative Measures:</u></b></p> <ul style="list-style-type: none"> <li>a. Every year, the percent of HHCS high school students in the Accountability Cohort passing a Regents mathematics exam with a score of 65 or above after their 4<sup>th</sup> year will exceed that of the students in the high school Accountability Cohort School District.</li> </ul> <p><b><u>Growth Measures:</u></b></p> <ul style="list-style-type: none"> <li>a. Every year, the group of HHCS students who have taken the grade 10 to 12 ACT assessments (PLAN in grade 10, ACT in grades 11 and 12) will reduce the gap between their average score in the previous year (including EXPLORE in grade 9), and the College Readiness Benchmark score in Math by 50%.</li> <li>b. Students who achieve the College Readiness Benchmark Scores for their grade will continue to achieve the College Readiness Benchmark in Math on subsequent tests and in subsequent grades.</li> </ul>
<p><b><u>GOAL 3: Social Studies:</u> HHCS students will understand and critique World and USA History and Geography including ideas and themes of a civil society</b></p>	<p><b><u>Absolute Measures:</u></b></p> <ul style="list-style-type: none"> <li>a. Every year, 75 % of HHCS high school students in the Accountability Cohort will score at least 65 on the Regents U.S. History exam by the completion of 4<sup>th</sup> year in the cohort.</li> <li>b. Every year, 75% of HHCS high school students in the Accountability Cohort will score 65 on the NYS Regents Global History exam by the completion of their 4th year in the cohort.</li> </ul> <p><b><u>Comparative Measures:</u></b></p> <ul style="list-style-type: none"> <li>a. Every year, the percent of HHCS students in the high school Accountability Cohort passing the U.S. History Regents exam and the Global History Regents exam with a score of 65 or above after their 4<sup>th</sup> year will exceed that of the students in the high school Accountability Cohort from local School District.</li> </ul>
<p><b><u>Goal 4. Science:</u> HHCS students will demonstrate proficiency in understanding, applying, reasoning and critically analyzing scientific concepts as well as their applications.</b></p>	<p><b><u>Absolute Measures:</u></b></p> <ul style="list-style-type: none"> <li>a. Every year, 75% of HHCS high school students in the Accountability Cohort will score at least 65 on a NYS Regents Science exam by the completion of their fourth year in the cohort.</li> </ul> <p><b><u>Comparative Measures:</u></b></p> <ul style="list-style-type: none"> <li>a. Every year, the percent of students in HHCS high school Accountability Cohort passing a Regents science exam with a score of 65 or above after their 4<sup>th</sup> year will exceed that of the students in the high school Accountability Cohort from local School District.</li> </ul> <p><b><u>Growth Measures:</u></b></p> <ul style="list-style-type: none"> <li>a. Every year, the group of HHCS students who have taken the grade 10 to 12 ACT assessments (PLAN in grade10, ACT in grades 11 and 12) will reduce the gap between their average score in the previous year (including EXPLORE in grade 9), and the College Readiness Benchmark score in Science by 50%. HHCS students who achieve the College Readiness Benchmark Scores for their grade will continue to achieve the College Readiness Benchmark in Science on subsequent tests and in subsequent grades.</li> </ul>
<p><b><u>GOAL 5: At-Risk</u></b></p>	<p><b><u>Absolute Measures:</u></b></p>

<p><b><u>Students:</u> HHCS will provide all its at-risk students with rigorous individualized academic, practical, supportive and other services to enable them become successful.</b></p>	<ul style="list-style-type: none"> <li>a. 100% of HHCS Students with Disabilities (SwDs) will meet/exceed 90% of their IEP goals on academics, social and emotional dimensions by each year's end as revealed during and by annual IEP review.</li> <li>b. Every year, 75% of HHCS SwDs in each cohort will graduate from high school within 4 years; 85% will graduate within five years.</li> <li>c. Every year, 90% of English Language Learners (EELs) will advance one level in each modality each year on the NYSESLAT Exams.</li> <li>d. Every year, 75% of ELLs in each cohort will graduate from high school within 4 years; 85% will graduate within five years.</li> </ul> <p><b><u>Comparative Measures:</u></b></p> <ul style="list-style-type: none"> <li>a. Every year, the percent of HHCS SwDs in the high school Accountability Cohort for the 4-year SwDs graduation rate will exceed that of the local School District.</li> <li>b. Every year, the percent of HHCS EELs in the high school Accountability Cohort for the 4-year graduation rate will exceed that of the local School District.</li> </ul>
<p><b><u>Goal 6: Graduation Requirements:</u> HHCS students will make yearly progress and meet requirements to achieve New York State Regents Diploma.</b></p>	<p><b><u>Absolute Measures:</u></b></p> <ul style="list-style-type: none"> <li>a. Every year, 75% of high school students in the Accountability Cohort will graduate from high school after 4 years of study; and 85% after completion of 5<sup>th</sup> year in the cohort.</li> <li>b. Every year, 75% of HHCS graduating students will be college and/or healthcare career ready upon graduation. 75% of the graduating class will attend college or university.</li> <li>c. Every year, at least 20% of graduating students will qualify &amp; receive a Regent Diploma with Advanced and "With Honors" designation.</li> </ul> <p><b><u>Comparative Measures:</u></b></p> <ul style="list-style-type: none"> <li>a. Every year, the graduating HHCS high school Accountability Cohorts will exceed the graduating rate of local School District.</li> <li>b. Every year, HHCS Accountability Cohorts will exceed the performance of local district high schools in the Regents Diploma with Advanced and "With Honors" designations.</li> <li>c. Every year, a higher percentage of HHCS Accountability Cohort high school graduates will attend college and other institutions of higher education when compared to graduates from local School District.</li> </ul> <p><b><u>Growth Measures:</u></b></p> <ul style="list-style-type: none"> <li>a. Every year, 75 percent of students in each high school Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.</li> <li>b. Every year, 75 percent of students in the high school Graduation Cohort will score at least 65 on at least three different Regents exams required for graduating by the completion of their 2<sup>nd</sup> year.</li> </ul>
<p><b><u>Goal 7. College and Career:</u> Students will demonstrate academic &amp; practical preparedness for college and career in healthcare: pursue further studies in nursing, medicine, STEM and other careers.</b></p>	<p><b><u>Absolute Measures:</u></b></p> <ul style="list-style-type: none"> <li>a. 100% of students will receive training on college &amp; career readiness.</li> <li>b. Attendance count will exceed 90% average daily attendance.</li> </ul> <p><b><u>Comparative Measures:</u></b></p> <ul style="list-style-type: none"> <li>a. Every year, the average performance of students in the 10<sup>th</sup> grade will exceed the state average in the PSAT tests in Reading &amp; Mathematics.</li> <li>b. Every year, the average performance of students in the 12<sup>th</sup> grade will exceed the state average in SAT or ACT tests in Reading &amp; Math</li> </ul>

**Other Institutional Goals for Sound Education:**

- a. HHCS will maintain a safe and secure school climate 99% of the time.
- b. All HHCS students will not be considered for social promotion but will be ready to be promoted to a higher-grade level 100% of the time.
- c. HHCS will create a school campus welcoming to ALL parents and guardians.

## **B. School Schedule and Calendar**

HHCS calendar and schedule are set on the belief that time and care are two valuable resources that enhance student education, particularly students from low socioeconomic backgrounds and at-risk students. Research has shown that these students tend to lose skills learned during the school year between the summer months and a new school year. Students from lower socioeconomic families tend to lose between two to two and a half months of math computation skills and often lose some spelling and reading comprehension skills during that time (Ballinger & Cruz, 2009; Kelly, 2000). This seeming vicious cycle and loss can be mitigated by prolonging both the school days and the school year. We believe that when our students are actively engaged throughout the year, eliminating “summer learning loss syndrome”, students’ learning will be solid. HHCS believes that having a longer school day and academic year will make both the academic and social growths of our students continuous, and allow more instructional time for new materials, thereby reducing student discipline issues while achieving increased student retention and achievement rates.

**School Calendar.** HHCS’ proposed first-year calendar will have 200 days of instruction, which is 20 extra days over and above the required 180 days, including extra Saturdays of instruction when needed to enhance student achievement. The calendar also has fifteen-day mandatory student academy or summer bridge program from August 15<sup>th</sup> 2016 through September 2<sup>nd</sup> 2016. School year for teachers starts with two weeks professional development and Teacher Institute from August 1 through 12<sup>th</sup>, 2016. Professional development teachers’ institute combines professional development with teacher instructional planning. There are additional two days of teacher professional development in January of 2017 from 23<sup>rd</sup> to 24<sup>th</sup>, and another five-day professional development in June 2017 from 26<sup>th</sup> to 30<sup>th</sup>. During these professional development days teachers will devote their time to rating, analysis, and discussions of semester assessments and student achievement. Further, there are: (a) one-hour forty minutes professional development every Tuesday from 8.30 am to 10.10 am, (b) two-hour professional development every Friday from 2.00 pm to 4.00 pm. HHCS will provide core instructional time that is over and above the 180 days required of public schools.<sup>4</sup> To accomplish this, HHCS will run a Trimester annual school calendar in which students will study all year round (see Attachment 3d: 2016-2017 School Calendar and; Attachment 3b: Sample General Bell Schedule).

**Student and Teacher Schedule.** Regular school day will begin 8.30 am and end 4.00 pm. There will be a mandatory extended school day from 4.00 pm to 5.00 pm, Monday through Thursday. During this period, all teachers provide additional instruction to students, with focus on those students needing additional academic assistance. Every Monday through Thursday, students, teachers, and support staff will participate in a thirty-minute, small group advisory session. The schedule provides a thirty-minute breakfast and a thirty-minute lunch period. Extracurricular activities, including sports, athletics, community service will be offered Monday through Friday from 5.00 to 6.00 pm (see Attachment 3b: Sample General Bell Schedule; and Attachment 3b: Sample 9<sup>th</sup> Grade Student Schedule).

HHCS will offer more instructional time than a public school. Each subject area will meet three times a week for a total of 230 minutes. This exceeds the New York State requirements by 50 minutes for each subject area. In addition, there will be mandatory extended school days

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<sup>4</sup> N.Y. Education Law § 2851(2)(n)

each week, Monday through Thursday from 4.00 to 5.00 pm. Given a trimester schedule, the extended day hours and the 2 to 3 hours, one or two Saturdays per month, HHCS will be providing over 150 additional hours or supplemental instruction (see Attachment 3b: Sample 9<sup>th</sup> Grade Student Schedule; and Attachment 3c: Sample 9<sup>th</sup> Grade ELA Teacher Schedule).

Supplemental instruction and intervention will occur during advisory, special education teacher support services, a second ELA class for freshman and sophomores and during mandatory after school meetings. Additionally, the Student Academy (summer bridge) program for rising 9<sup>th</sup> and 10<sup>th</sup> graders will provide a college readiness curriculum including enrichment activities based of student needs and interests. During the Tuesday morning teacher professional development meetings, students will participate in a 12-week healthcare education that will run concurrently by grade. Rising seniors will participate in a Student Academy summer bridge program separate from the juniors in a college campus to be arranged (colleges contacted want charter approved before arrangement can proceed). Students will participate in college workshops and in peer mentoring. Additionally, students will complete healthcare-related internship either during the summer prior to second year or during one of the academic semesters in senior year. At the beginning of the 12<sup>th</sup> grade may choose between ELA or AP English, Social Studies, pre-calculus, or statistics, or AP Science and Integrated Algebra. Further, students will be able to choose among fine, performing and visual arts, and have the opportunity to register and take college courses.

HHCS will group subject areas into heterogeneous classes that provide all students equal access to rigorous college preparation curriculum. Within each class, flexible grouping will be utilized to meet the needs of students and to facilitate differentiation of instruction according to ability level, interests, and readiness. HHCS will organize teachers into grade level teams to work in collegiality to collaborate, plan and enhance student learning. Further, HHCS will adopt an integrated co-teaching model and special education teacher support services instruction for students who need it. In freshman and sophomore years, students will have a second class of ELA instruction called ELA Fundamental. This class will focus on academic literacy skills with emphasis on written and oral communication, language structure, and academic vocabulary. All students will participate in an SAT preparation course in junior year and in senior-year, students will complete a college readiness course. During this second ELA class the special education teacher will provide small group special education teacher support services to those students who require additional support to ensure that the requirements outlined by each student's IEP are met. A similar model will be implemented for English Language learners. Additionally, support services for these students for these students will be offered during the extended day sessions as necessary.

As shown in Attachment 3c: Sample 9<sup>th</sup> Grade ELA Teacher Schedule, the ELA teacher will teach five sessions, each meeting three times per week for a total of 230 minutes per week per session. The schedule also includes four 9<sup>th</sup> grade advisory sessions of 30 minutes each. In order to facilitate looping in 9<sup>th</sup> and 10<sup>th</sup> grades to provide a consistent learning environment and to maximize the level of collaboration needed to implement the instructional framework, grade level teams will be formed. The teacher has five prep sessions each week for a total of 410 minutes. This will provide adequate time for teacher planning, grading and other pre-session activities.

### **C. Curriculum and Instruction**

**Timeline, Curriculum Development and Alignment.** Immediately upon receiving notice of approval of the school's charter, HHCS board of trustees will form a Curriculum Committee, under the leadership of the Principal to develop and implement a rigorous and challenging curriculum. Four sound, research and experience-based proven curricula and instructional practices will be used to design the curriculum. These proven foundational curricula are: (1) the

Lincoln Center Institute (LCI) Capacities for Imaginative Learning (CIL); (2) Universal Design for Learning (UDL); (3) Project-Based Learning (PBL), and (4) Understanding by Design (UBD). The curriculum will reflect HHCS' belief that research-based experiential curricular experiences will help students achieve while developing the essential competencies of critical thinking, effective communication, and collaboration. The curriculum will align with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program. During the planning six months of the first year before classes start, curricula units for each content area will be developed under the supervision of the principal, and all completed units will be reviewed and approved by the board. As new teachers are hired in the Spring prior to the school's opening, they will participate in the curriculum development and train on the curriculum contents during the Teacher Institute. A curriculum consultant will be contracted to provide support to the principal and faculty as needed. During staff meetings and professional development sessions, all faculty and staff will receive training on the various subject content areas and components of the curriculum.

**HHCS Education Foundation.** HHCS' educational programs will be grounded on a solid educational foundation. Among the primary best practices that will provide a solid foundation for the educational experiences of students are a strong advisory program, individual learning plan, student academy summer bridge program, looping, an integrated curriculum, the integration of literacy across the curriculum, and inquiry/problem-based learning.

**Advisory Program.** HHCS curriculum will provide advisory for students, every day, Monday through Thursday. The advisory meetings will be led by faculty members, counselors, and support staff. The purpose is to provide students with College and Career Readiness which is above and beyond their core classes for the challenges of college matriculation and completion. Every faculty, counselor and support staff will serve as mentor and student advocate through advisory groups in which students are grouped in advisories by grade. Involvement of all faculty and staff in the advisory program ensures a supportive environment that can help students develop academically, socially and emotionally. Small advisory sizes foster personalized attention and provide a forum for discussion about academic challenges and successes, as well as social issues. Advisory is designed to help students hone in their critical thinking and speaking skills by providing safe, non-invasive environment where students practice speaking and listening and can interact more freely with fellow students and advisors in a friendly atmosphere and setting. This helps boost student self-esteem, assertiveness and ability for self-expression, ultimately enhancing student long-term academic performance. Counselors will play central role as coordinators of the advisory program. Staff meetings on Fridays and professional development sessions will provide teachers and counselors opportunity to plan, discuss and continue to enhance the advisory curriculum. Advisors will remain with their advisory group for at least two years. The Advisory Curriculum will be organized according to the following areas: Academic Development, including transition to and success in high school; Social/Emotional Development, including community and building positive relationships; Career Development, including college and career preparation. HHCS will utilize a dedicated College and Career Readiness curriculum to prepare seniors for the ultimate goal of admission to top-tier colleges or universities or other challenging post-secondary options.

**Individual Learning Plan.** An integral element of advisory is the Individual Learning Plan ("ILP"), which will be completed by all students at the School. The use of this planning and assessment tool is supported by the National Association of Secondary School Principals.<sup>5</sup> The ILP will provide opportunities for students to take ownership of their academic success by identifying goals and monitoring progress. These plans will be created for ninth and tenth

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<sup>5</sup> National Association of Secondary School Principals, Executive Summary, Breaking Ranks II: Strategies for Leading High School Reform 3 (2004).

graders during the Student Academy Summer Bridge Program and used throughout each academic year. The advisor and grade level counselor will be responsible for reviewing these plans, conferencing with the students, communicating with parents, and using the data from the plans to individualize learning plans for each student. These plans will benefit all students, especially who are at-risk of failure. Because students will be monitoring their progress under the supervision of the guidance counselor and advisor, student at-risk of failure will more immediately understand the consequences of their actions and the impact on achievement. The plan will be aligned to the curriculum of the Advisory Program, providing students opportunities to establish short and long term goals for success in high school, to build positive relationships, and to develop an understanding of what it means to be college and career ready. The process of creating an Individual Learning Plan can have a positive impact on self-regulation, a key factor in academic achievement. Zimmerman defines self-regulation as “a self-directive process by which learners transform their mental abilities into academic skills.”<sup>6</sup> Often, students who are at-risk of failure, students with disabilities, and students who are academically underprepared have not developed high levels of self-regulation. Advisors and counselors will assist students in developing the self-awareness necessary to identify strengths and areas in need of improvement.

**Student Academy Summer Bridge Program.** The Summer Bridge Program will be mandatory for all rising ninth and tenth graders. The purpose of this program will be similar to the School’s Advisory Program, which is to support the academic, social, and emotional development of the student. The curriculum for the Student Academy Summer Bridge Program will parallel that of the Advisory Program. Instruction and activities will assist students in their transition to high school, in developing positive peer and adult relationships, and in building interest in college and career pathways. Before the commencement of the summer Student Academy, teachers will analyze all data for rising 9<sup>th</sup> grades to identify areas of need. A diagnostic exam, such as ReadStep will be administered. Data gathered during the summer Student Academy program, data from previous academic records, and data from the results of the diagnostic testing will all be analyzed to determine instructional needs for the upcoming school year. ReadStep will be administered again in the second half of spring semester of freshman year. Teachers will identify areas of growth and develop targeted instructions for summer Academy for rising 10<sup>th</sup> grade students.

The Student Academy Summer Bridge Program for the rising freshmen will focus on literacy, research, critical thinking, and math skills. Through an exploration of health, science, religion, economic, and engineering topics, students will develop research and creative writing skills. They will engage in activities such as speaking, role play, and acting activities that will prepare them for the demands of the School’s curriculum. Students will learn the essentials of library and internet research and will have hands-on experiences using the Bronx Central Library under the guidance of a trained librarian. The Student Academy Program will also expose students to guest speakers and include a tour of the Bronx science and historical centers. Teachers will use STEM-based activities and materials as resource to develop this curriculum. Additionally, students will prepare for the rigors of the School’s math curriculum through teacher created problem-based activities that emphasize group work and mathematical competencies. A source that will guide teachers in the development of these activities and be found at <http://map.mathshell.org/materials/index.php>. Field trips to the College and Hospital will also be conducted during the Student Academy Summer Bridge Program to provide early exposure to college life and careers in healthcare. This early exposure to college and career options will foster a “college going culture,”<sup>7</sup> a key factor in building an understanding that

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<sup>6</sup> Barry J. Zimmerman, *Becoming a Self-Regulated Learner: An Overview*, 41 *Theory into Practice* 64, 65 (Spring 2002).

<sup>7</sup> Z. B. Corwin & W.G Tierney, *Getting there and beyond: Building a culture of college, going in high school* (2007).

higher education is attainable. Each student will also begin to develop his or her ILP in the initial Student Academy Summer Bridge Program. A similar program will be designed for the Student Academy Bridge Program for rising tenth graders.

**Looping.** School environment and school connectedness are determining factors in student success. Students thrive in schools in which they know teachers care for them and believe in their potential. Looping has been identified as a practice that can help establish such a supportive community with shared expectations for achievement. Looping from ninth to tenth grade will help to develop a stable and consistent learning environment enabling students to make a successful transition to the rigors of high school. A small learning community will be created as subject area teachers collaborate as a team to establish goals, monitor progress, and provide support for students over the two-year period. Additionally, looping establishes continuity in conceptual and skills development. This practice has a positive impact on the student's sense of belonging, especially for those students with IEPs, English language learners, and those at risks of failure.

**Lincoln Center Institute (LCI) Capacities for Imaginative Learning, Universal Design for Learning (UDL), Project-Based Learning (PBL), and Understanding by Design (UBD).** HHCS will use these four research-based, experience proven foundational curricula to design the school's curriculum. Teachers will employ the principles of Understanding by Design ("UBD") to develop thematic units. This four-step curriculum framework as proposed by Grant Wiggins will require teachers to identify the objectives of a unit of instruction and map backwards from the desired outcomes. This design framework will facilitate an integrated curriculum whereby social studies and English teachers design thematic units of study. These instructional units will help students see the connections among ideas, ensure the development of college-level skills, and provide students with opportunities to examine issues related to law and social justice. Such an approach will require students to examine various perspectives while exploring the social and historical contexts of an issue or problem. The ultimate goal is not only to develop empathy in students, but to foster an awareness of each individual's responsibility to become an agent of change. The related issues of law and social justice will be further explored in Tuesday morning law sessions. Additionally, the UBD framework will guide the development of the mathematics and science curricula. Essential questions will provide a framework for problem-based learning experiences through which students will apply their understanding to real-world situations. This framework reflects the guiding principles of collaboration, real-world application, and inquiry supported by the Common Core Standards.

The Universal Design for Learning ("UDL"), a "scientifically valid framework for guiding educational practice" (Higher Education Act of 2008), will also guide the creation and implementation of all curricular units. This responsive and flexible approach to instruction and assessment recognizes the diverse needs, interests, and abilities of students. UDL is grounded in the field of neuroscience and promotes the integration of the recognition, strategic, and effective networks of the brain during the learning process.<sup>8</sup> Since each student's learning style, interests, and ability level are unique, UDL promotes multiple opportunities for students to access, use, and engage with information. This framework will require teachers to differentiate instruction according to student ability, interest level, and learning styles. UBD and UDL design frameworks complement and support each other by providing teachers opportunities to consider the "who, what, how and why" of the teaching and learning processes.

HHCS will work with staff of New York City's Lincoln Center Institute (LCI) to integrate the Lincoln Center Institute (LCI) Capacities for Imaginative Learning (CIL) into the curriculum to help HHCS students excel. For over 30 years, LCI has worked at the crossroads of arts and education, annually reaching over 5,000 teachers and 300,000 students nationwide. LCI

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<sup>8</sup> [http://www.cast.org/our-work/about-udl.html#VgsDjm\\_oty0/](http://www.cast.org/our-work/about-udl.html#VgsDjm_oty0/) (last accessed September 14, 2015).

works in partnership with pre-K through grade 12 educators and teacher education programs to foster student cultivation of imagination through aesthetic education practice that includes art-making explorations, inquiry, and the use of multimedia contextual resources<sup>9</sup>.

To provide practical approach, especially in relation to its STEM curriculum and teaching strategies, HHCS will integrate Project-Based Learning (PBL) into curriculum: PBL is a dynamic approach to teaching in which students explore real-world problems and challenges. With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they're studying.<sup>10</sup>

**Integration of Literacy and Resources.** The critical role of literacy in college and career readiness as underscored by the Common Core Standards will be central to curriculum development at the School. Literacy skills will be integrated into each content area. Teachers will develop low-and high-stakes writing assignments that will provide students with opportunities to write for a variety of purposes and audiences. Multiple genres will be used to develop content area reading skills.

Various instructional resources including film, audio clips, primary and secondary sources, poetry, scientific experiment, laboratory test, and memoirs will be used to provide multiple ways for students to acquire the essential understandings and to engage with the material for study unit. Varied activities such as journals, discussions, and web quests will provide means through which students can express their understanding and teachers can assess understanding. Each lesson will have a clearly stated measurable objective that is aligned to the essential understandings of each unit. Teachers will choose the most effective instructional strategies to achieve each lesson's objective. These may include demonstration, experiments, modeling, explicit instruction, and interactive lecture. Various learning styles and ability levels will be supported through the use of graphic organizers, visuals, power points, think-pair-share activities, and discussion. Each lesson will provide varied levels of support through guided, independent, and/or collaborative practice. Assessment will be integral to each lesson and will require teachers to employ various strategies including questioning, exit tickets, and/or writing prompts. These forms of assessment will provide a quantifiable way to assess achievement of each day's objective.

While the planning team has examined several textbook series, we will not make selections at this time. The founding team recognizes the critical role that the principal should play in the selection. Additionally, many publishers are still modifying their series to better align with the Common Core Standards and subsequent changes to State assessments. Most importantly, the UBD design framework dictates that instructional materials be identified after learning goals are established. Selection of materials should thus occur after essential understandings for each curricula unit are identified.

**Major Curriculum Courses.** Proposed major courses that would inform the curriculum are outline below.

**English Language Arts.** All students will complete a four-year course of study in English Language Arts ("ELA"). An Advanced Placement option will be available to students. Each unit of instruction will integrate a wide range of print materials including contemporary and classic texts representing various cultures. In 9<sup>th</sup> and 10<sup>th</sup> grades students will complete a second ELA course, ELA Fundamentals. This course will support the development of foundational skills such as grammar, usage, and acquisition of academic language, while developing clear and effective written communication across a variety of genres.

**Social Studies.** Common Core and New York State Content Standards will determine the scope and sequence of the social studies curriculum, which will include Global Studies I and II,

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<sup>9</sup> [lincolncenter.org; http://handbook.laartsed.org/models/index.ashx?md=27](http://handbook.laartsed.org/models/index.ashx?md=27)

<sup>10</sup> <http://www.edutopia.org/project-based-learning-introduction-video>

American History, and Participation in Government and Economics. Advanced Placement Government will be offered. The integration of primary source documents and related literature, debates, and simulations will provide varied opportunities to develop the critical reading and effective communication skills promoted by the Common Core Standards.

**Science.** The course of study for science will include Environmental Science, Living Environment, and Chemistry. For the fourth year of study students can choose from Forensics or Advanced Placement Science. The science program will be integrated with STEM, offering a dynamic and interactive science activities and lessons that will enable students sharpen college- and healthcare career-ready critical thinking skills that enhance ability for evaluating and synthesizing hypotheses, data review, and scientific analyses. Students will also form, justify, and challenge conclusions through science and technical text as well as acquire the technological skills needed in today’s competitive world, especially the healthcare fields. The science curriculum and instruction will promote an understanding of the structure of the discipline by providing students opportunities to observe, explore, formulate hypotheses, analyze data, and draw conclusions.

**Mathematics.** The curriculum will be aligned to Common Core Standards. Students must achieve content mastery while developing problem-solving skills, collaboration, and the ability to discuss mathematical concepts and to apply their understanding to everyday life. Teachers will develop the communication skills needed to explain thinking, to demonstrate problem solving, and to construct arguments.

**Spanish and Native Language Arts.** Instruction will be informed by the American Council on Teaching of a Foreign Language. Learning experiences will include opportunities to use language for authentic purposes and to understand the culture and diversity of Spanish-speaking countries and communities within the United States, specifically New York City. Students whose home or native language is Spanish and who demonstrate language proficiency through an oral interview and written essay will be able to take Native Language Arts in lieu of the traditional courses in Spanish.

**Physical Education and Healthcare Education.** Physical and health education at the School will support the physical, social, and emotional well-being of each student. Recognizing the impact of physical and mental health on academic performance and school attendance, the physical and health education curriculum will promote healthy lifestyles through exercise and by developing an understanding of nutrition and positive choices. The curriculum will be aligned to the learning standards for New York State and the National Association for Sport and Physical Education. Students will have opportunity to explore and experience healthcare topics, presentation, discussions and internship field experiences.

**Curriculum Overview.** Below is sample of HHCS’ four year course of study

<b>Student Academy (Summer Bridge Program)</b>	
Math and Literacy Skills	
<b>Freshman Year</b>	
English Language Arts	Spanish I/Native Language Arts I
Integrate Algebra	ELA Fundamentals
Environmental Science	Physical Education
STEM Education I	Healthcare
Global studies I	Advisory
<b>Sophomore Year</b>	
English Language Arts	Spanish II/Native Language Arts II
Geometry	ELA Fundamentals
Living Environment	Physical Education/Health

STEM Education II	Healthcare
Global studies II	Advisory

<b>Student Academy (Summer Bridge Program)</b>	
Math and Literacy Skills	

<b>Junior Year</b>	
English Language Arts	United States History and Government
Trigonometry/Algebra II	Spanish III/Native Language Arts III
Chemistry	SAT Preparation
STEM Education III	Healthcare
Advisory	Physical Education

<b>Student Academy (Summer College Bridge Experience)</b>	
College Workshops, Peer Mentoring	

<b>Senior Year</b>	
English Language Arts/Advanced Placement English Literature	Participation in Government and Economics
Pre-Calculus/Statistics	Advanced Placement Spanish/ Spanish IV
Forensics/Advanced Placement Science	Advanced Placement Government
STEM Education IV	Health/Healthcare
Performing Arts/Fine Arts/Visual Arts	College Planning Advisory
<ol style="list-style-type: none"> <li>1. Rising Senior Year students will participate in healthcare internship either during the summer following the Junior Year or during one of the academic semesters of their Senior Year.</li> <li>2. Senior Year students will have the opportunity to complete college work at a college to be arranged.</li> </ol>	

#### **D. Assessment System**

Hi-Tech Health Charter School’s assessment system will be designed to ensure that the School is meeting its goals for the student academic achievement. Through regular assessment and dissemination of the data to all stakeholders, the School will ensure that key decisions about educating individual students, grade levels, and the entire School are driven by assessment data. The School will disseminate information about the progress of its students in meeting educational achievement goals to all stakeholders on an annual basis. The report will include objective information and data about the record of meeting achievement goals, including promotion rates, performance on Regents examinations, attendance rates, and graduation rates.

**Assessment will align the School’s Mission.** The School will cultivate a culture in which administrators, teachers and students develop a shared understanding of the integral role of formative, diagnostic, interim, and summative assessment in the teaching and learning processes. The School will achieve a high level of internal accountability through a deliberate, thoughtful analysis, and discussion of data. Data must be used systematically to monitor growth, guide learning, modify instruction, and assess the School’s progress towards meeting its goals and objectives. The School will disseminate assessment data to all stakeholders, including teachers, support staff, students, parents, and the Board. The founding group has reviewed several data management systems to identify the most appropriate one that will provide teachers and administrators an efficient and timely way to manage data, generate reports and share data with all stakeholders. Final decision will be made after the principal is hired to participate in the final choice of data management system to be procured and installed.

**Data-Based Decisions.** During the first year of operation the principal will oversee the assessment system and ensure that data is analyzed and disseminated in a timely and efficient manner. Thereafter, the principal will fulfill this role. The review of data will be conducted at

the Friday afternoon staff meetings. When needed, professional development sessions on Tuesday mornings can be used to target more School-wide assessment issues. The comprehensive assessment program outlined in the chart below provides multiple opportunities to assess student achievement and overall School performance. Common planning time, weekly staff meetings, and on-going professional development will provide the necessary support to teachers in data analysis and the use of data to inform and differentiate instruction.

Prior to the start of the Student Academy Bridge Program teachers will analyze available data for rising ninth graders to identify areas of need. A diagnostic exam, such as Readistep, will be administered. Assessment data gathered during the Student Academy Summer Bridge Program, from previous academic records, and from the results of the diagnostic testing will be analyzed to determine instructional needs for upcoming school year. Readistep will be administered again in the second half of the spring semester of freshman year. Teachers will identify areas of growth and develop targeted instruction for the Summer Bridge Program for rising tenth graders.

Formative assessments will provide teachers daily and weekly opportunities to reflect on student performance and to adjust short-and long-term goals for individual students and/or the whole class. Similarly, interim assessments administered every four-to-six-weeks will provide information about individual and whole class achievement. Both formative and interim assessment will require on-going discussion of student progress. Students will take ownership of tracking the results of various assessments, monitoring their progress and revising goals through the use of the Individual Learning Plan. Performance-based assessments determine whether “students know how to apply their knowledge.”<sup>11</sup> Research indicates that “performance assessments yield a more complete picture of student’s abilities and weaknesses, and can overcome some of the validity challenges of assessing English language learners and students with disabilities.”<sup>12</sup> According to Tung this form of assessment “encourage schools to build professional collaborative cultures through integrating curriculum, instruction, and assessment.”<sup>13</sup>

The results of the State and norm-referenced tests such as Readistep, PSAT and SAT will inform teachers and administrators of how academic programs are preparing students to reach achievement goals. When the results of data indicate that students are falling short of reaching the achievement goals, action will be taken. This might include coaching for individual teachers, providing professional development to grade level team, acquiring additional material to support classroom instruction, differentiating instruction, and/or providing additional tutoring to students.

**Instructional Coach.** To strengthen teachers to improve student performance and assessment, the Instructional Coach will be accountable for setting, implementing, and measuring yearly instructional attainment of goals related to increasing student achievement and assuring effective assessment. The primary function of the Instructional Coach is to be the instructional leader for the teachers and guide teachers to attain performance goals. The top priorities of the head coach, include support and plan for implementation and vertical alignment of the curriculum across grade levels, ensure consistent delivery of instruction across the subject content areas, coach teachers in sound instructional practices and evaluate their progress, and oversee interim assessment program and use of data to inform instruction.

**Assessment Plan.** HHCS founding group is cognizant that changes to the State Regents examinations and restructuring of the curriculum for subject areas do occur from time to time. The course of study provided in the previous section and the schedule of assessments that

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<sup>11</sup> F. Adamson & L. Hammond-Darling, *Beyond basic skills: The role of performance assessment in the 21<sup>st</sup> century standards of learning* (2010).

<sup>12</sup> *Ibid*

<sup>13</sup> R. Tung, *Incorporating performance assessment in accountability systems: A review of scale-up efforts* (2010).

follows will be amended to reflect any changes that occur. Additionally, we recognize that there must be a careful coordination of the various assessments among the content area teachers.

**HHCS Assessment Plan Table**

<b>Type of Assessment</b>	<b>Purpose of Assessment</b>	<b>Execution Point</b>	<b>Follow-Up Action</b>
Formative assessment such as exit tickets, writing prompts, quizzes	To determine if the lesson objective has been achieved by all students	Daily at the end of each period	Inform/Differentiate instruction
Interim assessments aligned to Common Core Standards and Regents Exams	To monitor progress towards and mastery of course contents, skills, and Common Core Standards	Approximately every 4-6 weeks	1. Identify students' strength and areas of need. 2. Modify instructions to meet needs of class and/or student
Summative Assessment: Performance-based assessment aligned to the Common Core and NY State Learning Standards	To determine if students can apply their knowledge and understanding	During the completion of a unit of study	Determine if additional support is needed
New York Regents/Core Assessments	To fulfill exit criteria and meet graduation requirements	According to State schedule for Exams	Determine if the school is meeting academic goals; adapt curriculum and instructional approaches if needed
Norm-Referenced exam such as Readiness Step	To diagnose college readiness skills in mathematics and reading	During Summer Student Academy for rising 9 <sup>th</sup> grade and in 2 <sup>nd</sup> semester of freshman year	Establish goals for each student based on strengths and areas of instructional need
PSAT	To diagnose college readiness skills in mathematics and reading	Fall of sophomore and junior year	To assess School's progress towards achievement goal for college readiness; adjust curriculum and instruction if needed; provide tutoring to students when needed
SAT	To diagnose college readiness skills in mathematics and reading	Spring of junior year and fall of senior year	To assess School's progress towards achievement goal for college readiness; adjust curriculum and instruction, if needed; provide tutoring to students when needed
LAB-R Assessment/NYSESLAT	To diagnose English Language proficiency	September or within ten days of enrollment	To determine the level of support needed
NYSESLAT	Assess English Language proficiency	April and May	To determine the level of support needed
New York State Alternate Assessment (NYSAA)	To measure the achievement of students with severe cognitive disabilities towards meeting the NYS Learning Standards	As needed	To determine the level of support needed
Advanced Placement Exams	To determine mastery of course content	May	To assess progress towards achievement goal for college readiness; adjust curriculum and instruction if needed

Note: Presented in the above is HHCS assessment plan. This plan is not a fixed or finished document. Appropriate revisions will be made to reflect any changes in the State Regent

Examinations. Similarly, changes in HHCS curriculum and instructional programs will also call for appropriate relevant revisions to the plan. Most importantly, there will be careful coordination of the various assessments among content area teachers, the administrators, support staff, students, and parents. Collaboration and cooperation will be the guiding principle for the capture of data, analyses of data, and use of data to inform academe enhancement and corporate growth decisions.

**E. Performance, Promotion, and Graduation Standards**

**HHCS Performance, Promotion and Graduation are Aligned with its Mission, Educational Program, and Assessment Plan.** In order to be promoted, students must demonstrate mastery of content knowledge and skills. The School’s educational program requires students to take classes in all five core subject areas for all four years, and students must pass all of these courses each year with at least a 70% in order to be promoted. The School will use assessment data throughout the school year to provide students with the support and intervention needed. The School’s graduation requirements include passing five Regents examinations and requiring students to have more credits than the State requires.

**Promotion.** The School will consider course grades, scores on State examinations when applicable, and attendance records to determine promotion. Students must pass all courses with a grade of 70% in order to be promoted to the corresponding course at the next grade level. For any course that culminates in a Regents exam, a student must achieve a minimum score of 65% on the exam. Students who need additional assistance, especially students with disabilities will be provided additional multi-strategies-instructions, extended day, and Saturday sessions to enable them reach the minimum promotion requirement. Such accommodations may include allowing for extended time for instructions and offering multiple extended class sessions. Advisory sessions will also target student areas of need to strengthen their ability to attain require academic goals

**Promotion/Exit Standards.** The following promotion/exit standards for twelfth grade have been adopted from the New York State standards for Social Studies (economics) and the Common Core Standards for ELA and Mathematics (Statistics). Additionally, Common Core Standards for Literacy in Social Studies/History have been identified:

<b><i>Math:</i></b> <b>Students will be able to:</b>	<b><i>ELA:</i></b> <b>Students will be able to:</b>	<b><i>Social Studies:</i></b> <b>Students will be able to:</b>
Summarize, represent, and interpret data on a single count or measurement variable	Make critical inferences about a text and what it leaves uncertain	Analyze the effectiveness of various economic systems
Summarize, represent, and interpret data on two categorical and quantitative variables	Determine themes/central ideas and their development over the course of a text	Explain economic concepts such as scarcity, supply/demand, opportunity, costs, production
Interpret linear models	Determine meaning of words/phrases as they are used in a text	Describe the ideal, principle, practices, and problems related to the United State economic system
Understand and evaluate random process underlying statistical experiments	Analyze relationship between an author’s choice of structure for specific parts of a story and the overall structure, meaning, and esthetic impact	Compare/contrast the United States economic system with other national economies
Make inferences and justify conclusions from sample	Understand and recognize satire, sarcasm, irony, and	Explain how economic decision-making has become

surveys, experiments, and observational studies	understatement	global as a result of interdependence
Understand independence and conditional probability and use them to interpret data	Analyze and evaluate multiple interpretations of a source text	Connect insights from the details of a source to an understanding of the text as a whole
Use the rules of probability to compare probabilities of compound events in uniform probability model	Demonstrate knowledge of foundational American texts from the 18 <sup>th</sup> -20 <sup>th</sup> Centuries and contemporary themes across texts within periods	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence
Calculate expected values and use them to solve problems	Read and comprehend grad-appropriate literature independently and proficiently	Apply a problem-solving model to identify economic problems, generate hypothesis, test the hypothesis, and investigate and analyze selected data
	Write arguments to support claims in analytic writing	Analyze how a complex primary source is structured
	Write informative texts to explain complex ideas, concepts, and information accurately	Evaluate author's differing points of view on the same event
	Write well-developed narratives	Integrate and evaluate multiple sources of information presented from diverse sources and in diverse formats/media
	Respond to feedback through revisions and editing	Write an argument that presets a claim, address the opposing claims, and provide evidence, reasons, and support for the claim
	Use technology to research, produce, and publish writing	Write informative or explanatory texts
	Write routinely over extended and shorter time frames	Conduct short and sustained research projects, gather relevant information from multiple sources
	Conduct short and sustained research projects and gather relevant information from multiple sources	

**Graduation Standards.** HHCS will require that each student graduate with a New York State Regents diploma. Each student must receive a minimum score of 65% on each of the five required Regents exams: Comprehensive English; Integrated Algebra; Global Studies; United States History and Government; and science. Students will surpass State credit requirements. HHCS expects students will graduate with 51 credits, including 12 in English language arts; 8 each in social studies, science, math, and foreign language; 4 in physical education, 1 in health,

and 2 in art. Finally, in addition, in order to graduate, students must pass each core course with a grade of 70%, complete an Individual Learning Plan that includes a college/career plan, and complete a law-office internship program. While the same performance, promotion and graduate standards apply to all students, students who need additional assistance to attain these standards, especially students with disabilities will be provided additional instructions through the extended day and Saturday sessions to enable them reach the required the minimum promotion/graduation requirement. Such accommodations may include allowing for extended time for instructions and offering multiple instructional strategies, support resources and extended class sessions.

## **F. School Culture and Climate**

Our expectation is for students to succeed academically and in life. Our goal is to provide students with a safe, welcoming, healthy environment where learning and growth will occur. For this reason, HHCS establishes and exercises an explicit, clear code of conduct that is consistently enforced. Rooted in our core values of accountability, integrity, and respect, our code of conduct outlines clear behavioral expectations that are explicitly taught, deliberately modeled, and consistently and immediately enforced (see Attachment 4: Discipline Policy).

HHCS believes that students learn best in an environment of safety and structure, and in fact desire such an environment. Students thrive when there are clear, consistent, high behavior expectations and when they receive immediate feedback. In order to help students develop habits of college readiness and entrance into the workforce, HHCS will provide constant positive reinforcement for good conduct and effort, hard work, respectful behavior and effective communication. Building and building the lives of healthy scholars is our business. HHCS students will be provided with a copy of the Discipline Policy in their admissions packet, and will be provided explanation of the policies by staff member during enrollment, and at the summer Student Academy. HHCS's discipline policy applies equally to students with disabilities in accordance with federal laws and regulations regarding the education and placement of students with disabilities. In implementing the policies, the school leadership will use policy as a means for building character and spirit of learning, rather than as a punitive document to police students. In cases where any aspects of the policies conflict with applicable laws, the provisions of the law will take precedence. HHCS' Vice Principal's role will include administering the Discipline Policy and overseeing all positive reinforcement initiatives. In adopting this disciplinary policy, HHCS has taken into account that creating a positive school culture in a stand-alone high school presents unique challenges. Students may have faced a variety of different behavior instructionally. Engaging and normalizing high behavioral expectations from the first day will help in minimizing disruption. HHCS will also create an atmosphere where working hard and demonstrating effort brings recognition and positive reinforcement. HHCS will do this in the following ways:

1. Students will receive a weekly E-Score based on their effort in each class. Students will be given a grade of 0 (no effort) through 5 (maximum effort) on habits such as preparedness, punctuality, behavior, attendance, and effort put into work. These E-scores do not directly impact the student's academic grade, but will be part of a school-wide rewards system. Students with sufficiently high E-Scores will qualify for privileges, including recognition at awards assemblies, hallway "shout-outs," and other public acknowledgement. Students who maintain high E-Score averages will qualify for trips at the end of the trimester or year.
2. Teachers will make a minimum of two positive parent contacts per week. These may be phone calls, emails, text messages or notes home visits. The teacher who makes the most positive contacts at the end of each month will receive a small gift from the school.
3. HHCS' class instruction serve not only to provide a kinesthetic means of teaching concepts to students, but also to help students unlock the joy in education through the process of inquiry, collaboration, and discovery. HHCS will build this sense of joy through a variety of means, such

as providing lab coats for students to wear during lab classes, hosting “Scholar Events Nights,” where students display their projects to parents and community guests.

4. HHCS’s daily Advisory will foster positive relationships between teachers and students. Equally important to Advisory curriculum, which will focus on ethics and character building (see Attachment 3a-c: Sample Schedules), is the opportunity to build trust within the school community. Advisories will serve as a home base for all students, and the Advisor will be the child’s advocate and supporter. Advisors will communicate at least once per month with the parents of each Advisee. Once every few weeks, Advisors will eat lunch with their Advisees. Additionally, Advisors will also be given an annual budget of at least \$350 to take their Advisory on a small group excursion to build camaraderie.

5. HHCS will enforce a dress code as outlined in the Student Policy, distinct from a uniform. HHCS’ dress policy mirrors that of most professional workplaces, and is the same for students and staff. HHCS students will learn to wear professional attire but will still be able to express their personality through their choice of fashion. Fridays at HHCS will be Casual Fridays, in which the dress code will be slightly (though not completely) relaxed.

**Requirement of Dignity for All Students Act:** HHCS will keep and enforce all relevant laws. HHCS is committed to the requirements of the Dignity for All Students Act (DASA). The DASA is intended to give students in public schools an educational environment free from discrimination and harassment, particularly from harassment based on a student’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. The DASA will prohibit activities that create a hostile environment at school and school-sponsored events. HHCS will follow the recommendations of the Dignity Act Local Policy and Implementation Task Force. All staff will receive training on the DASA during summer Teacher Institute. HHCS’ Social Worker will be the designated contact for handling violations of the DASA, especially bullying. HHCS will ensure that the Social Worker receives appropriate training to recognize and respond effectively to harassment and bullying and implement strategies to prevent it.

**Constant Evaluation of Environment:** HHCS will consistently evaluate its stakeholders’ perception of the school climate formally on an annual basis through the DOE Learning Environment surveys distributed to parents and school staff, as well as through micro-polling of parents throughout the year. HHCS’ leadership will evaluate the results of this survey and adjust policy as needed. The DSC will keep a record of all student disciplinary incidents. HHCS will comply with Violent and Disruptive Incident Reporting and data collection requirements, and disciplinary data reported to NYSED will become a part of HHCS’ Annual Report Card. HHCS strives to hold high behavioral expectations without producing extremely high suspension or expulsion rates. Every month, the Board will receive a report on disciplinary infractions that resulted in suspension or expulsion. HHCS will build a conducive school culture and welcoming school environment that motivates teaching and learning while inspiring academic achievement.

**High Expectations:** HHCS will require students to pass silently through hallways, and all teachers will greet students at the classroom with instruction and work ready to begin immediately. Establishing order outside of the classroom allows for a seamless, orderly transition into the classroom that will maximize the use of instructional time for student learning. Excellence in academic achievement is the expectation for all students. Similarly, students are expected to demonstrate the core values of accountability, integrity, and respect, students will have to consistently make the choice to meet those expectations and abide by the school’s code of conduct. Making appropriate choices that result in excellent academic achievement and behavior marked by accountability, integrity, and respect will be recognized and positively reinforced. For the rest of the high expectation required of students, see attachment 4. HHCS will revise the policies as and when necessary to maintain the high behavior standard among students.

## **G. Special Student Population and Related Services**

HHCS considers service to students with disabilities as an important part of its mission to provide quality education to all students irrespective of abilities to learn. HHCS is committed to recruiting, enrolling and retaining SwDs, ELLs, and FRPL students comparable to populations in district of location. HHCS will offer several classes for all students that create a responsive environment. Research shows that project-based instruction can be particularly beneficial to ELLs and other students who may not yet have mastered the technical language of science and mathematics.<sup>14</sup> Requiring all students including SwDs and ELLs to take College PREP for all four years creates high academic expectations for students who may not have encountered them in previous schools. Four years of College PREP also serves advanced or gifted students by allowing them to get a head start on the college application process and familiarizing them with the requirements for acceptance into a selective college, mitigating the likelihood that these students will become complacent. Finally, having every HHCS freshman take 9th Grade Writing Seminar will support both the majority of incoming HHCS students who read and write below grade level, and stronger students who will have a dedicated space to hone their writing abilities.

**(a) Students With Disabilities (SwDs):** Consistent with applicable law, HHCS will work with Local Education Agency (LEA) school districts to ensure that all SwDs who qualify under the IDEA will receive a free appropriate public education (FAPE); are appropriately evaluated; are provided with an IEP; and have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the provision of FAPE.

**Participation in General Education Classroom:** Research overwhelmingly demonstrates the benefits for all students of inclusive education.<sup>15</sup> HHCS will provide special education students with a FAPE by educating them in the least restrictive environment appropriate for their needs. To the maximum extent appropriate, SwDs will be educated in regular classrooms. Special classes, separate schooling, or other removal of SwDs from the regular educational environment, as appropriate, will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Parents of SwDs will be informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of all HHCS students. SwDs also, as appropriate, will have equal opportunity to participate in and receive credit for nonacademic and extracurricular programs, services, and activities with students in the regular education program. SwDs will receive the same notices concerning school-sponsored programs, activities, and services as other students.

**Testing Accommodations:** In keeping with applicable law, HHCS will work in conjunction with the local CSE to determine how children with disabilities will participate in assessments, what accommodations will be used, and how individual students will be assessed if it is determined that they are unable to participate in the regular assessment program. HHCS will provide all testing accommodations and assessment requirements mandated by a student's IEP. Additionally, HHCS will conduct necessary diagnostic testing and evaluation to secure appropriate testing accommodations for standardized tests such as the PSAT, the SAT or the ACT.

**Process and Procedures for Specialized Instruction Consistent with IEP:** In addition to core content teachers, HHCS will hire sufficient special education teachers to provide the instruction required by students' IEPs. Special education staff and service providers will give support to classroom teachers, work in the general education classrooms with special education students

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<sup>14</sup> Cuevas, P., Lee, O., Hart, J., & Deaktor, R. (2005). Improving science inquiry with elementary students of diverse backgrounds. *Journal of Research in Science Teaching*, 42(3), 337-357.

<sup>15</sup> [http://schools.nyc.gov/NR/rdonlyres/0B3B6CCB-1B14-4228-8771-9400045B7E94/0/NCIE\\_Research\\_on\\_Inclusiive\\_Education.pdf](http://schools.nyc.gov/NR/rdonlyres/0B3B6CCB-1B14-4228-8771-9400045B7E94/0/NCIE_Research_on_Inclusiive_Education.pdf).

individually and in small groups, and provide resource room or self-contained services as needed. Special education staff will ensure that teachers are knowledgeable about the needs of SwDs, are informed about their responsibilities for particular students, and receive the support they may require to implement each student's IEP. All teachers of SwDs will be provided access to a copy of the student's IEP and corresponding information. In addition, teachers will be informed of confidentiality guidelines governing appropriate storage and sharing of all student IEPs. HHCS will ensure that the special education programs and services will be provided directly to the student during school hours. HHCS intends to provide the following services that may be required by a student's IEP: Resource Room, Special Education Teacher Support Services (SETSS), Collaborative Team Teaching (CTT), or Self-Contained instruction. While HHCS believes in the benefits of inclusive education, the founding team is also aware of the unique challenges of providing inclusive education to 9th graders who may have spent their entire academic careers in a self-contained setting. For these students, HHCS will collaborate with parents and the CSE to implement a transitional inclusion plan. This model of "Flexible Programming" aligns with the DOE's Special Education Reform.<sup>16</sup> In cases where the CSE deems it appropriate, students who were in 12:1 settings in middle school will start the year with a schedule that provides a combination of Special Education Services. CTT classes will be held in the morning and smaller classes such as Resource Room or Self-Contained Instruction will take place after lunch, when students' concentration and stamina starts to wane, and more individualized attention is required. Over the course of the school year, HHCS will evaluate each student's progress. Working with the CSE, HHCS will seek to transition the student to a less restrictive model. In the event a student's disability proves so severe as to preclude transition to an inclusive environment, HHCS will work with the family and the CSE to find other ways meet the mandates of the IEP. HHCS will have full-time counselors for those students whose IEP mandates counseling. HHCS will outsource related services such as speech language pathology and audiologist services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early rehabilitation counseling; orientation and mobility services; and diagnostic and/or evaluative medical services. Special education students will receive their adapted curriculum work and specialized therapies (such as speech-language or occupational therapy) in a setting that is in accordance with their IEPs. If HHCS is unable to provide services in accordance with the student's IEP, it will rely on and collaborate with the school district of the student's residence to provide quality services to achieve advancement.

Staffing: HHCS will hire appropriately certified special education staff, and may contract with certified or licensed individuals and/or organizations to provide services, under the supervision of the Principal. HHCS will employ one full-time SPED Instructor in its first two years, and will hire a SPED Coordinator in Year 2. These employees will be paid using state and federal SPED funding. The district will pay for services it provides. Special education staff will be responsible for managing IEP record-keeping, ensuring compliance with all IEP requirements and regulations, managing the review and referral process, ensuring provision of services as mandated on student IEPs, progress monitoring, and submitting annually all required reports in compliance with 34 CFR §300.750. The Principal and ED will also help to oversee this process. HHCS' staffing plan for special education is based on enrollment targets provided by New York State. Should HHCS enroll significantly more SwDs than are expected, HHCS will adjust its staffing plans accordingly, potentially hiring additional certified SPED Instructors and/or Coordinators. HHCS will provide class coverage to allow primary classroom teachers to attend CSE meetings as necessary. As required by the IDEA, the student's regular education teacher will be involved in the development and implementation of a student's IEP, provided the student is, or may be, participating in the regular education environment. HHCS will ensure that the

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<sup>16</sup> <http://www.uft.org/files/attachments/flexible-programming-guide.pdf>.

teacher is knowledgeable about the student’s needs and helps implement any modifications or accommodations as determined by the local CSE. Special education students and their parents will be involved with the development of decisions regarding the IEP when appropriate.

**Professional Development (PD):** Supplementary to school-wide PD at HHCS, teachers will receive ongoing consultation and instructional support from the SPED Instructor, Coordinator, Principal, Board members, or other experts on relevant special education topics and interventions. The purpose of this is to inform teachers of current laws governing special education, ensure compliance with all relevant special education requirements, and increase the range of implemented supports in the classroom to maximize access to the general education curriculum for SwDs. Appropriate school personnel will attend training and technical assistance seminars regarding the education and servicing of special education students, including those sponsored by the State Education Department.

**IEP Record Keeping:** HHCS will abide by the applicable provisions of IDEA and the Family Educational Rights Privacy Act in order to ensure that data regarding SwDs is retained and kept confidential, including having procedures for maintaining files in a secure and locked location with limited access (if electronic copies are kept, the files will be password-protected). HHCS will provide all teachers who teach SwDs with access to that student’s IEP, and provide teachers with sufficient time to review IEPs, but will ensure that privacy controls are strictly enforced.

**Compliance with Applicable Laws, Rules and Regulations:** Special education programs and services at HHCS will be provided in accordance with applicable federal law and regulations (including the IDEA, Section 504 of the Rehabilitation Act of 1973 (Section 504), and Title II of the Americans with Disabilities Act of 1990 (ADA). HHCS will keep accurate and up-to-date information about its special education students. In accordance with 34 CFR §300.750, the School will submit an annual report to the State Education Department detailing the number of SwDs it serves, the nature of each student’s disability, and each student’s educational placement and setting. Regarding reports that are the responsibility of the district of residence, the school will make any necessary data available to the district in a timely fashion. HHCS also will comply with 8 NYCRR §119.3, as amended, which details requirements for the “Charter School Report Card” and includes information relating to SwDs. In compliance with 34 CFR §300.750, the school will submit annually the following reports by the dates noted:

<b>Hi-Tech Healthcare Charter School Students with Disability Annual Report Submission to State Education Department</b>	
PD-4C – Students in School-Based Program and Separate Settings	February 1
PD-5C – Students Exiting Special Education	February 1
PD-6 – Special Education Personnel	Mid-July
PD-8 – SWD Suspended for Disciplinary Reasons	Mid-July
PD-1C – Count of SWD	December 1

**(b) English Language Learners (ELLs):** HHCS shall serve all ELLs by providing supportive instruction so that they achieve proficiency in English and thrive educationally. HHCS shall comply with all applicable laws, rules and regulations including Title VI of the federal Civil Rights Act of 1964 (as amended) and the Federal Equal Educational Opportunities Act of 1974. HHCS ensures that ELL students will not be excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction. Parents whose English proficiency is limited will receive notices and information from the school in their native language to encourage participation.

**Identification, Assessment and Support of ELLs:** If English is the only language spoken in the home as indicated on the Home Language Survey, the screening process need not continue. If the home language is one other than English or the student’s native language is one other than English, then appropriate school staff will interview the student and the parent/guardian in

English, or when necessary in their native language. If the student speaks a language other than English or speaks little or no English, then HHCS will administer the Language Assessment Battery-Revised (LAB-R). A student who scores below the designated proficiency level is eligible for ELL services. In the case of new entrants to the New York State public school system, assessment will be performed prior to the school year, if possible, but no later than December 1 of the school year of entry, or within 15 days of transfer of a pupil into a New York State public school should the entry take place after December 1 of the school year. After placement into ELL services, student achievement or progress in the English language is measured annually with the NYS English as a Second Language Achievement Test (NYSESLAT). The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, and whether or not the student's level of English proficiency is high enough to exit ELL services. The Principal will provide overall coordination of the ELL program. He or she may use additional instruments (such as performance in school, records from the student's middle school, and performance on standardized tests) to determine whether to provisionally classify the student as an ELL student. In addition to identifying students during the pre-enrollment period, teachers will also be responsible for observing all students in order to detect limited English proficiency. Any student suspected of having limited English proficiency will be tested to determine if and what level of services are necessary. HHCS will take all precautions that ELLs will not be misplaced or tracked inappropriately in other classes (including those programs or classes designed to serve SwDs). The best precaution against inappropriate referrals is a strong program of instructional interventions prior to initiating the formal referral process. The normal process of language acquisition and cultural adjustment must not be confused with learning or cognitive processing disabilities. When a referral is made, therefore, a native language evaluation will be conducted to eliminate the possibility that the perceived need is related to the primary language or cultural background of the student. Conversely, students who have a genuine special education need that is not attributable to normal language acquisition or cultural adjustment will not be denied special education services. A thorough evaluation with multiple criteria in both English and in the child's native language will assist in making reasonable, informed decisions regarding the true need for placement in special education. In creating IEPs for ELLs, attention will be given to three primary issues affecting student success: the identified disability, acquisition of English skills, and the cultural background of the child.

**Instructional Support:** To help ELL students achieve the same high standards as the rest of the students at HHCS, the school will use a modified English-immersion program, with supplemental support when needed. While all ELL students will participate in the school's regular classes, some may need extra support. HHCS' ELL Specialist may push in during English Language Arts, 9<sup>th</sup> Grade Writing Seminar, College Bound or other classes, or who may, on occasion, pull students out for Sheltered English Immersion strategies. HHCS will provide all needed staff and appropriate curricular materials to enable ELL students to achieve proficiency in English. These will be of the same quality as those materials and facilities available to English proficient students. The school will adapt their materials to meet the specific needs of ELL students as necessary and efforts will be made to give ELL students access to native language resources (e.g., native language libraries), or to provide parents with materials in their native language. Since many of HHCS' students will be either first- or second-generation Latino immigrants grappling with assimilation, HHCS will highlight and celebrate Latino history and culture throughout its curriculum. Other components of HHCS' design will provide instructional support for ELLs. Advisory will allow ELLs to practice reading, writing, listening and speaking each day in a low-pressure, supportive environment. ELLs will also benefit from attending Intersession programming, where classroom environments are intimate and supportive, while still retaining structure and rigor.

**Setting:** Except for Sheltered English Instruction as deemed appropriate by the Principal and the

ELL Specialist, all ELL students will participate in the same classrooms and access the same curriculum as all other students. ELL students will not be excluded from any curricular or extracurricular activities due to language barriers.

Qualifications of those Providing the Services: HHCS will hire a full-time, certified ELL Specialist in Year 1, and will hire an additional ELL Specialist in Year 3. HHCS will include training on instruction of ELLs as a standard part of the annual PD plan. The program will enhance staff appreciation for the ELLs' native language and culture; provide information on the techniques, methods, and strategies appropriate for instructional and support services for ELLs; and introduce techniques to improve communication with parents of ELLs. PD will also address the needs of ELLs by emphasizing differentiation and ongoing assessment of work.

**(c) Students At-Risk of Academic Failure:** The best guard against academic failure is strong instruction, individualized to meet the needs of the students. HHCS will provide this instruction in the following ways:

Universal Design for Learning (UDL): HHCS teachers will employ UDL strategies in unit and lesson planning. The multiple means of engagement, presentation, and assessment embedded in UDL makes content accessible for students across academic spectrum including at-risk students.

Additional Math Tutoring: During the summer Student Academy program, HHCS will use diagnostic testing to identify which students require additional math support, and provide it afterschool and on Saturdays.

Response to Intervention (RTI): Students, who, despite the school-wide strategies described above, are struggling to achieve learning standards in ELA or mathematics, and do not have a current IEP are eligible to receive Academic Intervention Services (AIS). AIS may be provided indirectly, (consulting with teachers to provide supports and interventions in the classroom), or directly (providing intensive, small group instruction in a separate location). RTI is the practice of providing high quality instruction with multiple tiers of support and intervention to ensure the academic success of all HHCS students, and to identify students potentially at risk of academic difficulty. Early intervention will take place prior to a student's referral and is part of the process by which a struggling learner is differentiated from a student with a disability. In order to deliver the best possible service, regardless of whether the student is ultimately in need of a referral, HHCS will institute the following RTI. The plan outlined below is based on a three-tier model, which identifies and supports struggling students and SwDs.

\* Tier 1: If, through performance on assessments and standards-referenced learning goals, a child is identified as possibly at-risk, teachers will develop a "Tier 1 Student Profile." This will contain a narrative of the student's strengths and weaknesses, a summary of interventions attempted in the classroom, samples of student work, a summary of existing assessment data, a student observation checklist, and any other relevant data. This Profile will be reviewed by a multidisciplinary Student Support Team (SST), which may include the Principal, one or more teachers, the Social Worker, a Parent, or other appropriate personnel. The SST will give classroom teachers a range of supports, strategies and programs to be implemented. The SST will monitor the student's progress after the Tier-I interventions are instituted.

\* Tier 2: If Tier 1 interventions are unsuccessful, the student will receive AIS. The SST will generate current assessment data to further identify target problem areas, identify groups of students—if applicable—with similar needs and create smaller, individualized instruction. Students may receive extra tutoring in math, or additional literacy instruction from the ELL Specialist or Literacy Specialist. AIS might also include counseling or support from the Social Worker through a behavior plan or other intervention. This additional attention will allow students to review skills necessary for understanding of new material, proceed at a slower pace to mastery, and avoid distractions that can lead to off-task behavior. With more individualized instruction, students can build habits of success that create a positive feedback loop.

\* Tier 3: If it is determined that a student requires special education services to participate fully in the general education curriculum, then HHCS staff will work with the parent(s) to review procedural safeguards and their respective legal rights to ensure the provision of a free and appropriate public education, and will inform the CSE of the school district of residence of the student. Parents are informed of steps in the Special Education process, i.e., referral, evaluation, determining eligibility, creating an IEP and participating in annual reviews. Following implementation of the full RTI plan, HHCS will use the following procedures to initiate referral for a student suspected of having a disability to the Chairperson of the CSE:

**School Initiated Referrals:** Informed by assessment and classroom data, the teacher and SPED Coordinator will confer with the Principal and complete a written request for an initial evaluation to the Chairperson of the CSE. The purpose of this request is to: A) Clearly outline difficulties the student is having in the classroom; B) Describe Tier 1 and 2 interventions and supports provided to the student; and C) Describe the extent of parental involvement prior to the referral request. Upon approval from the Principal, the request will be forwarded to the CSE.

**Parent Initiated Referrals:** HHCS will provide support and guidance to parents who wish to independently initiate a referral of their child to CSE. Parents will be given a copy of procedural safeguards and sample letter that outlines necessary information to be contained in a request for referral and initial evaluation. If requested by the parent, HHCS will write a request on their behalf and obtain the parent signature.

**Obligations and Assurances for Referrals:** HHCS assures that it will comply with its obligations under the Child Find requirements of IDEA including 34 CFR § 300.125, and will provide appropriate notification to parents in connection therewith, including notifying them prior to providing a child's name to a CSE for potential evaluation. HHCS also assures that it will not convene its own CSE, make evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs or conduct due process hearings. HHCS understands that these responsibilities are left solely to the CSE of the student's district of residence.

**(d) Advanced or Gifted Students:** Students may be deemed advanced or gifted based on their performance on State Exams or by consistently mastering standards at an advanced level in class. HHCS' use of UDL provides opportunities for advanced students to have accelerated learning, taking on more complex topics or preparing more advanced demonstrations of learning. Additionally, students who are advanced in mathematics may receive periodic pull-out or small-group instruction at an accelerated pace, although they will still receive instruction on standards covered in core math classes. By Year 3 of operation, HHCS 11th graders who are eligible will be able to take college-level classes at CUNY through the CollegeNow program.<sup>17</sup> HHCS will also offer AP courses in select subjects.

**(e) Ancillary Support Services:** HHCS will employ a full-time Social Worker who will provide counseling services to students who have mandated counseling as part of their IEPs. However, this Social Worker will also be able to provide at-risk counseling to students who are referred by staff, or who self-refer. HHCS' staffing plan calls for a School Counselor in Year 2, and an additional counselor by Year 4. Additionally, HHCS plans to hire separate college counselors to meet students' academic needs and guide them through the college application process, ensuring that school counselors will be able to focus on the social-emotional needs that come with adolescence. Finally, HHCS will use its connections service providers to refer students and families to outside service providers where appropriate.

**(f) Evaluation of Programs for All Special Populations:** HHCS' Achievement Goals specifically include the success of at-risk populations. HHCS will engage in a consistent process for the evaluation of its programs and services for all students, including those programs and services specifically for its special populations. HHCS' SRG system allows the school to

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<sup>17</sup> <http://collegenow.cuny.edu/eligibility-requirements/>.

pinpoint student performance towards each learning goal, disaggregate the data for specific subgroups, and make adjustments and revisit goals accordingly. For SwDs and ELLs, HHCS will use this information to determine student progress against not only IEP goals or level of English language acquisition but against HHCS' overall accountability goals. The SPED Coordinator will provide a report to the Principal at the end of each trimester on the progress of SwDs. Similarly, the ELL Specialist(s) will provide a report to the Principal at the end of each trimester on the progress of ELLs. HHCS will also evaluate the progress of ELLs through data from the NYSESLAT; from teacher observations; from student performance on exams, standardized tests, and on standards-referenced learning goals; and from observations of ELL participation in school events, parent-teacher conferences, and other aspects of the school community. If sufficient success is not demonstrated in these areas, and if ELL students are not shedding their ELL status, HHCS will make modifications to the ELL program as needed. Results of the evaluations will be used to make program modifications and enhancements.

## PART III: ORGANIZATIONAL AND FISCAL PLAN

### A. Applicant(s)/Founding Group Capacity

Presented below is the founding group members, description of how the founding group came together to develop HHCS, information on how often the founding group met and how planning and writing processes occurred, current and future roles of the founding group.

**(a) Lead applicant(s) and founding group members:** The table below provides information on the founding group, showing their names, current employment, relevant experience and skills, current roles each is playing in the planning and design of the school, future roles each will be playing once the charter is granted.

**Founding Group**

Applicant Group Member Name/Email Address	Current Employment	Relevant experience skills and role on applicant group (Key Words)	Proposed role(s) any (Trustee, Employee or None)	Proposed Board Position (e.g., officer, trustee, constituent rep)	Length of initial term	Voting Member Y/N
Liana Acevedo, BS, MLS; liana.acevedo@gmail.com	Library Manager, Hunts Point Public Library	Education Plan, Education Resources, Outreach, Curriculum	Trustee	Secretary, Executive Board Member	2 year	Y
Larry Robinson, AAS; BA. crystalball626@hotmail.com	Retired	Parent Advocacy, Technology, Community Outreach	Trustee/Parent	Parents Representative Board Member	5 years	Y
Rev. Fr. Opkala, BA; MA. fruwaekwe@yahoo.com	Harlem Hospital Center	Counseling, Governance, Human Resources Compliance	Trustee	Chairman, Executive Board Member	2 years	Y
Ibe Moses, BS, MSC, CPA imosescpa@gmail.com	Ibe Moses & Associates, CPAs, Head Auditor	Accounting, Auditing Regulations, Compliance	Trustee	Board Member	3 years	Y
Joan Bucchino, BA. joan@graceplayusa.org	Grace Corporation, President	Education Plan, Fundraising, Outreach, Health	Trustee	Board Member	5 years	Y
Francis Onukwue, MA; MBA; PhD Finance (c.) fonukwue12@aol.com	Hi-Tech Charities, President (50% Time)	Curriculum, Administration, Finance, Accounts, Legal, Regulations	Employee	Charter School Executive Director (50%Time)	5 years	N
Emmanuel Daniel, BS, MSA, RN. wacein@yahoo.com	Healthcare Consulting, Director	Healthcare, Policies and Procedures	Trustee	Board Member	3 year	Y

**(b) Description of how the founding group came together to develop HHCS:** The existence and strength of HHCS as we know it today, derives from its founding nonprofit community development corporation, Hi-Tech Charities which, having established the need for a quality healthcare charter high school in South Bronx through an initial intensive survey research in 2010-2012, assembled a team of its board of directors, senior managers and professionals to design, coordinate and manage the charter school formation and operations. Hi-Tech Charities'

15 years experience in community development and alternative education programming and its expert senior managers will continue to support the healthcare charter school.

**(c) Description of how often the founding group met and how planning and writing processes occurred:** The founding group, most of whom also serve on the planning team, interacted daily and meet a number of times each week to discuss, plan or carry out needed activities. Several members performed different functions under the direction and coordination of Francis Onukwue. The planning team will continue to meet throughout the application phase and transition into execution team when the charter is awarded.

**(d) Primary author of final application and paid consultants:** Francis Onukwue is the primary author of the final application. No paid consultants or organizations were involved in the development, fiscal planning or writing of the proposal.

**(e) Founding group and future roles in the charter school:** The Founding Group table above shows the future roles to be played by each in the charter school. These tentative roles were arrived at through consistent interactions between members during the planning and design stages and based on our collective perception regarding what is best for the school in view of our individual fields of education, experience and expertise. While we believe that these are the best candidates for the tentative assigned and assumed roles, the lead applicant is yet to make any formal offers until charter is granted and a more thorough search and interview is conducted to determine and select what is best for the school.

### **B. Board of Trustees and Governance**

Below is the proposed initial board of trustees of Hi-Tech Healthcare Charter School; related explanations are also presented below in the subsections that follow.

**Proposed Initial Board of Trustees**

<b>Name</b>	<b>Voting Y/N</b>	<b>Relevant Experience/Qualification</b>	<b>Position in the Board</b>	<b>Length of Initial Term</b>
Liana Acevedo, BS; MS	Y	Hispanic education culture, educational resources	Trustee Secretary	4
Larry Robinson, AAS; BA	Y	Technology, healthcare, youth services, outreach	Parents Representative	2
Rev. Fr. Emmanuel Okparauwaekwe, BA; MA.	Y	Expert on personnel and human resources magt.	Trustee	3
Francis Onukwue, MBA, PhD Finance	N	Nonprofit management, finance	Employee	4
Joan Bucchino, BA	Y	Health education, public relation	Trustee	4
Emmanuel Daniel, BS, MSA, RN. wacein@yahoo.com	Y	Healthcare Consulting, Healthcare, Policies and Procedures	Trustee	4
Ibe Moses, BS, MSC, CPA imosescpa@gmail.com	Y	Accounting, Auditing Regulations, Compliance	Trustee	3

**(a) Relationship between the charter school and the Board of Regents:** Board of Trustees and senior management of HHCS fully understand that the charter agreement is between HHCS' Board of Trustees and the Board of Regents; meaning that all decisions will be guided by the approved charter agreement. HHCS must seek and obtain explicit approval for any items not included in the agreement before taking any such actions. HHCS will consistently provide accurate and timely annual academic and fiscal performance report to the Board of Regents, including students' academic performance, progress in achieving the Accountability Plan goals,

certified financial statements prepared by external auditors, and HHCS's progress in meeting enrollment targets.

**(b) Proposed governance structure and list of initial board of trustees:** The above proposed list of initial Board of Trustees provides the name, voting status, relevant experience and qualification, position on the board and the length of initial term for each member. The proposed initial board would be a minimum of five members and a maximum 25 members. All members will have skills, qualifications and experience required to contribute to the efficient management of the school's academic and administrative tasks, as defined by the roles and responsibilities of the Board of Trustees. To involve parents in the planning and governance of the school, parent-teachers association will be formed and promoted. Overseen by the board, the school will form partnerships with community organizations, churches, community leaders, parents' organizations and other community stakeholders through community outreach.

Under the supervision of the board, the Executive Director (ED) will be responsible for the overall day to day management of the operations of the school. The ED manages the Principal and the Chief Finance Officer and these two officers manage the staff under them. Following recommendations from the ED and the Principal, the charter school board will create and adopt policies in line with the charter and applicable state and other laws such as the Internal Revenue Service Code for nonprofit institutions. Acting on the basis of the established board policies and the circumstances surrounding any matters at hand, the charter school board will make decisions that reflect its policies. Board policies and decision making processes will be guided by board officials elected to the office by members.

The chair - Organize, coordinate and assure the effective participation of all members of Board of Directors in the effective conduct of board activities such as policy development, curriculum design, special events planning and implementation, capital campaign, development of endowment funds, creation of scholarships, generating of project funds, and networking with business owners, corporate chief executives, and individuals in the community for purposes of raising funds to cover short and long term operations of HHCS.

Vice-Chair - Assist the Board Chair in organizing, coordinating and assuring the effective participation of all members of Board of Directors.

Secretary - Serve as Board of Director's Public Relations expert by keeping all board members fully informed of board activities, programs, meetings, special events and changes in Board plans, schedules and policies.

Treasurer - Serve as Expert Finance Administrator of Hi-Tech Healthcare Charter School and attend all business meetings of Hi-Tech Healthcare Charter School and the Board of Directors.

For information on board notices, procedures, meetings and other details, please see Hi-Tech Healthcare Charter School By-Laws, Attachment 5b.

**(c) Roles and responsibilities of board of trustees and relationship with Board of Regents as the chartering entity:** The duties of the Board of Trustees shall be as follows:

- a) to govern and oversee the School for the purpose of achieving its Mission;
- b) to take actions necessary to cause the School corporation to satisfy its obligations under the New York State charter schools act and other applicable laws;
- c) to hire, fire, oversee, evaluate, guide and support the Executive Director and Principal and other members of the School staff;
- d) to financially manage the School, including: budget development and monitoring, establishing fiscal controls, and causing audits of the School's books and records to be made as required by law and otherwise prudent;
- e) to develop, approve, implement, and monitor achievement of the School's accountability plan as required by law;
- f) to set, implement and enforce, or delegate the implementation and enforcement of, School policies in respect of – i) admissions, ii) curriculum, teaching and learning, iii) employment and

other personnel matters, iv) student discipline, v) Special Education, vi) English language education for English language learners, vii) the Code of Ethics and policies governing self-dealing of Trustees, Officers and employees, viii) dress code, ix) transportation, x) student food services, xi) student health services, xii) communication with students' families, xiii) communication with governmental and regulatory agencies, xiv) public relations and outreach, and xv) hearing complaints as required by §2855(4) of the New York charter schools act (the enforcement of which shall not be delegated, notwithstanding the foregoing).

The Board of Regents oversees the work of the Board of Trustees and the Board of Trustees is accountable to the Board of Regents regarding the efficient operation of the school. Board of Trustees and senior management of HHCS fully understand that the charter agreement is between HHCS's Board of Trustees and the Board of Regents; meaning that all decisions will be guided by the approved charter agreement. HHCS must seek and obtain explicit approval for any items not included in the agreement before taking any such actions. HHCS will consistently provide accurate and timely annual academic and fiscal performance report to the Board of Regents, including students' academic performance, progress in achieving the Accountability Plan goals, certified financial statements prepared by external auditors, and HHCS's progress in meeting enrollment targets.

**(d) Hi-Tech Healthcare Charter School Proposed By-Laws:** For a copy of the charter school's proposed By-Laws, see Attachment 5b. The proposed by-laws meet the requirements of Education Law and applicable laws and regulations governing education corporations in NYS.

**(e) Hi-Tech Healthcare Charter School Proposed Code of Ethics:** For a copy of the school's proposed Code of Ethics, see Attachment 5c. The Code sets forth the standards of conduct expected of the school's trustees, officers and employees, including standards with respect to disclosure of conflicts of interest regarding any matter brought before the board of trustees.

**(f) Code of Ethics:** HHCS code of ethics specifies that: (a) Employee, officer, and trustee of the School Corporation will conduct or direct the affairs of the School and exercise their powers and responsibilities subject to the limitations of New York State Education Law, General Municipal Law and Not-For-Profit Corporation Law, and the School's charter and the Bylaws of the School Corporation, as applicable. (b) No employee, officer, or trustee of the School Corporation shall engage in a "Self-Dealing Transaction," except as approved by the Board in accordance with procedures set forth in Articles of the By-Laws of the School Corporation. A Trustee who is or may be a party to a Self-Dealing Transaction is referred to herein as an "Involved Trustee." (c) In respect of any transaction under consideration by the School or to which the School is already a party, an employee, officer, or trustee of the School Corporation shall have the obligation to make a "Self-Dealing Disclosure."

An employee, officer, or trustee cannot have an interest in any for-profit contract with the school. Employee, officer, or trustee who have contracts with not-for-profit entities, such as charter management organizations, partners, and found organizations must be disclose these contracts but they are not prohibited.

As a requirement of section 803 of the General Municipal Law, any employee, officer, or trustee who has, will have, or later acquires an interest in - or whose spouse has, will have, or later acquires an interest in - any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the School Corporation of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the minutes of such body.

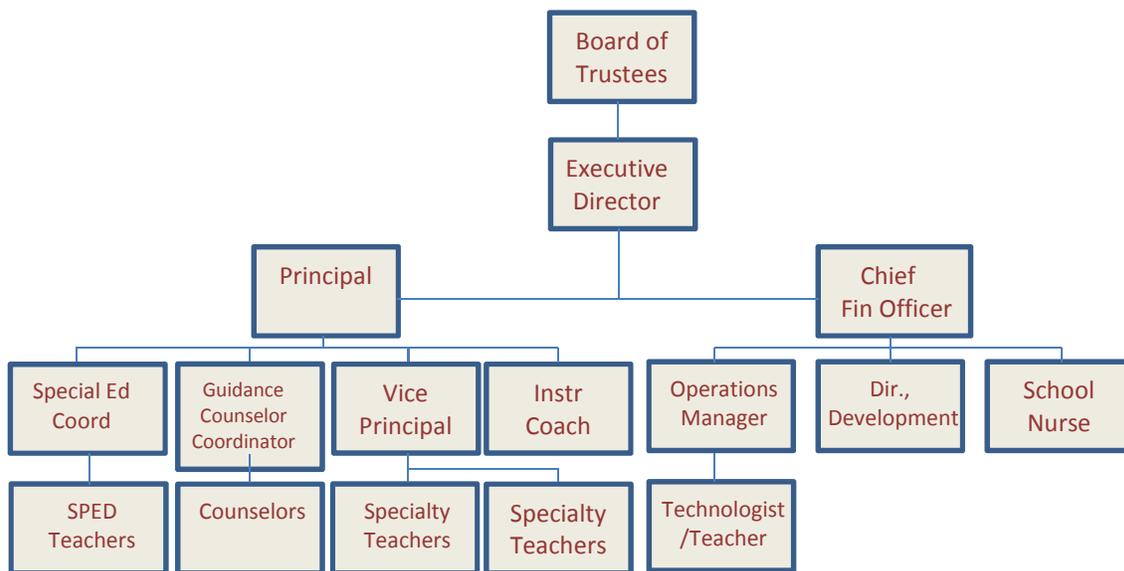
**(g) Board recruitment, selection, and development:** The charter school board will engage in the identification, cultivation, recruitment, selection, and development of new board members, including a parent representative. The existing board starts this process by first conducting

charter school need assessment to determine areas of need such as governance, planning, education, transparency and accountability, fundraising, financial management and audit, human resources, civic engagement and public policy, strategic alliances, and evaluation. Using their connections with trade associations, professional groups, other nonprofits, businesses, community organizations, churches and other social institutions in the community, existing board members and school leadership recruit the right candidates with the motivation, qualifications, and experience to fill the identified board positions. Once a selection is made through the matching of the prospective board member’s characteristics, education and experience with the board position, the governance committee which also serves as the nominating committee would nominate the prospective board member. A simple majority vote of members present is required to vote the new member into the board. Once a new member is nominated and voted into the board, orientation is provided, introducing the new board member to the institution and walking the member through the roles and responsibilities of board members. Following the orientation, the new board member joins in United Way board training and in-house board training and development for new board members. Current board will transition to become the permanent, operating board once the school opens. New board members identification, cultivation, recruitment, selection, and development will be ongoing. A new board seat for Parents Representative will be added. This board member will be a critical liaison between parents, the school and the community.

**C. Management and Staffing**

HHCS organizational chart shows the management and staffing plan that presents a thorough understanding of how the school is to be operated and managed. The plan shows the school’s operating structure and priorities, delegation of responsibilities and relationships with key stakeholders.

**(a) Hi-Tech Healthcare Charter School Organizational Chart:** The organizational chart shows staffing structure and reporting responsibilities for the board, administration, and staff.



**(b) Description of the Organizational Structure and daily operations:** The Board of Trustees holds the charter, sets broad policy guidelines and enforces effective management and compliance. The Executive Director (ED) oversees daily operations, reports to the board and in turn oversees the work of the Principal and the Chief Finance Officer (CFO). Under the direction of the ED, the Principal works with the Vice Principal, Education Coaches to implement the educational priorities of the school including emphasis on SwDs and ELLs. The Teachers,

Parents Coordinator, and School Counselors are carefully guided to focus on the school's educational priorities. The CFO focuses on efficient management, coordinates and oversees the work of the Business Manager, the Nurse, and the Director of Development. The Technology Specialist will be involved in major programs design planning to assure clear understanding in order to use technology to support the school's educational and operational priorities and needs.

**(c) Management roles and responsibilities of key administrators:**

**Executive Director (ED)** - The ED reports directly to the board and is responsible for ensuring the effective management of the school and implementation of the policies established by the board and the charter. The ED represents the school in all external matters and manages the Principal, the CFO, and the general staff. The ED provides overall leadership of the school but differs to the Principal on matters relating to educational instructions and curriculum. The Executive Director makes final decisions about, but not limited to, hiring, budgeting, and resource allocation.

**Principal** - The Principal is the instructional leader of the school. The Principal will have the knowledge, skills, passion for education and the experience to supervise and evaluate all instructional and program staff, including Subject Area Teachers, Social Workers, Counselors, Instructional Coaches. The Principal will challenge and motivate students and ensure that the educational program is meeting the goals of the charter through coordinating the educational programs, professional development, curriculum design, special education, instructional staff evaluation and staff accountability. The Principal must have knowledge of alternative instructional methods, passion for quality education and strong commitment to student success. The Principal will collaborate with the CFO to ensure that adequate resources are provided to support student learning and quality academic outcomes.

**Vice Principal** – The Vice Principal, to be hired in the second year to assist the Principal, will have the skills, knowledge and experience to serve as the assistant instructional head of the school in assisting the Principal to deliver quality education and special education to assure that all students attain the academic and social skills to be successful in school and in life. The Vice Principal will assist with curriculum; collaborate and work with faculty and staff; provide diagnostic and formative assessments; promote and support active learning and rigorous educational outcomes.

**Chief Finance Officer (CFO)** - The CFO reports to the ED and is responsible for ensuring the effective operations and management of the school. The CFO will achieve financial, operational and performance efficiency by managing administration, finance, technology, human resources, admissions, facilities, student records, food services, transportation, the generation of required reports, and other operational and compliance responsibilities. The CFO will supervise and evaluate non-instructional, including the Office Manager, the Director of Development, the Nurse and the Technology Specialist. The CFO will collaborate with the Principal in planning and implementing resources utilization, data generation, institutional evaluations and reporting.

**Instructional Coach** - The Instructional Coach will be accountable for setting, implementing, and measuring yearly instructional attainment of goals related to increasing student achievement and assuring effective assessment. The primary function of the Instructional Coach is to be the instructional leader for the teachers and guide teachers to attain performance goals. The top priorities of the head coach, include support and plan for implementation and vertical alignment of the curriculum across grade levels, ensure consistent delivery of instruction across the subject content areas, coach teachers in sound instructional practices and evaluate their progress, and oversee interim assessment program and use of data to inform instruction.

**Subject Area Teacher (Including Special Education Instructor and ELL Specialists)** - Subject area teachers, including Special Education and ELL Teachers, are responsible for ensuring that all students in their classes are achieving at high levels both academically and

socially, and are prepared for Regents Exams. All subject area teachers report to the Vice Principal.

**Social Worker and School Counselor** - The Social Worker and School Counselors will support the school in addressing the social, emotional and developmental needs of the school’s students and families, and in helping students and families access appropriate services and resources. The Social worker will also serve as coordinator of school culture, working closely with families to support student-family needs while connecting the family with the school community. They report to the Vice Principal.

**(d) Staffing plan:** The table below shows a viable staffing plan adequate for effective implementation of the proposed educational and administrative operations of the school.

<b>Full Time Equivalent (FTE) Staff</b>					
<b>Staffing Needs</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Executive Director	0.50	0.50	0.50	0.50	0.50
Principal	1.00	1.00	1.00	1.00	1.00
Vice Principal	0.00	1.00	1.00	1.00	1.00
Teachers - SPED	1.00	2.00	3.00	4.00	4.00
Teachers – Technology/Laboratory	0.50	1.00	1.00	1.00	1.00
Teachers - ELA	2.00	4.00	5.00	6.00	6.00
Teachers - Math	1.00	2.00	3.00	4.00	4.00
Teachers - Social Studies	1.00	2.00	3.00	4.00	4.00
Teachers - Science	1.00	2.00	3.00	4.00	4.00
Teachers – Spanish	0.50	1.00	1.00	1.00	1.00
Teachers – Foreign Languages	1.00	1.00	2.00	2.00	2.00
Teachers - English Language Learners (ELL)	1.00	2.00	3.00	3.00	3.00
Teachers – Physical Education/Healthcare	0.50	1.00	2.00	2.00	2.00
Teachers - Art	0.00	0.50	0.50	1.00	1.00
Teachers – Teaching Assistants	4.00	8.00	12.00	16.00	16.00
Teachers - Instructional Coach	0.60	1.00	1.00	1.00	1.00
Guidance/College Counselors	1.00	2.00	3.00	4.00	4.00
Chief Finance Officer	1.00	1.00	1.00	1.00	1.00
Operations/Business Managers	1.50	2.00	2.00	2.00	2.00
Director of Development	0.50	1.00	1.00	1.00	1.00
Social Worker/Parent Coordinator	1.00	1.00	1.00	1.00	1.00
Nurse	0.50	1.00	1.00	1.00	1.00
Librarian	0.00	0.00	1.00	1.00	1.00
<b>Total</b>	<b>21.10</b>	<b>39.00</b>	<b>52.00</b>	<b>62.50</b>	<b>62.50</b>

The above staffing structure over five years is aligned with the educational and operational model that is presented in HHCS’s proposal and education plan for the charter school.

**(e) Hiring, personnel policies and procedures:** Hi-Tech Healthcare Charter School has a complete and comprehensive hiring and personnel policies and procedures of the school, showing qualifications (experience, professional preparation, training and skills) to be used in the hiring of teachers, school administrators, non-certified instructional personnel and other school employees, and staff responsibilities (see Attachment 8a).

**(f) Strategies for recruiting and retaining effective teachers:** To recruit and retain effective teachers HHCS will establish a broad applicant pool for all available and vacant positions. HHCS will diligently seek its employees through a variety of means, including advertisements in

newspapers and educational journals, relationships with colleges and graduate schools of education, recruitment fairs, and job posting services. HHCS will promote diversity in its applicant pool by advertising positions in targeted media (e.g. minority newspapers), networking with minority organizations and participating in minority recruitment events. In particular, teachers and staff will be recruited through one or more of a variety of methods, including job postings in New York City and national media, participation in teacher fairs and similar events, job postings and communication with education schools/departments and alumni associations at colleges and universities; job postings on *idealist.org* or other appropriate websites, and networking and communication with the New York Charter School Center and the New York Charter Schools Association and similar organizations.

**(g) Staffing needs that are aligned with the budget and anticipated enrollment and growth:**

All recruitment decisions shall be guided by a sound understanding of staffing needs that are aligned with the budget and with the school's anticipated enrollment and growth. In particular, the quality and number of staff to be hired will be a reflection of the high standards demanded by the school, the anticipated growth rate in student enrollment for each year and be properly budgeted for during financial planning and budgeting (see Staffing Plan in subsection d of this section).

**(h) Staffing needs with respect to successful implementation of the educational program:**

To attain successful implementation of the educational program of the school, only qualified, experienced and highly motivated persons of good character will be sought for and hired. To achieve this high personnel standard recruitment requirement, rigorous background checks will be carried out, credentials verified, and references consulted, especially the last employers verification consultations.

**(i) Staffing plan to attract and retain effective staff, given working conditions and compensation package:**

Because in its early years of operation the school would not have become part of the teachers union, and given that the K-12 education industry is highly unionized, HHCS will offer competitively higher pay to its quality staff. This strategy will enable the school to recruit and retain quality employees. The culture and working conditions of the school will be planned to be very friendly, respectful but still professionally challenging and rewarding high productivity, loyalty and dedication.

**(j) How individual base salaries and increases will be determined:** In the first year of operation HHCS will offer market rate base salaries. In subsequent years, however, performance achievement and positive work evaluation will merit higher raises than the market will offer.

**(k) How the school will address potential human resource challenges, given growth:** As already indicated, HHCS will address potential human resource challenges as the school grows to scale over the course of the charter term by establishing a broad applicant pool for all available and vacant positions. HHCS will diligently seek its employees through a variety of means, including advertisements in newspapers and educational journals, relationships with colleges and graduate schools of education, recruitment fairs, and job posting services. HHCS will promote diversity in its applicant pool by advertising positions in targeted media (e.g. minority newspapers), networking with minority organizations and participating in minority recruitment events. In particular, teachers and staff will be recruited through one or more of a variety of methods, including job postings in New York City and national media, participation in teacher fairs and similar events, job postings and communication with education schools/departments and alumni associations at colleges and universities; job postings on *idealist.org* or other appropriate websites, and networking and communication with the NY Charter School Center and the New York Charter Schools Association and similar organizations.

**(l) How the school will use student assessment data to drive key decisions:** HHCS will comply with the reporting requirements of the Teacher-Student Data Linkage (TSDL). Moreover, based on student assessment data outcomes, more and or specific professional

development trainings can be planned for those teachers and other personnel needing improvement. The assessment data will also determine staff remuneration and promotion, as well as the planning for needed resources required to enhance future performance.

**C1. Charter Management Organization:** N/A.

**C2. Partner Organization:**

Hi-Tech Healthcare Charter School proposes Hi-Tech Charities as its nonprofit partner. Hi-Tech Charities is a nonprofit community development corporation that has operations in New York and Missouri. The organization focuses its services on “at-risk” youth, seniors, low-income individuals and families, women and minority businesses, and low-income communities. Hi-Tech Charities serves its constituencies, providing: (a) Adult Education and Postsecondary Entrepreneurship Training; (b) Healthcare and Health Education, (c) Upward Bound; (d) Education Talent Search; (e) Affordable Housing and Real Estate Development; (f) Consulting and Financing for individuals and small businesses; (g) Construction Career Development and Jobs; (h) Adult Construction Career Development and Job Placement; and (i) Individual Development Account (IDA). Hi-Tech Charities has served over 18,000 area individuals, 1,200 families, and over 400 women and minority small businesses in its 17 years of existence.

Hi-Tech Charities’ contribution to Hi-Tech Healthcare Charter School will include: a) advice and assistance in developing and implementing a school-wide Health and Social Services plan to coordinate the integration of school-based health, counseling and social services with health, social service and family supports that will be provided by Hi-Tech Charities, as well as in areas of community outreach, family awareness and student recruitment initiatives; b) providing staff in the initial years of the school’s operation - including Executive Director and Nurse - to work with Hi-Tech Healthcare Charter School’s Principal and student support staff and to provide direct services to students and families working with Hi-Tech Healthcare Charter School’s Principal and staff); c) leveraging of its experience in community relationships and outreach initiatives to support Hi-Tech Healthcare Charter School; and d) assistance in developing and implementing a fundraising and grant development campaign.

Hi-Tech Charities Contact Persons for the Proposed Partnership is:

Mr. Emmanuel Daniel, 402 Screvin Avenue, Bronx, NY 10473; Tel: 347-810-7867(H); Fax: 718-732-0637; Cell 917-355-7494; Email: wacein@yahoo.com

**D. Evaluation**

As part of its comprehensive evaluation process, HHCS will develop an Accountability Plan consisting of multiple instruments and measures that would enable the school assess its progress in attaining goals set for students achievement, organizational effectiveness, and advancement of institutional mission. HHCS is committed to using a variety of data effectively to assess its programs, financial soundness and the performance of its Trustees, staff and partners and to use evaluation processes to identify and address needs. Primary evaluation of the school’s programs—including the school’s effectiveness in achieving its goals and objectives each year—will rest with the Board of Trustees, with support from the Executive Director, the Principal and designated staff members. The Board will use data on an ongoing basis to inform its decision-making process to ensure that the school is making progress towards academic and organizational goals, complying with its charter and applicable charter laws and conducting its operations in a fiscally responsible manner. For each monthly Board meeting, a dashboard of key data will be developed and made available to all Trustees beforehand for review. The dashboard will include key updates along with data from the preceding month (as well as multi-month reports, as requested, to indicate trends or to help identify needs over time). Information included on the dashboard each month will be selected by the Board Chair, in consultation with

Committee Chairpersons and management staff, to ensure that the items reviewed and discussed by Board members assist in providing an effective organizational picture of the school. Such data may include enrollment numbers, attendance rates, discipline infraction statistics, staffing updates, authorizer communication/issues, upcoming academic assessments, assessment results and upcoming school and community events or performances. The dashboard will include a financial section which may include Accounts Payable over 30 days, cash on hand, and relevant reports generated from the accounting software. Also, HHCS will undergo an independent audit of the financial statements to be conducted annually by a CPA selected by the Board.

Board of Trustee performance will be assessed annually (December) through a self-evaluation process that all Trustees will participate in. This process will be facilitated by an outside consultant with experience in developing, implementing and guiding Boards effectively through self-evaluations and with expertise in helping Boards analyze the results of self-evaluations to improve their governance practices. In the evaluation, each Trustee will be required to consider various aspects of the school, including the academic environment, quality of instruction, rigor of the academic program, soundness of the school's finances, board oversight, quality of services for special student populations and compliance with charter agreement and charter law. Trustees will also evaluate the work of the Board over the prior period and identify challenges, needs and areas in which the Board should focus its recruitment, training and planning efforts. The members will use an assessment survey instrument that is anonymous and administered online. The board will use an independent consultant to compile and present survey results. Following each survey, the Board will discuss survey results at a regular meeting or a retreat and set goals for individual Trustees and for the Board as whole.

Institutional faculty will be evaluated through a process that is compliant with Section 3012c and uses multiple measures, including student growth, student attainment and teacher professional development measured with performance rubrics in four common domains of teaching originated by Charlotte Danielson (A Framework for Teaching 2011 – approved by NYSED). Teacher evaluation will take into account not only standardized assessment data, but also other measures of student outcomes, such as authentic product assessments, formative and summative assessments and portfolios, in addition to Principal's evaluations of teaching practice. HHCS will work closely with the Bard MAT Program to augment its teacher evaluation rubrics with core subject or disciplinary teaching standards not common to the Danielson framework but correlated with the CCLS. The use of videotape to record and be collaborative with other colleagues in reflective practice about one's pedagogy (a Domain 4 tenet of the Danielson rubric) is a part of the Bard MAT program and will be a part of shared professional practice among HHCS faculty in departmental and grade level team planning time. The principal will conduct a formal annual evaluation of each teacher, and informal evaluations will take place on an ongoing, consistent basis throughout the year. Formal evaluations for teachers will include specific criteria and a narrative summary, written by the Principal and based on year-to-date observations, objective student assessment data and self-assessments by teachers. The focus of the evaluation letter will be on identifying exceptional strengths and areas for improvement. Teachers will be asked to submit a self-evaluation each year and the self-evaluation, along with formal and informal evaluation by the Principal, will be used to identify personal goals and areas of improvement and to develop individualized professional development plans that build on teacher strengths and address areas in need of improvement. To support the evaluation of teachers of subjects that are not tested by NYS (e.g. healthcare, Arts, Physical Education/Health), HHCS will establish rigorous Student Learning Objectives (SLOs) in each subject. These SLOs will be tied directly to student achievement and growth measures and aligned with NYS standards and requirements. HHCS faculty, working with Bard MAT Program faculty, will establish benchmark assessment measures and which will be utilized to create SLOs that serve as measures of achievement. For instance, 80% of course completers must demonstrate

achievement at the B or better level at the end of course benchmark performance assessments in order for faculty to receive a “Meets Expectations” rating and 90% will demonstrate achievement at the A level or better to receive an “Exceeds Expectations” rating on their teacher APPR EOY evaluation. SLOs will also be developed as growth measures. For instance, using fall baseline pre-assessments developed and administered in relation to anticipated end of course benchmark assessments, at least 80% of course completers must demonstrate growth exceeding their pre-assessment measure on the end of course benchmark performance assessments in order for faculty to receive a “Meets Expectations” rating and 90% must demonstrate assessment growth sufficient to have achieved an A level performance on the end of course assessment in order to receive and an Exceeds Expectations rating on their teacher APPR EOY evaluation. Specific SLOs will be established prior to the beginning of the school’s first year.

The Principal’s evaluation will be conducted twice-annually by the Board. The evaluation process will consider a variety of factors in assessing the performance of the Principal, including school-wide student assessment data (state assessments, Regents, school-based assessments, etc.), reviews from staff and satisfaction ratings by parents. The Board’s Education Committee will meet with the Principal regularly to assess the academic health of the school and will inform the Board of its findings at regular Board meetings. The Education Committee will also conduct the first phase of formal Principal evaluation and make reports and recommendations to the full Board. The Principal evaluation process will also include a self-assessment in which the Principal will identify accomplishments, challenges, areas in need of improvement and professional goals for the upcoming evaluation period. A similar process (i.e. regular meetings to discuss school-wide progress, challenges and needs, combined with review of data and self-assessment results) will be used by the Principal to evaluate non-teaching staff. Student, family, and teacher satisfaction will be assessed using tools developed by the school as well as the DOE Learning Environment Survey which will be given annually. The DOE Survey results are made public on the district website. Additionally, program-specific surveys may be developed. Each spring, conclusions based on survey data will be posted on the HHCS website along with a link to the DOE survey report. Using evaluation data from multiple sources, HHCS will be able to make required improvements, and attain and surpass attainment projections.

## **E. Professional Development**

**High Quality and Comprehensive Professional Development Program.** The Professional Development Program will be aligned to research-based practices and reflect the theoretical precepts of adult learning theory. Adult learning theory underscores the importance of motivation, commitment, and application as central to successful learning experiences for an adult. In essence, teachers are willing to actively engage in professional development opportunities when they have a voice in the process, understand how it will improve their practice, and recognize the direct application to the classroom.<sup>18</sup> The guiding principles for the professional development program will be that professional development must: be embedded into the academic calendar; provide teachers with social, emotional, and instructional support; connected to the work of the teacher; responsive and flexible to address immediate and long term goals; and provide varied levels of support and knowledge-building experiences.<sup>19</sup>

**Creating a Professional Climate.** Ongoing and high-quality professional development will be provided to teachers and support staff. The implementation of Professional Learning Communities (“PLCs”), peer mentoring, coaching, and ongoing professional development embedded into the academic calendar will provide multiple opportunities for faculty to obtain the

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<sup>18</sup> Yvonne D. Trotter, *Adult Learning Theories: Impacting Professional Development Programs*, 72(2) *Delta Kappa Gamma Bull* 8-13 (Winter 2006).

<sup>19</sup> Trumbull Public Schools, *Plan for Continuous Teacher Improvement/Professional Learning/Supervision Evaluation*, October 2006, <http://trumbullps.org/teacheval/oteval.pdf> (last visited Mar. 12, 2013).

skills, knowledge, and resources to be highly effective educators. The PLC has been lauded as a powerful approach to staff development which promotes ongoing dialogue among, staff, faculty, and administrators as they “continuously seek, share knowledge, and act on what they have learned.”<sup>20</sup> As a PLC, teachers will participate in classroom intervisitations and a lead teacher, designated by the principal and/or the vice principal for curriculum, will allow his or her classroom to serve as a laboratory in which teachers can observe lessons and student work. Additionally, these classroom observations and the reflective dialogue that ensure will help support the collaborative efforts to meet the needs of ELLs, students with IEPs, and students at-risk of failure, while enabling faculty to become knowledgeable in core-curriculum embedded best practices. The development of a PLC will provide a structure for peer mentoring and the sharing of successful practices. Peer mentors will be selected by the principal and/or vice principal to serve in supportive roles to teachers. Teachers will be encouraged to share successful practices and/or lessons at weekly staff meetings or professional development sessions.

**Ongoing, Weekly Professional Development.** Each Tuesday morning, there will be a ninety-minute professional development session. There will also be a two-hour block devoted to staff planning and meeting time on Friday afternoons. The formation of grade-level teams will help to foster the collaboration needed to ensure success for all. Since the School will implement looping, these teams will work together over a two-year period. Common planning time each Friday afternoon will enable teachers to plan instruction, monitor student performance, determine intervention strategies, and engage in reflective dialogue about successful practices. Professional development will be a collaborative effort and provided by administration, faculty, and support staff of the School, as well as faculty from consultants. Possible workshop topics include but not limited to Curriculum Mapping, Developing Literacy Across the Curriculum, Differential Instruction, Supporting the Social and Emotional Development of Adolescent Learners, Second Language Acquisition and Sheltered Instruction, Integrating healthcare and health into the Curriculum, Using Data to Differentiate Instruction, Understanding the IEP, and Response to Intervention.

**Professional Development In-Service Days.** There are seven professional development days built into the calendar. Embedded within the academic trimesters, these days will provide additional time for rating, review, and analysis of assessment data. The data inquiry team, consisting of faculty members, support staff, and administrators, will guide the discussion of data during these professional development days. The data team will model the inquiry process of data analysis using the framework suggested by Bambrick-Santoyo in *Driven by Data: A Practical Guide to Improve Instruction*.

**Professional Development Teacher Institute.** Faculty, staff, and administrators will participate in a two-week professional development teacher institute prior to the commencement of the school year. During the Summer Institute, teachers will develop their Professional Development Plan, which will include long-and short-term goals, the activities that the teacher will participate in to achieve the goals, and a reflection on progress toward achievement of goals.

**Building Organizational Capacity.** The multi-faceted nature of the professional development program will build organizational capacity in several ways. Professional development will be linked directly to the goals and the mission of the School. The development of PLCs, peer mentoring, and turnkey practices provide varied ways for faculty to contribute to and take ownership of professional development. Additionally, the design of the professional development program at the School, as well as the partnerships with Hi-Tech Charities and higher educational institutions, will build organizational capacity. Collaborative professional development programs – partnerships between K-12 schools, nonprofit institutes and Teacher

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<sup>20</sup> SEDL, Issues about Change, <http://www.sedl.org/change/issues/issues61.html> (last visited Mar. 14, 2013).

Education Programs—have been cited as having a positive impact on student achievement and teacher quality.<sup>21</sup> Hi-Tech Charities staff will arrange for various professional development services including coaching, presentation of professional development workshops, and consultation.

## **F. Facilities**

HHCS founding group does not have a facility. The team submitted to the DOE on August 18, 2014, indicating that we are seeking to co-locate in a DOE facility. In case HHCS was not able to co-locate, the school will need to find private space. In order to help plan contingency should DOE facility not materialize immediately when needed, HHCS has held discussions with: (a) nonprofit Civic Builders which develops and leases charter facilities for approved school, and (b) IGUA Group, a New York City based commercial real estate brokerage, Division of Charter School Facilities – IGUA has provided letter of commitment to work with HHCS in securing suitable lease property in South Bronx (this letter is available upon request). Discussions indicate that at a rate of approximately 100/square feet per student, the School will require approximately 11,000 square feet in its first year, growing in 11,000 square foot increments per year until its fourth year, when it will require approximately 44,000 square feet. Ideally, we would like to co-locate in a DOE facility of this size at the start. In case we do not co-locate, we will likely seek an initial space of 11,000 in our first year that could be expanded to 22,000 square feet in our second year, and then seek a more permanent location.

In its first year, the School will require five classrooms. We will also require a science lab; a multi-purpose room for breakfast and lunch, physical education, and school gatherings; and office suite that can accommodate our principal, operations director and support staff; a reception area; a faculty lounge/office space; and a space for student support personnel, including the guidance counselor and social worker. As the School grows, we will need five more classrooms per year until we reach full enrollment and require at least-two classrooms, adding at least one or two more classrooms for additional purposes. We will also require additional office space, laboratories, rest room facilities, and an expanded multi-purpose room.

Our proposed budget assumes co-location. If we are not able to co-locate, we will have to adjust our budget to reflect rent, the cost of renovations, and other expenses that we would not have in a DOE facility, including for a nurse, janitor, and security. At a rate of approximately \$25/square foot, rent in our first year would be approximately \$275,000. In addition, we would seek a space that require limited renovation. Charter school brokers estimate the cost of renovating school space would be \$30-\$40/square foot, or approximately \$33,000 to \$44,000 in the School's first year. We will ensure that any private facility we lease conforms with all federal, state, and local laws relating to accessibility for people with disabilities.

We do not know what the timetable in for the DOE to make a decision on our request for co-location. We will stay in contact with the DOE during the application process. We will also start to develop more definite plans for leasing a private space if this becomes necessary. As a third option plan, HHCS may consider planning the financing of its own facility through nonprofit tax exempt bond at later years, should be considered feasible. By way of explorations of this option, HHCS officials have had face-to-face meeting and phone conferences with Director of New York City Economic Development Corporation, and Director of Build NYC, Mr. Jeffrey Lee and his employees on nonprofit tax exempt bond financing for HHCS school facility. Several investment banks, including J. P. Morgan Chase, Goldman Sachs, and Bank of America-Merrill Lynch have also been consulted, under the direction of Mr. Jeffrey Lee to

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<sup>21</sup> Arthur E. Wise and Marsha Levine, Ten Steps to Improve Student Achievement in Low-Performing Schools in Urban Districts, <http://www.ncate.org/AccreditationResources/ProfessionalDevelopmentSchools/PDSResources/ImprovingStudentAchievement/tabid/502/Default.aspx> (last visited Mar. 12, 2013).

facilitate possible issues of tax exempt bond, contingent upon HHCS attaining charter approval and meeting certain other financing requirements. Our preference is still co-location, any property development will follow at later years.

### **G. Insurance**

HHCS will seek competitive bids for a cost effective procurement of adequate insurance coverage for liability, property loss and the personal injury of students. The school's insurance policy will cover at a minimum: (a) Student Accident and Medical Expense at least \$500,000, (b) Abuse and Molestation \$1million, (c) General Liability \$2 million, (d) Business Income \$500,000, (e) Property Insurance with at least \$250,000 for leasehold improvement, equipment and furnishings, (f) Automobile Insurance for company vehicles and vehicles used for operations, (g) Board and Officers Insurance \$500,000, and (h) Employees Benefits Liability \$2 million. Any insurance judged by competent authorities to be necessary will be procured through competitive bidding processes.

### **H. Health, Food, and Transportation Services**

HHCS will constitute a health, food, and transportation team to plan and coordinate services to meet the health, safety, civil rights, and student assessment requirement applicable to other public schools in Bronx.

**(a) HHCS Health Services Plan:** HHCS will provide its student with health services in compliance with state law by employing required medical personnel and staff to create a Health and Safety Plan as well as a Medications Administration Plan. HHCS will provide its students' access to a medical director (physician or nurse practitioner) in compliance with Education Law, Article 19, Section 902. Under Education Law, Article 19, Section 904 the HHCS medical director has the ability to perform physical exams at the parent/guardian's request if the student is unable to obtain a physical with their private medical provider. HHCS's medical director will collect and maintain student health records in a secured location including immunization records of all students. If student immunization records are not submitting to the school's medical director a letter will be sent to the family notifying them that their child will be excluded from school 14 days after notification as per Public Health Law 2164. A group of HHCS teachers and administrators will be trained and certified as First Responders in the event of a medical emergency that may require the use of AEDs or perform CPR. The use of an AED device will be reported to the regional EMS office. AED devices will be maintained and checked on a regular basis to ensure function.

**(b) HHCS Food Services Plan:** HHCS will offer breakfast, lunch, and for any extended-day schedule after 4:30 pm, an afternoon snack to all students. The HHCS Wellness Policy on Physical Activity and Nutrition will promote healthy eating and regular physical activity for all students. HHCS will participate in the Federal Free and Reduced Priced breakfast, lunch, and snack programs administered by the U.S. Department of Agriculture. The school will adhere to all applicable program requirements including, but not limited to: meal pricing, determination of eligibility, nutritional value, and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose. HHCS will make adequate plans for receiving on-site food services from the New York City Department of Education (the "Department"). The Department provides food services to charter schools at no cost. The Department's food service meets the requirements of U.S. Department of Agriculture. HHCS shall also make alternative arrangements for food services, if needed.

**(c) HHCS Transportation Plan:** Students attending HHCS will receive transportation services for which they are eligible under 2853(4)(b) and 3635 of New York State Education Law. Specifically, transportation services will be provided by the New York City Department of

Education, Office of Pupil Transportation, in accordance with Department regulations. Services include yellow bus service or Metrocards for public transportation. In the event that students are ineligible for transportation services through the New York City Department of Education, the parents or guardians of such students will be responsible for providing transportation. Furthermore, HHCS' calendar and timetable will be coordinated with those of other NYC DOE schools to facilitate student transportation. In the event that HHCS is in session on days when NYC DOE is not in session, the HHCS shall seek arrangements with the DOE, if necessary, to ensure transportation, at cost, pursuant to 2853(4)(b) of the Education Law, or shall make other necessary transportation arrangements. Funding will be allocated in the School's budget once actual costs, if any, are known. HHCS will work to ensure that all students be issued NYC "group passes" for transportation to field trips. Discussions will be held with NYC DOE prior to April 1 of each school year regarding the unavoidable delay in submission of new student transportation forms due from parents no later than April 1st, but delayed by a later mandated submissions lottery date for new students. Transportation for special education students will be provided as detailed in a student's IEP or 504 plan and in compliance with Education Law, Section 3635. All plans will be coordinated to provide the best services to students.

### **I. Family and Community Involvement**

HHCS will form a Family and Community Association (FCA) to serve as its critical liaison to involve parents and community stakeholders in the planning, design and implementation of school programs and activities. HHCS will hire a Parent & Community Coordinator (PCC) to support as well as coordinate the efforts and activities of the FCA with that of the school.

**(a) Engagements:** HHCS will employ several means to engage parents. Beginning in April of the pre-opening period and through the end of the first trimester, HHCS staff will conduct individual home visits with the family of every student. HHCS will prioritize home visits for SwDs and ELLs, all of which will take place before the first day of instruction. These home visits will be a time to gather data, clarify expectations for students, parents, and HHCS staff, and build relationships. Short after the school opens, the FCA and PCC (see para 1 above) will facilitate family and community engagement. In addition to Parent-Teacher Seminar each trimester in the month of December (see Attachment 3c: Important Dates and 2015-2016 School Calendar), HHCS will hold monthly parent workshops. All workshops will be centered around student learning and will allow for parent interaction. For example, parents might meet to share ideas for supporting student completion of homework, and be provided help to overcome language barriers. All workshops will be facilitated by the ED, Principal, PCC, Board Member, HHCS staff member, or parent. In addition to these meetings, parents will receive monthly phone updates from their child's Advisor. In cases where a student is academically at-risk and the parent does not attend Parent-Teacher Conferences, HHCS will schedule an individual case conference with the parent at another time.

Positive reinforcement is a critical part of HHCS's culture. Teachers will be required to make at least two positive parent contacts per week (and will be incentivized to make more). HHCS will also provide positive reinforcement for parents in the form of breakfasts recognizing parents whose children display perfect attendance and punctuality each month. The school will conduct micro-surveys at regular intervals based off of the DOE's Parent Satisfaction Survey, and will ensure that parents have ample opportunity to complete the actual DOE survey. HHCS will adjust its strategies for parent engagement in part based on the results of these surveys. When HHCS students enter 11th grade, HHCS will deeply involve parents in the development of their child's post-secondary plan. HHCS' college counselors will hold specific workshops on the college application process, financial aid, and the transition to college. The college counselors will also hold individual conferences with each parent and child, starting in 11th grade. These supports will help mitigate some of the challenges that first-generation students have in

completing college. Overcoming these challenges will assure that more HHCS students gain admission to higher educational institutions.

**(b) Involving Parents and Community in Planning, Design and Implementation of School Programs:** Throughout the planning and application phase, HHCS has reached out to community parents and specifically requested their input, using that feedback to inform the application. HHCS has spoken with parents, organizations' representatives, and community members at Community Boards #1, #2, #3, and #4 covering school districts 7, 8, 9 and 12 of South Bronx. HHCS has also spoken to the same constituencies informally while handing out flyers and during grassroots outreach. HHCS intends to continually engage these individuals and organizations through the start-up, opening and operation of the school. Parents and the community will be a critical part of HHCS's plans to implement school design. Once the school year begins, HHCS will support the creation and ongoing administration of a voluntary Family and Community Association (FCA), which will advise and support the school. The FCA will elect the parent representative to the Board of Trustees. HHCS will support the FCA in the following ways: (a) The Parent & Community Coordinator (PCC) will help organize and coordinate FCA meetings, (b) HHCS will make meeting space available at the school for the FCA to conduct its business, and (c) HHCS will support and encourage communication between

onal development. School schedule includes two periods during which all teachers and staff will engage in professional development and planning. HHCS provides seven professional development days built sts, lunches or coffees with the Principal and ED. These will be informal opportunities for parents to meet school leaders, ask questions, provide feedbacks for purposes of improvements. HHCS will evaluate its effectiveness in incorporating parent feedback through its scores on the DOE's parent satisfaction survey, as part of school's overall ~~(c) Actionability of Anticipated Partnerships is Based on Evidence:~~ Several of the parent engagement strategies described above have a history of success. Using inputs, comments and feedbacks received from the community meetings, Community Boards presentations, public hearings, e-letters, survey questionnaires, and numerous meetings, HHCS was able to design, redesign and enhance its educational and programmatic needs. For example, the initial vision was to create a health-focused school and encourage career pathway into healthcare. While this remains an important part of our mission, comments and inputs from parents and community resident have led to infusion of science, technology, engineering and math (STEM) as a central design element of the school. In addition, feedbacks from parents and community have led to increase in school budget for hiring additional counselors and special education teachers to meet needs of students. HHCS has also increased extended school hours as many commenters requested.

HHCS believes meaningful, targeted, and sincere parent engagement will increase parent involvement in the school. HHCS found warm welcome in South Bronx, both from individual parents and from businesses and CBOs that represent parents, youth and families. We have had numerous meetings with community leaders who are interested and supportive of the school (see Attachment 2). HHCS will operate from a strong base of support in its development of community partnerships and parent involvement. Parents are particularly enthused by the healthcare niche of Hi-Tech Healthcare Charter School. Hospitals will offer internships.

## **J. Financial Management**

HHCS has three competent experienced accounting and finance professionals on its board with combined 83 years experience in corporate and nonprofit accounting, finance and internal controls. One of the board members, Sir Moses Ibe, is a well known CPA with over 25 years experience in corporate and nonprofit accounting and auditing. The Executive Director has a solid accounting and finance background and is completing PhD in Financial Management. Collectively, the board and the ED will plan and set up effective internal controls, accounting,

finance and accounts information systems and procedures for efficient management of the school according to the Generally Accepted Accounting Principles (GAAP).

Once HHCS attains charter approval, the Board of Trustees' Planning Committee (engages in and oversees sound planning) and Financial Management Committee (develops financial policies/procedures and ensures legal compliance with financial requirements) will hold joint planning meetings with the ED to develop the accounting and finance policies and procedures as well as the internal controls to guide the financial management and daily operations of the school. Members of this team, to be known as the "Account and Finance Planning Team," will maintain constant communications and meet at least once every week for the next two months following charter to assure the prompt completion of the account and finance policies and procedures as well as the internal control. Upon completion, the team will present their work to the full board of trustees. The board of trustees will have one month to review the draft and make recommendations for any changes or modifications. Once the review process is completed and the Account and Finance Planning Team has incorporated any required changes, the board will vote and pass the document on a majority vote of the house. The documents will then become the legal official accounting and finance policies and procedures and internal controls of the school to guide the ED's daily operations of the institution under the oversight of the board of trustees. Using the internal controls, accounting and finance policies and procedures, the ED will work with the Principal and the Chief Finance Officer, and the Technology Specialist to determine and procure the appropriate technologies and information systems for accurate and efficient student eligibility and general financial data capture, accounting, reporting and financial management. HHCS will assure that appropriate training is provided to personnel to assure the effective use of technology and other safety measures in protecting student information and institutional records. Only authorized users will have access to student records and institutional financial data.

While HHCS's design strategy will assure that the institution can function prudently and successfully without external fundraising. Nonetheless, shortly following the completion of the internal controls, accounting and financial management systems, the board's Fundraising Committee will begin meeting and planning fundraising activities to draw resources such as donations, grants and contracts to support the financial resources needs of the institution.

As a measure of accountability, evaluation and controls, the ED must produce monthly financial statements for the board to review in its monthly meetings. Following the requirement of the Department of Foods and the New York State, the Chief Finance Officer shall personally track student meal consumption and enter same in data spreadsheets for upload to the MIEs, in conformity with accountability and reporting requirements. Furthermore, the board's Governance Committee will procure and negotiate with external audit firm to have complete independent external audit performed each year on the institution. The audit and the accompanying reports will be provided to the Board of Regents.

### **K. Budget and Cash Flow**

HHCS has produced a proposed budget and plan for the school, provided Attachment 9: Budget and Cash Flow. This financial plan supports the school's mission and educational plan, and is based on conservative assumptions and fiscal budgetary control.

**Investment in Professional Development, Rigorous Curriculum, Academic Support and Enrichment, and Healthcare Education.** HHCS' five-year budget and cash flow support the school's rigorous academic program. Sufficient teaching staff is budgeted to provide all students with four years of ELA, math, science, social studies, and foreign languages, and provide 9<sup>th</sup> graders with an additional session of ELA. Students will participate in Student Academy Summer Bridge Programs focusing on persuasive writing and communication, literacy, and healthcare for rising 9<sup>th</sup> and 10<sup>th</sup> graders. Rising 11<sup>th</sup> and 12<sup>th</sup> graders will participate in

college preparatory programs in campuses to being arranged. HHCS will also offer healthcare education program every Tuesday morning from 8.40 to 10.10 am while teachers are in professional development and/or departmental curriculum planning meetings. The program will be composed of a ten week session for each grade. HHCS will bid out and select a contractor to provide this specialized healthcare service to our high school students. Funding is provided for both of these programs in the "Other Purchased Services" line in years one through five.

**Key Assumptions.** HHCS' pre-opening budget and cash flow plan, first-year budget and cash flow, and five-year budget and cash flow all use conservative assumptions. In the pre-opening period only the Executive Director and Principal are hired 25% and 22% respectively, to begin laying the organizational and educational plan of the school.

- a. The per pupil revenue of \$13,527 for the 2014-2015 was used for budget projections, rather than the anticipated \$14,027 revenue per pupil for 2015-2016. This is because the tuition reimbursement rates for the 2015-16 will not be available until after the State budget is enacted. Presently we assumed revenue to flat until the State budget was enacted; following that, appropriate adjustments will be made to the budget projections.
- b. Adequate number of teachers and support staff are hired to provide strong education program in support of student achievement goals. To attract and retain quality teachers, the budget show teachers salaries that are competitive as reflected in in NYC teacher salary table. Salaries are projected to increase at the rate of 3% per year. A conservative 22% of salaries is assumed to cover payroll taxes, including 11% covering social security. Medicare, SUTA, FUTA, WC, and health benefits.
- c. Professional services such as insurance and audit are assumed to increase at the rate 5% per annum.
- d. Sufficient allocation is provided to cover rent/lease/debt servicing should co-location building not available, or delayed or rent subsidy not provided. Similarly, budget line item is provided to cover repairs and maintenance.
- e. The Charter School Planning and Implementation Grant is assumed to be \$500,000. Given that HHCS promote its service to EELs, Reduce-Price Lunch students and students with disability, a slight increase may be expected. \$166,667 of the expected grant will be used in the first year pre-planning period to cover salary and limited start-up expenses. The remaining grant balance will be utilized during the remainder of the school year. The school board will have a fundraising committee that would plan and solicit contributions, donations and carry out fundraising activities to raise a minimum of \$30,000 each year.

**Contingency Plan.** The budget was prepared to assure important budget line items properly represented and accounted for. Both revenue and expense assumptions are conservative and we therefore believe that we have realistically projected necessary expenses, resulting to a robust budget that can handle unexpected changes in revenues or spending needs. By using conservative assumptions, we believe that there is a degree of built-in contingency funding available. Should there be an unanticipated operating shortfall, we would review each expenditure line very carefully and all discretionary spending would be put on hold. We would also consider raising enrollment by four to seven students, which would provide additional revenue without compromising the school's programs and activities.

## L. Pre-Opening Plan

Category	Task Description	Performer	Start	End
Accountability	Design Assessment Plan aligned to HHCS charter application & to NYSED Performance Framework	Board, ED Principal	1-Mar-15	1-Jul-15
Attendance	Develop Attendance Policy & Attendance Accounting Procedures. Specify enforcement processes	ED & Principal	1-Jun-15	1-Aug-15
Curriculum & Instruction	Procure needed instructional materials and supplies, and create a detailed, specific course scope and sequence for all grade levels offered in Year 1.	ED & Principal	1-Apr-15	15-Jul-15
Enrollment and Application for Admission	Finalize Enrollment Policy, do language translations and define application period with statutory due date as April 1, set lottery date and define lottery process	ED & Principal	1-Jan-15	1-Mar-15
	1. Plan and document recruitment and school marketing efforts. Conduct lottery, inform chosen student parent.	ED & Principal	1-Mar-15	1-Apr-15
	2. Enroll students in data system; train staff use system		1-Jun-15	1-Jul-15
Facility Preparation	Acquire and ready facility, C of O, purchase classroom and office furniture, supplies, office & class equipment	Board, ED Principal	1-Feb-15	1-May-15
	Obtain insurance, assure handicap accessibility, develop School Safety Plan, Code of Conduct	Board, ED Principal	1-Apr-15	15-Jul-15
Financial Management	Revise budget and cash flow projections for yr 1, fiscal policies and procedures & obtain State Board approval	Board, ED	1-Jan-15	1-Mar-15
	Establish final chart of accounts, bank account, billing & internal control systems, understand revenue streams (per pupil funds, special education funds, IDEA, Titles I-V), establish escrow and payroll systems, other grants		1-Jan-15	1-Feb-15
	Develop audit procedure per GAAP and FASB No. 117.		1-Jan-15	1-Feb-15
Food Services	Complete application materials for National School Lunch Program, free and reduced-price lunch forms		1-Mar-15	1-Aug-15
	Create Food Services plan, contract with provider		1-Jun-15	1-Aug-15
Governance & Management	Finalize Board calendar; conduct first Board meeting, elect Board officers (Chair, President, Treasurer, Secretary, etc.), engage CPA and legal counsel	Board	Upon approval	10-Jan-15
	File for 501(c)(3) status; retain legal counsel; modify and approve by-laws (assure compliance with Open Meetings Law), and Code of Ethics from original charter application (if necessary) and submit to Board and NYSED for approval, obtain Unemployment #	Board and ED	Upon approval	1-Feb-15
	Name permanent school leader/principal and other key leadership roles; Develop and adopt school policies	Board and ED	1-Feb-15	1-Apr-15
Grants	Complete and submit federal Charter Schools Program Grant Application; NCLB Title I; E-Rate, other grants	Board, ED Principal	Upon Approval	31-Dec-14
Insurance	Obtain insurance: Directors' and Officers' Liability, Commercial General Comprehensive Liability, others.	CFO	1-May-15	15-Jul-15
Performance Eval all Staff	Define performance goals and develop performance evaluation system for all staff and administrators	Board, ED Principal	1-Mar-15	1-Jul-15
Policy Development & Implementation	Create and approve FOIL Policy, FERPA policy, Student Disciplinary Code, Complaint Policies for parents, Complaint/Grievance Policies for staff	Board, ED, & Principal	1-Dec-14	1-Jan-15
School Health Plan / Medical Staff	Hire nurse and create a Health and Safety Plan; create Medications Admin Plan, immunization, vision, hearing and scoliosis screenings plans; procure and train staff on Automated External Defibrillators (AEDs)	CFO and Principal	1-May-15	1-Aug-15
Wellness	Create School Wellness Policy, enforcement procedure	Prinp/CFO	1-May-15	1-Jul-15

Special Needs Students	Hire certified SPED teachers; identify IEPs students	Principal	1-Jun-15	1-Aug-15
	Develop and implement service plan for ELL students and Section 504-eligible students	Principal	1-Jun-15	1-Aug-15
	Hire professional staff, certified speech and language therapists, occupational and physical therapists, & other needed staff, procure necessary services equipment	Principal	1-Jun-15	1-Aug-15
Staffing	Create personnel policies and procedures, including position descriptions for each role; post jobs for hiring	Board, ED Principal	1-Feb-15	1-Apr-15
	Create staffing plan aligned with Charter and school plan; fingerprint-supported criminal background checks for all staff and volunteers; give Handbooks to all staff	Board, ED, & Principal	1-Feb-15	15-Jul-15
	Obtain staff benefits, including insurance (health, dental, vision, long-term disability, short-term disability, life) and retirement plan (401K, 403b)	ED & Principal	1-Feb-15	15-Jul-15
Student Learning Time	Finalize school calendar, daily schedule; & request student records from prior districts; safeguard all record	Principal, /CFO	1-Apr-15	15-Jul-15
Technology	Hire IT staff; complete 5-year technology plan; & Select database software to manage attendance, enrollment, withdrawal, waiting list, transportation, meals, report card creation and other necessary tasks	ED & Principal	1-Feb-15 & 1-Apr-15	1-May-15 & 1-Jul-15
Transportation	Inform and ensure that parent/guardian(s) complete request for transportation from the district of residency by April 1; & develop Transportation Plan	ED & Principal	1-Feb-15 & 1-Jul-15	1-Apr-15 & 1-Jul-15

### **M. Dissolution Plan**

We recognize that closing a charter school is very difficult for all school stakeholders. If circumstances force the School to close, the Board and School leadership would work very closely with the Charter School Office to ensure that the best interests of displaced families and staff are attended to and that all legal and statutory requirements are met. The School will establish and escrow account of \$75,000 (budgeted at \$25,000 per/year over three years) to pay for legal and audit expenses should dissolution be necessary. The Board would adopt a close plan for the School in accordance with NYSED's Closing Procedures Guide and Checklist for New York State Charter Schools including prompt and open communications with all stakeholders; ongoing instruction through closure; support for families seeking placement options, timely transfer of student records to the student's new school and/or district within which the School is located and documentation therefore; reporting of financial condition on a monthly basis through finalization of closure.

**Days 1-5:** (1) HHCS will forward to NYCDOE, a list of current students; (2) The ED will conduct a meeting with NYCDOE to discuss openings and availability for students being displaced by the closure or dissolution; (3) HHCS Board representative will conduct a meeting with its auditors to begin a process of identifying assets required for transfer; (4) The Principal and Executive Director will notify all staff and parents in writing of the closure of the school and the ensuing placement process; (5) The Principal and Executive Director will meet with the students and parents to discuss the school's closing and the ensuing placement process; (6) The Principal will schedule and advertise a school-day meeting with students and an evening meeting with parents and others to discuss HHCS' closing and the transfer of students to other public schools; (7) HHCS will schedule a series of information sessions for families and students about the possible schools available and identify the assistance that will be provided during the transfer process; (8) HHCS' website will be recognized as a primary source of information about the school's closing, the dissolution process and the placement of students in other public schools;

and (9) HHCS' Vice Principal will schedule a placement meeting with each enrolled student/parent to discuss his/her placement.

**Days 5-15:** (1) The DSC will prepare a written report for the Principal confirming the scheduling of placement meetings for each student/parent; (2) The DSC will commence student placement meetings; (3) The Principal will provide written notice to appropriate NYCDOE Departments such as transportation, food services and school safety of the closure to ensure adequate time for modifications to existing practices and procedures; and (4) The Principal will notify, in writing, those school likely to receive transfers from HHCS of the closure and provide contact information for school personnel handling transfers.

**Days 15-30:** (1) The DSC will continue with student placement meetings; (2) A list of students and their known preferences for relocation will be prepared by the DSC and sent to the Principal; (3) HHCS will transfer student records to the NYCDOE upon completion of the placement meeting between the Principal and individual students; (4) Parents of the enrolled students will be informed of the transfer of their students' records to the NYCDOE and provided a copy of those records; and (5) HHCS will conduct a final meeting with the NYCDOE to ensure that each student has been properly enrolled in a local public school or has confirmed their enrollment in a nonpublic school.

**Transfer of Assets:** The ED will work with the Principal and the Board of Trustees in developing a plan that will direct the transfer of assets, and maintain an up-to-date inventory of the assets of the school. All these will be done under the supervision of the guidelines of and direction of the NYSED and NYCDOE. The ED and the Board Finance Committee will attend to the payment of all of HHCS's outstanding debts. Once all debts are satisfied, a distribution of assets process will be initiated that complies with a prescribed plan developed by school in collaboration with the NYSED and NYCDOE Offices of Charter Schools. This plan will eventually detail what assets will be dispersed to which school(s), when, how and by whom. This plan will be presented to the Board's Executive Committee for review and approval prior to its implementation. HHCS will ensure smooth closure operation and efficient transitions and adjustments for all involved.

<b>CERTIFICATION AND ASSURANCES STATEMENT</b>
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Proposed Charter School Name Hi-Tech Healthcare Charter School  
Proposed School Location (District) 8, 12, 7 or 9  
Name of Existing Education Corporation (for replication) N/A

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I hereby certify that the applicant group/prospective Board of Trustees have all read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the applicant group/prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into a charter agreement setting forth the terms and conditions under which the Board of Trustees will operate the charter school. The applicant group/prospective Board of Trustees also understands that this charter school application serves as the first component of an application for a federal Charter Schools Program (CSP) Planning and Implementation Grant. We understand that if the charter application is approved and a charter is issued by the Board of Regents, the school is qualified to receive a CSP grant, pending available funding and final approval of additional materials – including budget materials - by NYSED and by the New York State Office of the Comptroller. We agree to complete all required budget information and assurances according to forthcoming instructions and a revised timeframe to be issued by NYSED.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, “the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners.”<sup>1</sup>

The applicant group also make(s) the following assurances pursuant to Section 5203(b)(3) of Elementary and Secondary Education Act (ESEA) and the Consolidated Appropriations Act, which will be incorporated into, and made a part of, the Charter School’s charter, if granted, and be binding on the Charter School itself:

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

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<sup>1</sup> N.Y. Education Law § 2854(2)(a)

<sup>2</sup> ESEA § 5203(b)(3)(J)

An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;<sup>3</sup> and

That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.<sup>4</sup>

*Existing Education Corporation (if seeking to replicate):* I hereby certify that for the above named model school (upon which the new school will be replicated) meets each of the following eligibility requirements.

Has been in operation for a minimum of five years and is currently open;

Has received a full 5 year renewal from its charter entity;

Has provided a program of instruction for the same grade levels intended to be served in the replicated school;

Has exceeded district averages in the aggregate on the State ELA and Math assessments for all grades tested;

Has met or exceeded State averages in the aggregate on the State ELA and Math assessments for all grades tested;

Has met or exceeded the 4- and 5-year State average graduation rate in the aggregate (if applicable);

Has met or exceeded the State cohort graduation rate of 80% (if applicable);

Has achieved a State Accountability Designation of at least a school in “Good Standing” for each year of its charter term; and

Has been in compliance with local, state, and federal laws and its charter contract.

I, *Emmanuel Okpalauekwwe*, hereby certify that the information submitted in this Full Application to establish *Hi-Tech Healthcare Charter School* is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

Signature of Proposed BOT Chair/Existing Education Corporation BOT Chair:



Date: 9/30/2015

<sup>3</sup> ESEA § 5203(b)(3)(K)

<sup>4</sup> ESEA § 5203(b)(3)(N)

## **Attachment 1: Admissions Policy and Procedure**

### Hi-Tech Healthcare Charter School (HHCS) Admissions Policy and Procedure

**(a) General Overview:** Hi-Tech Healthcare Charter School (HHCS) is a nonprofit public school and shall not discriminate against any student based on race, ethnicity, national origin, gender, sexual orientation, disability, religion, or on any other basis that would be unlawful for a public school. HHCS shall be open to any child who is eligible under the laws of New York State for admission to a public school, and the school shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, or any above-mentioned basis that would be unlawful for a public school. In its first year of operation, HHCS will accept applications for admission to 9th grade of which approximately 125 will be accepted. HHCS will add one grade each year, until it reaches 12th grade. In subsequent years, HHCS will accept 125 new 9th grade students. HHCS will replace 9th and 10<sup>th</sup> graders lost to attrition, but generally will not replace 11th or 12th graders. However, if HHCS determines its programs and design will properly serve additional 11th or 12th graders, and admitting those students is otherwise consistent with achieving the school's mission, HHCS may elect to admit new students to grades 11 or 12. Such admission would be on a non-discriminatory basis, in accordance with the other provisions of this Policy and in compliance with applicable laws, and would be subject to space availability. In this event, such information will be included in the application and lottery materials and the Charter Office at the NYSED will be notified. Considering the attrition assumption 10%, and high graduation targets, HHCS will reach capacity of approximately 600 students by the fifth year of operation. Should the school experience higher attrition than anticipated, HHCS may enroll additional students to the extent supported by the school's maximum capacity.

**(b) General Application Procedure, Promotions and Community Outreach:** Each year HHCS will organize open house events, hold community recruitment tours and voluntary information sessions to inform the families of prospective students and community members about its program. Information sessions may be held at the school itself, at churches, at local middle schools, or at local organizations that serve middle school aged children and/or their parents. HHCS will schedule information sessions beginning during the autumn prior to the first day of the subject school year and will hold as many of them throughout the autumn, winter and spring as the Board and senior management considers appropriate. HHCS will strive to meet its target enrollment, as well as to ensure the target enrollment of students with disabilities, English language learners, students who are eligible applicants for free- and reduced-price lunch, and student who are over-age and under-credited. While HHCS will give first preference to students in its district of location, HHCS will also conduct outreach in neighboring school districts. HHCS will implement these measures with consideration to parents of children with special needs and ELLs. Outreach sessions for students will be publicized using flyers in English and ethnic languages, signage at the school and contact with community organizations. For school years after the first, families will be encouraged to visit the school, talk to instructional, executive and other staff, visit classes and meet currently enrolled students. HHCS will undertake all measures to recruit student applicants and will provide translation services, if

necessary, for all promotional materials and any person-to-person interaction requiring an English translation. Given the proposed location of HHCS and the surrounding demographics, the application will be available in English and Spanish, as well as other languages if the demographics of the neighborhood change. For any parent that requests assistance in completing the application, multi-lingual staff may assist. Families interested in enrolling a child at HHCS will be required to submit an application. Applications will be made available at parent information sessions and for pick up at the school and on HHCS's website and may be made available by other means, using measures that are non-discriminatory. There will be no fee for making an application nor will there be any tuition charged for attending the school beyond fees permitted to be charged by public schools. During or before each January of the upcoming academic year, HHCS will advertise open registration. Families, if they choose to, may meet with staff and review the expectations of HHCS.

**(c) The Public Lottery Method:** HHCS is committed to serving all students, especially students that are at risk of academic failure. At a minimum, a percentage of the seats equal to the enrollment targets set by New York State for that population will be set aside for at risk students. For example, the calculation indicates or if the New York State Education Department set a target of 12% enrollment of English Language Learners (ELLs) for 9th grades in the school district of location, then, 12% of HHCS's 9th grade seats will be set aside for ELLs in its first year of operation. Among the information under consideration that would be voluntarily provided to verify ELL status is a copy of past NYSESLAT tests along with the application; such documentation would not be automatically required. Admission preference shall be granted to applicants in the following manner:

1. Returning pupils (applicable in Year 2 and beyond, only)
2. The siblings of enrolled pupils (applicable in Year 2 and beyond, only)
3. ELLs within the district of location
4. ELLs outside of district of location
5. Students who live within district of location
6. Students who live outside of district of location

In the event that the number of student applicants to HHCS exceeds capacity, a random selection lottery will be conducted by the senior management or by an entity unaffiliated with the school. This lottery will be held between April 1 and April 15, subject to circumstances beyond the reasonable control of the school, and all applications received on or before April 1 will be entered into the drawing. Letters announcing the date and location of the lottery will be mailed to all applicant families in both English and Spanish. The date of the lottery will also be listed on the student application. After a name is drawn from the lottery it will be posted immediately to the school's lottery board, where seats will be reserved for families who qualify for the at risk preference. Following the lottery, letters will be mailed to inform parents/guardians of acceptance or of their number on the waiting list. Parent/guardians of accepted students will be asked to return a postcard stating that they accept their placement. A waiting list will be maintained of applications that were not selected from the lottery as well as applications submitted throughout the school year. These applications will be placed on the waiting list by the date and time the application is received behind applications placed on the waitlist from the lottery. When space becomes available at the school, applications will be pulled from the waiting list in order and calls made to parents offering admission. The waiting list is subject to the same preferences as the lottery. Parents will be required to accept placement within 48 hours of the phone call or their space will be forfeited. This waiting list will be the only official, legal document identifying the names of grade eligible students with applications to HHCS pending

acceptance for the subsequent school year, or when vacancies arise, based upon the order of random selection from the lottery following a recruitment period. The waiting list shall expire annually at the lottery drawing following the next year's enrollment period. However, HHCS may send an application or other information directly to families who have previously applied.

**(d) Enrollment of students:** All admitted students will receive an HHCS enrollment packet within three weeks of the admission lottery. HHCS will encourage parents/guardians and students to meet with a school staff member to review the required enrollment papers. Parents whose first language is not English may be provided with a translator upon request. HHCS will expect all enrollment packets to be returned to the Admissions Office within four weeks of notification of admission. Students who fail to return completed enrollment packets to the Admissions Office within four weeks of admission will forfeit their place in the school and HHCS will replace the seat in accordance with the appropriate wait-list procedures. All students admitted or waitlisted as provided above will be required to submit completed enrollment forms and information by the date specified in the notice of admission or wait listing to convert admission to enrollment. An admitted student will be subject to the forfeiture of his/her right to enroll or remain on the waiting list if such submission is incomplete. A student who withdraws or is removed from admission or enrollment will not be entitled to reinstatement of a prior situation, but withdrawal or removal will not affect such student's right to re-apply for a later school year, subject to HHCS's Admissions Policy and the procedures thereunder, or to be placed on the waitlist in the same manner as a late application. HHCS may request that families confirm the enrollment of children enrolled in the school for the upcoming academic year from time to time (whether a new enrollment or the enrollment of a student promoted from an earlier grade at HHCS) in order to promote and ensure contemplated enrollment in each grade at the school. The intentional provision of untruthful information at application, admission or enrollment will entitle HHCS to permanently exclude the child from the school, even if the student was admitted, enrolled, or permitted to attend.

**(e) Student transfer and/or withdrawal procedures:** HHCS will be a public school of choice for many Bronx students and their families. Nonetheless, at any time, a parent or guardian may wish to transfer their child to a different school. A parent or guardian wishing to withdraw his/her child from HHCS will be asked to complete a request for student withdrawal form. HHCS personnel will offer to meet with the family and discuss their reasons for withdrawing from HHCS, as well as to seek solutions to any problems that arise from these discussions. Upon request from the new school, HHCS will ensure the timely transfer of any necessary school records to the student's new school.

**Attachment 2: Samples of Evidence of Community Outreach**

**SAMPLE PBLIC HEARING NOTICES, SOUTH BRONX COMMUNITY  
BOARDS MEETINGS, SUPPORT LETTERS, COMUNICATIONS, ETC:**

\*\*\*\*\*

**INVITATION TO PUBLIC HEARING**

**PARENTS AND COMMUNITY MEMBERS:**

**DEAR PARENTS AND COMMUNITY MEMBERS,  
YOU ARE INVITED TO  
PARTICIPATE IN A PUBLIC HEARING ON  
HI-TECH HEALTHCARE CHARTER SCHOOL,  
AN INNOVATIVE 9<sup>TH</sup>-12<sup>TH</sup> GRADE  
HEALTHCARE CHARTER HIGH SCHOOL BEING  
PLANNED FOR OUR SOUTH BRONX CHILDREN**

**YOUR PRESENCE AND INPUTS ARE HIGHLY NEEDED**

**DATE: Saturday, June 13, 2015**

**TIME: 2.00 pm – 5.00 pm**

**LOCATION:**

**Hunt's Point Library  
877 Southern Blvd, Bronx, NY 10459.**

**COME FIND OUT MORE AS WELL AS CONTRIBUTE TO THE  
PLANNING AND DESIGN OF THIS INNOVATIVE HEALTHCARE  
CHARTER SCHOOL FOR OUR SOUTH BRONX COMMUNITY**

**CONTACTS**

**646-915-5379 – Larry Robinson  
314-922-7139 – Francis Onukwue**

**[www.htcharterschool.org](http://www.htcharterschool.org)**

\*\*\*\*\*

**INVITACIÓN:**  
**AUDIENCIA PÚBLICA**

**ESTIMADOS PADRES Y MIEMBROS DE LA COMUNIDAD,**  
Cordialmente queremos invitarle a participar en nuestra próxima audiencia pública a llevarse a cabo el **Sábado 13 de Junio del 2015** de 2pm a 5pm en la **Biblioteca pública Hunt'Point Library**  
Localizada en el **877 Southern Blvd Bx, NY 10459**  
Donde trataremos como tema principal el desarrollo y creación de la nueva **HI-TECH HEALTHCARE CHARTER SCHOOL (9<sup>th</sup> -12<sup>th</sup> grados)**

**HEALTHCARE CHARTER HIGH SCHOOL** a sido  
Diseñada pensando en el bienestar de nuestros niños del sur del Bronx.

**Fecha** : **Sábado, 13 de junio de 2015**

**Hora** : **2pm – 5pm**

**Lugar**: **Hunt's Point Library**  
**877 Southern Blvd Bronx, NY 10459.**

**Acompañenos y bríndenos sus sugerencias, ideas, y opiniones sobre el proyecto. Su presencia hará la diferencia en la educación de nuestros niños.**

**Para mas información**  
**(646) 915-5379 – Larry Robinson**  
**(314) 922-7139 – Francis Onukwue**

[www.htrterschool.org](http://www.htrterschool.org)  
[fonukwue12@AOL.com](mailto:fonukwue12@AOL.com)

Distribuido 06/02/2015

Attendees

Name	Parent/Guardian (check ✓ as appropriate)			Email Contact	Signature
	Father	Mother	Guardian		
Khalif Combs	✓				Khalif Combs
Yomari Cruz		✓			Yomari Cruz
Frances Quinones		✓			Frances Quinones
Jodi Nivan		✓			Jodi Nivan
Fior delia Pich		✓			Fior delia Pich
Arsenio Perez	✓				Arsenio Perez
Shaquana Bell		✓			Shaquana Bell
Mohammed Ali	✓				Mohammed Ali
AGYARE LORETTA					Agryare Loretta
Jamira Montenegro		✓			Jamira Montenegro
Efren Murallo	✓				Efren Murallo
Sasha Adams		✓			Sasha Adams
* Demi Beseves		✓			Demi Beseves
Raymar Guek			✓		Raymar Guek
Stephanie Contreras		✓			Stephanie Contreras
Diane Brundage		✓			Diane Brundage
Asherree Brundage					Asherree Brundage
Stephanie Ramos		✓			Stephanie Ramos
Natali Rosado		✓			Natali Rosado
Carolina		✓			Carolina
Florentina		✓			Florentina

Attendees

Name	Parent/Guardian (check ✓ as appropriate)			Email Contact	Signature
	Father	Mother	Guardian		
Kendee Dago		✓			Kendee Dago
Kenneth Hernandez	✓				Kenneth Hernandez
Venus Sanabria		✓			Venus Sanabria
Blanca Torres		✓			Blanca Torres
MASIA Banks		✓			MASIA Banks
Maribe Pariza		✓			Maribe Pariza
Yennifer Perdomo		✓			Yennifer Perdomo
Emilia Olvera (cell)		✓			Emilia Olvera
Diana Rodriguez		✓			Diana Rodriguez
Christopher Stewart	✓				Christopher Stewart
Paula Nelson		✓			Paula Nelson
Dominique Torres		✓			Dominique Torres
James Carter			✓		James Carter
JUSTINE		✓			JUSTINE
<del>Yennifer Batista</del>		✓			<del>Yennifer Batista</del>
Yennifer Batista		✓			Yennifer Batista
Chanilda Hernandez		✓			Chanilda Hernandez
JOSE LEDE	✓				JOSE LEDE
INFANCY RIVERO					INFANCY RIVERO
Chinaya Fecunda					Chinaya Fecunda
March Patricia					March Patricia



832 East 166th Street Bronx, NY 10459

Tel.: 718-542-7293 • Fax: 718-378-1819 • E-mail: [stanthony832@aol.com](mailto:stanthony832@aol.com)

Wednesday, February 04, 2015

~~The Regents, University of State of New York  
Classical School Office  
11 Washington Avenue Albany, New York 12242~~

Dear Regents:

We have made announcements about Hi-Tech Healthcare Charter School in our Church's English and Spanish Services and have published the school's information in our Parish Bulletins. I am confident that families will be responding to this invitation because they are eager about their children education. On behalf of myself, the Catholic parish of Saint Anthony of Padua I am pleased to express our full commitment and support for the proposed Hi-Tech Healthcare Charter School (HHCS).

We will continue to publicize the school to our Bronx Catholic Churches and to our parishioners, their families and friends and provide the necessary resources required to make the school a big success for the high students, their families and our South Bronx community. We will make announcements on Sunday services and during social and communities activities and we will take other measures to involve the community in the school activities to assure the success of the charter school.

We are glad that Hi-Tech Healthcare Charter School founding team has designed and is proposing a STEM (Science, Technology, Engineering, and Mathematics) charter school that would help students gain required competences in the fields of healthcare, science, technology, engineering, and mathematics. Students will graduate with Regent Diploma and be ready to enter college or university to pursue degrees in the fields of their choice.

To enhance students' learning experience and prepare them for college, HHCS will form partnerships with colleges, universities, hospitals and other healthcare facilities for the purposes of providing student summer learning experience to enhance their academics.

I look forward to working with you and the school in creating exceptional learning opportunity and providing our students with the knowledge and skills necessary to enter and complete college or university education.

Sincerely,

Most Rev. Josu Iriondo, S.T.L., D.D Pastor  
Auxiliary Bishop of New York

**ST. ANTHONY OF PADUA ROMAN CATHOLIC CHURCH**  
832 East 166th Street - Bronx, NY 10459

---

MARIA DEL CARMEN ARROYO  
COUNCIL MEMBER, 17<sup>TH</sup> DISTRICT, BRONX



THE COUNCIL  
OF  
THE CITY OF NEW YORK

□ DISTRICT OFFICE  
384 EAST 149<sup>TH</sup> STREET, SUITE 300  
BRONX, NY 10455  
(718) 402-6130  
FAX: (718) 402-0539

□ CITY HALL OFFICE  
250 BROADWAY, SUITE 1768  
NEW YORK, NY 10007  
(212) 788-7384  
FAX: (212) 788-8920

CHAIR  
HEALTH

COMMITTEES

AGING  
GENERAL WELFARE  
JUVENILE JUSTICE  
LAND USE  
PUBLIC HOUSING  
SANITATION & SOLID WASTE MANAGEMENT  
LANDMARKS, PUBLIC SITING & MARITIME USES

CO-CHAIR BLACK, LATINO AND ASIAN CAUCUS

January 21, 2014

The Regents, University of State of New York  
Charter School Office  
89 Washington Avenue  
Albany, New York 12234

Dear Regents:

With pleasure, I express my support for the proposed Hi-Tech Healthcare Charter School (HHCS).

Hi-Tech Healthcare Charter School founding team has designed and is proposing a healthcare-focused charter school that would help students graduate with Regent Diploma, Certified Nursing Assistant certification, and be ready to enter the healthcare workforce as well as pursue college and university degrees in healthcare fields such as nursing, medicine, mental health and other healthcare disciplines.

To enhance students' learning experience and prepare them for the workplace and for college, HHCS will form partnerships with colleges, universities, hospitals and other healthcare facilities for the purposes of providing student summer learning programs and field clinical experience. These partnerships will allow students to learn and practice under the supervisions of college professors, nurses, doctors, clinical psychologists, licensed counselors and other healthcare professionals.

The need for quality education, especially in the area of healthcare cannot be overstated. Emphasizing strong academics with focus on rigorous academic and career curricula, HHCS will use Common Core Standards compliant, rigorous, and engaging curricula for Regent diploma and a healthcare certification to ensure all students can meet or exceed New York State's learning standards. More importantly, the quality and depth of education will enable these students develop essential life skills, receive workforce and college preparation, and to confidently use their education to achieve success in workforce and or further education.

The increased baby boomer healthcare needs and the demanding coverage of otherwise uninsured millions now afforded healthcare under the Obama's Affordable Healthcare Law, makes this charter school design particularly exiting.

I look forward to working with you and the school in creating exceptional learning opportunity and providing our students with the skills necessary to access the 21<sup>st</sup> century global economy, especially as it relates to healthcare.

Sincerely,

A handwritten signature in black ink, appearing to read "M. Arroyo", written over a horizontal line.

-----Original Message-----

From: Vivian Velez [REDACTED]  
To: fonukwue12 [REDACTED] >  
Sent: Fri, May 16, 2014 1:01 pm  
Subject: FW: Follow up: Hi-Tech Charities:  
Dear Mr. Onukwue:

This is a follow up to our conversation and your request for a meeting with Deputy Borough President Aurelia Greene.  
I have available Tuesday, May 27, 2014 @ 3:00 p.m. in our office located in the Supreme Court Building, 851 Grand Concourse, Third Floor, Rm. 301.  
Participating at this meeting will be Tracy McDermott, Director of Community Services.  
Please let me know, I look forward to hearing from you.

Sincerely,  
Vivian Velez  
Assistant to the Deputy Borough President  
Bronx Borough President Office Ruben Diaz Jr.  
851 Grand Concourse  
Bronx, NY 10451  
PH: 718-590-3544  
Fax: 718-590-5355  
[REDACTED]

\*\*\*\*\*

-----Original Message-----

From: fonukwue12 [REDACTED] >  
To: adurmo <adurmo@schools.nyc.gov>; vevera <vevera@schools.nyc.gov>

[REDACTED]  
[REDACTED]  
[REDACTED]  
Sent: Mon, May 26, 2014 4:36 am  
Subject: Re: Hi-Tech Healthcare Charter School  
Monday, May 26, 2014

To: Mr. Abes Durmo, Parents Coordinator, School of Performing Arts Middle School  
Ms. Veronica, Evera, Parents Coordinator, Entrada Academy Middle School

This is our second meeting with Mr. Abes Durmo and the first with Ms. Veronica Evera. We thank both of you for taking the time to meet with me in this **joint meeting** on behalf of Hi-Tech Healthcare Charter School. From our previous meeting with Mr. Durmo and from this last joint meeting with Mr. Durmo and Ms. Evera, we got your critical inputs about parents' expressed interest in:

- 1) Quality education that would expand the opportunities for children in our South Bronx Community.
- 2) A high school focused on healthcare, in view of the huge opportunities offered by the healthcare industry.
- 3) A high school that provides students with employability skills in addition to high school diploma.
- 4) And several other highly useful and helpful suggestions, inputs and comments you provided.

We thank you also for recommending we develop a pristine proposal as well as set up appointments with middle school Principals to discuss and obtain permission to make presentations to parents about our proposed healthcare charter high school.

I thank Mr. Durmo who has been sharing our information with parents in ESL classes, computer classes, job coach classes, parents job fairs, and other gatherings of parents.

We appreciate your wonderful help and will follow up with you following our meetings with the middle schools Principals.

Sincerely,  
Francis Onukwue  
Director, Hi-Tech Healthcare Charter School  
1063 Tiffany Street, 1<sup>st</sup> Fl  
Bronx, NY 10459  
314-922-7139; Fx: 347-676-7636



**The City of New York  
Bronx Community Board Three**

1426 Boston Road, Bronx, NY 10456  
Telephone No.:(718)378-8054 – Fax No.:(718)378-8188  
E-mail Address: [brxcomm3@optonline.net](mailto:brxcomm3@optonline.net)

DIAL	Government Services
311	& Information for NYC
Comm. Bd. Info go to: <a href="http://bronxmall.com">bronxmall.com</a>	

**RUBEN DIAZ, JR.**  
BRONX BOROUGH PRESIDENT

**GLORIA ALSTON**  
CHAIRWOMAN

**JOHN W. DUDLEY**  
DISTRICT MANAGER

**PRESENTATION REQUEST FORM**

**PLEASE PROVIDE THE FOLLOWING INFORMATION:**

**Name(s), Title(s) and Organization(s):** (i.e.: John Doe, President, PBX Corporation)

Francis Onukwue, MA; MBA, Director, Hi-Tech Healthcare Charter School

Rev. Dr. Moses Oladosu, Board Co-Chair, Hi-Tech Healthcare Charter School

Others

**Contact Telephone Number, Fax Number & E-Mail Address:** (i.e.: 212-555-5555 Work – 212-555-1515 Fax – email@optonline.net)

314-922-7139 Ph; 347-676-7636 Fx; fonukwue12@aol.com

**Topic(s) To Be Discussed:** (i.e.: Discuss PBX Corporation’s Housing Initiative)

**\*Please provide a written summary when requesting a Support Letter (i.e.: Sponsor(s)/Developer, Program (City, State, Fed), Project Name, Block/Lot, Unit Breakdown, Homeless/Low Income/Mod. Income/Other Special Needs/Commercial/Retail Site Description by Retail Type, Total Units, Community Space)**

Hi-Tech Healthcare Charter School – Presentation and Parents and community inputs, see attached flier and agenda

**\*Requesting a Support Letter?** Yes  No

**(Written Summary/Materials are Requested-Development Team, Project Location, Financing, Income Eligibility & Unit Count, etc.)**

Please fax the completed “**Presentation Request Form**” to Bronx Community Board Three, after which an Agenda will be faxed to you confirming your presentation

**EXECUTIVE OFFICERS**

Rev. Bruce Rivera  
1<sup>st</sup> Vice-Chairperson

Dave Dominick Reid  
2<sup>nd</sup> Vice-Chairperson

Gail Gadsden  
Secretary

Juanita Hamilton  
Treasurer

Rev. Idus A. Nunn, Jr.  
Sgt.-at-Arms/Parliamentarian

# Bronx Community Board #2

Borough President Ruben Diaz, Jr.

1029 East 163<sup>rd</sup> St.

Bronx, NY 10459

718-328-9125 • 718-991-4974 Fax

[E-mail: brxcb2@optonline.net](mailto:brxcb2@optonline.net)



Dr. Ian Amritt  
Chairperson



Rafael Salamanca, Jr.  
District Manager

June 27, 2014

Dr. John B. King, Jr.  
Commissioner of Education and  
President of the University of the State of New York  
89 Washington Avenue  
Albany, New York 12234

Dear Commissioner King, Jr.,

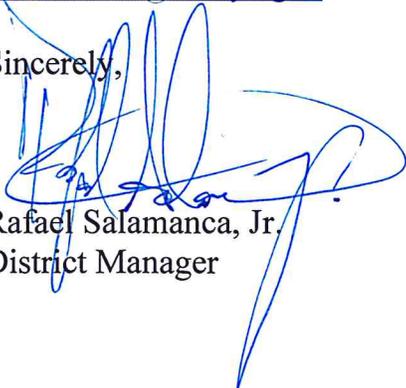
Please be advised that Bronx Community Board #2 voted on Wednesday, June 25, 2014, Full Board meeting to grant a letter of support for the Hi-Tech Healthcare Charter School application.

We believe the healthcare charter high school will graduate students within the confines of BxCB2 with Regents Diploma and a healthcare certification. Students will go on to college to pursue degrees in healthcare fields such as nursing, medicine, and other healthcare disciplines.

We look forward to working with the school and with the NYS Education Department to provide our South Bronx students with quality healthcare education and high-paying healthcare careers and jobs.

Should you have any questions please feel free to contact me at 718-328-9125 or email [rsalamanca@cb.nyc.gov](mailto:rsalamanca@cb.nyc.gov).

Sincerely,

  
Rafael Salamanca, Jr.  
District Manager

*Le invitamos a formar parte y que nos apoye*



# *Hi-Tech Healthcare Charter School (HHCS)*



**Moldeando y alimentando las mentes Jóvenes en la  
ética del cuidado de la salud**

## **HHCS en la comunidad del sur del Bronx**

Hi-Tech Healthcare Chárter School (HHCS) proporcionará a estudiantes del 9th–12th grado con instrucciones y currículos intensivos en cursos académicos, sociales, sanitarios y profesionales que les ayuden a cumplir con los Requisitos y conocimientos básicos necesarios para su buen desempeño y éxito en la creciente industria del cuidado de la salud.

Para mas información: Francis Onukwue, Dir. at:



*We Invite You To Learn About And support*



# *Hi-Tech Healthcare Charter School (HHCS)*



**Molding and Nurturing the Young Minds for the  
Healthcare Ethos**

## HHCS in South Bronx Community

Hi-Tech Healthcare Charter School (HHCS) will provide students with rigorous 9<sup>th</sup> – 12<sup>th</sup> curriculum and intensive instructions in core academic courses, social, and healthcare professional skills necessary to compete and perform well in the growing healthcare industry.

For more information contact: Francis Onukwue, Dir. at:



St. Anselm's Church  
685 Tinton Avenue  
Bronx, New York 10455  
(718) 585-8666



~~Monday, December 29, 2014~~

~~The Regents, University of State of New York~~

Charter School Office  
89 Washington Avenue  
Albany, New York 12234

Dear Regents:

It is with pleasure that I and the Catholic entire Parish of St. Anselm's Catholic Church of the Archdiocese of New York in South Bronx express our full commitment, and support for the proposed Hi-Tech Healthcare Charter School (HHCS).

To achieve an outstanding charter school, we will publicize the school to our parishioners, their families and friends and we will provide the necessary resources required to make the school a big success for our high school students, their families and our South Bronx community. We will make announcements on Sunday services and during social and community activities; and we will take other necessary measures to involve the community in school activities and assure that students receive rigorous quality education, and their families provided supportive information and resources.

We are excited that Hi-Tech Healthcare Charter School founding team has designed and is proposing a healthcare-based STEM (Science, Technology, Engineering, and Mathematics) charter school that would help students gain required competences in basic healthcare skills and in the fields of science, technology, engineering, art and mathematics. Students will graduate with Regent Diploma, Nurse Assistant Certification, and be ready to enter the healthcare workforce as well as pursue college and university degrees in healthcare fields such as nursing, medicine, mental health and other healthcare disciplines, or pursue degrees in the fields of science.

To enhance students' learning experience and prepare them for the workplace and for college or university, HHCS will form partnerships with colleges, universities, hospitals and other healthcare facilities for the purposes of providing students the learning experiences to enhance their academics, college readiness, workforce preparedness and life skills.

We look forward to working with you and the school to create exceptional learning opportunities for our children; excellent work environment for school faculty and staff; and enhanced opportunities for community involvement and participation.

Sincerely,

Fr. Antonio Galatin OAA

# SAMPLE PARENT/GUARDIAN SURVEY

## SURVEY TO START A NEW HEALTHCARE CHARTER (HIGH) SCHOOL IN SOUTH BRONX, NEW YORK

Dear Parent/Guardian:

This survey is part of our desire, as community members of South Bronx, to obtain your input towards the articulation and design of an innovative Charter School in South Bronx. We ask you to volunteer a little of your time towards this important effort, ponder on the survey questions and give us your cherished honest and objective assessment and input. Choose the answer you consider most applicable or most appropriate. Your input will count and will remain confidential.

(1) Is there a perceived need for a healthcare charter school in South Bronx, New York?

\_\_\_\_\_ Yes, there is; \_\_\_\_\_ No, there is none; \_\_\_\_\_ I do not know.

(2) My reason for wanting a healthcare charter school in South Bronx is to encourage rigorous academic standards and higher student academic achievements as well as promotion of health careers in South Bronx:

\_\_\_\_\_ I agree; \_\_\_\_\_ I disagree; \_\_\_\_\_ I am indifferent.

(3) The charter school program should have emphasis on (check all that apply):

\_\_\_\_ Science & Technology; \_\_\_\_ Arts; \_\_\_\_ Healthcare.

(4) In my opinion the grade levels needed most in our immediate community is:

\_\_\_\_ Elementary; \_\_\_\_ Middle School \_\_\_\_ High School

(5) In my opinion, the number of students to be enrolled in the first year of class should be:

\_\_\_\_\_ 75-100; \_\_\_\_\_ 100-125; \_\_\_\_\_ 125-175.

(6) The most appropriate school day duration or hours of study should be:

\_\_\_\_ 7.45 am – 2.00 pm; \_\_\_\_ 7.45 am – 4.00 pm; \_\_\_\_ 7.45 am – 4.58 pm.

(7) There should be Saturday and summer classes for students who need more help:

\_\_\_\_\_ I agree; \_\_\_\_\_ I disagree; \_\_\_\_\_ I am indifferent.

(8) I anticipate that the planned charter school will have the following impact on other public and non-public schools in South Bronx:

\_\_\_\_\_ Positive impact; \_\_\_\_\_ Negative impact; \_\_\_\_\_ No impact.

(9) My preference for location of the school in South Bronx School District is:

\_\_\_\_\_ District 7, 8 or 9; \_\_\_\_\_ District 8, 9 or 12; \_\_\_\_\_ Any District

(10) I would like to see strictly enforced discipline through a positive and transparent set of expectations shared with families and students:

\_\_\_\_\_ I agree; \_\_\_\_\_ I disagree; \_\_\_\_\_ I am indifferent.

Please add any other comments you feel would assist with this planning process:

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## ATTACHMENTS 3a-c: SAMPLE SCHEDULES

### Attachment 3a: Sample General Bell Schedule

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Arrival</b> 7:45-8:00	<b>Arrival</b> 7:45-8:00	<b>Arrival</b> 7:45-8:00	<b>Arrival</b> 7:45-8:00	<b>Arrival</b> 7:45-8:00
<b>Breakfast</b> 8:00-8:30	<b>Breakfast</b> 8:00-8:30	<b>Breakfast</b> 8:00-8:30	<b>Breakfast</b> 8:00-8:30	<b>Breakfast</b> 8:00-8:30
<b>Period 1</b> 8.40 – 10.10	<b>8.30 – 10.10</b> <b>Professional Development/ Staff Meeting</b>	<b>Period 1</b> <b>8.35 – 9.25</b>	<b>Period 1</b> 8.40 – 10.10	<b>Period 1</b> 8.40 – 10.10
	<b>Healthcare Sessions for Students</b>	<b>Period 2</b> <b>9.30 – 10.20</b>		
		<b>Period 3</b> <b>10.25 – 11.15</b>		
<b>Period 2</b> 10.15 – 11.45	<b>Period 1</b> 10.15 – 11.45	<b>Period 4</b> <b>11.20 – 12.10</b>	<b>Period 2</b> 10.15 – 11.45	<b>Period 2</b> 10.15 – 11.45
<b>9<sup>th</sup> grade lunch</b> 11.50 – 12.20	<b>9<sup>th</sup> grade lunch</b> 11.50 – 12.20	<b>9<sup>th</sup> grade lunch</b> 12.15 – 12.45	<b>9<sup>th</sup> grade lunch</b> 11.50 – 12.20	<b>9<sup>th</sup> grade lunch</b> 11.50 – 12.20
<b>9<sup>th</sup> grade Advisory</b> 12.20-12.50	<b>9<sup>th</sup> grade Advisory</b> 12.20-12.50	<b>9<sup>th</sup> grade Advisory</b> 12.50 – 1.20	<b>9<sup>th</sup> grade Advisory</b> 12.20-12.50	
				<b>Period 3</b> 12.25-1.55
<b>Period 3</b> 12.55 – 2.25	<b>Period 2</b> 12.55 – 2.25	<b>Period 5</b> <b>1.25 – 2.15</b>	<b>Period 3</b> 12.55 – 2.25	
<b>Period 4</b> 2.30 – 4.00	<b>Period 3</b> 2.30 – 4.00	<b>Period 6</b> <b>2.15 – 3.05</b>	<b>Period 4</b> 2.30 – 4.00	<b>2.00 – 4.00</b>
		<b>Period 7</b> <b>3.10 – 4.00</b>		<b>Professional Development/ Staff Meeting</b>
<b>Extended School Day</b> 4.00 – 5.00	<b>Extended School Day</b> 4.00 – 5.00	<b>Extended School Day</b> 4.00 – 5.00	<b>Extended School Day</b> 4.00 – 5.00	<b>No Extended School Day</b>
<b>5.00 pm – 6.00 pm Extracurricular Activities</b>				
<b>Occasional One or Two Saturdays of Instructions as Needed, per Month</b>				

Attachment 3b: Sample 9<sup>th</sup> Grade Student Schedule

Day 1	Day 2	Day 3	Day 4	Day 5
<b>Arrival</b> 7:45-8:00	<b>Arrival</b> 7:45-8:00	<b>Arrival</b> 7:45-8:00	<b>Arrival</b> 7:45-8:00	<b>Arrival</b> 7:45-8:00
<b>Breakfast</b> 8:00-8:30	<b>Breakfast</b> 8:00-8:30	<b>Breakfast</b> 8:00-8:30	<b>Breakfast</b> 8:00-8:30	<b>Breakfast</b> 8:00-8:30
<b>ELA</b> 8.40 – 10.10	<b>8.30 – 10.10</b> <b>Healthcare</b> <b>Sessions for</b> <b>Students</b>	<b>ELA</b> <b>8.35 – 9.25</b> <b>Social Studies</b> <b>9.30 – 10.20</b>	<b>ELA</b> 8.40 – 10.10	<b>STEM</b> 8.40 – 10.10
<b>Social Studies</b> 10.15 – 11.45	<b>STEM</b> 10.15 – 11.45	<b>Math</b> 10.25 – 11.15 <b>Science</b> 11.20 – 12.10	<b>Social Studies</b> 10.15 – 11.45	<b>ELA</b> <b>Fundamentals</b> 10.15 – 11.45
<b>9<sup>th</sup> grade lunch</b> 11.50 – 12.20	<b>9<sup>th</sup> grade lunch</b> 11.50 – 12.20	<b>9<sup>th</sup> grade lunch</b> 12.15 – 12.45	<b>9<sup>th</sup> grade lunch</b> 11.50 – 12.20	<b>9<sup>th</sup> grade lunch</b> 11.50 – 12.20
<b>9<sup>th</sup> grade</b> <b>Advisory</b> 12.20-12.50	<b>9<sup>th</sup> grade</b> <b>Advisory</b> 12.20-12.50	<b>9<sup>th</sup> grade</b> <b>Advisory</b> 12.50 – 1.20	<b>9<sup>th</sup> grade</b> <b>Advisory</b> 12.20-12.50	
<b>Math</b> 12.55 – 2.25	<b>ELA</b> 12.55 – 2.25	<b>STEM</b> 1.25 – 2.15 <b>ELA</b> <b>Fundamentals</b> 2.15 – 3.05	<b>Math</b> 12.55 – 2.25	<b>Physical</b> <b>Education</b> 12.25-1.55
<b>Science</b> 2.30 – 4.00	<b>Physical</b> <b>Education</b> 2.30 – 4.00	<b>Physical</b> <b>Education</b> 3.10 – 4.00	<b>Science</b> 2.30 – 4.00	<b>2.00 – 4.00</b> <b>Professional</b> <b>Development/</b> <b>Staff Meeting</b>
<b>Extended</b> <b>School Day</b> 4.00 – 5.00	<b>Extended</b> <b>School Day</b> 4.00 – 5.00	<b>Extended</b> <b>School Day</b> 4.00 – 5.00	<b>Extended</b> <b>School Day</b> 4.00 – 5.00	<b>No Extended</b> <b>School Day</b>
<b>5.00 pm – 6.00 pm Extracurricular Activities</b>				
<b>Occasional One or Two Saturdays of Instructions as Needed, per Month</b>				

Attachment 3c: Sample 9<sup>th</sup> Grade ELA Teacher Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
<b>Arrival</b> 7:45-8:00	<b>Arrival</b> 7:45-8:00	<b>Arrival</b> 7:45-8:00	<b>Arrival</b> 7:45-8:00	<b>Arrival</b> 7:45-8:00
<b>Breakfast</b> 8:00-8:30	<b>Breakfast</b> 8:00-8:30	<b>Breakfast</b> 8:00-8:30	<b>Breakfast</b> 8:00-8:30	<b>Breakfast</b> 8:00-8:30
<b>ELA 1</b> 8.40 – 10.10	<b>8.30 – 10.10</b> <b>Professional Development/ Staff Meeting</b>	<b>ELA 1</b> 8.35 – 9.25	<b>ELA 1</b> 8.40 – 10.10	<b>ELA 4</b> 8.40 – 10.10
	<b>Healthcare Sessions for Students</b>	<b>ELA 2</b> 9.30 – 10.20		
		<b>ELA 3</b> 10.25 – 11.15		
<b>ELA 2</b> 10.15 – 11.45	<b>ELA 4</b> 10.15 – 11.45	<b>Prep</b> 11.20 – 12.10	<b>ELA 2</b> 10.15 – 11.45	<b>Prep</b> 10.15 – 11.45
<b>9<sup>th</sup> grade lunch</b> 11.50 – 12.20	<b>9<sup>th</sup> grade lunch</b> 11.50 – 12.20	<b>9<sup>th</sup> grade lunch</b> 12.15 – 12.45	<b>9<sup>th</sup> grade lunch</b> 11.50 – 12.20	<b>9<sup>th</sup> grade lunch</b> 11.50 – 12.20
<b>9<sup>th</sup> grade Advisory</b> 12.20-12.50	<b>9<sup>th</sup> grade Advisory</b> 12.20-12.50	<b>9<sup>th</sup> grade Advisory</b> 12.50 – 1.20	<b>9<sup>th</sup> grade Advisory</b> 12.20-12.50	
		<b>ELA 4</b> 1.25 – 2.15	<b>Prep</b> 12.55 – 2.25	<b>ELA 5</b> 12.25-1.55
		<b>ELA 5</b> <b>Fundamentals</b> 2.15 – 3.05		
<b>ELA 3</b> 2.30 – 4.00	<b>ELA 5</b> 2.30 – 4.00	<b>Prep</b> 3.10 – 4.00	<b>ELA 3</b> 2.30 – 4.00	<b>2.00 – 4.00</b> <b>Professional Development/ Staff Meeting</b>
<b>Extended School Day</b> 4.00 – 5.00	<b>Extended School Day</b> 4.00 – 5.00	<b>Extended School Day</b> 4.00 – 5.00	<b>Extended School Day</b> 4.00 – 5.00	<b>No Extended School Day</b>
<b>5.00 pm – 6.00 pm Extracurricular Activities</b>				
<b>Occasional One or Two Saturdays of Instructions as Needed, per Month</b>				

## ATTACHMENTS 3d: SAMPLE FIRST YEAR SCHOOL CALENDAR

Attachment 3d: 2016-2017 School Calendar

### 2016-2017 School Calendar - Draft

JULY 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4 Independence Day	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Professional Development (Teacher Institute)	2 Professional Development (Teacher Institute)	3 Professional Development (Teacher Institute)	4 Professional Development (Teacher Institute)	5 Professional Development (Teacher Institute)	6
7	8 Professional Development (Teacher Institute)	9 Professional Development (Teacher Institute)	10 Professional Development (Teacher Institute)	11 Professional Development (Teacher Institute)	12 Professional Development (Teacher Institute)	13
14	15 Student Academy	16 Student Academy	17 Student Academy	18 Student Academy	19 Student Academy	20
21	22 Student Academy	23 Student Academy	24 Student Academy	25 Student Academy	26 Student Academy	27
28	29 Student Academy	30 Student Academy	31 Student Academy			

SEPTEMBER 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Student Academy	2 Student Academy	3
4	5 Labor Day No classes	6 Trimester 1 Starts – For Students	7	8	9 Rosh Hashanah No classes	10
11	12	13	14	15	16 Yom Kippur No classes	17
18	19	20	21	22	23	24

25	26	27	28	29	30	
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OCTOBER 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1 Saturday Classes starts 9.00-12 noon Party/BBQ
2	3	4	5	6	7	8
9	10 Columbus Day Non classes	11	12	13	14	15 Saturday Classes 9.00-12 noon
16	17	18	19	20	21	22
23	24	25	26	27	28 Trimester 1 Progress Report	29 Halloween Saturday Classes 9.00-12 noon
30	31					

NOVEMBER 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5
6	7	8	9	10	11 Veterans Day No classes	12 Saturday Classes 9.00-12 noon
13	14	15	16	17	18	19
20	21	22	23 Thanksgiving No classes	24 Day after Thanksgiving No classes	25	
27	28	29	30 Trimester 1 Ends			

ECEMBER 2016						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 No classes	No classes	3
4	5 Trimester 2 Starts	6	7 Report Cards: Trimester 1	8	9 Parent/Teacher Seminar	10
11	12	13	14	15	16	17 Saturday Classes 9.00-12 noon
20	21	22 Winter Recess (WR)	23 WR No classes	24 WR No classes	25 Christmas WR No classes	26
18	19 WR No classes	20 WR No classes	21 WR No classes	22 WR No classes	23	24
25 Christmas	26	27	28	29	30	31

Day						
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JANUARY 2017						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 New Year's Day. WR No classes	2	3	4	5	6	7 Saturday Classes 9.00-12 noon
8	9	10	11	12	13	14
15	16 Martin Luther King, Jr. No classes	17	18	19	20	21 Saturday Classes 9.00-12 noon
22	23 Professional Development	24 Professional Development	25 Trimester 2 Progress Report	26	27	28
29	30	31				

FEBRUARY 2017						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4 Saturday Classes 9.00-12 noon
5	6	7	8	9	10	11
12	13 Presidents Day No classes	14	15	16	17 Mid-Winter Recess (M- WR) No classes	18
19	20 (M-WR) No classes	21 (M-WR) No classes	22 (M-WR) No classes	23 (M-WR) No classes	24 (M-WR) No classes	25
26	27	28				

MARCH 2017						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4 Saturday Classes 9.00-12 noon
5	6	7	8	9	10	11
12	13	14	15	16	17	18 Saturday Classes 9.00-12 noon
19	20	21	22	23	24 Trimester 2 Ends	25
26 Spring Recess (SR) No classes	27	28 SR No classes	29 SR No classes	30 SR No classes	31	

APRIL 2017						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					SR	1

					No classes	
2	3 Trimester 3 Starts	4	5 Report Cards: Trimester 2	6	7 Parent/Teacher Seminar	8 Saturday Classes 9.00-12 noon
9	10	11	12	13	14	15
16 Easter Sunday	17	18	19	20	21	22 Saturday Classes 9.00-12 noon
23	24	25	26	27	28	29
30						

MAY 2017						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	4	6
7	8 Trimester 3 Progress Report	9	10	11	12	13 Saturday Classes & Regents PREP 9.00-12 noon
14	15	16	17	18	19	20 Saturday Regents PREP 9.00-12 noon
21	22	23	24	25	26	27 Saturday Classes & Regents PREP 9.00-12 noon
28	29 Memorial Day No classes	30	31			

JUNE 2017						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3 Saturday Regents PREP 9.00-12 noon
4	5	6	7	8	9	10
11	12	13 Regents Exam: English	14 Regents Exam: Math	15 Regents Exam: Social Studies	16 No classes Regents Exams: Grading	17
18	19 Testing: ACT	20 Testing: Diagnostic	21 Distribute Trimester 3 Report Cards	22 Clean Up	23 Last Day Academic Year	24
25	26 Professional Development	27 Professional Development	28 Professional Development	29 Professional Development	30 Professional Development	

## ATTACHMENT 4: STUDENT DISCIPLINARY POLICY

### Hi-Tech Healthcare Charter School Student Disciplinary Policy

**A. Preamble:** Hi-Tech Healthcare Charter School (HHCS) wants its students to be of exemplary behavior and character, and therefore highly disciplined. But HHCS also knows that sometimes the expected ideal is not always attained in terms of behavior at all times and in all circumstances. Student disciplinary offenses are those actions or inactions that violate the school's Disciplinary Policy. A disciplinary offense may occur while the student is: at school and/or on school grounds; participating in a school-sponsored activity; walking to or from school or a school-sponsored event; walking to or from, waiting for, or riding on school-provided transportation; or walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity. School-related disciplinary offenses may also include serious misconduct outside the school where evidence exists that the student's continued presence would have a substantial detrimental effect on the school. The following list of actionable offenses is not exhaustive but provides examples of violations of HHCS Disciplinary Policy. The list may be modified from time to time by the Principal, in consultation with the Executive Director and the Board of Trustees. School staff will be educated during the summer Teacher Institute about and trained to implement the policy. Newly admitted students will receive a copy of the Disciplinary Policy in their enrollment packet and be given instruction on the different aspects of the disciplinary policy, and how to follow and comply with the policy.

**B. Student Offenses Demanding Action:** Note: The number in parenthesis is the deduction from the student's E-Score that accompanies the offense. Repeat incidents of the offense increase the number of points deducted. For example, a second tardiness to school or class would result in the loss of four points off the student's E-Score. A third tardiness would result in the loss of six points, and so on. These E-Score deductions apply only to the offenses listed in Section 1. All offenses in Sections 2-8 will result to E-Scores being nullified and student being barred from rewards for a period to be determined by the Principal or Executive Director.

1. DISRUPTING THE SCHOOL ENVIRONMENT (IN GENERAL, SECTION 1 OFFENSES WILL BE PUNISHED WITH IN-SCHOOL DISCIPLINARY MEASURES (SEE BELOW); SERIOUS OR REPEAT CASES, HOWEVER, MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION).

**1.1 Arriving Late to School or Class:** Student tardiness disrupts class, inconveniences others, and often results in academic difficulties. Students may not be late to school or class. (-5)

**1.2 Cutting School, Class, Detention, or Mandatory School Events:** Students are required to attend all classes, assigned detention, and mandatory school events. Students are not permitted to have unexcused absences or to leave the school building without permission. In addition to other disciplinary consequences, these offenses may result in long-term suspension and/or expulsion. (-5)

**1.3 Violating the Dress Code (see below):** Parents must pick up children who are not properly dressed for school or bring the missing Dress Code items to the school, as students may be suspended or not be permitted to attend class (see "Dress Code" for further details). Violations of the dress code also may result in additional disciplinary consequences. (-5)

**1.4 Gum, Food, and Beverages:** Students may not chew gum or eat or drink at unauthorized

times or places. (-3)

**1.5 Disrupting Class and Preventing Teaching:** HHCS can fulfill its mission only if classrooms are safe and teaching is uninterrupted. Students may not disrupt class. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion. (-5)

**1.6 Cheating, Plagiarism, and Copying Other's Work:** Cheating or copying the work of others (or allowing other students to copy work) is unacceptable. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion. (-10)

**1.7 Forgery:** Students may not forge a signature. (-10)

**1.8 Lying to a Staff Member:** Honesty is an essential element of personal character and is needed to build a community based on trust and respect. Students are not permitted to lie or attempt to conceal the truth. "Lying by omission" is included in this offense. (-10)

**1.9 Being Disrespectful toward a Staff Member:** A school cannot function properly if students are permitted to be disrespectful toward adults. For that reason, students may not be disrespectful toward a staff member or any other adult associated with the school. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion at the first occurrence. (-20).

**1.10 Being Disrespectful toward a Student:** If students do not feel physically and emotionally safe in school, teaching and learning are made more difficult. Therefore, students may not be disrespectful toward other students. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion at the first occurrence. (-20)

**1.11 Possession of Inappropriate Property, including but not limited to Electronics:** Students cannot possess or use beepers, walkmen, cell-phones, electronic equipment, games, printed text or lyrics that are vulgar, profane, or sexually explicit, or any other items inappropriate for school. Such items will be confiscated and, in the case of electronics, returned in-person to a parent at a time appointed by the school. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion at the first occurrence (-5)

**1.12 Gambling:** Gambling or betting is not tolerated. (-50)

**1.13 Misbehaving inside or outside of Class:** Misbehavior that violates this Disciplinary Policy inside or outside of class is not permitted. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion at the first occurrence. (-10)

**1.14 Other behavior detrimental to the school:** Notwithstanding the specific provisions of this disciplinary code, other behavior that the Principal, Executive Director, Director of School Culture or Board of Trustees deems "detrimental to the school" is not permitted.

**1.15 Failure to Comply with School-Imposed Consequences:** Students must comply with school-imposed consequences. In general, a first instance of failure to comply will result in the initial consequence being doubled (for example a student who fails to comply with referral to detention will receive two detentions). A second instance of failure to comply with school-imposed consequences may be met with in-school or out-of-school suspension. Repeated failure to comply with school-imposed consequences may result in expulsion. In addition to other disciplinary consequences, this offense may result in long-term suspension and/or expulsion at the first occurrence.

**2. ASSAULT, BATTERY, BODILY HARM, INAPPROPRIATE TOUCHING, AND/OR THREATS (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION AT THE FIRST OCCURRENCE).**

**2.1 Causing Bodily Harm:** Students may not cause physical injury to a student, school employee, or another person. Students are not permitted to harm or attempt to harm a student, school employee, or another person including with a weapon or dangerous object.

**2.2 Committing Assault or Assault and Battery:** Students may not commit assault, including sexual assault, or assault and battery on a student, school employee, or another person. Assault is an attempt or threat to physically harm another person; assault does not require physical contact. Battery is any unlawful touching of another person.

**2.3 Fighting or Unwanted Physical Contact:** HHCS students may not fight with other students—from HHCS or any other school. Harassing, pushing, touching, or any form of unwanted physical contact is not tolerated.

**2.4 Play fighting and Threatening:** Play fighting and/or the use of threats endanger the safety of the community. Students may not play fight and/or threaten others.

**2.5 Setting off a False Alarm or Making a Threat:** Students may not intentionally set off a false alarm or make a destructive threat.

**2.6 Engaging in Sexual Activity or Inappropriate Touching:** A student may not engage in sexual activity of any kind or touch himself/herself or others inappropriately.

3. POSSESSION OR USE OF FIREARMS, WEAPONS, AND/OR DANGEROUS OBJECTS (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION AT THE FIRST OCCURRENCE).)

**3.1 Possession or Use of a Firearm:** Students may not possess or use a firearm. In compliance with Gun Free Schools Act, 20 U.S.C. § 7151, the school will expel from school for a period of not less than 1 year a student who is determined to have brought a firearm to a school, or to have possessed a firearm at school, except that the chief administering officer of HHCS may modify such expulsion requirement for a student on a case-by-case basis if such modification is in writing.

**3.2 Possession or Use of a Mock Firearm:** Students may not possess or use a mock firearm.

**3.3 Using or Possessing a Weapon or Dangerous Object:** Students are not allowed to bring a weapon of any sort to school, use any object in a dangerous or threatening manner, or have a weapon on him/her or in his/her property.

**3.4 Arson:** Students may not set a fire.

4. POSSESSION, USE, OR DISTRIBUTION OF CONTROLLED SUBSTANCES, ALCOHOL, AND TOBACCO (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION AT THE FIRST OCCURRENCE).

**4.1 Using or Possessing Drugs or Alcohol:** Students may not use or possess any non-prescribed controlled substance, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind. Prescribed and over-the-counter drugs must be delivered to the designated HHCS staff person by a parent or guardian with a doctor-signed medication authorization form. Students may not be in possession of prescribed or over-the-counter drugs.

**4.2 SELLING OR TRANSFERRING DRUGS OR ALCOHOL:** Students may not sell, distribute, or possess with intent to sell or distribute a prescribed or non-prescribed controlled substance. Nor should they carry paraphernalia related to drugs or alcohol (ex: pill bottles, etc.)

**4.3 Using or Possessing Tobacco Products:** The use of tobacco is banned. Students may not use or possess cigarettes, chewing-tobacco, or other tobacco products.

**4.4 Selling or Transferring Tobacco Products:** Students may not sell, distribute, or possess with intent to sell or distribute cigarettes, chewing-tobacco, or other tobacco products.

5. HARASSMENT AND VIOLATIONS OF CIVIL RIGHTS (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION AT THE FIRST OCCURRENCE).

**5.1 Violating the Civil Rights of Others:** Students may not violate the civil rights of others.

**5.2 Harassment:** Students may not make unwanted sexual advances toward or commit sexual harassment of any members of the school community. Harassment or intimidation of any members of the school community on the basis of their racial or ethnic background, gender, religion, age, sexual orientation, or disability is not permitted.

**5.3 Bullying:** Students may not bully other students. This includes conduct on school property or outside of school, as well as any electronic or “cyber” bullying.

**5.4 Abusive or Profane Language or Treatment:** Students may not use abusive, threatening, vulgar, coarse, or degrading language (including racial epithets or sexist or homophobic remarks).

6. THEFT OR VANDALISM (IN ADDITION TO OTHER DISCIPLINARY CONSEQUENCES, THESE OFFENSES MAY RESULT IN LONG-TERM SUSPENSION AND/OR EXPULSION AT THE FIRST OCCURRENCE).

**6.1 Theft, Loss, or Destruction of Personal or School Property:** Students may not steal, lose, or damage someone else's property or school property. In addition to facing other consequences for violation of this rule, students are expected to return property to its rightful owner in its original condition or to reimburse the owner and/or the school for lost, damaged, or stolen property.

**6.2 Mistreatment or Inappropriate Use of Technology or School Property:** Students must treat computers, printers, and other technology with care. HHCS does not tolerate attempts to access the school's files or other inappropriate uses of technology or the Internet. Students do not have the right to use school computers to access chat rooms or email or to access web sites or files that contain profanity, sexually explicit language or pictures, excessively violent themes, and/or other material inappropriate for minors. Students must not mistreat other school property.

7. GANG AFFILIATION OR ACTIVITY: Students may not be a member of or participate in any criminal gang or criminal gang-related activity. Students may also not wear or otherwise display criminal gang clothing, signs or symbols.

8. REPEATED VIOLATIONS OF THE CODE OF CONDUCT: Progressively more serious disciplinary consequences shall be imposed upon any student who repeatedly commits one or more disciplinary offenses. Repeated violations of the code of conduct, even for offenses not generally punishable by suspension or expulsion if committed on their own, may be punishable by suspension or expulsion when taken together with other offenses previously committed.

**C. Dress Code:** HHCS requires that all students and teachers wear “professional attire” at all times, with the exception of “Casual Fridays,” during which jeans will be permitted, and designated “dress down days.” Students out of dress code will not be permitted to attend class. They may either wait in the office for up to an hour until parents have brought appropriate clothes from home, or they will be sent home. If possible, the school will maintain a few items of dress code-appropriate clothing for students. However, it is not the obligation of HHCS to supply

alternative appropriate clothes for a student who is out of dress code. If a student wears an outfit that is not specifically covered by this dress code but is nevertheless deemed by the Principal, Executive Director or Director of School Culture to be “unprofessional,” HHCS reserves the right to deem the student out of dress code and administer the above consequences.

**Boys:** Boys must wear shirts with collars or turtlenecks. Shirts must have sleeves and be tucked in, neatly and completely. Boys must wear full-length pants (not denim, sweatpants, or athletic gear) in good repair. Shoes must have backs, closed toes, and be in good repair. Pants must be worn at the waist with a solid colored belt and may not “sag.” Boys may wear sneakers so long as they are primarily solid black, solid grey, or solid brown in color. Boys’ button-down shirts must have no more than two buttons from the top open. Boys may wear solid sweaters or sweatshirts with no writing on them. Boys may not wear hooded sweatshirts, hats, scarves, or any other head covering except for religious purposes. Students may not carry or wear flags or bandanas. Any jewelry must be modest and not over-sized.

**Girls:** Girls must wear shirts or dresses with sleeves (no sleeveless items such as spaghetti straps or tank tops) and modest necklines. Girls may wear solid t-shirts, blouses, or polo shirts. Shirts must fall well below the waistline and midriffs may not be exposed. Skirts and dresses must be knee length. All garments must fit properly without being tight. Girls may wear full-length or calf-length pants (not denim, sweatpants, or athletic gear). Pants must be worn at the waist with a solid colored belt and may not “sag.” Any leggings must be worn under a skirt, dress, or pants that comply with HHCS’s dress code; they may not be worn on their own. No see-through garments are allowed. Shoes must have low heels, low soles, backs and closed toes. Girls may wear sneakers so long as they are primarily solid black, solid grey, or solid brown in color. Girls may wear solid sweaters or sweatshirts with no writing on them. Girls may not wear hooded sweatshirts, hats, scarves, or any other head covering except for religious purposes. Students may not carry or wear flags or bandanas. Any jewelry must be modest and not over-sized.

**School Discretionary Clause:** Notwithstanding the above language, the Principal and Executive Director may, at their discretion, deem a student out of dress code if he or she is wearing clothing the Principal or Executive Director deem “unprofessional.” In this case, the consequences in the disciplinary code would apply. **Casual Fridays and designated dress-down days:** On Fridays and certain designated “dress down days,” students must follow the above dress code with the exception that they will be allowed to wear jeans.

#### **D. STUDENT DISCIPLINARY ACTIONS**

Discipline at HHCS will be administered by school personnel utilizing consequences described elsewhere in this Policy. However, in addition to disciplinary actions provided for elsewhere in this Policy, any breaches of state or federal law may be handled in cooperation with the New York City Police Department or other authorities. Where appropriate, HHCS officials also will contact law enforcement agencies.

**a. Definitions:** For purposes of this Code:

- \* "Short-term suspension" shall refer to the removal of a student from school for disciplinary reasons for a period of ten or fewer days;
- \* "Long-term suspension" shall refer to the removal of a student from school for disciplinary reasons for a period of more than ten days; and
- \* "Expulsion" shall refer to the permanent removal of a student from school for disciplinary reasons.

**b. In-School Disciplinary Measures:** In-school disciplinary matters will be referred to and administered by the Director of School Culture. In each case, the Director of School Culture will follow the steps listed below.

- \* The staff member addresses the conduct (including describing the infraction(s) and hearing the student's version of events) and writes up the infraction for the Director of School Culture.

- \* If necessary, the student is removed from class.

- \* The Director of School Culture notifies the parents of the offense and describes the consequence to be administered.

- \* If appropriate, the school will schedule a meeting with a parent or guardian in order to discuss the infractions and may reduce the penalty based upon mutual understanding reached at the meeting.

- \* The Director of School Culture may assign one or more of the following In-School Disciplinary measures as a consequence for violating the Code of Conduct:

- Behavioral Contract
- Detention (After school)
- Detention (Lunch)
- Detention (Saturday)
- Loss of school privileges
- Deduction from E-Scores

**Due Process:** HHCS shall follow due process procedures consistent with *Goss v. Lopez*, 419 U.S. 565 (1975).

**Short-Term Suspensions:** Short-term Suspension may be imposed by the Principal, Executive Director, or the Board. If a student commits an offense that calls for short-term suspension (10 days or less), the following steps are taken:

- \* If necessary, the student is immediately removed from class and/or school.

- \* The student is informed of the charges against him or her.

- \* The student is entitled to respond to the charges against him or her.

- \* The parent/guardian is notified of the imposition of short-term suspension by HHCS in writing. Written notice shall be provided by e-mail, personal delivery or express mail delivery to the last known address(es) of the parents or guardians. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Principal. Such notice and informal conference shall be in the dominant language of the mode of communication used by the parents or guardian if known by HHCS to be other than English.

- \* The school will schedule a meeting with a parent or guardian in order to discuss the infractions and may reduce the penalty based upon mutual understanding resulting from the meeting. The Principal or Executive Director's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the charter school's complaint process, pursuant to Education Law § 2855(4).

**Long-Term Suspension and Expulsion:** The Principal, Executive Director, or Board may impose a long-term suspension. If a student commits an offense that calls for long-term suspension (more than 10 days) or expulsion, the following steps are taken:

- \* If necessary, the student is immediately removed from class and/or school.

- \* The student is informed of the charges against him or her.

- \* Upon determining that a student's action warrants a possible long-term suspension, the Principal shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions.

\*The parent/guardian is notified in writing by HHCS. Written notice shall be provided by personal delivery or express mail delivery to the student's last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall indicate that a formal hearing will be held on the matter which may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s) if it is known to be other than English. The notice will state that at the formal hearing, the student shall have the right to be represented by counsel, present and question witnesses, and present evidence.

\* The school will set a hearing date. The student and/or his/her parent/guardian will be notified in writing of the:

- charges and a statement of the evidence
- date, time and place of a hearing
- notice of the right at the hearing to:
- be represented by legal counsel (at the student's/parent's own expense)
- present evidence and question witnesses

\* After the Principal, Executive Director, the Board or a hearing officer designated by either of them hears the case, the Principal, Executive Director or the Board issues a written decision to be sent to the student, the parent/guardian, the school's Board of Trustees, and the student's permanent record.

\* If a parent or student wishes to appeal a decision, they may do so by notifying the Chair of the Board of Trustees in writing within 5 school days of the issuance of the written decision. The decision to impose a long-term suspension/expulsion upon a student may be challenged by the parent(s) or guardian in accordance with the charter school's complaint process, pursuant to Education Law § 2855(4).

Firearm Violations: Federal law requires the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Firearm," as used in this law means a "firearm," as defined by 18 USC §921, and includes firearms and explosives. The Principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Principal shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

**Provision of Services During Removal:** HHCS will ensure that alternative educational services are provided to a child who has been suspended. For a student who has been suspended or expelled, alternative instruction will be provided to the extent required by law. The school will provide alternative instruction to students as soon as practicable: in general, no later than the day after the suspension is effective. Such instruction will be at a reasonable location and time of the school's choosing. Alternative instruction for suspended students will be of sufficient duration to enable a student to cover all class material, take all tests and quizzes, keep pace with other

students, and progress to the next grade level. Except for the brief time it would take for a student to re-enter another public school, HHCS does not have to, but may, provide alternative instruction for expelled students.

### **DISCIPLINE POLICY FOR STUDENTS WITH DISABILITIES**

In addition to the discipline procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.534—that a disability exists may request to be disciplined in accordance with these provisions. HHCS shall comply with sections 300.530-300.536 of the Code of Federal Regulations (“CFR”) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern. The school shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons. If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the CSE of the student’s district of residence for reconsideration of the student’s educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student’s district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement. In considering the placement of students referred because of disciplinary problems, the CSE of the student’s district of residence is expected to follow its ordinary policies with respect to parental notification and involvement. The CSE will be notified in the event of:

- 1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days.
- 2) The commission of any infraction resulting from the student’s disability.
- 3) The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Principal would seek to impose a suspension in excess of ten days.

Also, HHCS will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE will be immediately notified so that the CSE can meet its required obligations to: 1) Convene a CSE meeting within 10 school days to make a manifestation determination; 2) Convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan; 3) Provide the student’s parent with a copy of their procedural due process rights. 4) Work closely with the CSE of the students’ district of residence in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

**Provision of Services During Removal:** Those students removed for a period of fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The school also shall provide additional alternative instruction within the ten days and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master

curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring. During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination. During any removal for drug or weapon offenses pursuant to 34 CFR §300.530(g) services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate per 34 CFR §300.520(g). During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

**Due Process:** If discipline which would constitute a change in placement is contemplated for any student with an IEP, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified by the School of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action (subject to CSE's availability). If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.530(d), which relates to the provision of services to students with disabilities during periods of removal. Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing. If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and school agree otherwise. This disciplinary policy is binding on all students enrolled in the school.



**ATTACHMENT 5b: BY-LAWS**



**BY-LAWS OF HI-TECH HEALTHCARE CHARTER SCHOOL**



**HI-TECH HEALTHCARE CHARTER SCHOOL**



**1063 Tiffany Street, 1<sup>st</sup> Fl**



**Bronx, NY 10459**



**TEL.: 314-389-5737; FAX: 347-676-7636**



**ARTICLE I: THE CORPORATION**



Section 1.1. - Name and Formation. This charter high school shall be called HI-TECH HEALTHCARE CHARTER SCHOOL. The institution shall non-profit corporation organized under the laws of the State of New York.



Section 1.2. - Purposes. The Corporation is organized and is to be operated exclusively to carry out charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the "Code"), including, without limitation: (a) to operate a public charter school in the City and State of New York (the "School") pursuant to a charter agreement therefore; (b) to exercise all rights and powers conferred by the laws of the State of New York upon non-stock corporations, including, but without limitation thereon, to raise funds, to receive gifts, devises, bequests and contributions, in any form, and to use, apply, invest, and reinvest the principal and/or income there from or distribute the same for the above purposes; and (c) to engage in any other activity that is connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501(c)(3) of the Code; provided, the powers of the Corporation shall never be inconsistent with the purposes of the Corporation stated above of the Constitution of the United States or the State of New York.



**ARTICLE II: OFFICES**



Section 2.1. - Principal Place of Business. The principal place of business of the Corporation shall be located in the City and State of New York. The Corporation may have such other offices, either within or without the State of New York, as the Board of Trustees may determine or as the affairs of the Corporation may require from time to time.



Section 2.2. - Registered Office and Registered Agent. The Corporation shall have and continuously maintain in the State of New York a registered office and a registered agent whose office is the Corporation's registered office.



**ARTICLE III: BOARD OF TRUSTEES**



Section 3.1. - Powers. The business, affairs and property of the Corporation shall be managed and controlled by the Board of Trustees, and all corporate powers shall be vested in and exercised by





 the Board, except as otherwise provided by law, the charter filed to create the Corporation, or these By-Laws. 



Section 3.2. - Duties. The duties of the Board of Trustees shall be as follows:

 a) to govern and oversee the School for the purpose of achieving its Mission; 

 b) to take actions necessary to cause the School corporation to satisfy its obligations under the New York State charter schools act and other applicable laws; 

 c) to hire, fire, oversee, evaluate, guide and support the Executive Director and Principal and other members of the School staff; 

 d) to financially manage the School, including: budget development and monitoring, establishing fiscal controls, and causing audits of the School's books and records to be made as required by law and otherwise prudent; 

 e) to develop, approve, implement, and monitor achievement of the School's accountability plan as required by law; 

 f) to set, implement and enforce, or delegate the implementation and enforcement of, School policies in respect of – 

 i) admissions, 

 ii) curriculum, teaching and learning, 

 iii) employment and other personnel matters, 

 iv) student discipline, 

 v) Special Education, 

 vi) English language education for English language learners, 

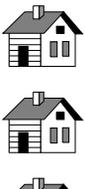
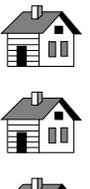
 vii) the Code of Ethics and policies governing self-dealing of Trustees, Officers and employees, 

 viii) dress code, 

 ix) transportation, 

 x) student food services, and student health services, 

 xi) communication with students' families, 

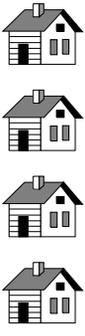
 xii) communication with governmental and regulatory agencies, 

 xiii) public relations, outreach, financial contributions, fundraising and 

 xiv) hearing complaints as required by §2855(4) of the New York charter schools act (the enforcement of which shall not be delegated, notwithstanding the foregoing). 

 Section 3.3. - Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on a Board committee, in good faith and with the degree of diligence, care and skill, including reasonable inquiry, an ordinary prudent person in a like position would use under similar circumstances. 

 Section 3.4. - Number. The number of Trustees constituting the initial Board of Trustees shall range from five (5) and not exceed twenty-five (25). Thereafter the number of Trustees may be changed from time to time by amendment of these By-Laws in compliance with applicable laws. 

 Section 3.5. - Each Trustee shall hold office for a term of three (3) years or until earlier death, resignation or removal. Terms are renewable. No more than 40% of the persons serving as Trustees at any one time may be officers, directors or employees of a single organization. No more than 49% of the persons serving as Trustees at any one time may be interested persons. An “interested person” is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sibling, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person. 







Section 3.6. - Removal. Any Trustee may be removed for cause by a majority vote of the entire Board, but not less than the entire Board, excluding the Trustee who is the subject of the removal action, provided, that at least one week's previous notice of the proposed action have been given to the accused and to each trustee.



Section 3.7. - Resignation. Any Trustee may resign at any time by delivering written notice of his or her resignation to the Corporation. At the election of the Corporation made by Board action, the resignation of a Trustee shall be effective upon such notice or upon a later date which is prior to the date of resignation specified in the notice, notwithstanding a resigning Trustee's specification of a different date in his notice. Acceptance of a resignation shall not be necessary to make it effective.



Section 3.8. - Vacancies. Any newly created Trusteeships and any vacancies on the Board of Trustees, arising at any time and from any cause, may be filled at any meeting of the Board by a majority of the Trustees regardless of their number. In accordance with the General Municipal Law, no vacancies will be filled with a person who has an interest in a for-profit contract, unless one or more of the exemptions listed in General Municipal Law 802 are applicable. Trustees so elected shall serve for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or in the case of any other vacancy for the term. To the extent required by law, any Trustee that shall fail to attend three (3) consecutive regular meetings without an excuse accepted as satisfactory by the Board may, at the Board's election, shall be deemed to have resigned, and the vacancy shall be filled.



Section 3.9. - Meetings. Meetings of the Board of Trustees shall be subject to requirements of the New York State Open Meetings Law, as applicable and as amended from time to time. Regular meetings of the Trustees will be held at the school facility once it has been identified and the school has taken occupancy of it. Until that time, meetings may be held at such time and place as shall from time to time be determined by the Board, but not fewer than the number of times per year required by applicable laws and regulations. The School will hold a meeting of the Board once per calendar month on dates determined by the Board. Special meetings may be called at any time by two or more Trustees together. A majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place.



Section 3.10. - Notice of Meetings. Notice of the time and place of each regular, special or annual meeting of the Board, and, to the extent reasonably possible a written agenda stating all matters upon which action is proposed to be taken, shall be given to each Trustee by the Board Chairperson by personal delivery, facsimile, email, or regular mail, postage prepaid, at least 72 hours before the day on which the meeting is to be held; provided however, that notice of a special meeting shall be given by receipted personal or overnight delivery no fewer than seven (7) days prior to the special meeting date. Trustees calling for a special meeting shall specify in reasonable detail matter(s) to be considered at the special meeting. Notice of a meeting need not be given to any Trustee who submits a signed waiver of notice before or after the meeting or who attends the meeting without protesting prior thereto or at its commencement the lack of notice to him or her. Public notice of meetings shall be given as required by Article 7 of the Public Officers Law. Specifically, the School will post notices in the following media outlets; The New York Times, The Daily News, and The New York Post, or any other appropriate media. The School will also post notices in the main office of the School, as well as on the school's website. Trustees calling for a special meeting shall be responsible for giving all required public notices of the special meeting.





Section 3.11. - Executive Session. Upon a majority vote of the entire Board of Trustees on a motion which identifies generally the subject to be considered, the Board may meet in executive session in compliance with Section 105 of the New York State Open Meeting Law, as amended from time to time.



Section 3.12. - Videoconferencing and Telephone Conferencing. Videoconferencing may be used to conduct a meeting of the Board of Trustees in compliance with the New York State Open Meetings Law, as amended from time to time. Public notice of a meeting at which a Trustee intends to participate by videoconference shall identify the videoconference locations for the meeting and state that the public has the right to attend the meeting at a videoconference location. Beyond a quorum, other Trustees may participate by telephone conference. The Corporation shall provide an opportunity for the public to hear and participate in the teleconferenced discussion.



Section 3.13. - Quorum and Voting. A majority of the Board of Trustees shall constitute a quorum for the transaction of business or of any specified item of business. Except as otherwise provided by these By-Laws, the vote of a majority of the Board of Trustees constituting the quorum thereof shall be an act of the Board, except that a vote of three-quarters of the Trustees eligible to vote, if a quorum shall be constituted, shall be required to amend these By-Laws. A Trustee who is also an employee of the Corporation shall not be able to vote in his or her capacity as a Trustee during the pendency of his or her employment.



Section 3.14. - Minutes. Minutes taken at all open meetings of the Corporation shall consist of a record or summary of all motions, proposals, resolutions, and any other matter formally voted upon and the vote thereon. Minutes taken at executive sessions shall include any action that is taken by formal vote and provide a record or summary of the final determination of such action, and the date and vote thereon; provided, however, that such summary need not include any matter which is not required to be made public by the New York State Freedom of Information Law. The minutes of meetings and executive sessions shall be available to the public as required by the New York State Open Meetings Law.



Section 3.15. - Committees. The Board may create committees as needed. These committees may include



**Governance** - continue board of directors' responsibility of defining and updating HTC's mission and for providing overall leadership and strategic direction.



**Planning** - engage in sound planning, continue to define a clear vision for the future, and specify strategies, goals and objectives for plan implementation.



**Education** - undertake sound educational planning, including development of curriculum, teacher development, academic accountability attainment, and other activities and tasks required to attain maximal teaching and students; academic performance and advancement.



**Transparency and Accountability** - regularly and openly convey information to the public about HTC mission, activities, accomplishments and decision-making processes. This committee group assures that Information from HTC is continually made easily accessible to the public to create and ensure external visibility, public understanding and trust in the organization.



**Fundraising** - continually adopt clear policies for and implementation of fundraising activities to assure adequate resources and responsible use of funds and open, transparent communication with contributors and other constituents.





**Financial Management and Audit** - continually comply with all legal financial requirements and adherence to sound accounting principles that produce reliable financial information, ensure fiscal responsibility and build public trust.



**Human Resources** - continually place a high priority on exercising fair and equitable practices that attract and retain qualified volunteers and employees.



**Civic Engagement and Public Policy** - continually engage constituents in public policy and advocacy activities as a means to fulfilling HTC missions and promoting community interests.



**Strategic Alliances** - continually initiate and promote cooperation and coordination between a variety of entities to avoid unnecessary duplication of services and to maximize the resources available to the communities served.



**Evaluation** - continually regularly measure programs performance against a clear set of goals and objectives. This committee would share this information with HTC constituents and the public and use it to continually improve the quality of HTC processes, programs and activities, etc.



The Board of Trustees may designate from among its members committees from time to time comprised of a number of committee members as required by applicable law; provided, the Board shall at all times maintain an Executive Committee, a Finance Committee, and an Education Committee and a Compliance Committee. All standing committees will have a minimum of three (3) members, except the Executive Committee which will have a minimum of five (5) members. The Board may designate one or more Trustees as alternate members of any committee, who may replace absent or disqualified members at any meeting of the committee. A committee shall appoint its chairperson by action of a majority thereof. Any one or more members of a committee may participate in a meeting of the committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, provided such meeting and notice thereof comply with applicable requirements of the New York State Open Meetings Law. From time to time a committee may empanel one or more standing or other subcommittees. Committee members shall maintain minutes of each committee meeting and shall file copies of the minutes with the corporate records in compliance with applicable laws. A committee shall have all the powers delegated by the Board except that no committee shall have the power (a) to change the membership of, or to fill vacancies in, the Board or any committee of the Board, (b) to fix the compensation of Trustees for serving on the Board or any committee of the Board, (c) to amend or repeal these By-Laws or adopt any new By-Laws, (d) to amend or repeal any resolution or the Board which by its terms shall not be so amendable to repealable, or (e) to exercise other powers specifically denied the committee by resolution of the Board of Trustees or by law. Each committee and each member of each committee shall serve at the pleasure of the Board of Trustees. A majority of a committee shall constitute a quorum for the transaction of business. Except as otherwise provided by these By-Laws, the vote of a majority of a committee constituting the quorum thereof shall be an act of the committee.



Section 3.16. - Compensation. Persons serving as Trustees or members of a committee shall not receive any salary or compensation for their services as Trustees or committee members. A Trustee or committee member shall be entitled to reimbursement for reasonable expenses incurred by him or her in carrying out his or her duties as such.



Section 3.17. - Right of Inspection. Subject to restrictions imposed by applicable law on access to or the use or dissemination thereof, every Trustee shall have the right to inspect and copy at his





expense all books, records and documents of the Corporation and to inspect the physical properties of the Corporation; provided such inspection is conducted at reasonable times upon not less than 10 days' prior written request to the Corporation.

**ARTICLE IV: OFFICERS**

Section 4.1. - Number. The "Officers" of the Corporation shall be a Chair, Vice Chair, Secretary and Treasurer, and such other Officers, if any, as the Board of Trustees may from time to time elect. The same person may hold any two or more offices; provided, no individual may act in more than one capacity where action of two or more Officers is required; and further provided the Secretary may not be the same person as the Chair.

Section 4.2. - Election and Term. All Officers shall be elected by the Trustees from among them and shall hold office for the term of two years or such shorter term as decided by Board action. Each officer shall continue in office until the expiration of his term or his or her death, resignation or removal in accordance with Section 4.3 of these By-Laws.

Section 4.3. - Resignation or Removal. Any Officer may be removed, with or without cause, by a majority vote of the entire Board excluding the Trustee who is the subject of the removal action. Any Officer may resign at any time by delivering written notice of his or her resignation to the Corporation. At the election of the Corporation made by Board action, the resignation of a Trustee shall be effective upon such notice or upon a later date prior to the date of resignation specified in the notice, notwithstanding the specification of a later date in the notice. Acceptance of a resignation shall not be necessary to make it effective. A vacancy in an office shall be filled for the unexpired term by Board action.

Section 4.4. - Employees and Other Agents. The Board of Trustees may from time to time hire such employees and appoint such agents on such terms as it deems appropriate from time to time.

Section 4.5. - Chair. The Chair shall have the power to sign alone in the name of the Corporation all contracts authorized by the Board of Trustees and to execute and deliver other documents and instruments. The Chair also shall be the Chairperson of the Board of Trustees and shall preside at Board meetings in such capacity. The Chair shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 4.6. - Vice Chair. The Vice Chair shall, in the absence or disability of the Chair, perform the duties and exercise the powers of the Chair. The Vice Chair shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 4.7. - Secretary. The Secretary shall be responsible for the maintenance of an accurate record of all the minutes of all meetings of the Board of Trustees; be responsible to serve or cause to be served all notices of the Corporation and be custodian of the Corporation's records (other than financial records). The Secretary shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 4.8. - Treasurer. The Treasurer shall be responsible for the oversight of all financial matters within the Corporation and the maintenance of accurate financial records of the Corporation and shall be the custodian of the Corporation's financial records. The Treasurer shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.



Section 4.9. - Compensation. Persons serving as Officers shall not receive any salary or compensation for their services as Officers. An Officer shall be entitled to reimbursement for reasonable expenses incurred by him or her in carrying out his or her duties as such.



**ARTICLE V: SELF-DEALING TRANSACTIONS**



Section 5.1. - Purpose. The purpose of the procedures prescribed in this Article V is to protect the Corporation's best interests when entering into a transaction or arrangement that also might benefit the private interest of a Trustee, Officer or employee of the Corporation or a blood or marital relation of a Trustee, Officer or employee.



Section 5.2. - Board's Authority. The Board shall not authorize corporate action, and no committee shall recommend corporate action, except in accordance with procedures set forth in this Article V.



Section 5.3. - Procedures.



(a) Duty to Inquire. In its consideration of any action the Board and all committees shall first conduct appropriate inquiry to determine whether the action involves a Self-Dealing Transaction, including determining the nature, scope and details thereof.



"Self-Dealing Transaction" means any transaction having the School as one party and one or more of the following among the proposed other parties thereto:



- (i) Trustees, Officers or employees of the School, or blood or marital relations of any of them,
- (ii) an entity in which a Trustee, Officer or employee of the Corporation, or blood or marital relation of any of them, holds an ownership or investment interest,



- (iii) an entity which employs or otherwise compensates a Trustee, Officer or employee of the School, or employs or compensates a blood or marital relation of any of them, and/or



- (iv) any entity which has as a member of its board of directors or trustees a Trustee, Officer or employee of the School, or a blood or marital relation of any of them. A Trustee involved in an actual or potential Self-Dealing Transaction is referred to herein as an "Involved Trustee." Involved Trustees, and Officers and employees, related to a possible Self-Dealing Transaction being evaluated shall not participate in the inquiry into or the determination of whether the transaction is a Self-Dealing Transaction, but may present to the Board regarding the nature and extent of his or her relationship to the matter being considered.



(b) Determining Whether a Self-Dealing Transaction Exists. After inquiry in accordance with subparagraph (a) immediately above, the Board shall take action as to whether the transaction is a Self-Dealing Transaction; provided, an Involved Trustee shall not participate in the deliberation of or vote the issue of whether a transaction is a Self-Dealing Transaction.



(c) Action on a Self-Dealing Transaction. If the Board determines a transaction being considered is a Self-Dealing Transaction, the Board will exercise due diligence to determine whether the Corporation can arrange an alternative transaction more favorable to the School with reasonable efforts. An Involved Trustee shall not participate in this determination. As part of its due diligence, the Board may involve or engage one or more disinterested people to investigate alternative transactions. If the Board decides not to proceed with an alternative transaction, the Board shall determine whether it is in the Corporation's best interests and is fair and reasonable to the Corporation to authorize the Self-Dealing Transaction; provided, an Involved Trustee shall not participate in the deliberation of or vote upon the authorization of a Self-Dealing Transaction.



(d) Violations. If the Board has reasonable cause to believe that a Trustee, Officer or employee has violated the School's Trustee, Officer and Employee Code of Ethics, it shall conduct further investigation as the Board deems warranted, shall inform the Trustee, Officer or employee of the





basis for such belief, and afford him or her an opportunity to explain the alleged failure to disclose. If the Board determines that a violation of the Code of Ethics has been committed, the Board shall take appropriate disciplinary and/or corrective action. A Trustee who is the subject of an investigation or possible disciplinary or corrective action under this subparagraph (d) shall not participate in the deliberation of or vote on such determination or disciplinary or corrective action.



(e) The Procedures prescribed in subparagraphs (a), (b) and (c) immediately above shall apply to actions of committees of the Board in the same manner and to the same extent as prescribed for Board actions.



Section 5.4. - Records of Proceedings. The minutes of the Board of Trustees and all committees with Board-delegated powers shall contain the names of the persons and entities involved in transactions which are or may be Self-Dealing Transactions, findings of the Board in respect of the scope and nature of those person's and entities' involvement, actions taken in accordance with this Article, the names of the persons present for or who participated in discussions thereof and a summary of the content of such discussions, and a record of votes taken in connection therewith, including the names of those present for and who participated in voting and their respective votes.



**ARTICLE VI: MISCELLANEOUS**



Section 6.1. - Interpretation of Charter. In the event of a conflict between these By-Laws and the Charter, the provisions of the Charter shall control.



Section 6.2. - Effectiveness of Non-Public Notices. Non-public notices given under these By-Laws shall be deemed effective only upon verified receipt or refusal. END.





**ATTACHMENT 5c: CODE OF ETHICS**



**HI-TECH HEALTHCARE CHARTER SCHOOL CHARTER  
CODE OF ETHICS FOR EMPLOYEES, OFFICERS, AND TRUSTEES**



**HI-TECH HEALTHCARE CHARTER SCHOOL  
1063 Tiffany Street, 1<sup>st</sup> Fl  
Bronx, NY 10459  
TEL.: 314-389-5737; FAX: 347-676-7636**



The employee, officer, or trustee of HI-TECH HEALTHCARE CHARTER SCHOOL signing this document has undertaken to comply with the Code of Ethics of the School, as set forth below in this document, during the entirety of his/her tenure on the Board or employment with the School:



Provision 1- Employee, officer, and trustee of the School Corporation will conduct or direct the affairs of the School and exercise their powers and responsibilities subject to the limitations of New York State Education Law, General Municipal Law and Not-For-Profit Corporation Law, and the School’s charter and the Bylaws of the School Corporation, as applicable.



Provision 2 - No employee, officer, or trustee of the School Corporation shall engage in a “Self-Dealing Transaction,” except as approved by the Board in accordance with procedures set forth in Articles of the By-Laws of the School Corporation. A Trustee who is or may be a party to a Self-Dealing Transaction is referred to herein as an “Involved Trustee.”



Provision 3 - In respect of any transaction under consideration by the School or to which the School is already a party, an employee, officer, or trustee of the School Corporation shall have the obligation to make a “Self-Dealing Disclosure” as defined below, if he or she:



- (i) is or proposes to be, or has a blood or marital relation who is or proposes to be a party to the transaction in conflict of official duties,
- (ii) holds an ownership or investment interest in, or whose blood or marital relation holds an interest in, an entity which is a party to the transaction in conflict of official duties,
- (iii) is employed by or is otherwise compensated by, or whose blood or marital relation is employed or compensated by, an entity which is a party to the transaction in conflict with official duties, and/or
- (iv) is, or whose blood or marital relation is a director, trustee or corporate officer of an entity who is a party to the transaction in conflict with official duties.



A “Self-Dealing Disclosure” is the prompt, full and frank public, written disclosure to his or her immediate supervisor (if applicable) and to the Board of his or her interest (or interest of his or her blood or marital relation), giving rise to the Self-Dealing Disclosure





obligation. It is the obligation of every employee, officer, trustee to inform himself/herself of matters which may be under consideration by the Board by timely reviewing publicly available information and making appropriate inquiry of the Board, Principal or Executive Director. Disclosure required under this shall include all relevant and material facts known to the employee, officer, or trustee about the contract or transaction, and shall be set forth in the minutes of the Board.

Provision 4 - In addition to the above Provisions of this Code of Ethics, employees, officers, and trustees of the School Corporation shall avoid at all times engaging in activities that would appear to be unduly influenced by persons who have a special interest in matters under consideration by the Board or relating to the School. Specifically, no employee, officer, or trustee shall:

\* Directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to influence him, or could reasonably be expected to influence him, in the performance of his official duties or was intended as a reward for any official action on his/her part;

\* Disclose confidential information acquired by him/her in the course of his/her official duties or use such information to further his personal interests;

\* Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the School or the Board of which he is an officer, member or employee or of any School or Board Committee or entity over which he has jurisdiction or to which he has the power to appoint any member, officer or employee; or

\* Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any School or Board Committee or entity, whereby his compensation is to be dependent or contingent upon any action by such agency 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.

Provision 5 - An employee, officer, or trustee cannot have an interest in any for-profit contract with the school. Employee, officer, or trustee who have contracts with not-for-profit entities, such as charter management organizations, partners, and found organizations must be disclose these contracts but they are not prohibited.

Provision 6 - As a requirement of section 803 of the General Municipal Law, any employee, officer, or trustee who has, will have, or later acquires an interest in - or whose spouse has, will have, or later acquires an interest in - any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the School Corporation of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the minutes of such body.





 Provision 7 - An employee, officer, or trustee who violates this Code of Ethics will be 

subject to corrective or disciplinary action including removal in respect thereof.

 Provision 8 - Employee, officer, or trustee cannot hold investments in conflict with 

official duties with the exception of holdings where when less than five per centum of the outstanding stock of the corporation is owned or controlled directly or indirectly by such employee, officer, or trustee.

 Provision 9 - Employees, officers, or trustees shall not have private or future employment 

in conflict with official duties as shall be determined by the board upon disclosure prior to such employment or upon hire.

 Provision 10 - Employee, officer, or trustee of HI-TECH HEALTHCARE CHARTER 

SCHOOL will be required to sign a statement acknowledging receipt of and agreeing to comply with the Board, Officer and Employee Code of Ethics.

 \_\_\_\_\_ 

Name of Employee, Officer, or Trustee

 \_\_\_\_\_ 

 \_\_\_\_\_ 

Signature of Employee, Officer, or Trustee

\_\_\_\_\_ Date of Signature

 \_\_\_\_\_ 

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**ATTACHMENT 6a: If applicable, Proposed CMO Information**

Not Applicable

**ATTACHMENT 6a: If applicable, Proposed Management Contract with CMO**

Not Applicable

## **Attachment 7a. Nonprofit Partnership Agreement**

### **Partnership Agreement Between Hi-Tech Healthcare Charter School and Hi-Tech Charities**

This Partnership Agreement is entered into by and between: (a) Hi-Tech Healthcare Charter School (HHCS), a charter school education corporation located in the South Bronx, New York City, that will provide 9<sup>th</sup> through 12<sup>th</sup> grade educational programs and services during its initial five-year charter term and, upon renewals, will expand to K-12; and b) Hi-Tech Charities (HTC), a 16 year old nonprofit community development corporation that has successfully planned, designed and managed several state and federal programs, including U.S. Department of Labor YouthBuild, U.S. Department of Health and Human Services Individual Development Account, U.S. Department of Health and Human Services Community Economic Development Programs, U. S. Department of Education Upward Bound, U. S. Department of Education Educational Talent Search, Adult Education and Literacy/GED preparation program of Missouri Department of Education and Secondary Education (DESE), Certified Nurse Assistant program of Missouri Department of Health and Senior Services and several others. These organizations have established a partnership to support the mission and operations of the Hi-Tech Healthcare Charter School. This Partnership Agreement (Agreement) sets forth the understanding of both parties regarding the scope of the partnership and the responsibilities of each party. Except as specifically noted in this document, the statements and commitments of each party expressed herein will extend throughout the entirety of the charter term.

#### **Overview of Hi-Tech Healthcare Charter School (HHCS)**

Hi-Tech Healthcare Charter School (HHCS) is currently applying to the New York State Education Department (NYSED) to become a charter school. Hi-Tech Healthcare Charter School expects to commence operations in 2016. Upon approval and award of a charter by NYSED, Hi-Tech Healthcare Charter School will provide educational programs designed to promote the academic, physical, social, emotional and moral growth of all of its students. The school will develop a conducive school culture and diligently select, develop, and deploy passionate professional educators and school administrators to empower students to succeed in high school education and subsequently in college and university. Initially the school will focus on 9-12<sup>th</sup> grade levels and through subsequent approvals develop into a K-12 education system. With emphasis on **health** and **wellness**, the school's education plan will place emphasis on Science, Technology, Engineering, and Mathematics (STEM), encouraging and preparing students for scientific inquiry and academic attainment in the fields of healthcare, science, technology, engineering and mathematics. The school will incorporate leadership, health and wellness programs to help students develop leadership qualities, maintain healthy lifestyle, and encourage family and friends to eat and live healthy. Hi-Tech Healthcare Charter School will feature: a) small school culture and extended day/year; b) differentiated and personalized instruction; c) use of research-based, standards-aligned curricula and instructional strategies; d) comprehensive advisory and classroom supports; e) comprehensive college preparation and opportunities for early college; f) commitment to STEM education; and g) comprehensive parent and family supports.

As outlined in this Agreement, Hi-Tech Healthcare Charter School will work with Hi-Tech Charities to support and improve its academic programs and to ensure the success of Hi-Tech Healthcare Charter School's students.

### **Overview of Hi-Tech Charities (HTC)**

Hi-Tech Charities (HTC) is a 501(c)(3) nonprofit Community Development Corporation (CDC) with operations in St. Louis Missouri and Bronx New York, and fully devoted to helping those who are in "difficult circumstances" to benefit as well as contribute to their communities. Hi-Tech Charities grew out of an organization started in 1998 at St. Augustine's Parish on the North Side of St. Louis. In its earliest form, the organization was called the Martin Luther King, Jr. Leadership Association.

Through its continual research on the broader needs of the community, the leadership of the organization determined that the suffering of those downsized from their jobs was taking a great toll on the individuals, their families and on the region in general. Secondly, the area includes thousands of chronically unemployed and under-employed people. Consequently, in 2001 the organization changed its name from Martin Luther King, Jr. Leadership Association to Hi-Tech Charities and has long expanded its pioneer "at-risk" Youth Leadership Development program, serving "at-risk" youth, seniors, low-income individuals and families, women and minority businesses, and low-income communities. Hi-Tech Charities serves its constituencies, providing: (a) Adult Education and Postsecondary Entrepreneurship Training; (b) Healthcare and Health Education, (c) Upward Bound; (d) Education Talent Search; (e) Affordable Housing and Real Estate Development; (f) Consulting and Financing for individuals and small businesses; (g) Construction Career Development and Jobs; (h) Adult Construction Career Development and Job Placement; and (i) Individual Development Account (IDA). Hi-Tech Charities has served over 18,000 area individuals, 1,200 families, and over 400 women and minority small businesses in its 17 years of existence. In 2003, HTC was awarded **Certificate of Recognition** by the former **Missouri State Governor**, Bob Holden. In that ward the governor wrote that the award was presented to Hi-Tech Charities:

For extraordinary efforts in furthering the development of  
your community and achieving a higher quality of life for  
the citizens you serve.

Hi-Tech Charities (HTC) has successfully planned, designed and managed several state and federal programs for the past 13 years. Some of the recent or current programs successfully implemented include:

1) Federal approved and funded Programs: U.S. Department of Labor YouthBuild, U.S. Department of Health and Human Services Individual Development Account, U.S. Department of Health and Human Services Community Economic Development Programs, U. S. Department of Education Upward Bound, and U. S. Department of Education Educational Talent Search.

2) Missouri State approved and/or funded programs: a. Adult Education and Literacy/GED preparation program - by Department of Education and Secondary Education (DESE) Division of Learning Services, the Office of Adult Learning and Rehabilitation Services, since 2005 till 2013; b. In-Home Services - by Department of Health and Senior Services, since 2010 and going; c. CNA training program - by Department of Health and Senior Services, since 2010 and ongoing

### **Agreement Provisions**

This Agreement outlines the terms, obligations and responsibilities of Hi-Tech Healthcare Charter School and Hi-Tech Charities related to the development, start-up, administration and management of Hi-Tech Healthcare Charter School. This agreement will be valid upon the

approval of Hi-Tech Healthcare Charter School's Charter application by NYSED. The term of this agreement will commence on the date that Hi-Tech Healthcare Charter School's charter is approved and will end on the final date of the initial charter term. The agreement will be renewed at the end of the initial charter term for five years or for the term of the renewal charter, if less than five years, provided that none of the conditions permitting termination listed below are present.

The agreement will be reviewed at least annually by Hi-Tech Healthcare Charter School's Board of Trustees. The Board will also evaluate the partnership and the services provided by Hi-Tech Charities each year, with input from the Principal and other appropriate staff. The purpose of the evaluation will be to identify and document what is working well and to identify and address challenges. Based on this evaluation, the terms of the Agreement, including the scope of services, may be modified to improve the effectiveness of the partnership and the impact of the services provided by Hi-Tech Charities on the school and its students. Any such modification must be agreed upon, in writing, by both parties.

All of the provisions of this agreement are subject to review and oversight by the charter school authorizer and, to the extent that there are any conflicts between the terms of Hi-Tech Healthcare Charter School's NYSED-approved charter and the terms of this agreement, the terms of the charter will control.

It is understood by Hi-Tech Healthcare Charter School and Hi-Tech Charities that authority for developing, implementing and managing all charter school activities rests with the Board of Trustees of Hi-Tech Healthcare Charter School, and that the role of Hi-Tech Charities is to support, assist and advise Hi-Tech Healthcare Charter School in carrying out its mission in the area specified in this agreement. All school staff members, including the school's principal and teachers, are employees of Hi-Tech Healthcare Charter School.

This agreement may be terminated by the Board of Trustees of Hi-Tech Healthcare Charter School in the event that: a) Hi-Tech Charities fails to perform the duties or fulfill the responsibilities described below; b) Hi-Tech Charities fails to properly and accurately maintain records and related documentation of its activities as required by Hi-Tech Healthcare Charter School and NYSED and/or fails to provide such records and documentation to Hi-Tech Healthcare Charter School's Principal or Board of Trustees, whenever requested; c) Hi-Tech Charities' performance of the duties outlined in this agreement is deemed unsatisfactory by Hi-Tech Healthcare Charter School's Board of Trustees, provided that Hi-Tech Charities is given advance notice of the Board's concerns and fair and reasonable opportunity to meet and attempt to address such concerns with the Board; or d) Hi-Tech Charities ceases its operations, becomes insolvent or is adjudged bankrupt.

This Agreement may be terminated by Hi-Tech Charities in the event that Hi-Tech Healthcare Charter School fails to provide adequate support, information or access, provided that Hi-Tech Charities will first make its concerns known to the Principal and, if the concerns are not addressed, will provide Hi-Tech Healthcare Charter School's Board of Trustees with notice of its concerns and fair and reasonable opportunity to meet and attempt to address them. This agreement will be terminated in the event that Hi-Tech Healthcare Charter School ceases its operations for any reason, including voluntary dissolution or revocation of its charter. In the event that this agreement is terminated, Hi-Tech Healthcare Charter School will notify its authorizer, NYSED immediately, in writing, and will describe all pertinent details about the grounds of termination and the effective date of termination. If the termination is for a reason other than cessation of charter school operations, then a transition plan will be implemented, under the supervision of the Principal, to ensure that all appropriate data, records and documents in the possession of Hi-Tech Charities are transferred to Hi-Tech Healthcare Charter School and that the school's operations continue with minimal disruption. A transition team comprising Hi-Tech Healthcare Charter School's Principal, at least one

member of Hi-Tech Healthcare Charter School's Board of Trustees and the Executive Vice President of Hi-Tech Charities and other appropriate persons will coordinate the transition. The transition plan will outline steps to ensure that any and all services provided by Hi-Tech Charities will henceforth be provided by school staff or another service provider and that no interruption or material change in the school's programs will occur.

### **Structure and Membership**

The Partnership is organized as follows:

**Board of Directors:** Hi-Tech Healthcare Charter School and Hi-Tech Charities each would maintain its own separate Board of Directors. Each board shall have and maintain its independent and separate bylaws, board officers, board roles and responsibilities, board meetings, board member recruitment and development, and board proceedings. Because charter school board membership is open to the public nothing in this partnership agreement prohibits motivated and committed members of Board of Directors of Hi-Tech Charities from applying and seeking to serve as member of the Board of Trustees of Hi-Tech Healthcare Charter School, provided all applicants shall disclose any interests that may constitute conflict of interest. It is the role of the school board to assure that no conflict of interest exists, and to take measures to address any that arise or may arise.

**School Leadership Team:** The school leadership team consists of the Board of Trustees, the Executive Director, the Principal, and the Chief Operating Officer. To attain the benefits of this partnership, namely, developing and operating a quality charter school in South Bronx, the following arrangement will hold: the President of Hi-Tech Charities who is experienced in nonprofit development will relinquish half his workload at Hi-Tech Charities to devote 50% time as Executive Director to help build the charter school, focusing on general administration and operations management. A new staff will fill the gap at Hi-Tech Charities. At the charter school, the Executive Director will help with search and recruitment of a competent, experienced Principal to run the academic programs of the school.

### **Hi-Tech Charities Responsibilities**

Hi-Tech Charities will provide Hi-Tech Healthcare Charter School with a broad range of services designed to: a) help Hi-Tech Healthcare Charter School build in-school capacity to support the healthy social and emotional development of its students; b) build the capacity of parents and families of charter school students to support their children's education; c) provide Health and Social Services and family supports to families of charter students aimed at creating and sustaining home environments that support student learning and support the school's staff in providing similar services and supports; d) help Hi-Tech Healthcare Charter School reach out to and communicate effectively with families and the community to support student recruitment (including recruitment of students from special student populations) and positive school-community relations, e) research and write proposals to third parties to support the school and help assume some of the costs of new programs.

In carrying out the responsibilities outlined herein, Hi-Tech Charities will work directly and cooperatively with Hi-Tech Healthcare Charter School's Trustees, Principal and designates. It is understood that Hi-Tech Charities has no authority to commit Hi-Tech Healthcare Charter School to a course of action, to contract on Hi-Tech Healthcare Charter School's behalf or to otherwise engage in management or supervision of school activities, except as specified herein or as specifically authorized, in writing by Hi-Tech Healthcare Charter School's Board of Trustees. Hi-Tech Charities will have no authority to make educational, strategic, management or operational decisions on behalf of Hi-Tech Healthcare Charter School. The services will be provided at no direct cost to Hi-Tech Healthcare Charter School.

**Action Plan.** The outlined action plan below will serve as guide for the services Hi-Tech Charities will provide to Hi-Tech Healthcare Charter School during the start-up phase and for the subsequent phase of the school's development.

***A. Services during the start-up phase of the charter school***

1. Hi-Tech Charities will advise and assist Hi-Tech Healthcare Charter School in developing a school-wide Health and Social Services plan to coordinate the integration of school-based counseling and Health and Social Services with the social service and family supports that will be provide by the school and by Hi-Tech Charities. Under the direction of Vice President, Hi-Tech Charities staff will work cooperatively with Hi-Tech Healthcare Charter School's Principal and designees to identify social service-related needs and to establish strategies for coordinating Hi-Tech Charities' support of Hi-Tech Healthcare Charter School. Hi-Tech Charities will also assign staff members who will provide consult to the school's administration and staff and provide services to students and families, and will help Hi-Tech Healthcare Charter School's Principal coordinate the school's pre-opening student in-take, counseling and social service initiatives.
2. Hi-Tech Charities will advise and assist Hi-Tech Healthcare Charter School in community outreach, family awareness and student recruitment initiatives by leveraging its experience in community relationships and outreach initiatives, leveraging community participation in its programs and conducting joint outreach events and activities with Hi-Tech Healthcare Charter School. Hi-Tech Charities will assist Hi-Tech Healthcare Charter School in planning and implementing its initial student recruitment campaign and admissions lottery. Prior to the opening of the school, the Principal will also work with representatives of Hi-Tech Charities to develop a community outreach plan that outlines Hi-Tech Charities' ongoing roles and involvement in Hi-Tech Healthcare Charter School's outreach and recruitment initiatives.
3. Hi-Tech Charities will assist Hi-Tech Healthcare Charter School in developing and implementing a fundraising and grant development campaign, in coordination with Hi-Tech Healthcare Charter School's Principal and Board of Trustees. Such support may include assistance in grant research and writing and in planning fundraising events. It is understood that all major fundraising events and grant proposals must be approved by Hi-Tech Healthcare Charter School's Board of Trustees.
4. Hi-Tech Charities will work with Hi-Tech Healthcare Charter School's Principal and/or designee to establish procedures, systems and, if necessary, technology to ensure that Hi-Tech Charities provides Hi-Tech Healthcare Charter School with all data, records and reports required to conduct and complete the annual review of Hi-Tech Charities' performance and to respond to requests for information from the charter authorizer. During the start-up phase, Hi-Tech Charities will work with the Principal to develop a detailed description of how each of the services described in the Agreement will be evaluated and will establish specific performance metrics for use in evaluating Hi-Tech Charities. The descriptions and performance metrics will be presented to Hi-Tech Healthcare Charter School's Board of Trustees by the Principal and, upon approval by the Board of Trustees, will define the process for evaluating Hi-Tech Charities each year. Hi-Tech Charities will thereafter cooperate with the Principal or designee, who will prepare an annual

evaluation data report to the Board of Trustees, which will then conduct the evaluation.

***B. Services following the start-up phase of the charter school***

1. Hi-Tech Charities will provide Hi-Tech Healthcare Charter School with advice and assistance, along with access to appropriate personnel and resources to implement the Health and Social Services plan and to support the school in providing for the social and emotional development of Hi-Tech Healthcare Charter School's students. In accordance with the Health and Social Service plan, Hi-Tech Charities will support Hi-Tech Healthcare Charter School's counseling/Health and Social Services staff and provide counseling, Health and Social Services and related services to students of Hi-Tech Healthcare Charter School and their families, including on-site counseling of students and family supports in coordination with Hi-Tech Healthcare Charter School's counseling/social service staff and with direction from the Principal. Hi-Tech Charities will also work with Hi-Tech Healthcare Charter School to provide information and advice to families about the services offered by Hi-Tech Charities and other community-based organizations that can assist them.
2. Hi-Tech Charities will work with Hi-Tech Healthcare Charter School's Principal and appropriate School staff to implement an ongoing community outreach and public communication campaign aimed at building awareness of the school within the community, supporting the school's student recruitment initiatives and promoting positive school-community relations.
3. Hi-Tech Charities will support Hi-Tech Healthcare Charter School in implementing a fundraising and grant development campaign, in coordination with Hi-Tech Healthcare Charter School's Principal, Trustees and appropriate staff.
4. Hi-Tech Charities will provide frequent reports regarding its activities and impact to Hi-Tech Healthcare Charter School's Board of Trustees, including verbal or written reports at board meetings and written reports at least annually. Hi-Tech Charities will also assist Hi-Tech Healthcare Charter School in completing any accountability and financial reports required by NYSED and/or the U.S. Department of Education.
5. Hi-Tech Charities will cooperate with Hi-Tech Healthcare Charter School's Principal, Trustees and appropriate staff to support the annual evaluation of its performance, pursuant to this Agreement. Such cooperation will include providing all requested data.
6. In the event of dissolution of Hi-Tech Healthcare Charter School, Hi-Tech Charities will work closely with Hi-Tech Healthcare Charter School's Board of Trustees, Principal and appropriate staff to support the school's transition plan, including: a) organization and transfer of all relevant student, operational and financial data in Hi-Tech Charities' possession; and b) supporting the charter school in concluding its affairs. Hi-Tech Charities' Vice President will coordinate all work by Hi-Tech Charities personnel related to the dissolution.

**Hi-Tech Healthcare Charter School Responsibilities**

Hi-Tech Healthcare Charter School's Board of Trustees will be responsible for oversight of Hi-Tech Charities' services and will review the delivery and effectiveness of such services on an ongoing basis. Hi-Tech Healthcare Charter School's Trustees, administrators, faculty and

staff will work closely with Hi-Tech Charities to facilitate the delivery of the above-listed services and to implement the charter school operations. Hi-Tech Healthcare Charter School will be responsible for the following:

1. Hi-Tech Healthcare Charter School's Principal and appropriate staff will work with representatives of Hi-Tech Charities to facilitate and support the design of the above-referred systems, procedures and technologies and the delivery of the above-referred services. The Principal or designee will be primarily responsible for interacting with Hi-Tech Charities on behalf of Hi-Tech Healthcare Charter School.
2. Hi-Tech Healthcare Charter School's Board of Trustees, Principal and appropriate staff will review reports submitted by Hi-Tech Charities and will work closely with Hi-Tech Charities representatives to address issues or concerns arising from such reports.
3. Under the supervision of the Principal, Hi-Tech Healthcare Charter School will provide Hi-Tech Charities with appropriate access to the school, its records and its employees, as necessary, to support the delivery of the above-referred services.

The two institutions agree that this partnership agreement represents their full and complete understanding of each party's responsibilities. The terms and responsibilities set forth in this Agreement may not be modified, except in writing and signed by authorized representatives of all parties.

### Signatures of Agreement

#### Hi-Tech Healthcare Charter School

Signature: 

Name: Francis Onukwue

Title: Executive Director

Date: September 21, 2015

#### Hi-Tech Charities

Signature: \_\_\_\_\_

Name: **Mr. Emmanuel Daniel**

Title: Board Member

Date: \_\_\_\_\_



**ATTACHMENT 8a: HIRING & PERSONNEL POLICIES AND PROCEDURES**



**HI-TECH HEALTHCARE CHARTER SCHOOL**  
**HIRING, PERSONNEL POLICIES AND PROCEDURES**



**HI-TECH HEALTHCARE CHARTER SCHOOL**  
**1063 Tiffany Street, 1<sup>st</sup> Fl, Bronx, NY 10459**  
**TEL.: 314-389-5737; FAX: 347-676-7636**



**Procedures:** The workers and employees of HHCS Charter School shall adhere to the institution’s policies and procedures as provided in this document. Each employee, upon hire, will be given a copy of the personnel handbook and the staffing manager will review all the content with the new hire. All employees will be expected to sign an Employment Acknowledgement Form and this form will be kept in their employee file. The personnel handbook will be reviewed and updated as needed with approval from the Board of Trustees. HHCS reserves the rights to modify, revoke, suspend or change, any or all such plans, policies or procedures, in whole or in part, at any time, with or without notice. The resolution of any questions, interpretations or applications of the policies will be the sole prerogative of HHCS and its management. This handbook is not an employment contract and does not create legally enforceable obligations for the schools or the Board of Trustees.



**Employment – Equal Opportunities for all:** It will be the policy of HHCS to provide equal employment opportunity to all qualified employees and applicants without regard to race, color, religion, sex, sexual orientation, gender identity and expression, national origin, ethnicity, age, disability, marital status, military service status, or any other protected classification. This policy will apply to all aspects of the employment experience, including recruitment, hiring, compensation, promotion, transfer, disciplinary action, layoff, return from layoff, HHCS-sponsored training, and social and recreational programs. Any and all such employment decisions will be made in a non-discriminatory manner. HHCS will comply with the Americans with Disabilities Act and all applicable state and local laws prohibiting discrimination in employment against qualified individuals with disabilities. HHCS will also provide reasonable accommodation for such individuals in accordance with these laws. It is HHCS’s policy to:



- ensure that qualified individuals with disabilities are treated in a nondiscriminatory manner in the pre-employment process and that employees with disabilities are treated in a nondiscriminatory manner in all terms, conditions, and privileges of employment;



- administer medical examinations to employees when justified by business necessity;



- keep all medical-related information confidential and retain it in separate files;



- provide reasonable accommodation to applicants and employees with disabilities, except where it would create an undue hardship for HHCS; and



- notify individuals with disabilities that the school provides reasonable accommodation to qualified individuals with disabilities by including this policy in the personnel handbook and by posting the Equal Employment Opportunity Commission’s poster on discrimination throughout school premises.



A qualified individual with a disability may request a reasonable accommodation by communicating this request to the Executive Director either orally or in writing. Upon receiving the request, the Executive Director will meet with the employee to identify the precise limitations resulting from the disability and the potential accommodation that HHCS might make. HHCS reserves the right to





request additional medical documentation. The Principal and Executive Director will make the final decision regarding any accommodation.

**Immigration and Nationality Act:** In compliance with the Immigration Reform and Control Act of 1986 each new employee of HHCS, as a condition of employment, will complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility as requested on the Employment Eligibility Verification Form I-9 within three (3) business days of starting employment. Where indicated, employees will be required to submit documentation establishing continued eligibility for employment.

**Hiring Procedure:** HHCS strongly believes that the quality of the professional staff determines the quality of education offered in the school. It will therefore be the responsibility of the Principal and Executive Director to locate and recruit the best-qualified candidates to meet the school's educational needs. All HHCS positions will be posted publically and will include a job description with and minimum requirements. All postings will include the following wording: *“As an equal opportunity employer, HHCS hires without consideration to race, religion, creed, color, national origin, age, gender, sexual orientation, marital status, veteran status or disability.”* All applicant’s resumes and cover letters will be reviewed to ensure that they meet minimum requirements and experience. All candidates will be asked to provide references which will be checked and will be required to provide FBI clearances upon hire. HHCS’s hiring process will include the following phases:

• **Submission of Resume and Cover letter:** All prospective employees will submit their resume and a cover letter specifically tailored to the available position they are applying for at HHCS.

• **Interview:** HHCS’s interview will help the Principal, Executive Director, or designee determine whether a candidate: a) possesses the necessary skills to be a productive member of the school’s staff; and b) will fit into HHCS’s unique culture and environment. HHCS will utilize an interview protocol that includes a list of interview questions and a rubric containing objective criteria. The Principal, Executive Director, or a designee may elect to pre-screen candidates with a telephone interview to discover whether the candidate has the knowledge and experience required and can work in a manner consistent with HHCS’s instructional philosophy and culture.

• **Demonstration Lesson:** Teaching candidates who are invited to continue in the process will be asked to conduct one or more demonstration lesson(s). Time will be reserved between lessons, if applicable, for the candidate to debrief with HHCS leadership and receive feedback.

• **Checking References:** HHCS will call references provided by the employee, which must include a former employer.

• **Offering Employment:** HHCS will offer employment through a hire offer memo and a phone call. HHCS’s job offer letter will include at least the following: a) job title or position offered; b) salary offered; and c) a restatement that the employment will be at-will.

• **Fingerprinting:** All employees must first clear the NYSED fingerprint screening process. OSPRA form 101, 102 and/or 104 must be submitted to NYSED for each new employee. HHCS reserves the right to amend, extend or truncate this process as circumstances require.

**Teacher and Staff Qualifications:** Teacher and staff selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, and ability to contribute to the furtherance of HHCS educational goals. Attention will be paid, among other factors, to the candidate's academic records and to his or her previous relevant experience. Successful candidates for teaching and staff positions must demonstrate that they are willing and able support the educational and developmental needs of a diverse student population. HHCS’s staff must fulfill their individual responsibilities and work in concert with the other staff. Successful candidates will demonstrate a commitment to continuous improvement and learning through professional development. HHCS will make efforts to attract key personnel who contribute to the diverse skill-set necessary to thrive in a charter school setting. We anticipate hiring a diverse team of educators, from a wide range of experiences, to serve a diverse





population of students. Teachers should have at least two to four years of experience designing and teaching an integrated curriculum, differentiating instruction for children who have multiple learning styles; they should also have achieved a Master’s Degree in Education. Additionally, candidates should have a proven track record of high achievement in the classroom or other applicable setting and commitment to accountability; they should exhibit a belief in and alignment with HHCS’s core beliefs and educational philosophy. HHCS will comply with all applicable laws and regulations regarding teacher certification and licensure. In the case of non-certified instructional personnel, HHCS will consider the teacher’s experience, references, demonstration lesson, interview, and other criteria deemed appropriate by the Principal and Executive Director.

**Recruiting effective teachers and staff that align with HHCS’s mission:** HHCS will seek to establish a broad applicant pool for all available and vacant positions. HHCS will diligently seek its employees through a variety of means, including advertisements in newspapers and educational journals, relationships with colleges and graduate schools of education, recruitment fairs, and job posting services. HHCS will attempt to promote diversity in its applicant pool by advertising positions in targeted media (e.g. minority newspapers), networking with minority organizations and participating in minority recruitment events. In particular, teachers and staff will be recruited through one or more of a variety of methods, including job postings in New York City and national media, participation in teacher fairs and similar events, job postings and communication with education schools/departments and alumni associations at colleges and universities; job postings on *idealist.org* or other appropriate websites, and networking and communication with the New York Charter School Center and the New York Charter Schools Association and similar organizations.

**Employee Terminations:** To ensure orderly operations and provide the best possible work environment, HHCS will expect employees to follow rules of conduct that protect the interests and safety of all employees and the organization. It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. The following are examples of infractions of rules of conduct that may result in disciplinary action, up to and including immediate termination. While this non-exhaustive list enumerates grounds for termination, this list in no way should be read to limit the “at will” status of future employees at HHCS.

- theft, damage or unauthorized removal or possession of HHCS property,
  - falsification of timekeeping records,
  - any discriminatory act.
  - sexual or other unlawful or unwelcome harassment,
  - possession, distribution, sale, transfer or use of alcohol or illegal drugs while on duty, including operating vehicles or equipment,
  - any disruptive behavior, including fighting or threatening violence in the workplace,
  - insubordination or other disrespectful conduct,
  - gambling on the premises,
  - safety violations including lack of supervision of students,
  - possession of dangerous or unauthorized materials, such as explosives or firearms,
  - excessive absenteeism, tardiness or any absence without approval,
  - misappropriation of school property.
- All HHCS employees will be employed “at-will,” and may be terminated with or without cause or notice and are not guaranteed employment for any length of time. HHCS will reserve the right to change the organizational structure of the school and eliminate jobs or job classifications when necessary.

**Staff Qualifications and Licenses:** It shall be the obligation and financial responsibility of each HHCS staff member to obtain and maintain certifications, licenses, and other credentials necessary for the position for which he or she was hired. It shall be in the sole discretion of the school to determine from time to time whether any staff member’s certificates, licenses, credentials and qualifications are sufficient or appropriate for any position at HHCS.

**Occupational Exposure Policy:** The policy of HHCS on occupational exposure will be consistent with the laws and regulations outlined by the United States Department of Labor’s Occupational Safety and Health Administration. Employees exposed to blood or other bodily fluid, in the course of their jobs will be required to exercise universal precautions. Universal precautions are intended to





prevent the transmission of blood-borne disease when providing first aid or health care. Such precautions include the use of protective gear, washing hands and any contaminated areas with soap and water, and seeking medical attention for any significant exposure to the blood or bodily fluids of another person. Detailed information about universal precautions will be distributed under separate cover. HHCS will take steps to limit employee exposure to blood and other potentially infectious bodily fluids pursuant to OSHA. If HHCS takes any steps to ascertain whether there are toxic substances in its workplace, employees have a right to access that information per New York State Law.

**EMPLOYEE EXPECTATION AND EVALUATIONS**

**Professional Expectations**

*Hours of Operation, Work Days, Week and Year and School Year:* The HHCS building will hope to be open each school day from 7am until 6pm, depending on the DOE space HHCS will be located in. If access to the building is needed outside of the specified hours, approval should be sought from the Principal or Executive. Special access will need to be scheduled two (2) weeks in advance to allow the administration to apply for the required permits. Employees work hours will be 8:15 AM – 4:00 PM, except on Wednesdays when the workday will end at 5:15 PM, unless otherwise specified in employees hire memo. Each full-time employee each day, at a time specified by the school, may take a 30-45 minute non-working lunch break. The work

year shall be as determined by school leadership and shall be subject to change at its discretion without prior notice. All staff members will be expected to be on time for all duties. If an employee is running late the employee must contact the Office Manager, Executive Director and the Principal before the start of his or her shift. The Chief Finance Officer will document all lateness. If an employee is excessively tardy without authorization, he or she will receive a written warning and be placed on thirty-day probation and may have his or her pay docked. Failure to correct this action can result in termination.

*Additional Hours and Work Days:* HHCS may require employees to report to work on days not originally scheduled as work days if appropriate to advance the educational program of the school. For example, teachers may be asked to attend presentations or seminars held outside of normal school hours, to provide small-group instruction outside of normal school hours, or to design and execute academic projects. Compensation, if any, shall be determined by the school. HHCS employees may take up to ten (10) personal or sick days throughout the fiscal year. These days will not roll over from one year to the next.

*Intersession:* HHCS will require all instructional staff to report to work for one week of Intersession. Employees may express their preference about which week to report, but the Executive Director will make the final determination. Staff will be given a \$1,000 stipend for their work during a full week of Intersession.

All regular full-time staff members will be encouraged to attend school events occurring outside of school hours. All regular full-time staff members will be required to attend and assist with trips, parent workshops and parent-teacher conferences. Additionally, all regular full-time staff members will be required to attend up to ten (10) evening or weekend activities beyond these activities.

**Criminal Conviction:** All employees of HHCS will be required to notify the Principal within five (5) days of any criminal conviction whether it occurred in or out of the workplace.

**Background Criminal Check:** Employees of HHCS will be required to successfully clear a background criminal check before their first day of work. If a situation arises where an employee must begin before clearance is received the employee must receive an Emergency Conditional Appointment that has been approved by the Board of Trustees. Under a conditional appointment, measures will be taken to ensure that the staff person is supervised on a regular basis to ensure the safety of students. Employees who have never been fingerprinted for the New York State Education Department or the





New York Board of Education must be fingerprinted at a facility approved by the New York State Division of Criminal Justice Services at the employee's own expense.

**Professional Evaluation Process:** Our intention is to hire the most qualified people available and to give them the maximum opportunity to succeed and attain professional growth. All staff members of HHCS will be expected to demonstrate progressive expertise in job performance and knowledge. The Principal will be responsible for the performance evaluation of all instructional and program staff. The Executive Director will evaluate the performance of all non-instructional staff. In both cases, the Principal and Executive Director will provide ongoing support and guidance to their respective staffs. Annual performance evaluations will be conducted to provide the opportunity to discuss job responsibilities, to identify and correct weaknesses, to recognize strengths and to discuss positive, purposeful approaches for meeting goals. These reviews and evaluations will serve as an objective basis from which recommendations for salary adjustments and other personnel decisions may be made. Evaluations for teaching staff will be conducted by the Principal through regular informal classroom visits throughout the year. The visits will be conducted for a range of reasons, including observation of student achievement, demonstration or modeling, assistance with guided reading, or observation of practice. The visits may not be announced. The purpose of this is not to make the staff member feel uncomfortable. To be effective in their roles, members of the school administration will require a good sense of the needs of the students and the staff. This will result from administration having a regular presence in the classroom. Teachers will be held accountable for student achievement through informal and formal observations as well as student assessments. Frequent assessment and analysis of data will ensure individual teachers are making progress towards student goals. Teacher evaluation and professional development will be aligned with meeting individual student and school wide goals. Once per year each teacher will have a formal evaluation that will be planned at least five (5) days in advance. After the formal evaluation the teacher who was evaluated will receive a performance evaluation based on the visits and observations of the Principal. For all non-teaching staff their respective Manager or Director (including the Executive Director) will discuss the staff person's performance and establish performance goals based upon the responsibilities and requirements of the position. The criteria of the evaluation for each position will be based on the school's operating values and the employee's job description. These criteria will be circulated prior to the evaluation. This criterion can be subject to change at any time without notice to the employee. We expect that staff will carry out their responsibilities fully and to the best of their abilities, and conduct themselves in a manner that best serves the interests of HHCS. The results of the formal evaluation will be kept in each employee's personnel file. If a staff person's work performance does not meet satisfactory standards, their Manager or Director, in conjunction with the Principal or Executive Director, may take any of the following steps: • Identify areas of weakness, counsel and recommend ways to address them within a specified time frame; • Warn the staff person orally, and if the problem(s) continue, warn the staff person in writing with a copy to the staff person's personnel file; and/or • Discharge the staff person.

These steps are not to be seen as progressive in nature. The Principal or Executive Director will take the step that is most appropriate under the circumstances.

**School Policies**

*Harassment Policy:* HHCS will strive to maintain an environment free from discrimination and harassment, where employees treat each other with respect, dignity and courtesy. To this end, HHCS will consider unacceptable any conduct or comments regarding a person's age, race, color, creed, sex, national origin, sexual orientation, disability, or other protected characteristic that fail to respect the dignity or feelings of the individual. Accordingly, discriminatory conduct or conduct characterized as harassment as defined below is prohibited. In general, ethnic or racial slurs and other verbal or physical conduct relating to a person's sex, race, color, religion, age, national origin, sexual orientation, disability or other protected characteristic constitute harassment when they unreasonably





interfere with a person’s work performance or create an intimidating work environment. Sexual harassment has been defined by federal and state law to include: Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment; (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile or offensive working environment. The types of conduct prohibited by this policy will include, but are not limited to: • Any demand for sexual favors that are accompanied by a promise of favorable job treatment or a threat concerning the employee’s employment or the terms and conditions thereof. • Subtle pressure for sexual favors, including implying or threatening that an applicant’s or employee’s cooperation of a sexual nature (or refusal thereof) will have any effect on the person’s employment or future job opportunities. • Repeated offensive or unwelcome sexual flirtations and advances; verbal comments, jokes or innuendo of a sexual nature; words or gesture of a sexual nature used to describe a person or depict a situation; or the display of sexually suggestive objects or pictures.

*All Other Discrimination and Harassment:* It will be the policy of HHCS that no discriminatory conduct by or against our employees will be tolerated. Harassment of any form will be prohibited, including, but not limited to: verbal, physical, or visual harassment of any kind; any form of sexual harassment (see description above); ethnic slurs; and creating or maintaining an intimidating, hostile or offensive environment. Harassment is prohibited in all relationships at the school including, but not limited to relationships between staff members and between staff and students.

**Investigation and Remediation:** If an employee believes that he or she has experienced harassment, or believes that he or she has witnessed harassment, that employee should immediately notify the Principal, Executive Director or any other managing personnel with whom that employee feels comfortable. All reports of harassment will be promptly investigated by the Principal, Executive Director or his or her designee who is not involved in the alleged harassment, and will be kept confidential to the extent possible. If an investigation confirms that harassment has occurred, the Principal or Executive Director will take appropriate corrective action, which may, upon a determination by the Principal or Executive Director, include, but not be limited to, an official memorandum in an employee’s personnel file or the termination of the offending employee. Documentation of the event, the investigation, and the remediation will be kept for at least three (3) years.

**Whistleblower Policy**

*General:* HHCS will require its directors, officers and employees to observe high standards of business and personal ethics, as such personal ethics relate to the organization, in the conduct of their duties and responsibilities. All employees and representatives of HHCS, must practice honesty and integrity in fulfilling responsibilities and comply with all applicable laws and regulations. This policy will not be a vehicle for reporting violations of the applicable human resources policies, problems with co-workers or managers, or for reporting issues related to alleged employment discrimination or sexual or any other form of unlawful harassment, all of which should be dealt with in accordance with the Employment Manual. The matters which should be reported under this policy include suspected fraud, theft, embezzlement, accounting or auditing irregularities, bribery, kickbacks, misuse of school assets or suspected regulatory, compliance, or ethics-related issues, concerns or violations.

*Reporting Responsibility:* It will be the responsibility of all directors, officers and employees to report in good faith violations or suspected violations of high business and personal ethical standards, as such personal ethics relate to the organization, and/or applicable legal requirements (“Violations”) in accordance with this Whistleblower Policy.

*No Retaliation:* No director, officer or employee who in good faith reports a Violation shall suffer harassment, retaliation or adverse employment consequence as a direct result of such report. An





employee who retaliates against someone who has reported a Violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the Organization prior to seeking resolution outside the Organization. Notwithstanding anything contained herein to the contrary, this Whistleblower Policy is not an employment contract and does not modify the employment relationship between HHCS and its employees, nor does it change the fact that employees of HHCS are employees at will. Nothing contained herein provides any director, officer, or employee of HHCS with any additional rights or causes of action, other than those already provided by law.

*Reporting Violations:* Questions, concerns, suggestions or complaints regarding the ethical and legal standards noted above should be addressed directly to the Chair of the Compliance Committee.

*Compliance Officer:* The Compliance Officer will be a designee of the Compliance Committee and will be responsible for investigating and resolving all reported violations and shall advise the Compliance Committee and, if the Compliance Officer deems it appropriate, the Principal and/or the ED, of all reported complaints and allegations of violations. The Compliance Officer will be required to report to the full Board of Directors at each regularly scheduled board meeting on compliance activity.

*Accounting and Auditing Matters:* The Compliance Committee of the Board of Directors shall address all reported concerns or complaints regarding corporate accounting practices, internal controls, or auditing. The Compliance Officer shall immediately notify the Compliance Committee of any such complaint and work with the committee until the matter is resolved. Promptly upon receipt, the Compliance Committee shall evaluate whether a complaint constitutes an accounting complaint and if so shall promptly determine what professional assistance, if any, it needs in order to conduct an investigation. The Compliance Committee will be free in its sole discretion to engage outside auditors, counsel or other experts to assist in the investigation and in the analysis of results.

*Investigations:* The Compliance Officer may delegate the responsibility to investigate a reported violation, whether relating to accounting and auditing matters or otherwise, to one or more employees of HHCS or to any other individual, including persons not employed by HHCS, selected by the Compliance Officer; provided that the Compliance Officer may not delegate such responsibility to an employee or other individual who is the subject of the reported violation or in a manner that would compromise either the identity of an employee who reported the violation anonymously or the confidentiality of the complaint or resulting investigation. Notwithstanding anything herein to the contrary, the scope, manner and parameters of any investigation of a reported violation shall be determined by the Compliance Committee in its sole discretion and HHCS and its employees will cooperate as necessary in connection with any such investigation.

*Acting in Good Faith:* Anyone filing a complaint concerning a violation will be required to act in good faith and have reasonable grounds for believing the information disclosed may indicate a violation of such standards. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

*Confidentiality:* In making a complaint or submission, an employee of HHCS may request that such complaint be treated in a confidential manner. HHCS will take reasonable steps to attempt in good faith that the identity of the employee making the complaint remains anonymous. HHCS takes seriously its responsibility to enforce this Whistleblower Policy and therefore encourages any employee reporting a violation to identify him or herself so as to facilitate any resulting investigation. Employees may, however, submit complaints on an anonymous basis. Reports of violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.

*Handling of Reported Violations:* The Compliance Officer will notify the sender and acknowledge receipt of the reported violation or suspected violation within five (5) business days, but only to the extent the sender's identity is disclosed or a return address is provided. All reports will be promptly





investigated; the scope of any such investigation being within the sole discretion of the Compliance Committee, and appropriate corrective action will be taken if warranted by the investigation.

*Records:* The Compliance Committee will retain on a strictly confidential basis for a period of seven (7) years (or otherwise as required under HHCS record retention policies as amended from time to time) all records relating to any complaint and to the investigation and resolution thereof. All such records are confidential to HHCS and such records will be considered privileged and confidential.

**Alcohol, Smoking, and Drug Policies:** In keeping with the HHCS policy of ensuring a safe and healthy work environment, smoking or having or using alcohol or drugs will be prohibited throughout the workplace. State Law prohibits smoking in all school buildings, including buses. State Law also prohibits school employees from selling, distributing, attempting to sell or distribute, or being under the influence of alcohol or any controlled substance while on school property. This policy will apply equally to all employees, students, and visitors. If an employee believes that he or she has knowledge of an incident involving smoking, alcohol, or drug use that occurred on school property that employee should immediately notify the Principal, Executive Director or any other managing personnel with whom that employee feels comfortable.

All reports of an incident involving smoking, alcohol, or drug use that occurred on school property will be promptly investigated by the Principal, Executive Director, or his or her designee who is not involved in the alleged incident, and will be kept confidential to the extent possible. If an investigation confirms that an incident has occurred, the Principal or Executive Director will take appropriate corrective action, which may, upon a determination by the Principal or Executive Director, include, but not be limited to, an official memorandum in an employee's personnel file or the termination of the offending employee. Documentation of the event, the investigation, and the remediation will be kept for at least three (3) years. HHCS will retain the right to search or test to maintain the safety, security, productivity, or quality of HHCS and its community members; or if it will aid in an investigation of workplace accidents, but only if there is a valid reason to search or test. HHCS will comply with applicable laws and regulations for searching and testing. All drug testing will be done fairly and the school will administer tests that conform to the scientific requirements of the New York Drug Testing Act. All results of testing and searching will be kept confidential.

**Property Searches:** All school property will belong to HHCS including, but not limited to, desks, chairs, bookcases, computers, phones, and file cabinets. No person, including any staff member, has any right to privacy with respect to these items or locations. School equipment and instructional materials should not be used for any personal business without prior approval from the Executive Director and Principal. Employees will also have no expectation of privacy with respect to all communications, including but not limited to telephone, voicemail, e-mail, and Internet use. HHCS will not be responsible for loss or damage of any employee's personal property, even if the damage or loss occurs on school grounds.

**Confidentiality:** Employees of HHCS may not release any privileged information about HHCS, its students, its activities, or the activities of its personnel except as normally required by their duties or as expressly permitted by the Principal. Examples of confidential information include, but are not limited to: \* Report cards; \* Medical records; \* Residence and contact information; and \* Special Education records.

Only parents and guardians who have custody of their children and personnel mandated by law are allowed to see confidential information. Any applicable law or regulation supersedes a parent or guardian from seeing confidential information (i.e. a restraining order, a court order). No employee shall publish, disclose, use, or authorize anyone else to publish, disclose, use, or in any way cause to be published, disclosed or used, any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with this organization, unless otherwise provided by the Principal. Any document or other material containing such information is required to be returned to the Principal upon an employee's termination or resignation. If an employee





finds it necessary to release privileged information about HHCS, its students, its activities, or the activities of its personnel except as normally required by their duties or as expressly permitted by the Principal, that employee must submit a written request to the Principal. The request must include the information to be released as well as to whom the information is being released in order to be considered. Failure to secure permission before releasing privileged information can result in disciplinary action, including termination. The obligation for employee confidentiality continues after employment has been terminated.

**Telecommunication Policy:** HHCS will provide computer and communication systems to support its business activities. These systems may include, but are not limited to: PC's, software, telephone, voicemail and electronic mail systems, all centralized computer equipment, networks, and access to the Internet. Each user will be personally responsible to ensure that these guidelines are followed. No employee of HHCS should use any computers or communications systems for any non-school related business. All data in any HHCS computer and communication systems (including, but not limited to, documents, and other electronic files, email and recorded voicemail messages) will be the property of HHCS. HHCS may inspect and monitor such data at any time. HHCS may also monitor usage of the Internet by employees, including reviewing a list of sites accessed by an individual. No individual should have any expectation of privacy for electronic communications or account information in the system, including, but not limited to, documents, emails or messages marked "private," which may be inaccessible to most users but remain available to HHCS. The deletion of a document or message may not prevent HHCS from having access to the item or completely eliminate the item from the system. Likewise, no individual should have any expectation of privacy in terms of his or her usage of the Internet. In addition, HHCS may restrict access to certain sites

that it deems are not necessary for business purposes. HHCS's computer and communication systems may not be used to create, transmit, access, receive, print, download or solicit material that is illegal, unauthorized, inappropriate, derogatory, obscene, sexually explicit or offensive, such as slurs, epithets, or anything that may be construed as harassment or disparagement based on race, color, national origin, citizenship, sex, sexual orientation, disability, age or religious or political beliefs. For example, the display or transmission of sexually explicit images, messages, jokes and cartoons is not allowed. Similarly, computer systems may not be used to lobby, solicit or proselytize others for commercial purposes, causes, outside organizations, chain messages or other non-job-related purposes. Likewise, employees should not download or disseminate copyrighted material, load or execute unlicensed software on the school's computers or conduct any other activity in violation of applicable law or regulations. Employees will be prohibited from intentionally disrupting the network, destructing or altering information, unauthorized interference with private information, and provision of access to unauthorized persons. Employees will assume all risks associated with using the network, including indemnification of the school if it is sued for damage caused by the employee's actions on or through the network. Employees will be asked to notify their immediate supervisor, or any member of management upon learning of violations of this policy. Employees who violate this policy will be subject to disciplinary action, up to and including termination of employment. HHCS will have no duty to inform any employee of changes to this policy.

**Employee Files and Employee Record Policy:** HHCS will keep a confidential file on each employee that may include, but is not limited to, the following items: application materials and resume, letters of hire and acceptance, copies of certificates and licenses, performance evaluations, letters of commendation and/or warning letters regarding job performance, records of all disciplinary actions, a signed code of ethics, and documentation required by state or other regulatory agencies. HHCS will be committed to the laws and general principles of employee confidentiality as set forth in the Health Insurance Portability and Accountability Act (HIPAA) with regard to the dissemination of private health information (PHI) of Agency employees. In order to comply with all rules and regulations, including the ADA, HHCS will keep all medical records and all other necessary documents in a





separate file. Employee files will be the sole property of HHCS. Employees may view their personnel file upon request and in the presence of the Principal or ED.

HHCS will only release information on school personnel as consistent with all applicable rules and regulations. When legally mandated to release information on school personnel, HHCS will do so without employee notification. If an employee requests HHCS to release information to an outside party, that request must be put in writing to the ED. It is at the sole discretion of the ED, unless mandated by applicable laws and regulations, if the information is released or not.

**Conflict of Interest:** A conflict of interest will be when any employee, Board of Trustee, or other person in a position in authority has competing personal or professional interests. All employees will be required to sign a conflict of interest agreement stating that they will not derive any personal profit or gain (excluding salary from HHCS), directly or indirectly, by reason of his or her participation with HHCS. Each individual shall disclose to the Principal or designee any personal interest which he or she may have in any matter related to HHCS and not participate in any decision on that matter. It will be the policy of HHCS to excuse any staff, Board of Trustee, or other interested party from any part of the hiring process when the potential employee in question is a relative of the employee, Board of Trustee, or interested party.

### STUDENT-RELATED POLICIES

**Mandatory Reporting:** All staff members of HHCS will be considered mandated reporters under Section 413 of the New York State Social Services Law. Mandated reporters are legally required to initiate a report under this statute's provisions when they have reasonable cause to suspect that a child is abused or maltreated. HHCS will require all staff members who suspect that a child is a victim of child abuse, maltreatment or neglect to immediately bring the matter to the attention of the Principal before completing all other mandatory reporting requirements. It will be the responsibility of every staff member to report any suspected child abuse, maltreatment or neglect directly to ACS. The form to be filled can be found in the Main Office or via the website: <http://www.ocfs.state.ny.us>. HHCS will also be submitting a report to the appropriate authorities in accordance with the law. Any staff member's failure to report suspected child abuse, maltreatment or neglect may render HHCS and the individual employee civilly and/or criminally liable. Reporting suspected child abuse, maltreatment or neglect in good faith will protect the reporting employee and HHCS from being legally liable. New York law defines an "abused child" as a child under eighteen (18) years of age whose parent or person legally responsible for his or her care inflicts or allows to be inflicted serious physical or mental injury by other than accidental means, or commits or allows to be committed an act of sexual abuse. A "maltreated child" is any child under eighteen (18) years of age whose parent or person legally responsible for him or her fails to provide him or her with food, clothing, shelter, education, medical or surgical care, who abandons the child, who uses excessive corporal punishment, or who uses drugs or alcohol to the point where he or she loses control of his or her actions. Although New York law defines child abuse and maltreatment narrowly, HHCS will require employees to report suspicion of any serious physical or mental injury (other than by accidental means) or sexual abuse to the Principal and ACS directly, regardless of who the suspected perpetrator. In all situations involving suspected or alleged child abuse or maltreatment, HHCS will endeavor to act in the best interests of the student and to cooperate with the appropriate authorities.

**Corporal Punishment:** Staff members of HHCS should not touch students, unless safety intervention is necessary to protect a child's physical well-being, or the well-being of another person. In the event of a classroom emergency in which a child needs to be physically restrained staff members should notify the Principal or designee to the extent possible. Corporal punishment is prohibited by New York state law and by HHCS. Corporal punishment will result in immediate termination. Prohibited actions include: taking away a child's chair and requiring him or her to stand; requiring a child to sit with his or her face to the wall; requiring a child to perform a repetitive physical task such as writing the same





phrase over and over; and requiring a child to affix something to her body as a symbol of bad behavior, such as tape over her mouth. Any employee who becomes aware of an incident of corporal punishment must report that incident immediately to the Principal.

**Student Medicine Policy:** A parent or guardian requesting that medication be administered to their child during the school day will be required to submit the following in writing during school hours to the School Nurse: 1. a letter of request and authorization that contains all information required by SBESE policy; 2. written orders for all medications to be given at school, including annual renewals at the beginning of the school year; 3. a written description by physician or dentist of the desired effects and the child-specific potential of adverse side effects; 4. a prescription for all medications to be administered at school, including medications that might ordinarily be available over the counter; 5. a list of all medications that the student is currently receiving at home and school, if that listing is not a violation of confidentiality or contrary to the request of the parent/guardian or student; 6. a list of names and telephone numbers of persons to be notified in case of medication emergency in addition to the parent or guardian and licensed person prescribing the medication; 7. arrangements for the safe delivery of the medication to and from school in the original labeled container as dispensed by the pharmacist; the medication shall be delivered by a responsible adult; and 8. unit dose packaging shall be used whenever possible.

Medicine shall be stored in a locked cabinet, closet, or drawer with access only provided to the nurse and the Principal. Only the nurse can administer medications. Medication will be stored only in its originally labeled container as dispensed by the pharmacist and will be stored with a photograph of the child whom will be receiving the medication. Staff members of HHCS, under no circumstances, will be permitted to administer any form of medicine to a student.

## JOB DESCRIPTIONS FOR HHCS STAFF

### Executive Director Job Description

The Executive Director reports directly to the board and is responsible for ensuring the effective implementation of policies established by the board and the charter. The Executive Director manages directly the Principal and the Chief Finance Officer, and through these two manages the rest of the staff. The Executive Director makes final decisions about, but not limited to, hiring, budgeting, legal, compliance, planning and resource allocation.

**Specific Responsibilities:** • Sets the vision for the school and specific means of executing that vision, including school programming and partnerships, while continuing to support and encourage the mission of HHCS in its day-to-day operation, • Recruits and hires and fires all staff, with input from the Principal. Gives significant weight to the recommendation of the Principal in hiring instructional staff, • Maintains communication with HHCS’s authorizer and is liaison between NYSED and the HHCS Board. Oversees production and submission of all required reports to NYSED, • Fosters a collaborative leadership culture among the school’s leadership team, • Responsible for success of all school programs and ensures that the school is in compliance with the school’s approved charter, Board policies, appropriate governmental statutes, its authorizer’s and NYSED regulations and all other applicable governmental laws and regulations, • Communicates vision of the school to the public and the press; represents the school to parents, community leaders, and the general public. Is responsible for all communications and marketing, • Is the public face of the school in the community, working to build a strong, mutually respectful connection between the school and families and other stakeholders, • Works with the Family-School Organization to ensure that all parents are engaged in all aspects of the life of the school and have the opportunity to provide input, • Leads all fundraising and development initiatives, including grant writing and private fundraising, • Oversees and implements parent outreach and student recruitment process, • Works directly with contracted accounting professionals, the Business Manager and with the Board to ensure financial stability, sound





fiscal planning, effective asset management and full compliance with government and charter audit requirements.

*Qualifications:* (1) Minimum 5 years experience in business, urban education or similar subject areas, at least 3 of which have been in a supervisory role, with knowledge of leadership principles and practices gained through work experience and formal education; (2) Advanced Degree such as Masters Degree Business, Educational Leadership, Finance or Law; (3) An understanding of low-income communities and instructional practice including those related to delivery of instruction, development of curriculum and assessment of staff and student performance; (4) An understanding of finance, budgeting, and operations; (5) Exceptional speaking and writing skills; (6) Exceptional interpersonal skills, effective communication and motivational skills; (7) A demonstrated ability to build partnerships with multiple stakeholders from a variety of backgrounds; (8) Facility with computer technology in gathering information and coordinating technical resources for students, teachers and classrooms.

**Principal Job Description**

The Principal is the instructional leader of the school. The Principal supervises and evaluates all instructional and program staff, overseeing directly the first line officers including Vice Principal, Director of School Culture, Special Education Coordinator, and the Instructional Coach. Through the first line officers, the Principal oversees the Subject Area Teachers, Social Workers and Counselors, Parents Coordinator and Teachers. The Principal ensures that the educational program is meeting the goals of the charter through coordinating the educational programs, professional development, curriculum design, and staff accountability.

**Specific Responsibilities:** • Ensures high academic outcomes as identified in HHCS’s charter, • Responsible for the curriculum, all instructional materials and implementation, • Sets academic vision for the school and ensures that all staff are mission-aligned, • Leads staff and teachers in the development and on-going improvement of an academic program tailored to the needs of the school’s students, • Makes hiring recommendations to the Executive Director, and leads hiring process for instructional and programming staff, • Aids teachers in implementing effective instruction; monitors student achievement, • Oversees Advisory program, • Trains, supervises and evaluates all instructional staff and teachers, providing recommendations to the Executive Director on recruitment, retention, hiring and firing decisions, • Works with staff to create professional development plans, • Fosters collegiality and collaborative decision making among staff, • Oversees development and maintenance of school culture, including discipline system, • Plans all staff professional development, • Works with ELL Instructor(s) and Special Education Coordinator to make sure identified students receive designated services.

*Qualifications:* (1) Minimum 5 years experience in education administration, urban education, at least 3 of which have been in a supervisory role, with knowledge of leadership principles and practices gained through work experience and formal education; (2) Masters Degree in Education, Masters Degree in Healthcare Administration or related subjected areas; (3) A thorough understanding of instructional practice including those related to delivery of instruction, development of curriculum and assessment of student performance; (4) A demonstrated ability to use data to analyze and improve performance; (5) Exceptional speaking and writing skills; (6) Exceptional interpersonal skills, effective communication and motivational skills; (7) Demonstrated ability to create a positive school culture; (8) Ability to impart a sense of urgency and relentlessness to instructors and all pedagogical and program staff.

**Vice Principal Job Description**

The Vice Principal assists the Principal as assistant instructional leader of the school. The Vice Principal directly supervises and evaluates all the teachers, counselors and social workers. Working





under the direction of the Principal, the Vice Principal ensures that the educational program is meeting the goals of the charter through coordinating the educational programs, professional development, curriculum design, and staff accountability.

**Specific Responsibilities:** • Assist the Principal to ensure high academic outcomes as identified in HHCS’s charter, • Assists the Principal with the curriculum, all instructional materials and implementation, • Work with the Principal to set academic vision for the school and ensures that all staff are mission-aligned, • Leads staff and teachers in the development and on-going improvement of an academic program tailored to the needs of the school’s students, • Trains, supervises and evaluates all instructional staff and teachers, providing recommendations to the Executive Director on recruitment, retention, hiring and firing decisions, • Works with staff to create professional development plans, • Fosters collegiality and collaborative decision making among staff, • Perform other services as required by the Principal.

**Qualifications:** (1) Minimum 4 years experience in education administration, urban education, at least 3 of which have been in a supervisory role, with knowledge of leadership principles and practices gained through work experience and formal education; (2) Masters Degree in Education, Masters Degree in Healthcare Administration or related subjected areas; (3) A thorough understanding of instructional practice including those related to delivery of instruction, development of curriculum and assessment of student performance; (4) A demonstrated ability to use data to analyze and improve performance; (5) Exceptional speaking and writing skills; (6) Exceptional interpersonal skills, effective communication and motivational skills; (7) Demonstrated ability to create a positive school culture; (8) Ability to impart a sense of urgency and relentlessness to instructors and all pedagogical and program staff.

**Chief Finance Officer Job Description**

The Chief Finance Officer reports directly to the Executive Director and is responsible for ensuring financial viability and the effective management of the school. The Chief Finance Officer manages finance, budgets, human resources, admissions, facilities, student records, food services, the generation of required reports, and other operational and compliance responsibilities. The Chief Finance Officer will supervise and evaluate non-instructional, non-program staff, including the Office Manager and Operations Associate.

**Specific Responsibilities:** • Maintains system to address facility needs, • Manages all classroom spaces, including set-up and break-down at beginning and end of year, respectively, • Oversees school environment to ensure that it is ready and safe for students on a daily basis, • Manages contracted services, • Manages school meals, • Ensures compliance with Department of Health standards, • Oversees handling of all Human Resources administration, including all paperwork for new hires and exit interviews and paperwork for terminations, • Selects and manages relationships with vendors/brokers and manages enrollment of health plans and retirement plans for all staff, • Selects and manages relationships with vendors/brokers for school-wide insurance policies per approval by the Executive Director, • Manages all compliance responsibilities including Titles I-V, teacher certification and fingerprinting, safety, fire drill coordinator, health, software compliance, COBRA letters, student lottery, annual Sexual Harassment seminar, and any legal issues, • Manages compliance related to By-Laws and charter renewal, • Other duties, as assigned by the Executive Director.

**Qualifications:** (1) Demonstrated record of leadership, management and interpersonal skills; (2) Bachelor’s Degree or higher in Operations Management, Organizational Management, Business or related field; (3) At least three years previous experience in Operations capacity at a charter school or similar environment; (4) Knowledge of/experience with relevant laws, regulations, and charter authorizer requirements.





### Director of Development Job Description

The Director of Development is responsible for assisting the Chief Finance Officer with the financial and personnel growth of the school. He or she will work with the Technology Specialist to implement effective website and web-based fundraising. The Director of Development will manage all fundraising initiatives, including grant proposals, relationships with individual donors, and any fundraising events. He or she oversees the work of the Technology Specialist and reports to the Chief Finance Officer.

- Specific responsibilities:**
- Assists the Director of Development with application to and administration of all competitive grants,
  - Assists the Director of Development with all fundraising events, including follow up
  - Develops relationships with potential donors,
  - Recruits candidates for all existing and new staff positions,
  - Represents school at hiring fairs, screen resumes, conduct initial phone interviews,
  - Develops opportunities for HHCS students, such as jobs, internships or summer programs,
  - Oversees external communications, including press releases, community newsletter, annual report and other publicity materials,
  - Other duties as assigned by the Director of Development.

**Qualifications:** (1) Demonstrated record of success in development and/or talent recruitment field; (2) Bachelor’s degree or higher in communications or other communications-related field; (3) Exceptional written and verbal communication skills; (4) Knowledge/experience of relevant technology; (5) Ability to quickly develop and maintain relationships with potential employees, donors, press and other constituencies to the benefit of HHCS.

### Special Education Coordinator Job Description

The Special Education Coordinator oversees special education services, testing accommodations, fulfillment of IEP mandates and coordination with the CSE. The Special Education Coordinator will also be a Special Education Instructor, with part-time administrative responsibilities.

- Specific Responsibilities:**
- Oversees special education and related services, programs and grants, and ensures compliance with state and federal laws and regulations related to the implementation of IDEA,
  - Remains current regarding laws, policies, trends and best practices related to education in general and special education programs specifically, and shares this knowledge with administrators and staff on a regular basis,
  - Conducts all diagnostic testing required for accommodations by the College Board for SATs, PSATs, and other college entrance exams,
  - Provides training on UDL system of instruction and assists teachers with UDL planning,
  - Ensures that all students with disabilities receive appropriate testing accommodations during all assessments, including when taking Regents Exams,
  - Expands learning opportunities for students in an on-going effort to update opportunities, improve services and programs, offer instructional pathways based on best practices and maximize progress,
  - Provides support with complex IEPs including facilitating meetings and advising stakeholders,
  - Attends all IEP meetings with the CSE and coordinates participation of other school personnel, parents and students,
  - Ensures that IEPs are updated and submitted in a timely fashion,
  - Provides reports each trimester to the Principal,
  - Other duties as determined by the Principal.

**Qualifications:** (1) Minimum Masters Degree; (2) Valid NYS Special Education Certification; (3) Special Education administrative and teaching experience in an urban public or charter school, preferably in a high school setting; (4) Demonstrated ability to work effectively and collaboratively with multiple stakeholders; (5) Extensive knowledge of provisions of IDEA, Section 504, assessment and curriculum for Special Education student; (6) Demonstrated ability to implement Special Education strategies and accommodations, particularly UDL; (7) Extraordinary organization skills, allowing for detailed tracking of data, coordinating and following through on IEP meetings and procedures, and tracking of progress of students with disabilities.





### **Director of School Culture Job Description**

The Director of School Culture is responsible for implementing the positive culture of the school, as well as maintaining high behavioral standards through enforcement of the school discipline policy.

The Director of School Culture reports to the Principal.

**Specific Responsibilities:** • Sets positive culture for the school through supervising E-Score system, tracking positive phone calls by teachers, creating events and awards, planning reward assemblies, dress-down days, reward trips, and other forms of positive recognition, • Serves as main point of contact for parent, pro-actively contacting parents of students who struggle with behavior or attendance requirements, • Implements discipline policy on day-to-day basis, including following HHCS procedure for notification and administration of consequences, • Conducts student observations and/or Functional Behavior Analyses for students who have persistent behavioral issues, • Develops behavior plans for those students who require such plans, • Administers detention or other consequences, • Conducts home visits, as needed, • Oversees the work of the Parent/Community Coordinator. Other duties, as directed by the Principal

**Qualifications:** (1) Minimum Bachelor's degree, Master's Degree preferred; (2) Background in School Counseling (certification preferred); (3) Excellent written and verbal communication ability; (4) Attention to detail and ability to manage multiple data systems at once; (5) Spanish-speaker a plus

### **Business Manager Job Description**

The Business Manager is responsible for maintaining all financial systems and operations of the school. He or she will report to the Chief Finance Officer.

**Specific Responsibilities:** • Posts all revenues, bank deposits, expenses, check disbursements in accounting system and maintains files of all related accounting documents, • Manages all payroll responsibilities including relationship with payroll service, electronic payroll processing, W-2 and 1099 distribution, time sheet management, posting payroll expenses in accounting system, filing of related documents using Binder System, • Tracks all days off (vacation, sick, personal, jury duty, bereavement, excused absences for professional development) and researches ways to automate tracking and communicating this to staff members, • Manages contracted services, • Manages school meals, • Handles Human Resources administration, including all paperwork for new hires and exit interviews and paperwork for terminations, • Manages enrollment of health plans and retirement plans for all staff, • Manages all compliance responsibilities including Titles I-V, teacher certification and fingerprinting, safety, fire drill coordinator, health, software compliance, COBRA letters, student lottery, annual Sexual Harassment seminar, and any legal issues, • Managing compliance related to By-Laws and charter renewal, • Other duties, as assigned by the Chief Finance Officer.

**Qualifications:** 1) Demonstrated record of organization and interpersonal skills; (2) Bachelor's Degree or higher in Business Management, Finance, Accounting or other similar field; (3) At least two years previous experience in business or finance capacity at a charter school or similar environment; (4) Knowledge of/experience with relevant laws, regulations, and charter authorizer requirements.

### **Nurse Job Description**

Manage and coordinate the assigned school's health instructional (Certified Nurse Assistant –CNA) and services programs based on requirements established by school policies, procedures, and protocols, and by local, state and national regulations and statutes; maintain and operate the school clinic including the supervision of clinic staff.

**Specific Responsibilities:** • Ensure compliance with procedures, protocols established by the school and the charter;  
• Provide certified nursing education and nursing care, physical screening to students. • Assess students and implement first aid measures for students as needed; assume responsibility for appropriate assessment, planning, intervention, evaluation,





management, and referral activities for students, counsel with students concerning problems such as pregnancy, sexually transmitted diseases and substance abuse in order to facilitate responsible decision making practices. • Implement and record required screening programs; notify parents when further medical evaluation is indicated; • Establish and update health and immunization records. • Prepare and maintain student clinic records and prepare required reports. • Administer daily and PRN (as needed) medications and nursing care procedures prescribed by the student's physician. • Initiate emergency procedures for students and staff as needed. • Develop Individual Health Care Plans and 504 Plans for students on a case by case basis. • Complete the preliminary nursing assessments and assist the physician with the child-study physical examinations for students in the child study process. • Orient the staff and teach specific medical procedures for the evaluation and maintenance of the medically involved student in the classroom. • Present, train and maintain appropriate standards from OSHA regarding contact with, and possible exposure to blood borne pathogens and other potentially infectious body materials within the school or employment setting. • Provide health education and anticipatory counseling. • Follow procedures for suspected cases of child abuse and neglect. • Act as a liaison between the school, home health department professionals, and other community agencies. • Coordinate presentations by various agencies and professionals on CNA program and on pertinent health care topics for school students and staff. • Maintain clinic equipment and assesses the need for consumable supplies on an annual basis. • Manage the process for third party billing with Medicaid to obtain reimbursement for skilled nursing care. • Perform related work as required.

*Qualifications:* (1) Graduate from an accredited nursing program, Bachelor of Nursing Degree preferred; (2) licensed as a registered nurse in the NY and in good standing with the State Board of Nursing; (3) a minimum of three to five years nursing experience and experience in community health, pediatrics, emergency care and triage, psychiatry, and/or a physician's office preferred; (4) valid CPR certification; (5) possession of a valid driver's license.

**Instructional Coach Job Description**

The Instructional Coach has the same job description as the Subject Area Teachers (see below), with the following additional responsibilities and qualifications. As HHCS grows, one Instructional Coach will become a Senior Instructional Coach and focus exclusively on assisting teachers with growth and development in a non-evaluative capacity.

**Specific Responsibilities:** • Observes each Subject Area Teacher at least once every two weeks, conducting pre- and post observation Conferences, • Provides additional, non-evaluative coaching on areas of lesson and unit planning, delivery of instruction, standards alignment, classroom management, and assessment, • Other duties, as directed by the Principal

*Qualifications:* (1) Minimum five years teaching experience in an urban or charter high school; (2) Minimum one year experience as Coach, Department Head, or other intermediary instructional leadership position

**Subject Area Teacher Job Description (Including Special Education Instructor and ELL Specialists)**

- Subject area teachers, including Special Education and ELL Teachers, are responsible for ensuring that all students in their classes are achieving at high levels both academically and socially, and are prepared for Regents Exams. All subject area teachers report to the Principal.

**Specific Responsibilities:** • Executes the mission of HHCS including high academic achievement, the application of critical thinking skills and ethical standards to learning, and living and problem solving through

individual teaching and learning practices, • Believes that every child can and will achieve high academic standards and provides consistent support to our students no matter how challenging the individual situation may be, • Consistently reflects on self, as well as instructional practices, to achieve these academic goals, • Plans student learning and individual achievements based on long and short-





term goals, and program objectives, • Selects and uses effective instructional methods and learning materials, • Establishes a cooperative relationship with all assigned students, • Manages the classroom in a positive manner and keeps students on task, • Attends, participates, and facilitates team meetings and professional development

opportunities, as well as common planning times, • Communicates and collaborates with peers, sharing student work, methodologies, and strategies as well as coordinating lesson topics with other teachers in order to create a coherent curricular design to achieve the overall purposes of the HHCS school program, • Communicates regularly with parents about both positive and negative interactions with students, making a minimum of two positive contacts (phone, email, or text message) with parents per week, • Prepares, administers, and reviews all required student assessments, • Meets regular and predictable attendance requirements, • Maintain duties as Advisor, • Other duties, as assigned by the Principal.

**Qualifications:** (1) Minimum Bachelor’s degree in subject area to be taught, Master’s Degree preferred; (2) Minimum of two years teaching experience in an urban public high school or charter school setting; (3) Proven track-record of high achievement in the classroom and commitment to accountability; (4) Belief in and alignment with HHCS’s core beliefs and educational philosophy; (5) Valid New York State Certification, except in cases where the Principal shall make an exception under the terms of this Policy, in compliance with all applicable laws and regulations.

**Social Worker and School Counselor Job Description**

The Social Worker and School Counselors will support the school in addressing the social, emotional and developmental needs of the school’s students and families, and in helping students and families access appropriate services and resources. They report to the Principal.

**Specific Responsibilities:** • Provides mandated counseling services pursuant to students’ IEPs, • Provides “at-risk” counseling for students referred by staff or self-referred, for those students whose behavior, school progress, or mental or physical impairment indicates a need for assistance, • Conducts student observations and/or Functional Behavior Analyses for students who have persistent behavioral issues, • Develops behavior plans for those students who require such plans, • Coordinates external services for those who require, • Develops and reviews service plans in consultation with students, their families, and school staff, and performing follow-up assessing the quantity and quality of service provided, • Supports school staff in addressing issues such as suspected child abuse and neglect. Training school staff in their role as mandated reporters; acting as school liaison with Administration for Children’s Services, • Maintains case history records and preparing reports, • Trains staff on compliance with the Dignity for All Students Act, • Addresses emergency situations impacting students, such as leading group counseling sessions that provide support in areas such as grief, stress, or chemical dependency, • Arranges for medical, psychiatric, and other tests that may disclose causes of difficulties and indicate remedial measures, • Interviews students individually, in families, or in groups and assessing their circumstances, capabilities and problems, to determine what services are required to meet their needs, • Other duties, as assigned by the Principal.

**Qualifications:** (1) Masters degree or higher in School Counseling or Social Work, as appropriate; (2) Appropriate New York State Certification; (3); Minimum three years experience working as a school counselor in an urban public or charter school; (4) Demonstrated ability to work productively with staff and with diverse populations of students, parents, and families, including students with disabilities or students with limited English proficiency; (5) Demonstrated understanding of issues facing children and youth, especially in urban environments; (6) Spanish-speaking a plus.

**College Counselor Job Description**





The College Counselor supports students and parents through the college application process, and ensures that students have a realistic, workable and comprehensive post-secondary plan. A College Counselor will be hired in Year 3, and a second College Counselor will be hired in Year 4. The College Counselor reports to the Principal.

**Specific duties:** • Teaches 11th or 12th grade College Bound course, • Meets individually with students and their families to collaboratively devise post-secondary plan, • Serves as main liaison between the school and representatives from colleges, universities, training programs and trade schools, • Facilitates visits from admissions officers and representatives of post-secondary institutions, • Oversees all aspects of college application process, including financial aid and scholarships, • Writes counselor recommendations and secondary school reports for all students, and coordinate letters of recommendation from teachers, • Coordinates all PSAT testing and ensure that students are signed up for SAT/ACT, • Oversees and manage the college office • Creates all college office material, including school profile and secondary school report, • Provides professional development or trainings for staff when appropriate, • Utilizes technology to assist with college searches, track applications and send documents, • Creates programs to help pending graduates transition to college, • Publicizes college acceptances, financial aid awards, and scholarship, • Other duties, as assigned by the Principal

**Qualifications:** (1) Bachelor’s degree required, Masters Degree preferred; (2); Minimum three years experience working as a college counselor in an urban public or charter high school; (3) Demonstrated ability to work productively with staff and with diverse populations of students, parents, and families, including students with disabilities or students with limited English proficiency; (4) Understanding of post-secondary options for students, including colleges, trade schools, and training programs; (5) Excellent oral and written communication skills; (6) Exceptional organizational skills; (7) Ability to represent the school to colleges, trade schools, and training programs.

**Alumni Counselor Job Description**

The Alumni Counselor will be hired in Year 5. He or she helps students makes the transition from high school to college, and provides support for alumni through four years of college. The Alumni Counselor reports to the Principal.

**Specific Responsibilities:** • Communicate with students in their first year of college, including visiting alumni at college, • Maintain alumni directory and up-to-date contact information for alumni, • Create programs to help pending graduates transition to college, • Helps alumni access resources and supports at their own college, • Assists alumni with summer internships, graduate school applications, job search process, • Other duties, as assigned by the Principal

**Qualifications:** (1) Bachelor’s degree required; (2); Experience working with high-need high-school and college-aged youth from first-generation backgrounds; (3) Demonstrated understanding of college life, supports and resources; (4); Excellent oral and written communication skills; (5) Exceptional organizational skills;

**Office Manager Job Description**

The Office Manager is the first point of contact for many parents and other visitors, and is responsible for making the school a welcoming, open environment. The Office Manager reports to the Chief Finance Officer and supervises the School Aide in Year 4.

**Specific Responsibilities:** • Answers and redirects, as needed, general telephone and email inquiries, • Maintains office appliances, • Tracks and replenishes office supplies, • Coordinates internal meetings and appointments, • Manages postal operations, • Manages student recruitment process, including outreach and tours for parents, • Ensures student enrollment is at the correct count, • Carries out administrative tasks with respect to recruitment, lottery administration, and enrollment as directed by Chief Finance Officer, Principal or Executive Director, • Manages student transportation, including





procurement and distribution of MetroCards, and all transportation requirements for field trips, • Coordinates school-parent communications, including mailings or reminder phone calls, • Manages system to address facility needs, • Schedules and logs fire alarms, in accordance with the law, • Other duties, as directed by the Chief Finance Officer, Principal, or Executive Director

*Qualifications:* (1) Minimum Associate’s Degree or Business training; (2) Demonstrates and successful record of prior employment in administrative, secretarial, or office manager capacity in an educational environment; (3) Knowledge of and experience with relevant technologies; (4) Spanish speaker a plus.

**Parent and Community Coordinator Job Description**

The Parent and Community Coordinator will work with parents and the community. He or she will report to the Principal. The Parent and Community coordinator is the chief liaison between parents and the school.

**Specific Responsibilities:** • Increases parent involvement in the school by working closely with school, parent, and community organizations, • Serves as facilitator for parent and school community concerns and issues, • Assists with recruitment of incoming students, • Conducts outreach to engage parents in their children’s education, • Convenes regular parent meetings and events around topics of key concerns to parents, • Works with the Family-School Association when asked to provide assistance in establishing by-laws and conducting their affairs, • Organizes and facilitates meetings of the Family-School Association • Maintains ongoing contact with community organizations that are involved with providing services to support the school’s educational program, • Organizes open school night and other events to increase parental and community involvement, and create a welcoming school environment to parents, • Other duties, as assigned by the Principal

*Qualifications:* (1) Minimum Bachelor’s Degree; (2) Demonstrates and successful record of prior employment in parent and community engagement role; (3) Knowledge of and experience with relevant technologies; (4) Strong oral and written communication skills; (5) Spanish-speaker a plus

**School Aide Job Description**

School Aides report to the Office Manager and are responsible for providing support to the Office Manager in carrying out his or her office and other administrative tasks at the school in support of the Principal, Executive Director, Chief Finance Officer, Office Manger and all instructional staff. A School Aide will be hired in Year 4.

*Qualifications:* (1) Minimum of High School Diploma or secretarial training; (2) Knowledge of and experience with relevant technologies; (3) Spanish-speaker a plus.

**HHCS SAMPLE EMPLOYEE ACKNOWLEDGEMENT FORM**

The employee handbook describes important information about HHCS, and I understand that I should consult the Executive Director or Principal regarding any questions not answered in the handbook. I have entered into my employment relationship with HHCS voluntarily and acknowledge that there is no specified length of employment. Accordingly, either HHCS or I can terminate the employment relationship at will, with or without cause, at any time, so long as there is no violation of applicable law. Since the information, policies, and benefits described here are necessarily subject to change, I acknowledge that revisions to the handbook may occur, except regarding the school’s policy of employment-at-will. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies. Furthermore, I acknowledge that this handbook is neither a contract of employment nor a legal document. I have received the handbook, and I understand that it is my responsibility to read and comply with the policies contained in this handbook and any revisions made to it.



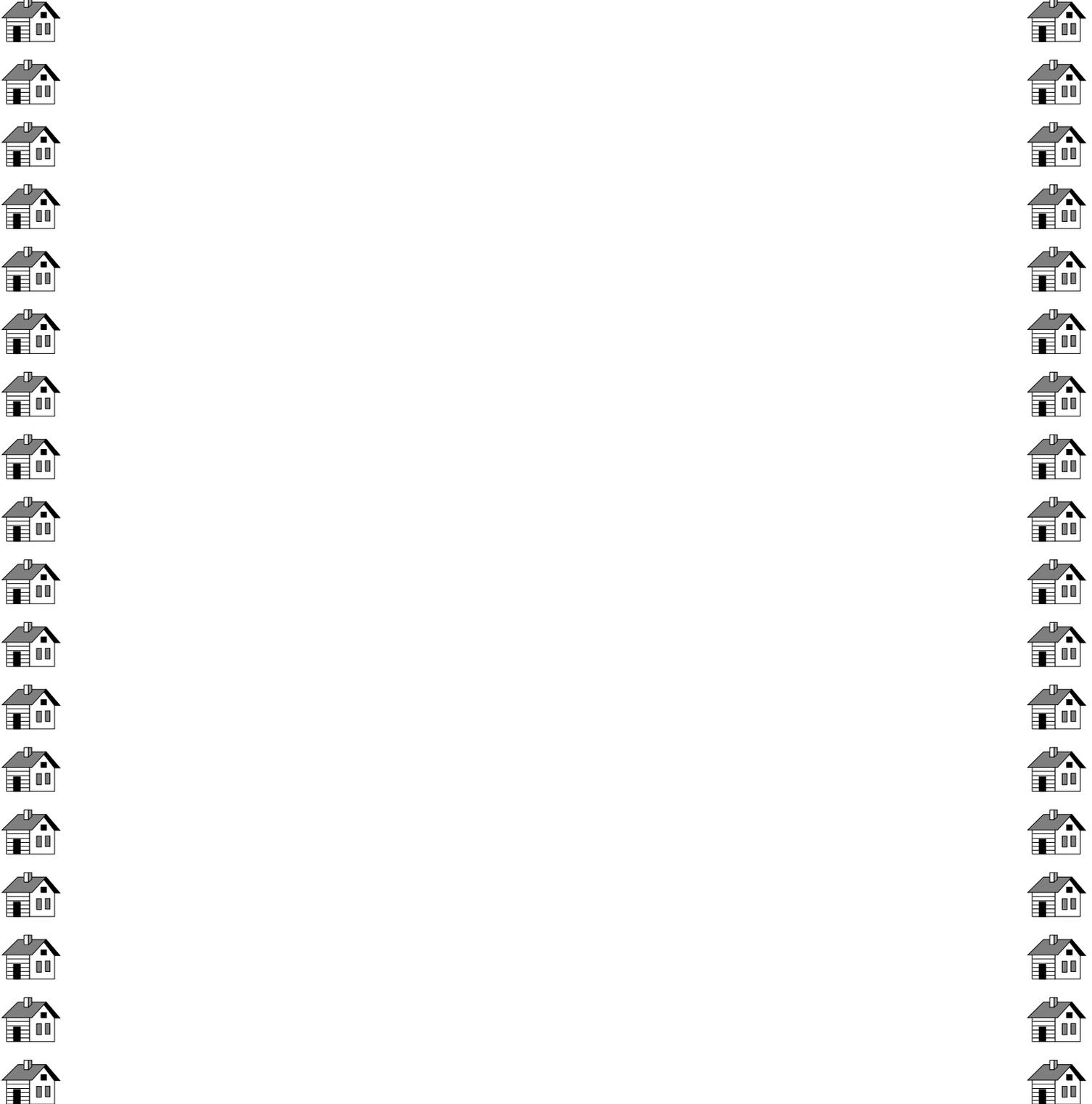


I further acknowledge that I have received HHCS's Code of Ethics and understand that it is my responsibility to read and comply with the Code of Ethics and any revisions made to it.

EMPLOYEE NAME (please print): \_\_\_\_\_

EMPLOYEE SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_



**ATTACHMENT 8b: RESUME FOR PROPOSED SCHOOL LEADER (PRINCIPAL)**

Not Applicable: HHCS Board of Trustees is currently interviewing candidates for the Principal position.

**ATTACHMENT 10: If applicable: Replication Strategic/Business Growth Plan for Networks**

Not Applicable