

APPLICATION SUMMARY

Charter School Name	Harlem Hebrew Language Academy Charter School
Lead Applicant Name(s)	Sara Berman and William Allen
Media Contact Name	Dan Gerstein
Media Contact E-mail Address	dan@dangerstein.com
Media Contact Telephone Number	(917) 456-6010
District of Location	New York City CSD 3
Opening Date	August 26, 2013 for students
Proposed Charter Term	5 Years
Proposed Management Company or Partners	Hebrew Charter School Center (HCSC), Partner Organization
Projected Enrollment and Grade Span During Charter Term	446 Students in Grades K-5
Projected Maximum Enrollment and Grade Span	468 Students in Grades K-5 (Maximum Capacity is 78 children in each grade)
Mission Statement	Harlem Hebrew Language Academy Charter School will provide its students with the academic and personal foundation necessary to successfully pursue advanced studies and achieve continued personal growth as ethical and informed global citizens. In order to accomplish this, Harlem Hebrew will offer an academically rigorous K-5 curriculum which includes intensive instruction in the Hebrew language. Students in a diverse student body will also develop a strong sense of social and civic responsibility through the integration of service learning and community service across the curriculum.

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The fundamental objective of Harlem Hebrew Language Academy Charter School (HH) is to prepare its students academically and personally to achieve their full potential in life. In order to achieve its overarching objective, HH will ensure that:

- Students will be proficient readers, writers and speakers of the English language.
- Students will demonstrate competency in their understanding and application of mathematical computation and problem solving.
- Students will be knowledgeable about U.S. History, N.Y. History, World History and Geography and the fundamental concepts of our democracy.
- Students will become proficient in their understanding and use of science, including physical and life sciences, and scientific concepts, including analysis, inquiry and design.
- Students will become proficient speakers, readers and writers of Modern Hebrew.
- Students will embody the principles of good citizenship, responsibility, respect for self and others, and service to others.

HH is modeled after the Hebrew Language Academy Charter School in Brooklyn's CSD 22. HH will serve students in CSD 3, and we hope to physically site our school in the following general area of the district: the Harlem section of CSD 3 with northern and southern borders of 122nd and 110th Streets and between Morningside Blvd. and 5th Avenue. We expect our school model will appeal to families from all over CSD 3 but we will make an extra effort to recruit in the Harlem sector of CSD 3 resulting in a population reflecting the district. According to the 2009-10 District Report Card, 9% of CSD 3 students were classified as limited English proficient (LEP) and 55% were eligible for free- or reduced-priced lunch (FRPL). With regard to students with disabilities (SWD), according to the June 2011 *Schools Demographics and Accountability Snapshot*, of the 18 public schools in CSD 3 that were configured as elementary or elementary/middle schools, 14% of students were designated as SWD. In elementary schools located in the Harlem sector of CSD 3 in which we hope to site HH, 16% of students were classified as LEP and 77% were eligible for FRPL.

CSD 3 is a district in need of strong public school options to ensure all students can meet or exceed New York State's learning standards. Academically, children have struggled in CSD 3: in 2011, 61%, 59% and 57% of all 3rd, 4th and 5th graders respectively met proficiency standards on the NYS ELA exam and 64%, 69% and 65% of all 3rd, 4th and 5th graders respectively met proficiency standards on the NYS Math exam. The percentage of Black and Hispanic students scoring at Levels 3 and 4 were 40 to 50 percentage points lower than their White and Asian counterparts on both these exams. In addition, percentages of English Language Learners (ELLs) and SWD in the district who met proficiency standards were significantly lower than their English proficient and general education classmates, respectively, on these exams.

HH will be a K-5 elementary charter school that will have an intensive focus on core academic subjects. It will have a longer school day and year so that all students, especially those at-risk of academic failure, can meet proficiency standards in all subject areas while still having time to engage in studies outside of core subjects. Our instructional staffing model and class schedule will allow *two* general studies teachers to provide instruction to each K-5 classroom in the critical subject areas of

reading and math. Clearly, each classroom of 26 students will reap the benefits from the additional instructional intensity associated with *two* highly qualified teachers. *Each* week, all students will have 10 hours of instruction in ELA, 6½ hours in Math, over 2 hours in Social Studies, and 2¼ hours in Science in addition to Physical Education, Art and Music instruction.

We will use Gradual Release of Responsibility (GRR) as our overarching instructional model with Columbia University’s Teachers College Readers and Writers Workshop (RWW) the specific model for instruction in ELA. Both GRR and RWW shift the cognitive load slowly and purposefully from teacher-as-model, to joint responsibility, to independent practice and application by the learner. By gradually assuming increasing responsibility for their learning, students become competent, independent learners. Importantly, the peer learning aspect of these methodologies is highly effective in working with classrooms of heterogeneous students, including SWD, ELLs and Title I students. GRR and RWW provide the opportunity for teachers to differentiate instruction through the use of assessment data to identify student needs and tailor instruction and small group composition.

A unique part of HH’s mission of academic excellence and curricular rigor is the acquisition of Modern Hebrew language. Incorporating an intensive focus on foreign language acquisition beginning in Grade K will amplify the mastering of cognitive skills, habits of learning and competencies that will contribute to students’ academic success in general. This distinctive aspect will better prepare students to be active participants in our global community as bilingual and bi-literate individuals. A unique curricular component that enriches the study of the Hebrew language is the exploration of the culture, society, and geography of contemporary Israel in order to more fully teach the Hebrew language authentically and effectively. This alignment of language and social studies prepares students to be fully literate in the second language, where “literacy” encompasses not only language acquisition, but also requires proficiency in the use of the language within cultural settings. The Proficiency Approach, considered the gold standard for teaching a foreign language by the American Council for the Teaching of Foreign Languages, will be utilized at HH. The Proficiency Approach incorporates robust assessment tools that are utilized in both formative and summative evaluations. Students will have 5¾ hours of Hebrew each week and will be taught by two Hebrew teachers in the classroom.

An important part of our mission is also to infuse students with values of understanding and respect for others through an integration of an experiential service learning curriculum that promotes social responsibility through a cycle of action and reflection as students work collaboratively through a process of applying what they are learning to community problems. Social Studies will also incorporate a unique local curriculum being developed with the Schomburg Center for Research in Black Culture emphasizing Immigration and Migration with a lens on Harlem, a beacon to immigrant and ethnic groups from 1870 to the present.

HH will have a strong partner organization supporting the delivery of its academic program. The Hebrew Charter School Center (HCSC) is a national not-for-profit organization which provides select Hebrew-language focused charter schools with supportive services, including curriculum development, professional development, leadership capacity building, technical assistance and start-up, implementation and other programmatic grant opportunities. There will also be opportunities among member schools to participate in shared learning experiences. HH’s students will be the ultimate beneficiaries of the human, financial and other resources that will be available from HCSC to support HH’s academic program. HCSC does not charge fees to schools that receive its service.

CERTIFICATION AND ASSURANCES STATEMENT

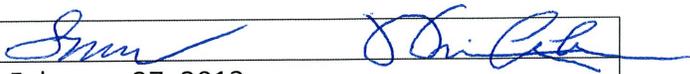
Proposed Charter School Name **Harlem Hebrew Language Academy Charter School**
 Proposed School Location (District) **Community School District 3**

I hereby certify that the founding group/prospective Board of Trustees have all read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the founding 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 founding 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.”⁷

The applicant(s) 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 application⁸
- 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;⁹ 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.¹⁰

Signature of Applicants:	
Date:	February 27, 2012
Print/Type Name:	Sara Berman & William Allen

⁷ N.Y. Education Law § 2854(2)(a)

⁸ ESEA § 5203(b)(3)(J)

⁹ ESEA § 5203(b)(3)(K)

¹⁰ ESEA § 5203(b)(3)(N)

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I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT AND COMMUNITY

A. Mission Statement and Objectives

Harlem Hebrew Language Academy Charter School will provide its students with the academic and personal foundation necessary to successfully pursue advanced studies and achieve continued personal growth as ethical and informed global citizens. In order to accomplish this, Harlem Hebrew will offer an academically rigorous K-5 curriculum which includes intensive instruction in the Hebrew language. Students in a diverse student body will also develop a strong sense of social and civic responsibility through the integration of service learning and community service across the curriculum.

The fundamental objective of Harlem Hebrew Language Academy Charter School (HH) is to prepare its students academically and personally to achieve their full potential in life. HH has set the following goals to put its students on the path to success in life:

- Students will be proficient readers, writers and speakers of the English language. Mastery of language is fundamental to overall educational success. Continual acquisition of knowledge rests on an individual's ability to use his or her language skills for information gathering, understanding, critical analysis and evaluation in addition to effective communication with others.
- Students will demonstrate competency in mathematical computation and problem solving. Our students will need confidence and proficiency in mathematical skills. These competencies—aptitude in problem-solving; facility with numbers; clear communication; reasoning, argument and proof; mental discipline; and strategic and analytical thinking—are skills that deepen one's competencies in areas beyond the math discipline.
- Students will be knowledgeable about U.S., N.Y. and World History and Geography and fundamental concepts of democracy. Without comprehensive civic knowledge, our children will not be prepared to figure out where they stand, what they believe in, must defend, and still must do to ensure that America achieves for all its citizens the ideals expressed in the preamble of our Constitution. In our contemporary world, our children must possess knowledge and skills necessary to place conflicting ideas in context and to make good judgments in dealing with the tensions inherent in our local, national and global society.
- Students will become proficient in their understanding and use of science, including physical and life sciences, and scientific concepts, including analysis, inquiry and design. We will provide our students with the foundation necessary to become scientifically literate citizens of the 21st century. Through first-hand exploration, investigation and inquiry, our students will develop understandings and skills necessary to function productively as problem-solvers in a scientific and technological world.
- Students will become proficient speakers, readers and writers of Modern Hebrew. Beginning language study at an early age fosters the development of bilingual and bi-literate individuals. It is imperative that we give our children the love of language and the desire to learn both foreign languages and about the countries and cultures associated with them. By attaining proficiency in the Hebrew language, our students will gain entry to a society at the forefront of global technological and scientific discovery, advancement and innovation.
- Students will embody the principles of good citizenship, responsibility, respect for self and others, and service to others. Our students will learn the importance of using their knowledge, skills and talents for the betterment of their communities.

Harlem Hebrew and the Objectives of the Charter Schools Act: HH will succeed in meeting its goals and overarching objective. In order to do so, HH will materially further the six objectives detailed in New York State Education Law§2850(2) and delineated in the Charter Schools Act through its unique school design elements, innovative instructional and organizational approaches and its culture of high expectations and excellence as described below:

Improve student learning and achievement: The instructional model, staffing plan and use of data at HH will promote highly individualized and differentiated instruction, supporting learning and achievement of all students. We will use Gradual Release of Responsibility (GRR) as our overarching instructional model in all subjects. GRR shifts the cognitive load slowly and purposefully from teacher-as-model, to joint responsibility,

to independent practice and application by the learner.¹ By gradually assuming increasing responsibility for their learning, students become competent, independent learners.² Importantly, the peer learning aspect of these methodologies is highly effective in working with classrooms of heterogeneous students, including students with disabilities (SWD)³, English language learners (ELLs)⁴, and Title I students, as well as accelerated learners. HH's comprehensive assessment program and Response to Intervention (RtI)/Academic Intervention Services (AIS) program will allow teachers to quickly identify struggling students and their needs to implement immediate remediation. Our Educational Plan, staffing model and budget further detail how HH's careful design supports the success of all students.

Increase learning opportunities for all students, especially those children at-risk of academic failure: HH will provide a longer school day and year. HH will have 190 instructional days per year (versus 180 in the district public schools) and 1¾ hours more instructional time per day (6¾ hours at HH for Grades K-5, versus 5 hours in the district public schools). For CSD 3 children who may not have access to the summer academic, recreational and cultural enrichment programs that are the norm for other children, a longer school day and year are critical in their advancement towards becoming true academic competitors among their peers. HH has an intensive focus on core academic subjects. Each week, all students have 10 hours of ELA instruction, 6½ hours of Math, over 2 hours of Social Studies and Science, and 5¾ hours of foreign language instruction. Our instructional staffing model and class schedule will allow *two* general studies teachers to provide instruction to each K-5 classroom in the critical subject areas of reading and math. Each classroom of 26 students will reap the benefits from *two* highly qualified teachers (13:1 ratio). Incorporating an intensive focus on Modern Hebrew language acquisition in the curriculum will also foster positive student learning and developmental outcomes.

Encourage use of different and innovative teaching methods: In addition to best practices such as differentiated instruction and teaching higher order thinking skills, HH will utilize the most effective tool for enabling students to *acquire* a foreign language in a classroom setting—the Proficiency Approach (PA), considered the gold standard for teaching a foreign language by the American Council for the Teaching of Foreign Languages (ACTFL). HH's implementation of PA in the teaching of Hebrew and the incorporation of Hebrew language in authentic moments in other subjects is unlike the traditional approaches most public schools take in foreign language instruction. PA incorporates robust assessment tools that are utilized in formative and summative evaluations. PA is consistent with the GRR method and lends itself to a seamless transition for students from their instruction in the Hebrew language to their instruction in their English-driven core subjects.

Create new professional opportunities for teachers, school administrators and other school personnel: We will ensure that HH's faculty will be certified/highly qualified and mission-aligned. HH will treat its teaching staff as true professionals. We will provide each teacher with a laptop, access to OnCourse which enables communication between all staff and stakeholders (described in *I.D. Evaluation*), curriculum resources, real-time student achievement data and ongoing, embedded professional development (PD). We will use the Charlotte Danielson framework to promote a shared vocabulary of high expectations and excellence, to establish guidelines and responsibilities for teachers to improve student learning, and to provide a foundation for PD. Teachers will have designated time daily devoted to PD. HH will emphasize a teamwork approach to increasing student achievement that will allow teachers to share observations, provide peer support and coordinate their instruction so that an integration of subject areas can enhance student learning, data review, class planning and

¹ Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading comprehension. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about reading instruction* (pp. 205–242). Newark, DE: International Reading Association

² Graves, M. F., & Fitzgerald, J. (2003). Scaffolding reading experiences for multilingual classrooms. In G. G. García (Ed.), *English learners: Reaching the highest level of English literacy* (pp. 96–124). Newark, DE: International Reading Association.

³ Stevens, R. J., & Slavin, R. E. (1995). Effectiveness of a cooperative learning approach in reading and writing on academically handicapped and non-handicapped students. *Elementary School Journal*, 95, 241–262.

⁴ Kong, A., & Pearson, P. D. (2003). The road to participation: The construction of a literacy practice in a learning community of linguistically diverse learners. *Research in the Teaching of English*, 38, 85–124.

teambuilding. In addition to the Head of School (HOS), two staff positions, the Director of General Studies Curriculum and Instruction (DCI) and the Director of Hebrew Curriculum and Instruction (DHCI), will lead teacher-team meetings, distribute student achievement data and provide individual coaching for all teachers. HH will incorporate performance-based compensation incentives (PBI) for instructional staff. The goal PBI is to recognize the contribution of individual staff members to the instructional quality of the school as explained in III.D. *Evaluation*.

Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system: HH's high standards, rigorous academic model, distinctive focus on Hebrew language acquisition beginning in K, and integration of service learning in the curriculum makes it a unique addition to CSD 3. Its small school environment, which will draw a diverse student body, is unlike other CSD 3 public elementary school and offers a lower student to teacher ratio of 13:1 compared with other neighboring schools. HH offers parents a school option with more instructional time than district schools.

Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results: HH will ensure that data drives all decision-making and that data is used to evaluate all aspects of HH's performance including the efficacy of its academic program, the efficient allocation of financial and human resources, the retention and compensation of staff and the functioning of its Board on an individual and collective basis. Everyone associated with HH will share the responsibility of meeting or exceeding our achievement goals. Data from our assessments and NYS tests will be used to inform instruction, promote academic excellence, monitor student progress, identify and monitor intervention services, inform dynamic grouping of students, evaluate program effectiveness, and make adjustments to our instructional program. Our staff will be compensated based on performance and not simply by teaching experience and academic degrees. We welcome both the internal and external monitoring of our academic, financial and operational performance as we believe that all public schools must be held accountable. We are committed to performance-based accountability that challenges us to meet measurable student achievement criteria and fiscal and operational performance measures. We recognize and look forward to the challenge of meeting and exceeding our goals and demonstrating our success to parents, the community we serve and our authorizer.

B. Key Design Elements

HH's key design elements are based on theory, grounded in research and successfully implemented in schools nationwide, including New York charter schools. Our key design elements are data-driven. The instructional design elements are GRR and Balanced Literacy, Hebrew language acquisition and Service Learning. Our organizational design elements are extended time on task and embedded PD. These design elements as well as the overall staffing plan meet the diverse needs of all students including students at risk. Our fiscal plan supports these elements through direct allocation of resources as well as in-kind services provided by HH's partner organization, Hebrew Charter School Center (HCSC). These design elements reflect HH's mission, goals, and each of the six objectives delineated in Education Law §2850(2).

HH is not a replication of another school model; thus, we are not seeking to invoke the language of the law in the current NYS Charter Schools Act and receive a charter as a replication. HH has been *modeled* after Hebrew Language Academy Charter School (HLA) in Brooklyn's CSD 22. We are drawing on the strengths of HLA's research-based program and structure which has benefitted from three years of experience. Although we are not replicating, we do intend to utilize curricular resources and best practices through our partner organization, HCSC. HLA's feedback from its authorizer's annual monitoring visits indicates there is foundational strength in HLA's model.

HH will serve K-5 students in CSD 3. A unique part of HH's rigorous curriculum and mission of academic excellence is the study of Modern Hebrew which will foster positive learning and developmental outcomes across the curriculum. At HH, academic excellence is supported by best practices, data-driven instruction, and sound pedagogy that will engage students in a curriculum that is standards and mastery-driven, horizontally and vertically aligned, with depth and breadth and incorporates second language learning and service learning.

GRR and Balanced Literacy: We will use GRR as our overarching instructional model with Columbia University's Teachers College Readers and Writers Workshop (RWW), a balanced literacy approach, the model for instruction in ELA. They support both Bloom's Taxonomy by challenging students to engage in analyzing, evaluating and creating as well as Higgins and McTighe's Understanding by Design where the underlying premise of instruction should be *teaching for understanding*. GRR and RWW shift the cognitive load slowly and purposefully so students gradually assume increasing responsibility for their learning and become competent, independent learners.⁵ GRR is aligned with our philosophy that there is a strong interrelation between content knowledge and higher order thinking. When students actively participate in their own learning through discussion and collaboration, they engage more fully in higher order skills. The peer learning aspect of these methodologies is highly effective in working with classrooms of heterogeneous students, including SWD⁶, ELLs⁷ and Title I students as well as accelerated learners. At HH, pedagogical strategies of RWW are incorporated into all core subjects. GRR and RWW provide the opportunity for teachers to differentiate instruction by using comprehensive and ongoing assessment data (both formal and informal) to identify students' needs, tailor instruction and determine flexible small group composition. These strategies will be used in all content areas.

RWW supports all learners, particularly ELLs, in the three dimensions of language acquisition: the production of language (listening, watching, and sharing), the understanding of language (sounds and meanings), and the function of language (first words, experiences gained through repeated daily routines, experiences and interaction with others). Daily read-alouds and shared readings support the production of language (to listen, watch and share). Daily repetition of shared readings supports students in oral and written language acquisition. This process is scaffolded to guide students to undertake much of the shared reading by the end of the week. *Word Work* lessons, derived directly from the shared readings, address the understanding and function of language by exploring sounds and meanings in the context of real literature. These practices are effective for ELLs as well; they are the same techniques used in a sheltered English immersion program.

The GRR and RWW environment provides consistency in routines, experiences and interactions with peers. *Accountable Talk* and student sharing are part of the instructional structure. Teachers are cognizant of supporting students' needs before students are sent off to work independently to practice a skill or strategy that has been modeled for them. ELLs and other at-risk students will receive additional teacher guidance. Small group instruction will occur daily and will further focus on ELLs' and other special populations' needs.

Hebrew Language Instruction: HH will provide instruction in Modern Hebrew beginning in K. This will better prepare our students to be active participants in the global community. A unique component that enriches the study of the Hebrew language is the exploration of the culture, society, and geography of contemporary Israel in order to more authentically and effectively teach Hebrew. This alignment of language and social studies prepares students to be fully literate in the second language. American K-12 schools lag in the teaching of foreign languages, putting our children at a competitive disadvantage. Our focus on foreign language learning will be a springboard for our students to have more facility in their pursuit of additional languages in the future, in addition to becoming bilingual and bi-literate. Studying foreign languages also helps foster a greater depth of understanding of the English language with reinforcement of concepts such as grammatical construction, noun-verb agreement, and vocabulary expansion. PA incorporates robust assessment tools for both formative and summative evaluations. Classes are conducted exclusively in the foreign language so students hear the language as it is naturally spoken; vocabulary and expressions are modeled for students who then begin to practice with their peers. PA is fully consistent with GRR, providing a seamless transition for

⁵ Graves, M. F., & Fitzgerald, J. (2003). Scaffolding reading experiences for multilingual classrooms. In G. G. García (Ed.), *English learners: Reaching the highest level of English literacy* (pp. 96–124). Newark, DE: International Reading Association.

⁶ Stevens, R. J., & Slavin, R. E. (1995). Effectiveness of a cooperative learning approach in reading and writing on academically handicapped and non-handicapped students. *Elementary School Journal*, 95, 241–262.

⁷ Kong, A., & Pearson, P. D. (2003). The road to participation: The construction of a literacy practice in a learning community of linguistically diverse learners. *Research in the Teaching of English*, 38, 85–124.

students from their instruction in Hebrew to their instruction in other core subjects. Students will receive one-hour of daily Hebrew instruction by two Hebrew teachers in each classroom. Hebrew is then integrated in other subjects in authentic moments by the Hebrew teacher who serves as a co-teacher during Social Studies, Science, Art, Music and Physical Education. Hebrew teachers oversee children during all community gatherings (breakfast, lunch, recess) and only speak Hebrew to the children. Such integration allows students to build facility and capacity in the foreign language. An intensive focus on a foreign language curriculum supports positive evidence-based learning and developmental outcomes. Research points to the advantages children gain when they begin the study of a foreign language at an early age. ACTFL offers the following findings:⁸

- **Language learning supports academic achievement:** Language learning correlates with higher academic achievement on standardized tests and is beneficial to both monolingual English speakers and ELLs in bilingual and two-way immersion programs. Language learning is beneficial in the development of students' reading abilities. There is evidence that language learners transfer skills from one language to another. According to Genesee, there is no evidence of a negative effect on the acquisition of academic skills for students who are learning two non-native languages simultaneously through dual immersion. In fact, double immersion in two languages is proven to be effective in promoting proficiency in two second languages.⁹ There are also correlations between second language learning and increased linguistic awareness, language learning and students' ability to hypothesize in science, children's second language development and the development of print awareness, and between early language study and higher scores on the SATs and ACTs.
- **Language learning provides cognitive benefits to students:** There is evidence that early language learning improves cognitive abilities and correlates with increased cognitive development and abilities. There is also a correlation between bilingualism and attention control on cognitive tasks, intelligence, meta-linguistic skills, memory skills and problem solving ability.

Service Learning: HH incorporates service learning across the curriculum in order to reinforce values of citizenship, community and social responsibility in the context of inquiry-based learning that hones students' analytical skills. Students learn about the value of improving the world and being responsible members of society by identifying problems in their surroundings and creating and implementing plans that they have developed to address those needs. Topics could include the environment, elders, animals in danger, community green spaces, literacy, immigrants, community safety, special needs and disabilities, hunger and homelessness. Service Learning topics serve as added content for the literacy block, are explored in the science curriculum, and enhance the exploration of key ideas in Social Studies. The four stages of Service Learning (Preparation, Action, Reflection and Demonstration) develop research skills, experiential learning, skills of reflection and analysis and connect the thinking student to her or his responsible action in the world.

Instructional Supports for Students at Risk: GRR and RWW support differentiated instruction allowing teachers to provide highly individualized instruction addressing the needs of ELLs, SWD and Title I students. HH will have dedicated instructional personnel, strategies and resources that address students at risk so they meet rigorous learning standards. HH's staffing structure and budget are aligned with these expectations.

HH will establish a Child Study Team (CST) consisting of an administrator, classroom teachers, social worker, special education teacher and Reading specialist. The ESL teacher will be invited to participate as appropriate. The CST will enable school personnel to meet the needs of individual children who are having difficulty. The team facilitates a process that results in the implementation of accommodations, services, and interventions that will enable the child to be successful. The CST will also be responsible for the regular monitoring of all Title I students. In accordance with the Individuals with Disabilities Education Act (IDEA), HH is committed to educating SWD in the least restrictive environment. In its first year, HH will have one full time special education teacher. Additional special education teachers will be hired based on the number of SWD to ensure compliance with all pertinent laws. Special education staff will provide consultation and support to

⁸ (<http://www.actfl.org/i4a/pages/index.cfm?pageid=4524>)

⁹ Genesee, F. (1998). *Case Studies In Multilingual Education*, Chapter 11 in *Beyond Bilingualism*. Bristol, UK: Multilingual Matters Ltd.

classroom teachers, work in the general education classrooms with special education students individually and in small groups and provide resource room services. Classroom teachers will be knowledgeable about the needs of SWD; will review their IEP's and be informed of their responsibilities for particular students; receive the support they require to implement a student's program; and implement any modifications or accommodations in their classes and in student assessment procedures in accordance with the students' IEPs. Teachers will receive on-going training regarding the education of SWD. When possible, teachers will participate in students' evaluations in collaboration with the district's Committee on Special Education. HH will have a Special Education Coordinator who will oversee all RtI programs and ensure that HH is in compliance with ADA, IDEA, and all local, state and federal regulations applying to SWD.

For ELLs, GRR and RWW are ideal for supporting English language development by embedding ESL instruction during Readers' and Writers' workshop and the core subject areas; providing more language role models; and providing social and emotional support from peer interactions within the classroom. These practices are congruent with ESL teaching methodologies. HH will have an ESL teacher beginning in Year 1 to ensure that students receive targeted attention and move to English proficiency quickly. Using Sheltered English Immersion (SEI) techniques to make content more accessible to ELLs, SEI strategies will be delivered directly to ELLs in the classroom by the ESL Teacher as well as in a pull-out model as necessary to provide more intensive support. The ESL teacher will also be responsible for working with general education teachers in incorporating additional SEI techniques into their own lesson planning in the core subjects. Specific reading intervention programs will also be utilized to support reading and language development.

For students who are struggling in reading and/or who are in our Title I program, HH will have a full-time Reading Specialist beginning in the first year who will work with the classroom teachers in both a push-in and pull-out model. Specific reading intervention programs will be utilized. HH's schedule is designed for intervention services to occur in addition to, rather than in lieu of, core instruction. Additional time has been built into HH's schedule to support struggling students in other content areas. Leveled materials will be provided to support content area reading for science and social studies. Scaffolded supports will provide additional help for mathematics and Hebrew. To further support students who are struggling, beginning in the summer after the first year of operation and every summer thereafter, HH will hold a 4-week summer academic intervention program. Children will receive instruction for 3 hours each day.

Time on Task: HH has set high standards and expects high levels of achievement from *all* students. There will be increased time on task so that all students, especially those at-risk of academic failure, can meet proficiency standards in all subject areas while still allowing time to engage in studies outside core subjects. We will have a longer school day (8 am-4 pm) and year (190 instructional days). Each week, all students will have 10 hours of instruction in ELA, 6½ hours in Math, over 2 hours in Social Studies and Science, 5¾ hours in Hebrew, and at least 90 minutes in Service Learning. Students will have regular arts, physical education and music class each week. HH's low 13:1 student-teacher ratio will increase the amount of time and attention students have in one-on-one and small group support.

Professional Development: Recruiting and retaining high quality leadership and staff and continuing to build their leadership and instructional capacities are critical to ensure successful student outcomes. HH's model of job embedded PD embraces the concept that PD must be integrated throughout the school day. At HH, *embedded* PD means that the DCI and DHCI work on a daily basis coaching the instructional staff and providing training and guidance in the way teachers work with *all* learners, including ELLs, SWD, at-risk students and accelerated learners. HH has set aside resources and time in the school day for teachers to engage in reflective practice, individual planning and collaboration with their colleagues within and across grade levels.

Partner Organization Support: HH will have a strong partner organization supporting the delivery of its academic program. HCSC is a national not-for-profit organization which provides select Hebrew-language charter schools with supportive services, including curriculum development, PD, leadership capacity building, technical assistance, start-up and other programmatic grant opportunities. There will also be opportunities

among member schools to participate in shared learning experiences. HH’s students will be the ultimate beneficiaries of the human, financial and other resources that will be available from HCSC to support HH. HCSC does not charge fees to schools that receive its services.

Support Entity: Friends of Hebrew Language Academy Charter Schools, Inc. (FOHLA) a not-for-profit organization, will support HH by providing a facility and other philanthropic support as described in section III.F Facilities and III.K. Budget and Cash Flow.

C. Enrollment, Recruitment and Retention

Projected Enrollment Table Over the Charter Term						
Grades	Ages	2013-14	2014-15	2015-16	2016-17	2017-18
K	4-6	78	78	78	78	78
1	5-7	78	78	78	78	78
2	6-8		78	78	78	78
3	7-9			74	74	74
4	8-10				72	72
5	9-11					66
Total		156	234	308	380	446

*Table takes into account student attrition.

Enrollment Rationale and Growth Strategy: HH will initially serve students in Grades K and 1 and grow to serve students in Grades K-5. By beginning instruction in Grades K and 1, HH seeks to have the greatest impact on its students’ futures by engaging them from the start of their formal schooling. HH believes it is important to set positive and high expectations for children at the earliest of ages so they can meet and exceed proficiency standards in all core subject areas. In its first year, HH will accept 78 students in each Grade K and 1, resulting in 3 classes in each grade of 26 students. In each successive year, HH will accept a new class of 78 students in Grade K. HH will seek to replace any students lost through attrition through Grade 2; the enrollment table reflects expected attrition after Grade 3.

HH’s small learning community will have an expected enrollment of approximately 446 students in Grades K-5. HH’s intimate community allows for students to feel more personally connected to and supported by the adults who are charged with their academic, social and emotional growth and well-being. This is in contrast to many of the elementary schools in CSD 3 that have larger student populations—in some cases 600 to 700 students in their K-5 communities. Based on how community stakeholders have embraced the idea of HH, the enrollment target is very attainable and provides an attractive school option particularly for those CSD 3 families whose only other choice is a larger and low-performing public school.

Outreach Plan: HH will be marketed to CSD 3 neighborhoods where a predominance of low-income/poverty-level and non-English speaking families reside. The founders recognize that some prospective families, especially those of economically disadvantaged and immigrant backgrounds, may be unfamiliar with or have limited access to information regarding their children’s educational options. We will leverage our relationships with community-based organizations (CBOs) and the many community leaders we have engaged, including clergy, elected officials, nonprofit leaders, directors of preschools and Head Start programs, and other stakeholders who serve a non-English speaking and/or economically disadvantaged and/or SWD constituency. All recruitment and application material will be available in the predominant languages of the community.

To ensure that we meet enrollment and retention targets established by the Board of Regents, HH will employ many strategies to publicize its program and appeal to a diverse population. These include posting flyers in multiple languages and placing notices in local newspapers, supermarkets, communities of faith, community centers and apartment complexes, including large public housing developments; conducting open houses in after-school programs, youth centers and CBOs serving youth and families in CSD 3; recruiting students from a diverse array of pre-schools and Head Starts, including ones that serve ELLs, poverty level families or have a focus on children requiring early intervention services for SWD; engaging in outreach to relevant media outlets

including minority and foreign language media; canvassing CSD 3 neighborhoods to further reach interested families; and capitalizing on the Founding Board’s extensive relationships with Church and Mosque leaders in Harlem, many of whom have already assured HH that they will use their community positions to encourage congregants to seriously consider applying to HH for their children.

Family information meetings will highlight the academic program, curriculum, inclusive school culture, academic support and intervention services and personnel specifically focused on children identified as ELLs, SWD and Title I. HH will retain its population with the success of our highly individualized instructional model that ensures the advancement of all learners, including children that qualify for FRPL, ELLs, and SWD. Based on our assessment of community interest we are certain that we will reach our anticipated enrollment. The existing elementary charter schools in CSD 3 have experienced overwhelming demand for seats in their schools. Of the schools that shared lottery data with us, Harlem Link had 6 times the number of applicants and Sisulu Walker had 3 times the number of applicants for available K seats and both have significant waiting lists for each grade they serve. The Charter Schools Institute reports Harlem Success had at least 7 applicants for each opening in 2009-10¹⁰. Based on parent signatures we received and are continuing to collect from parents of age-eligible children and the enthusiastic support of leaders of numerous houses of worship, CBOs, preschools and other entities connected to families of school-age children, there is ample evidence that the number of eligible applicants for HH will ensure adequate enrollment. Should the number of applicants exceed our capacity a lottery will be used to admit students and remaining students will be placed on a waiting list. HH’s Admission Policy and Procedures in Attachment 1 provides specifics regarding the application, admissions and enrollment process, and a plan for a public lottery.

D. Community to be Served

HH expects to serve a diverse community of students from CSD 3. We hope to physically site HH in the following general area of CSD 3: the Harlem section of CSD 3 between 122nd and 110th Streets and Morningside and 5th Avenues. While we expect HH’s model to appeal to families from all over CSD 3, we will make an extra effort to recruit in the Harlem sector of CSD 3 resulting in a population reflecting the district. According to the 2009-10 District Report Card, 9% of CSD 3 students were classified as limited English proficient (LEP) and 55% were eligible for FRPL. With regard to SWD, according to the June 2011 *Schools Demographics and Accountability Snapshot*, of the 18 public schools in CSD 3 that were configured as K-5 or K-8 schools, 14% of students were designated as SWD. In elementary schools located in the Harlem sector of CSD 3 16% of students were classified as LEP and 77% were eligible for FRPL.

CSD 3’s district elementary schools, particularly in its Harlem region, have struggled to adequately advance student achievement. The following tables highlight the aggregate performance of students in CSD 3 on the 2011 NYS ELA and Math tests compared with students at select Harlem elementary schools in the district.

% of Students Meeting Proficiency Standards on 2011 NYS ELA Exam: CSD 3 and CSD 3 Harlem Schools

	CSD 3	PS 149	PS 145	PS 165	PS 180	PS 242	PS 241	PS 076
Grade 3	61%	36%	49%	50%	40%	38%	54%	38%
Grade 4	59%	16%	29%	53%	46%	38%	14%	10%
Grade 5	57%	31%	23%	47%	50%	39%	27%	22%

% of Students Meeting Proficiency Standards on 2011 NYS Math Exam in CSD 3 and CSD 3 Harlem Schools

	CSD 3	PS 149	PS 145	PS 165	PS 180	PS 242	PS 241	PS 076
Grade 3	64%	18%	52%	45%	36%	38%	69%	46%
Grade 4	69%	28%	44%	66%	70%	51%	38%	36%
Grade 5	65%	51%	41%	58%	64%	51%	31%	48%

¹⁰ *Summary of Findings and Recommendations: Application to Establish the Harlem Success Academy Charter Schools 6 and 7*, by Charter Schools Institute, [State University of N.Y.](http://www.stateuniversityofny.edu), Sep. 9, 2009 (application recommendation), as accessed Jan. 10, 2010.

The tables illustrate the shockingly low performance of 3rd-5th graders in the district. The percentage of Black and Hispanic students scoring at Levels 3 and 4 were 40 to 50 percentage points lower than their White and Asian counterparts on both these exams. In addition, percentages of ELLs and SWD in the district who met proficiency standards were significantly less than their English proficient and general education classmates, respectively. There is a clear need for a high quality charter school such as HH to serve students at the start of their academic career. HH will add a valuable high-performing public school option to the families and children in CSD 3. HH's design ensures that *all* students meet its rigorous learning standards. HH's intensive focus on the acquisition of a foreign language beginning in K speaks to its dedication to producing bilingual and bi-literate citizens and to produce students who develop a love and affinity for second language learning. This is critically important given the increasing globalization of the world economy that has created a large need for people in the workforce who can communicate in multiple languages. Finally, HH's incorporation of service learning in the curriculum is a unique element of the school model. Unlike most schools that relegate community service to discrete one-off activities, HH incorporates service learning across the curriculum in order to reinforce values of citizenship, community and social responsibility.

We chose CSD 3 because it is a school district in need of strong public school options. A majority of the individual members of the Founding Group have a direct connection to the district. The Applicant Group is diverse and represents a cross section of the people who live in the community. Together they have the requisite skills and experiences necessary to develop a high quality school and positively engage the community in its development. Some of the Applicant Group members were behind HLA and continue to be involved as Board members and educational support providers. As such, the Applicant Group is leveraging their experience in developing HH. The Applicant Group has assessed family and community support within CSD 3. As described previously in *I.C. Enrollment, Recruitment and Retention*, our process included an analysis of the demand for seats in the existing charter schools in the district, expressions of support through parent signatures we received and are continuing to collect from parents of age-eligible children and the support of leaders of numerous houses of worship, CBOs, preschools and other entities connected to families of school-age children.

E. Public Outreach

The Applicant Group has been engaged in an intense effort of community outreach to inform the CSD 3 public about the proposed HH and to secure the public's input and comments regarding the educational and programmatic needs of students and our design to meet those needs. Attachment 2 provides detailed evidence of the public review process. This public outreach began in 2010 in advance of the first submission of the HH charter application in March, 2011. The means the Applicant Group has used and is continuing to use to inform the community and seek their input include:

1. A website (www.harlemhebrewcharter.org) containing information about HH and an on-line survey that allows for community input and comment on HH and its school design. In addition to the survey being available online, actual surveys were made available at all information sessions along with flyers on the school that also provided a link to the website and survey.
2. Hosting information sessions with CBOs, art organizations, non-profits serving youth and families located in CSD 3 and Harlem specifically to inform their leadership, including program officers and education staff, about HH and seek their input and support.
3. Proactive outreach to a variety of faith-based organizations and houses of worship in the community to inform their leadership, including prominent Harlem clergy, about HH and seek their input and support.
4. Presentations at Open Public Meetings, including CEC 3, Community Board 10 Education and Libraries Committee and its Full Board, and Community Board 7 Youth, Education and Libraries Committee and its Full Board.
5. Engagement of Elected Officials representing the Manhattan Borough, City Council, State Assembly and State Senate levels.

6. Parent Information Sessions at Day Care Centers, Preschools and Head Starts in the community where information was presented and input solicited.
7. Parent Information Sessions at houses of worship where HH was presented and input solicited.

Consideration of Public Comments: The Applicant Group carefully considered the wide variety of input we received. The feedback informed three major elements of HH's design that are departures from that of HLA; the addition of an ESL Teacher beginning in Year 1 (which resulted from meetings with CEC 3); the addition of a Reading Specialist in Year 1; and the creation of a social studies curriculum focusing on immigration and migration to Harlem as a result of feedback received at meetings with Community Board 10.

How Families Will Be Informed of the Charter School and have Equal Opportunities to Apply: The methods of public outreach that have been employed by the Applicant Group which will continue to be utilized have been and will continue to be successful in informing families with school-age children about HH. The response to *I.C. Enrollment, Recruitment and Retention* provides greater detail about how parents will be informed of the charter school and how students will be given equal opportunity to attend the school.

F. Programmatic and Fiscal Impact

We hope to have a positive programmatic impact on our traditional public school as well as nonpublic school counterparts in CSD 3. We will participate in the movement to facilitate open communication regarding exemplary practices both at HH and at schools in the community. We will endeavor to be an effective facilitator of such an effort; as such, we would seek to galvanize schools to join in a coalition of educators committed to sharing best practices by asserting that every school has something valuable to contribute, that every school can learn from each other and that every school is at once both a teacher and a learner. We are committed to working *in partnership* with our CSD 3 public school and nonpublic school counterparts so the goal of openness and sharing best practices can be achieved.

Specifically, as we discussed with members of CEC 3, we are excited about our collaboration with the Schomburg Center for Research in Black Culture. The focus is to develop a curricular component as part of the NYS 4th grade social studies curriculum focusing on immigration and migration with a lens on Harlem, given that Harlem has been a beacon to immigrant and ethnic groups from all parts of the globe. The resulting curriculum and the PD designed to train teachers will be shared with neighboring elementary schools, both public and nonpublic, in CSD 3. We have also discussed assisting CSD 3 with best practices dual language programs in CSD 3 public schools.

Fiscal Impact

Operational Year (A)	Enrollment (# of Students) (B)	Per Pupil Allocation (C)	Projected Per Pupil Charter Cost (B x C = D)	Other Projected District Revenue (SPED Funding, Food, Grants, etc.) (E)	Total Projected Funding to Charter School from District (D + E = F)	Total Budget for District (G) ¹¹	Projected Impact (i.e. % of District's Overall Funding) (F / G = H)
2013-14	156	\$13,527	\$2,110,212	\$227,072	\$2,337,284	\$20,298,888,000	0.012%
2014-15	234	\$13,527	\$3,165,318	\$369,786	\$3,535,104	\$20,907,855,000	0.017%
2015-16	308	\$13,527	\$4,166,316	\$493,972	\$4,660,288	\$21,535,092,000	0.022%
2016-17	380	\$13,527	\$5,140,260	\$615,441	\$5,755,701	\$22,181,144,000	0.026%
2017-18	446	\$13,527	\$6,033,042	\$730,628	\$6,763,670	\$22,846,578,000	0.029%

¹¹ According to the statistics from the Broad Prize for Urban Education (<http://www.broadprize.org/asset/2007NewYorkBrief.pdf>), the New York City School District had a \$17 billion budget in 2007 exclusive of pension and debt service. Assuming a 3% increase in the budget in each successive year, by 2012-13 the New York City School District budget would be approximately \$20.3 billion.

HH will have a negligible fiscal impact on public schools in the NYC School District (see table above). For purposes of this analysis, we are assuming that the NYC School District will have to transfer \$13,527 annually (based on the current 2011-12 allocation for NYC School District and assuming it remains flat) for each child enrolled in the school. Column E includes other funding that will flow to the school from the NYC School District, including special education funding, Title funding, food reimbursement, NYSSL, NYSTL and NYLB (please see the revenue sources in the budget presentation). The number of HH students in Year 1 of operations will be 156, and the financial impact on the school district will be \$2,337,284 or 0.012% of the total NYC School District budget. In subsequent years, the financial impact remains insignificant. By the Year 5 of operation \$6,763,670 will be transferred from the NYC School District to the charter school which represents 0.029% of the NYC School District's overall budget, still a negligible amount.

Impact on Non-Public Schools: With respect to high tuition private schools some of which are located in CSD 3, HH is not anticipating to have a great effect on these institutions since HH expects that many of its students will come from low-income families that would not have had the means to pay for these elite private schools. Further since it expects that it will serve many children who are suffering from educational disadvantage, it is not expected that this student population would be eligible for admission to these elite private schools which require students to score well on admissions tests such as the ERBs. HH will most likely appeal to families of students whose only current option is to send their children to the neighborhood's public schools. HH may attract parents whose children currently attend parochial schools, in particular Catholic schools, or would otherwise consider enrolling their children in these schools. This could have a negative impact on their enrollment should there be insufficient applicants to replace these lost students.

II. EDUCATION PLAN

A. Achievement Goals

HH has the following student achievement goals for its educational program. Students will:

- Be proficient readers, writers and speakers of the English language.
- Demonstrate competency in mathematical computation and problem solving.
- Be knowledgeable about U.S., N.Y., World History and Geography and the fundamental concepts of our democracy.
- Become proficient in their understanding of physical science and biology, and scientific concepts, including analysis, inquiry and design.
- Become proficient speakers, readers and writers of Modern Hebrew.

HH will evaluate whether students have attained the skills and knowledge specified for those goals based on outcome measures from three perspectives: absolute, comparative and growth.

The following table describes the measures and assessments we will use to evaluate whether students have achieved our goals and have met or exceeded NYS standards. We plan to use an archived assessment in the fall of Grade 5 to determine knowledge relevant to Social Studies until the Board of Regents reinstitutes a Social Studies assessment. Social Studies, therefore, is not represented on this table.

Description of Student Achievement Goals			ELA	Math	Science	NCLB
Outcome Measures	Absolute	75% of each grade level cohort scores Levels 3 or 4 on NYS Exams Grades 3-5	*	*	*	School is deemed in "Good Standing" under NYS NCLB Accountability System.
		Performance Index meets Annual Measurable Objective	*	*		
		75% of each grade level cohort performs at grade level on ITBS Reading Grades 1-5	*			
		75% of each grade level cohort Grades 1-5 performs at grade level ITBS Math		*		
		75% of each grade level cohort performs at grade level on Fountas & Pinnell (F&P) Benchmark Assessment System Grades 1-3	*			
	Comparative	Percent Proficient on NYS Exams greater than that of CSD 3	*	*	*	
	Growth	Each grade level cohort reduces by one-half the gap between previous year's percent at Levels 3 and 4 on NYS Exams and 75%. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort will show an increase in the current year.	*	*		
		Each grade level cohort reduces by one-half the gap between average NCE score on previous year's ITBS Test (Reading and Math) and an NCE of 50 for the current year's respective ITBS Test. If a grade-level cohort exceeds 75% an NCE of 50 in the previous year, the cohort will show at least an increase in the current year.	*	*		
		For students who remained in school for the entire year, they will show the indicated growth on the F&P Benchmark Assessment System between September and June of each school year.				
		F&P Benchmark Assessment System between September and June of each school year: Grades K-1: 3 levels, Grades 2-3: 2 levels, Grades 4-5: 1 level	*			

*Indicates if Student Achievement Goal applies to the subject area.

Note: Grade Level Cohort is defined by students who have been enrolled on BEDS day for two or more consecutive years. The following table delineates the measures we will use to evaluate our students' attainment of our Hebrew language achievement goals.

Period	Students enrolled on BEDS day	Summative Assessment	Goal for students
End of Grade K	one year	ELLOPA	75% Novice-mid level oral skills; Intermediate-low: Listening
		Letter Recognition	75% recognize all Hebrew letters in Print
End of Grade 1	2 consecutive years	ELLOPA	75% Novice-high level oral skills; Intermediate-low: Listening
		Letter-vowel blending	75% decode Hebrew letters-vowel combinations in Print
		Reading	75% Novice-mid level
		Letter Formation	75% write all letters of Hebrew alphabet

Period	Students enrolled on BEDS day	Summative Assessment	Goal for students
End of Grade 2	2 consecutive years	OPI and Read & Write	75% emergent Intermediate-low level
		Listening Comprehension	75% emergent Intermediate-mid
		Letter Formation	75% write all the Hebrew letters in script & print
End of Grade 3	3 consecutive years	OPI and Writing	75% emergent Intermediate-mid level
		Reading	75% strong Intermediate-low level
		Listening Comprehension	75% Intermediate-mid
End of Grade 4	3 consecutive years	OPI and Writing	50% emergent Intermediate-mid level 25% Intermediate-mid level
		Reading	75% emergent Intermediate-mid
		Listening Comprehension	50% Intermediate-mid 35% strong Intermediate-mid level or above
End of Grade 5	3 consecutive years	OPI and Writing	50% Intermediate-mid level 25% strong Intermediate-mid level
		Reading	50% Intermediate-mid level 25% strong Intermediate-mid level
		Listening Comprehension	45% strong Intermediate-mid level 15% at Intermediate-high level 15% at strong Intermediate-high level or above

Further information regarding our assessment tools is included in response *II.D. Assessment System*. Our student achievement goals and measures listed above form the basis of HH's Accountability Plan, which will also include non-academic school performance goals to measure HH's financial and operational performance and stakeholder satisfaction.

Continual progress monitoring towards meeting the Accountability Plan goals will be addressed at four different levels: student level with the teacher using individual, aggregate and disaggregated assessment data to inform instruction; classroom level by administrators using individual, aggregate and disaggregated data to evaluate the effectiveness of the curriculum and instruction; school-wide level by the Board using aggregate and disaggregated data to make programmatic and resource allocation decisions; and by the authorizer.

B. School Schedule and Calendar

School Year and First Year School Calendar: HH will have 190 days of school. Attachment 3(b) provides the proposed school calendar for Year 1 (2013-14). Teachers will attend a two-week pre-opening professional development (PD) period prior to the first day of school. HH students will benefit from 10 additional school days and 1¼ additional instructional hours per day over their district peers.

Student and Teacher Schedules: HH's day will be from 8am–4pm. All students will have 6¾ hours of daily instruction. The school day for teachers begins at 7:55am and ends at 4:50pm (except for Fridays, their day will end at 4pm). Attachment 3(a) provides detailed sample schedules for students and teachers. Our schedules will reflect the school's innovative model of having two General Studies Teachers in the classroom during Readers Workshop and Math, and two Hebrew teachers during Hebrew instruction, one General and one Hebrew teacher co-teaching during other subjects, as well as the individual schedules of the Music, Physical Ed., and Art teachers.

Hebrew teachers will have student communal breakfast duty and will also oversee student lunch and recess, during which time general studies teachers will have lunch. Once their lunch and recess duties conclude, Hebrew teachers will proceed to their own 45 minute lunch period. Refer to Attachment 3(a) for detailed information on the amount of time available for daily academic intervention services (AIS), planning and PD.

Planning/Professional Development Time: Teacher planning time is embedded into each school day including from 4-4:50pm Monday-Thursday, where teachers will work collaboratively with their colleagues. The Director of General Studies Curriculum and Instruction (DCI) and Director of Hebrew Curriculum and Instruction (DHCI) will work with their respective teachers on pacing calendars, mapping curricula, curriculum implementation and support, service learning projects, reviewing lesson observations, student case management and analyzing student test results. Teachers will meet weekly in grade level teams to review student data, and co-teaching teams to focus on lesson planning. Bi-weekly meetings with the DCI and DHCI will address teacher progress on their individualized performance plans. Pre-opening PD will address the key design elements, use of data and assessment, special populations, classroom management and other topics as delineated in *III.E. Professional Development*.

Intervention: Teachers' schedules provide designated blocks for individual and common planning, and tutoring or AIS with identified students. AIS or tutoring will be provided through both push-in and pull-out models. Extended and additional blocks of ELA and Math afford increased instructional time to address students' specific needs.

Summer School: HH will have a four week summer school program beginning after the first school year to support students who are not meeting expectations for ELA, math and Hebrew. Children will receive 3 hours of instruction daily, provided by General Studies teachers and academic intervention specialists (i.e. ESL teacher, reading specialist and/or special education teacher). Hebrew teachers will provide instruction to students struggling with Hebrew acquisition. Attachment 3(b) provides the 2014 summer school calendar.

Teacher and Instructional Groupings: HH students will be grouped by grade level into three heterogeneous classrooms of 26 students. HH's use of Gradual Release of Responsibility (GRR) and Columbia University's Teachers College Readers and Writers Workshop (RWW) facilitate individualized and small-group instruction to target identified student needs. Our faculty consisting of General Studies, Hebrew, specialty, and instructional intervention teachers will be grouped in grade level teams or by content areas, although there will be times when teachers will meet across grade levels. Teachers' schedules include common planning time, team meetings, PD, and student data analysis with the DCI, DHCI, and the Head of School (HOS). Co-teaching adds greater capacity for differentiated instruction. Assessment data including teacher observation will drive the instructional groupings. Students will be grouped by need, level, or modality of learning. All groupings are flexible and will change based on ongoing student assessment and the data that it provides.

Supplemental Instruction: Specifics about supplemental instruction, particularly to special populations of students (English Language Learners (ELLs), SWD, academically at-risk, etc.) are provided in *II.G. Special Student Populations and Related Services* as well as *II.C. Curriculum and Instruction*. Our longer school day and year, extended instructional blocks, and summer program are all design elements that provide critical time on task so that students, especially those at risk of academic failure, can meet proficiency standards, while still allowing time to engage in studies outside core subjects.

C. Curriculum and Instruction

HH's curriculum is aligned to the 28 NYS Learning Standards (and the NYS Testing Program), inclusive of the Common Core Standards. In accordance with the Common Core Standards, HH has set high learning standards and has chosen curricula "to prepare students to master the skills and understandings required for college and career readiness." All staff will have PD to understand how the standards are aligned with the Common Core and include rigorous content and application of knowledge through high-order skills.

English Language Arts: HH will engage a rigorous and *balanced* curriculum during a daily two-hour block devoted to ELA instruction. ELA instruction is conducted within RWW. Teachers will plan lessons based on assessments of students' reading and writing abilities. During RWW, the teacher will vary between whole class

mini-lessons including shared reading and writing, read-alouds, interactive writing, small-group guided reading and writing lessons, and focused independent reading and writing.

HH's Grade K content standards focus heavily on increasing oral English-language skills, and early alphabetic and phonemic awareness. HH will utilize a strong phonics-based instructional program for Grades K-2, in the *Read Well* program by Soprist West and *Words Their Way* by Pearson for Grades K-5. The *Read Well* program is a research-based curriculum that relies on components and methods of instruction that research^{12 13} has proven to be most effective for early literacy development. They are: screening and continuous assessment, phonemic awareness, alphabetic principle, vocabulary, fluent automatic reading of text, comprehension, and motivating students to read. The *Read Well* program is a scripted foundational tool that provides support for early literacy. This is especially important for students from low-income backgrounds who may enter school with limited literacy experiences. HH will use authentic literature to guide students to achieve comprehension, obtain information, build knowledge, gain insights, explore possibilities, and broaden their perspective¹⁴. From the earliest grades, composition and writing will be emphasized through Writers Workshop through the Teachers College writing curriculum for Grades K-5.

Fountas & Pinnell *Benchmark Assessment System* will be utilized as the ELA quarterly assessment. This running records assessment provides teachers with diagnostic information that informs their grouping of students in the guided instruction portion of RWW. Through this assessment, fluency is measured and the reading cue systems¹⁵ are analyzed. Teachers will develop a Plan of Action (POA) for each student following quarterly assessments, which drive the instructional program and facilitate teacher interventions.

HH has chosen Wilson's *Foundations* as its academic intervention curriculum for supplemental support. *Foundations* allows teachers to engage children with language and print, through tactile, visual, and auditory support materials. *Foundations* is aligned to National Reading Council and the National Reading Panel findings and it fully addresses *phonemic awareness, phonics, vocabulary, fluency, and comprehension*.

The Teachers College RWW Units of Study are directly aligned with the Common Core Standards. Students will learn to determine importance, draw conclusions, analyze and summarize texts and make inferences. Writing units address narrative writing, realistic fiction, informational writing, poetry, persuasive essays and letter writing. Mentor texts, will be ordered to support the reading and writing units.

Mathematics: The study of math involves incremental steps that build upon each other allowing for the development of a solid foundation. Consistent with a *balanced* approach to instruction, the facility with basic skills, knowledge of standard algorithms and mastery of mathematical concepts, with the help of drill and practice, are necessary to engage in higher order critical thinking and analytical skills. HH has chosen the Scott Foresman-Addison Wesley enVisionMATH Common Core (2012) text for K-5, which is aligned with NYS Mathematics Core Curriculum and Learning Standards and is based on scientific research. enVisionMATH Common Core supports GRR and diverse learning needs by engaging all students with leveled activities for ongoing differentiated instruction. Every unit provides strategies for ELLs, special education, at-risk, and advanced students.

Science: HH's science program is based on these important aspects: content of science, basic concepts, and our scientific knowledge as well as the processes of doing science; and the scientific ways of thinking. Based upon these principles, HH students will explore Life Science, Physical Science, Earth Science and the Human Body. The science curriculum allows students to build connections to technology and societal impacts. These, in turn, are strongly connected to community health, population, natural resources, environmental quality, natural and human-induced hazards, and other global challenges. The study of science in connection with

¹² Snow, C., Burns, M., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

¹³ Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: The MIT Press.

¹⁴ <http://www.corestandards.org/about-the-standards/key-points-in-english-language-arts>

¹⁵ Adams, M. J. (1998). "The Three-Cueing System." In F. Lehr and J. Osborn (Eds.), *Literacy For All Issues In Teaching And Learning*, pp. 73-99. New York Guilford Press

Technology and Health provides the foundation for developing conscientious and service-oriented learners. HH will use Scott Foresman-Addison Wesley *Science* for K-5. The science series complies with NYS curriculum guidelines and frameworks, provides support for teachers, and supports achievement for all students. This series utilizes an inquiry approach to learning consistent with GRR. Leveled-books allow for differentiated instruction by introducing and exploring identical science concepts at each student's reading level. It emphasizes active, hands-on explorations that help students build understanding of key concepts and invites students to develop and explain concepts in their own words.

Social Studies: The Social Studies curriculum provides the framework to address two unique aspects of HH's curriculum: 1) a curricular component entitled the Culture and History of Israel and its Immigrant Communities (CHIIC) to authentically augment Hebrew language instruction, and 2) the service learning curriculum that teaches civic responsibility, community problem-solving, and concern for others and the world. The thematic study of the CHIIC is a unique addition to the general social studies program, fully aligned with the NYS social studies curriculum and the Common Core. Together with CHIIC, the overall Social Studies curriculum is designed around the concepts of democracy and diversity and aims to help students make sense of the world, make connections between major ideas and their own lives, see themselves as members of the world community, and to understand, appreciate, and respect the commonalities and differences that give the US its character and identity.

HH will use the Scott Foresman Social Studies program for K-5 as its text. This series is directly aligned with the NYS Social Studies Standards. The content covers key social studies strands: Citizenship, Culture, Economics, Geography, Government, History and Science/Technology. This text is aligned with GRR and supports differentiated instruction. It lends itself to the integration of primary source materials into relevant areas of American and world communities. These materials will include: (1) original documents and letters; (2) field trips to museums, exhibits and historical sites; (3) documentaries that are integrated into classroom instruction; and (4) art and literature to convey historical events and figures.

HH is developing a unique curricular focus with the Schomburg Center for Research in Black Culture. Our collaboration with Schomburg is focused on the development of a 4th grade curricular component on immigration and migration with a lens on Harlem, a beacon to immigrant and ethnic groups. The curriculum will include field trips to historic residential buildings, houses of worship and public landmarks, together with the study of census data and archival materials that deepen understanding of the great diversity of communities and populations that have made Harlem their home for more than a century.

Service Learning: HH will incorporate service learning across the curriculum to reinforce values of citizenship, community and social responsibility in the context of inquiry based learning that hones analytical skills and solution development. Students learn to identify problems in their communities and implement plans to address them. Topics include environment, elders, animals in danger, community green spaces, literacy, immigrants, community safety, special needs and disabilities, hunger and homelessness. Service Learning topics are integrated into literacy blocks, the science curriculum, and enhance the exploration of key ideas in Social Studies. The four stages of Service Learning, (Preparation, Action, Reflection and Demonstration) provide opportunities for the development of research skills, experiential learning, skills of reflection and analysis and connect the thinking student to her or his responsible action in the world. Service Learning demonstrates the value of reading informational texts to analyze information and determine importance, skills which are emphasized in the Common Core standards. As Cathryn Berger Kaye indicates in, *The Complete Guide to Service Learning*, the Service Learning process is evaluated on the basis of: *Integrated Learning, Genuine Needs, Youth Voice and Choice, Collaborative Efforts, Reciprocity* and *Civic Responsibility*. The DCI will create rubrics for use in collaboration with classroom teachers to ensure that these elements are successfully realized in every Service Learning cycle and project.

Hebrew Language: Modern Hebrew instruction will begin in K and will be taught to students solely in Hebrew. The Proficiency Approach (PA) guides the instructional methodology, and takes into account that a learner's ability to perform in the target language develops gradually, in a non-linear manner. ACTFL

Proficiency Guidelines identify five main phases, to achieve the level equated with that of the native speaker: Novice, Intermediate, Advanced, Superior and Distinguished. The first three levels are sub-divided into Low, Mid and High. Ongoing evaluation of the learner's progress as defined by these levels provides a clear picture of each learner's stage of functioning in all areas of the language, and how to target instruction. Evaluation uses four interrelated criteria: content/context, task, text type, and accuracy. The PA provides a framework that guides teachers in articulating clear learning goals and powerful instructional tools to support the learning needs of each student. The PA allows a flexible curriculum; promotes a learner-centered environment; and provides clear guidelines to assess performance.

Materials and activities: Curricular materials are drawn from all genres of texts that were produced by native speakers for native speakers such as children's stories, songs, media clips and objects representing the target culture such as authentic games, signs and posters. This curriculum has been developed by HCSC staff in consultation with faculty from Brandeis University, Professor Vardit Ringvald Director of the Department of Hebrew and Arabic languages.

Instruction: Through an innovative scheduling model, each class of students will have two general studies teachers during Readers Workshop and math, and two Hebrew teachers during Hebrew. Social studies and science will be led by the general studies teacher, and a Hebrew teacher will be in the classroom to provide instructional support and incorporate Hebrew language in authentic moments. The model results in a student to teacher ratio of 13 to 1. As described previously, HH's GRR instructional model is used in math, science and social studies, and RWW is the specific model of instruction for ELA.

Gradual Release of Responsibility: GRR is the overarching instructional model. Teachers provide targeted, individualized instruction through GRR.¹⁶ The model requires that the teacher, by design, transitions from assuming "all the responsibility for performing a task . . . to a situation in which the students assume all of the responsibility."¹⁷ GRR effectively implements Common Core Standards by ensuring that students are not merely recipients of information but develop the skills to analyze, synthesize and apply information in a variety of environments and experiences across all disciplines. The following describes the four interrelated components of GRR:

- *Focus Lessons* – "I do it". This component allows teachers to model their own meta-cognitive processes as active learners. Modeled strategies focus on increasing understanding of content-area material. Focus lessons establish purposes of the task and clue students into important learning objectives.
- *Guided Instruction* – "We do it". During guided instruction, teachers prompt, question, facilitate, or lead students through tasks that increase understanding of a particular concept or idea.
- *Collaborative Learning* – "You do it together". Students consolidate their understanding of the content, concept or idea and explore opportunities to problem solve, discuss, negotiate, and think with their peers. This phase of instruction is a critical part of the instructional routine. Collaborative learning should be a time for students to apply information they learned during focus lessons and guided instruction, or to engage in a spiral review of previous knowledge. Each student is asked to summarize the activity individually.
- *Independent Learning* – "You do it alone". This component addresses the most important goal of good instruction—to provide students with practice in applying skills and information in new ways. As students transfer their learning to subsequent tasks, they synthesize information, transform ideas, and solidify their understanding.

Readers and Writers Workshop: We will use RWW to deliver our balanced literacy instruction. RWW builds capacity in teachers to differentiate instruction in a classroom of heterogeneous learners. For this reason, the workshop model is highly effective with at-risk populations such as ELLs, Title I students and special education students as well as with accelerated learners. The use of both GRR and RWW provides the

¹⁶ Pearson, P. D., & Gallagher, M. C. (1983). The instruction of reading comprehension. *Contemporary Educational Psychology*, 8, 317–344.

¹⁷ Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading comprehension. In *What research has to say about reading instruction* A. E. Farstrup & S. J. Samuels, 205–242. Newark, DE: International Reading Association.

opportunity for teachers to differentiate instruction through the use of assessment data to identify student need and tailor instruction and small group composition. Both GRR and the workshop models are based on Bloom’s Taxonomy. By changing the paradigm from teacher-centered to teacher-facilitated instruction students engage more fully in higher order thinking skills.

The Proficiency Approach: HH will provide instruction in Modern Hebrew through the PA. In second language teaching, academics distinguish between *learning* a language and *acquiring* a language. When one *learns* a language, one accumulates knowledge about the language, its behavior and its structure: one relates to it as an outsider. When one *acquires* a language, one internalizes its structure and its behavior and as a result, begins to use its linguistic components automatically to either understand or create meaningful messages. The PA increases students’ ability to perform in the learned language in all four skills (listening, speaking, reading and writing).

Ensuring Curricular and Instructional Alignment with NYS and Common Core Learning Standards: Teachers will utilize a scope and sequence for each subject to determine the content and progression of instruction. During the pre-opening PD period, teachers will map and align the curriculum to NYS and Common Core Standards. The scope and sequence will be a flexible document that will continue to be honed during the course of the school year through a collaborative process between teachers and the DCI/DHCI. During designated common planning periods, teachers will refine the scope and sequence based on their experience in the classroom and the information gathered from student assessment data. All refinements will be guided by the State standards as well as the Common Core Standards and will be reviewed by the Education Committee of the Board.

D. Assessment System

Our selection of standardized assessments is based on their validity, reliability and alignment with New York State standards, inclusive of the Common Core. These assessments, as well as NYS-mandated assessments, teacher-developed and commercially-developed formative and summative assessments, and Hebrew Proficiency Approach assessments make up HH’s entire assessment protocol. The table below describes this protocol.

Name of Assessment	Purpose	Grades and When Administered
ITBS Reading and Math	Estimate the developmental level of students, identify each student’s areas of strengths/weaknesses in subject area and achievement levels to monitor year to year developmental changes. As a nationally norm-referenced assessment, the ITBS provides information regarding how HH students are performing compared to their peers nationwide.	1-5, Upon entrance to the School and every Spring thereafter
Fountas & Pinnell Benchmark Assessments	To determine benchmark reading levels for each student: independent and instructional placement. To group students for reading instruction. To plan efficient and effective instruction. To identify students who need intervention and help to document student progress across a school year.	K-5, Beginning October for K-2; for all other grades beginning September, administered 4 times per year.
NYS ELA	Identify students’ ability to meet or exceed grade level standards in reading, comprehension and writing	3-5, May*
NYS Math	Identify students’ ability to meet or exceed grade level standards in mathematical computation, mathematical reasoning and problem-solving.	3-5, May*
NYS Science	Identify students’ ability to meet or exceed grade level standards in science content and use of scientific tools	4, April/May*

Name of Assessment	Purpose	Grades and When Administered
LAB-R	To determine English proficiency.	K-5 as identified by the Home Language Survey and Staff Assessment, September (or within 10 days of the student's enrollment in the school)
NYSESLAT	To determine when students identified as ELLs become proficient in English and exit ELL status.	K-5, if in ELL status, April/May*
NYS Alternative Assessment	Identify students' ability to meet or exceed grade level standards in all areas for Special Education students	K-5 if mandated by IEP, October through February*
Curricular Unit Assessments	Commercial or teacher-developed summative assessments covering material from an entire unit of study.	K-5, Curricular unit assessments are determined by unit length and vary in length
Teacher Generated Assessments	Teacher-developed assessments (tests, quizzes, homework or assignments) administered to assess mastery of material covered in class at a given point within a unit of study.	K-5, There is no set schedule for these assessments as they are determined by the teacher.
ELLOPA ¹⁸	To allow young students to demonstrate their precise level of Hebrew performance in oral fluency, grammar, vocabulary and listening comprehension based on ACTFL guidelines.	K-1, Spring
MOPI or OPI ⁶	To allow students to demonstrate their precise proficiency level of Hebrew performance in oral fluency, grammar, vocabulary and listening comprehension based on ACTFL guidelines.	1-5, Spring
Hebrew Summative Assessments	To determine the development level of students written, reading, and letter recognition and writing skills, respectively, based on ACTFL guidelines. To identify each student's areas of strengths and weaknesses and achievement information.	K-5, Administered approximately every six weeks.

* HH will administer these NYS Assessments as prescribed by NYS on the dates required for each school year.

Use of Assessment: Assessment will begin with the administration of the F&P Benchmark Assessment for students in K and 1. Students in Grade 1 will also take the ITBS. The data will be used to establish baseline starting points, set goals and facilitate conversations with students and parents about each child's academic goals. Faculty and administrators will use students' prior-year NYS tests as well, to analyze deficiencies, progress, and baseline performance. Throughout the year, teachers will use data from their diagnostic and other formative assessments to conduct item analyses, individual and class level data in conjunction with curriculum to adjust lesson plans, and schedules for additional instructional time where needed. Faculty and administrators will use the data to formulate academic intervention services, and to set and measure individual student growth goals. The Monitoring for Results process described in *III.D. Evaluation*, which occurs every 6-8 weeks will facilitate and support the consistent and precise use of data by teachers and the instructional leaders. All grade level teachers will work from the curriculum ensuring that their lessons and assessments are aligned with NYS learning standards. Data analysis will occur bi-weekly during common planning periods, to ensure that instruction is targeted. These sessions will be led by the DCI and occur at grade level meetings.

¹⁸ The ELLOPA is developed by the Center for Applied Linguistics and are aligned with ACTFL guidelines for foreign language proficiency in all language domains. The MOPI and OPI are designed by ACTFL.

Hebrew teachers will engage in this process with the DHCI with respect to data from Hebrew language assessments. At the end of each school year, students undergo a proficiency assessment in the form of an oral interview. The interview enables the assessor to determine the proficiency level of the student based on ACTFL guidelines. These results are tracked from year to year. Student achievement data will be used to promote or correct instructional delivery.

Collection and Dissemination of Student Data to Parents and Students: HH will utilize a powerful student information management system, OnCourse, to house the data, allow faculty to view, analyze and report on a real-time basis, and track over time the performance of individual students, classrooms of students, NCLB accountability groups and all students in HH to tailor instruction to individual, disaggregated or aggregate student needs. It will allow leaders and teachers to track growth and mastery of content standards and make classroom or school-wide modifications as needed. School administration will use this data to determine teacher effectiveness as well as gaps and weaknesses in the curriculum and instruction, and to drive any necessary programmatic modifications. An additional benefit of OnCourse is the lesson planner program that allows teachers to create their lesson plans based on the assessment data, linked to standards. It will also allow teachers to create classroom websites, post homework, calendars and other information for students and parents. The student report cards produced by OnCourse indicate mastery of Common Core goals. HH will facilitate open communication with parents regarding their child's assessment results. During orientation, parents will be informed about HH's reporting system so they can support their children. Weekly communication will be sent home with the child in the form of reports, results from assessments, and newsletters. Quarterly report cards will be distributed to parents at parent teacher conferences. Parents can also request progress reports during the marking period. OnCourse also comes with a portal allowing a parent/guardian to follow their child's academic performance and progress in real-time. Teachers will also post homework assignments and newsletters on this portal. For parents without home access to the internet, computers will be available for parent use on site. HH will work with the Parent Organization (PO) holding joint trainings and group activities to clarify how to interpret assessment results and its resulting implications. Teachers will meet individually with students and parents to review their individual student growth plans and provide ongoing progress updates based on assessment data. Teachers and other support staff will share strategies to help parents support their children's growth goals at home.

Accountability Plan and Dissemination of Data to the Board of Trustees: The annual Accountability Plan Progress Report results from a process in which the HOS, DCI, DHCI and instructional staff will assess student academic performance data against the performance indicators in the Accountability Plan. Through a collaborative process, administrators and teachers discuss findings throughout the academic year. Should HH fall short of its goals, the staff will engage in a reflective process. In the Progress Report, the HOS, or designee, will summarize the data, and performance indicators and will discuss what changes will be implemented in curriculum, instruction and PD to ensure that student achievement improves. If HH met its goals, the progress report will include a discussion of how HH will enhance curriculum, instruction and PD to ensure continued student progress and achievement. The Accountability Plan progress report will be shared with all our stakeholders. Throughout the year, student performance data will be shared with the Board through a report of performance indicators that aligns specific data with expected goals. An analysis of this data will allow the Board to objectively assess HH's progress towards Accountability Plan goals and to make informed decisions regarding changes to the instructional program, organizational structure and resource allocation. Prior to the first Board meeting of the new school year, the Education Committee of the Board, HOS, DCI and DHCI will develop a reporting format that will include all NCLB, demographic and outcome data. The reporting format will be presented to the Board for approval. The HOS or his/her designee will be responsible for reporting to the Education Committee on at least a bi-monthly basis and to the Board on at least a quarterly basis.

E. Performance, Promotion, and Graduation Standards

Students will be held to promotion criteria in the areas of attendance; comprehensive classroom assessments that include work samples, anecdotes, teacher assessments and observations; and benchmark

assessments. HH reserves the right to make a decision for promotion when attendance falls short of criteria but academic benchmarks are achieved. Students failing to meet any of the grade level or school expectations in ELA and math are noted during the winter that their *promotion is in doubt*. An intervention plan is created and shared with parents. If students do not meet promotion criteria, they will be encouraged to attend summer school. Students not meeting benchmarks at the end of summer school will be retained.

The following is the promotion criteria for students in Grade 2 (lower elementary) and Grade 5 (upper elementary) at HH.

Grade	Attendance	Teacher Recommendation	Benchmark Testing
2	95%	At grade level performance	<i>Fountas & Pinnell Benchmark Assessment System</i> - Benchmark At Grade Level. Teacher developed grade wide end of year assessment.
5	95%	At grade level performance	New York State ELA and Math—Level 2 and above.

Meeting the benchmark testing criteria above means that students in Grades 2 and 5 will know and be able to do the following in ELA and math in accordance with NYS and Common Core Standards:

Grade 2 Core Promotional Standards	
ELA	End of year Expectations:
Reading	<ul style="list-style-type: none"> • Uses phonics and word analysis skills to figure out unfamiliar words. • Reads independently for sustained periods of time. • Asks and answers questions about key details in a text • Retells stories, including key details, and demonstrates understanding of their central message or lesson • Describes characters, settings, and major events in a story using key details. • Explains major differences between books that tell stories and books that give information, from range of text types. • Compares and contrasts characters, settings and stories from one book to another. • Obtains facts and information from different writings
Writing	<ul style="list-style-type: none"> • Produces and expands complete simple and compound statements, questions, commands, and exclamations. • Writes informative/explanatory texts in which they name a topic, supply some facts about the topic and provide closure. • Writes opinion pieces in which they introduce the topic or name • Writes narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provides a sense of closure. • With guidance, focuses on a topic, responds to questions or suggestions from peers, and adds details to strengthen writing.
Listening and Speaking	<ul style="list-style-type: none"> • Shares ideas, facts, observations and opinions with classmates and teachers. • Follows directions and asks questions for clarification. • Listens respectfully and learns to take turns speaking.

Grade 2 Core Promotional Standards - Continued	
Math	End of year expectations:
Arithmetic and Number Concepts	<ul style="list-style-type: none"> • Counts by ones and twos, forward and backward from 100 using a number line. • Counts within 1000; skip-counts by 5s, 10s, and 100s. • Uses ordinal numbers from first through thirty-first. • Uses place value when adding and subtracting numbers to 100. • Fluently add and subtract within 20 using mental strategies. • Uses the symbols <, >, =, +, - appropriately • Adds and subtract two digit numbers with and without regrouping. • Matches words and symbols from zero to twenty. • Recognizes $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{8}$, and $\frac{1}{10}$ as part of a whole or part of a set of objects. • Makes change for amounts of money to \$1.00
Geometry and Measurement	<ul style="list-style-type: none"> • Recognizes simple two and three dimensional figures in everyday life. • Compares two and three dimensional figures based on size or capacity. • Uses a clock or calendar to track time and events. • Measures length, weight, capacity and temperature. • Estimates sizes
Function and Algebra	<ul style="list-style-type: none"> • Sorts and classifies objects by two characteristics • Recognizes more than one object belonging to a set • Find missing numbers in open sentences.
Statistics and Probability	<ul style="list-style-type: none"> • Participates in collecting and recording data • Participates in arranging and displaying data using tables, pictographs and bar graphs • Predicts likely outcomes of repeated acts
Mathematical Process	<ul style="list-style-type: none"> • Selects an appropriate strategy to solve word problems. • Uses objects, drawings and writing to explain solutions to problems.

Grade 5 Core Promotional Standards	
ELA	End of year Expectations:
Reading	<ul style="list-style-type: none"> • Uses their knowledge of how words work to figure out new and challenging words. • Decode words in text automatically. • Reads independently for sustained periods of time • Reads aloud with fluency and expression, using strategies for self-correction. • Shows understanding by retelling, summarizing and analyzing relationships among parts of the text • Compare characters, setting and themes from one book to another • Raises questions about what an author writes and tries to answer questions through reading. • Compares and contrasts books by the same author or in the same genre • Discusses author's craft (e.g. point of view, word choice, plot, beginnings and endings and character development)

Grade 5 Core Promotional Standards - Continued	
ELA	End of year Expectations:
Writing	<ul style="list-style-type: none"> • Writes daily for extended periods on self- selected topics, in all subject areas. • Takes 10-12 pieces of writing through the process of revising, editing and publishing. • Writes a variety of pieces (poems, stories, reports, etc.) that are longer and more complex than in earlier grades. • Uses punctuation and spelling correctly a majority of the time. • Writes using some of the types of words and sentences they read in books. • Includes new and more sophisticated vocabulary in their writing. <p>Writes in order to:</p> <ul style="list-style-type: none"> • Share an experience or event, real or imagined (narrative writing) • Learn new things and communicate information to others (report writing) • Tell what they think about a book (response to literature). • Tell how to do something (procedural writing).
Listening and Speaking	<p>Listens and speaks in whole class, small group discussions and in one-to-one conversations with the teacher in order to:</p> <ul style="list-style-type: none"> • Share observations, information and opinions in class discussions • Listen respectfully and takes turns speaking • Expresses thoughts clearly • Uses comparison and analysis to explain ideas • Uses information that is accurate and relevant to a discussion • Asks questions to further a discussion • Follow directions
Math	End of year expectations:
Arithmetic and Number Concepts	<ul style="list-style-type: none"> • Uses knowledge of place value to read and write numbers through millions and thousandths • Adds, subtracts, multiplies and divides whole numbers. • Uses addition, subtraction, multiplication and division facts with accuracy and efficiency • Understands the order of operations • Understands number theory (e.g., factors, multiples, powers, roots). • Adds, subtracts and compares fractions, decimals, integers and percents. • Represents multiplication and division of fractions with graphics and models. • Explores ratios, proportions and scale. • Understands positive and negative numbers as they relate to coordinates, debits, credits, etc.
Geometry and Measurement	<ul style="list-style-type: none"> • Recognizes, classifies and describes two-and three-dimensional figures • Demonstrates an understanding of perimeter, circumference, area and volume. • Estimates, measures and converts using both metric and customary (U.S. Standard) units. • Uses the coordinate plane to explore geometric ideas (e.g., graph ordered pairs).
Function and Algebra	<ul style="list-style-type: none"> • Recognizes, describes, creates and extends patterns and sequences • Solves basic linear equations • Basic understanding of functions and functional relationships. • Uses the commutative, associative and distributive properties

Grade 5 Core Promotional Standards - Continued	
Math	End of year expectations:
Statistics and Probability	<ul style="list-style-type: none"> • Collects and records data to answer a question or test a hypothesis • Arranges and displays data using tables, Venn diagrams and graphs • Interprets and analyzes data • Determines probability of independent events
Mathematical Process	<ul style="list-style-type: none"> • Uses appropriate operations and a variety of strategies to solve problems • Uses the language of mathematics to describe, explain, and compare • Uses manipulatives, the calculator and other mathematical tools appropriately

HH does not intend to retain students solely because of lack of Hebrew language acquisition. Students who are not meeting benchmarks in Hebrew language will receive intervention during the year and will be recommended to Summer School. Indicators for students' Hebrew Language acquisition will be measured by ELLOPA, OPI and assessments of reading and writing skills currently being developed by HCSC.

Grade 2 Core Promotional Standards	
Hebrew Language	End of year Expectations:
Speaking	<ul style="list-style-type: none"> • Speaks in two to three short, discrete sentences in present tense, using conjugated verbs; • Generates authentic language by combining and recombining learned elements. • Converses on topics such as self and family, some daily activities, seasons, weather, and personal preferences, likes and dislikes, needs, etc. • Describes physical features of people, home, school, neighborhood, including location of objects; • Asks a few simple questions relating to familiar, uncomplicated (concrete) situations.
Listening	<ul style="list-style-type: none"> • Understands simple, sentence length speech in a variety of personal and social contexts; • Understands speech that conveys basic information; • Comprehends highly familiar, predictable topics much of the time; • Carries out commands without prompting;
Reading	<ul style="list-style-type: none"> • Can comprehend some information from very simple, loosely connected texts that contain high-frequency vocabulary and deal with a limited number of familiar contexts, such as daily personal and social needs; • Can understand text that contains very basic information in a familiar format such as in a weather report, an advertisement, a menu, or a schedule.
Writing	<ul style="list-style-type: none"> • Writes all letters of the Hebrew alphabet in cursive; • Can create statements and formulate questions, combining and recombining learned vocabulary and structures, based on familiar material; • Writes short, simple sentences about familiar topics, such as personal information, with basic word order in the present tense; • Describes physical features of people, home, school, neighborhood, including location of objects.

Grade 5 Core Promotional Standards	
Hebrew Language	End of year Expectations
Speaking	<ul style="list-style-type: none"> • Handles a variety of uncomplicated communicative tasks in straightforward social situations, including personal information related to self, family, home, daily activities, interests and personal preferences; • Handles predictable and concrete exchanges necessary for survival in the target culture, that pertain to physical and social needs, such as food, shopping, etc.; • Responds to direct questions or requests for information; • Asks a variety of questions to obtain simple information to satisfy basic needs, such as directions, prices, and services; • Expresses personal meaning by creating with the language, in part by combining and recombining learned elements and conversational input to produce responses consisting of sentences and strings of sentences, mostly in the present tense; • Uses strategies of circumlocution occasionally.
Listening	<ul style="list-style-type: none"> • Understands, with ease and confidence, simple sentence-length speech, in basic personal and social contexts on familiar or everyday topics; • Derives some main ideas and some supporting details from connected texts or short narratives.
Reading	<ul style="list-style-type: none"> • Understands short, non-complex texts that convey basic information and deal with basic personal and social topics, which are familiar or of personal interest; • Extract some meaning from short connected texts featuring description and narration, dealing with familiar topics.
Writing	<ul style="list-style-type: none"> • Creates with the language and communicates simple facts and ideas; • Writes short, simple communications, compositions, and requests for information; • Writes about personal preferences, daily routines, common events, and other personal topics; • Writes mostly in present tense, with occasional references to other time frames; • Demonstrates control of basic sentence structure; • Writes in loosely connected texts, mostly consisting of a collection of discrete sentences and/or questions.

F. School Culture and Climate

HH will cultivate a safe, secure and orderly environment. Students will learn through service learning to recognize themselves as citizens of a larger global community. HH believes that discipline issues are best prevented by effective instruction by which all students are engaged in learning. HH will define discipline as helping children develop self-control and self-motivation in a school community that is safe for all members. To this end, HH has developed a series of rules, the Discipline Code, that address proper student behavior, maintenance of order, and a code of conduct. Upon authorization, the Discipline Code will be presented to the HH Board for approval, published in the Student Handbook, and distributed to members of HH's community. The Discipline Code will be reviewed by the staff during pre-opening PD. Staff will be trained in its implementation. Parents and students will be informed of these policies during orientation to ensure clear expectations for school conduct. Discipline will be considered a process; infractions will be addressed individually with an established range of consequences. The first step taken in any disciplinary action is to restore a sense of safety and student's self-control.

Communication with the student is critical to ensure a productive process. The outcome of the consequences should reinforce the essence of what is unacceptable and the repercussions thereof. See *Attachment 4 Discipline Policy* for further discussion. This is a *draft* and the final Discipline Code will be further developed and refined by HH's leadership and Board and given final review by legal counsel prior to ratification. To ensure that staff, students and parents are aware of all expected standards of behavior, the discipline code will be distributed at the beginning of every school year. Each level of infraction contains a range of possible disciplinary responses. Infractions are grouped into five levels, from insubordinate behaviors to seriously dangerous or violent behaviors and provide a corresponding range of possible disciplinary responses. Whenever possible, interventions should begin with the lowest level of disciplinary response. The Discipline Code provides graduated penalties for students who engage in repeated misbehaviors.

Dignity for All Students Act: HH is committed to the requirements of the Dignity for All Students Act (DA) which takes effect on July 1, 2012. The DA 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 DA will prohibit activities that create a hostile environment at school and school-sponsored events. HH will follow the recommendations, when published, of the NYS-wide task force that is developing guidelines. All staff will receive training on the DA during pre-opening PD that focuses on HH's framework for promoting a positive school culture. HH's social worker will be the designated contact for handling violations of the DA, especially bullying. HH will ensure the social worker receives appropriate training to recognize and respond effectively to harassment and bullying and implement strategies to prevent it.

Evaluation of School Climate: HH will evaluate its stakeholders' perception of the school climate formally on an annual basis through the NYCDOE Learning Environment surveys distributed to parents and school staff. This NYCDOE instrument is designed for students in Grade 6 and above, therefore HH will develop an age-appropriate instrument to gauge the feedback of our younger students. HH's leadership will evaluate the results of this survey which will be discussed as part HH's annual accountability goals. The Social Worker will keep a record of all student disciplinary incidents. HH will comply with VADIR data collection requirements, and disciplinary data reported to NYSED will become a part of HH's Annual Report Card.

G. Special Student Populations and Related Services

HH's overarching instructional model of GRR in all subjects and the use of RWW specifically for ELA support all learners as both models allow teachers to differentiate instruction. Teachers will use data to inform both individual conferencing with students as well as in the groupings of students for guided instruction. This process promotes highly individualized instruction and thus is appropriate for meeting the needs of all students, including those who are ELLs, academically at-risk, have special needs or are accelerated learners. HH will have designated instructional personnel, supports and processes that will specifically address the needs of these special populations, as a pull-out to the extent deemed necessary (for students without an IEP) or to the extent required by a SWD's IEP. The minimum qualifications for specialized instructional personnel who will implement these services, including certified special education teacher, special education coordinator, ESL teacher, reading specialist, and social worker are provided in *Attachment 8a: Hiring and Personnel Policies*.

Students with Disabilities: HH will provide instruction to students with disabilities in the least restrictive environment possible to the extent appropriate and subject to the requirements included in each student's IEP in accordance with all applicable federal and state laws and regulations (e.g. IDEA). Special classes, separate schooling, or other removal of students with disabilities from the regular educational environment 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, in accordance with the student's IEP. Students with disabilities will also be expected to participate in, and receive credit for, nonacademic, extracurricular and ancillary programs and activities with all other students to the extent allowed by the IEP. Students with disabilities will receive all notices concerning school-sponsored programs, activities, and services.

Methods and Strategies for Identifying and Serving Students with Disabilities: HH will comply with the federal Child Find requirements (34 CFR §300.125. Students enrolling for the first time in a NY public school will be screened by a team of teachers—the Child Study Team (see below)—to identify any possible indication that the child may need an IEP, or referral to the CSE of the student’s district of residence. HH will ensure that the most recent IEPs of enrolled will be forwarded by their previous schools in a timely manner. Other students will be brought to the attention of the team if they are demonstrating any problems within the general education classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist and a disability is suspected, the student will be referred to the CSE of the student’s district of residence for an evaluation.

A student suspected of having a disability will become a focus of HH’s Child Study Team (CST) consisting of an administrator, classroom teachers, social worker, special education teacher and reading specialist. The ESL teacher will be invited to participate as appropriate. The classroom teacher will provide records of classroom observation, assessment data, consultation with parents, administration and special education staff, and at risk intervention data for review. A member of the CST will also observe the student in the classroom to inform their evaluation. Supplemental services exist along a wide continuum of support, ranging from mild accommodations to extensive intervention and may be available within the school, the district of residence or located elsewhere in the community. The CST will use the Pre-Referral Intervention Manual¹⁹ (PRIM) to guide their Response to Intervention (RtI) strategies. The CST has the responsibility to: review any problems (academic/developmental, behavioral, social/emotional) interfering with the child’s performance; brainstorm solutions, make recommendations to meet the child’s needs and monitor/review results of the recommendations (including Title I services). The CST will interview the student’s teacher(s) and consult with the student’s parents to offer recommendations. A referral to the CSE will be considered when it is clearly documented implemented RTI strategies were insufficient to address the student's needs.

Referrals to the CSE: If there is no improvement in the student’s academic or non-academic areas of concern following implementation of appropriate strategies, an official meeting will be called with the family and a referral may be developed. The referral is made in writing to the Chairperson of the CSE of the NYCDOE for an individual evaluation and determination of eligibility for special education programs and services. A copy of the referral, along with the procedural safeguards notice described in 34 CFR §300.504, will be sent to the student’s parents/guardians. A referral may be made by a student's parent or person in parental relationship, a professional staff member of HH, a physician, a judicial officer or a representative of a public agency. Regulations identify specific requirements for referrals initiated by professional staff members, directing that such a referral must: state the reasons for the referral and include any test results, records, or reports upon which the referral is based; describe attempts to remediate the student's performance prior to referral, including any supplementary aids or support services or the reasons why no such attempts were made; and describe the extent of parental contact or involvement prior to the referral. Initial evaluations, re-evaluations, and revisions of IEPs, and the procedures relating thereto, are the responsibility of the CSE of the student’s school district of residence (*see* 34 CFR §§300.22, 300.312 and 300.340 *et al*). HH will implement the IEP developed by the CSE for each student identified, and will cooperate with the student’s district of residence to ensure that all services as recommended in that IEP are provided to the student. As required by the IDEA, the student’s regular education teacher will be involved in the development and implementation of a student’s IEP. HH will provide substitute coverage for teachers as necessary to ensure they are able to attend CSE meetings.

Instructional Supports for Students with Disabilities: HH 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 HOS and, when hired, the Special Education Coordinator (SEC). HH will employ

¹⁹ <http://www.hawthorne-ed.com/images/pre-referral/samples/h00680sb.pdf>

a full-time special education teacher in its first year. The Special Education teacher will serve as SEC until Year 2, at which time a designated SEC will be hired. By the fourth year of operation, a second designated special education teacher will be appointed. Special education coordination involves overseeing HH's Special Education program, which includes but is not limited to 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 HOS will also help to oversee this process.

HH's special education staff and service providers will provide support to classroom teachers, work in the general education classrooms with special education students individually and in small groups, provide resource room services and serve as special education consultants to the overall school community. Special education staff will work with general studies, Hebrew, ESL and specials teachers to support the education of students with disabilities in a manner consistent with and supportive of the students' IEPs. Special education staff will ensure that the teachers are knowledgeable about the needs of students with disabilities, are informed about their responsibilities for particular students, will receive the support they may require to implement each student's program, and will implement any necessary modifications or accommodations in their classes. Every teacher of a student with a disability will be provided a copy of the student's IEP and corresponding information, training and support by the Special Education staff to ensure their understanding of the student's needs and their responsibilities to implement any required modifications or accommodations in their classes. HH will ensure that the special education programs and services will be provided directly to the student during school hours. HH will provide support services to students to ensure that IEP mandates and measurable goals are met. HH intends to provide the following services that may be required by a student's IEP: resource room, Special Education Teacher Support Services (SETSS) and potentially Collaborative Team Teaching (CTT) within a particular grade. HH will have a full time social worker for those students whose IEP requires counseling services. HH will most likely contract with outside service providers for 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 in HH 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. A special education teacher, paraprofessional or aide may sit with the students to help implement the goals of their IEPs. In the event that HH is unable to provide services in accordance with the student's IEP, it will rely on the school district of the student's residence to provide services.

All teachers will receive on-going training regarding the education of special needs students including during the pre-opening PD prior to the opening of each school year. PD will also address the needs of the SWD by emphasizing differentiation and ongoing assessment of work. As part of this, teachers will be fully trained in PRIM as well as the SWD referral process. HH's embedded PD model provides additional time for ongoing training, planning and collaboration specifically related to the education of students. HH has selected instructional materials that will be utilized to provide academic intervention to students with disabilities, including Wilson's *Foundations* for English language instructional intervention and the intervention components of enVisionMath Common Core. HH's budgets are also aligned with the expected need to purchase other instructional materials as identified by HH's special education professionals.

English Language Learners: HH shall serve all Limited English Proficient (LEP)/ELL students by providing supportive instruction so that they achieve proficiency in English. HH shall comply with all applicable laws including Title VI of the federal Civil Rights Act of 1964 (as amended) and the Federal Equal Educational Opportunities Act of 1974. HH ensures that LEP/ELL students (ELLs) will not be excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction, and also that ELLs will not be assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the School in their native language to encourage participation.

HH's process for identifying ELLs is as follows: If English is the only language spoken in the home as indicated on the Home Language Survey, then the screening process need not continue. If the home language is other than English or the student's native language is 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 and speaks little or no English, then HH will administer the Language Assessment Battery-Revised (LAB-R). A student who scores below the designated proficient level is LEP, thus eligible for ESL services. After placement into ESL 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 ESL services.

Instructional Support for ELLs: In order to move ELLs to English proficiency as quickly as possible, HH will have an ESL teacher beginning in Year 1. The ESL teacher will use sheltered English Immersion (SEI) strategies in both a push in and pull-out model. SEI is an approach for teaching content to ELLs in strategic ways that make the subject matter comprehensible (i.e. provide access to mainstream, grade level content—not watering down the subject matter) while promoting the students' English language development. In the push-in model, the ESL teacher will plan and work collaboratively with the classroom teacher to integrate language and content and infuse socio-cultural awareness to scaffold instruction for students learning English. Students' language learning is further leveraged in the GRR and RWW model within the "collaboration" component of both models, as research shows that students' language development is further supported through social interaction and contextualized communication which can be readily generated in all subject areas.^{20,21} The ESL teacher will guide students to construct meaning from texts and classroom discourse and to understand complex content concepts by scaffolding instruction—beginning instruction at the current level of student understanding and moving students to higher levels of understanding through tailored support. The tailored support can include adjusting their speech (paraphrasing, giving examples, providing analogies, elaborating student responses) to facilitating student comprehension and participation in discussions when discourse might be beyond their language proficiency level²². Another way the ESL teacher would work in SEI within the classroom is by adjusting instructional tasks so they are incrementally challenging (pre-teaching vocabulary before a reading assignment) and students learn the skills necessary to complete tasks on their own.²³ With SEI, ELLs receive the same academic content as those students who are English proficient. All instruction will be in English; however, the level of English used for instruction, both verbal and written, will be modified for any ELL if necessary. enVisionMath has a highly visual learning instructional approach that has embedded ELL strategies and activities to ensure ELLs' learning is scaffolded and differentiated. Teachers will be supported with PD to utilize SEI strategies for delivering content to ELLs in the English language. At HH, students will receive instruction from their classroom teacher and, as needed, discrete ESL instruction from the highly qualified ESL teacher. HH will use the new ESL standards document entitled, *The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for English as a Second Language* as a guide to ensure that ELLs meet the same standards as the general student population.

HH has chosen ELA instructional materials, *Read Well*, along with its academic intervention programs, Wilson's *Foundations* and Pearson's *Words Their Way* that will support ELLs' English language development. These published curricula have strong phonics-based approaches with rich content and are ideal for schools

²⁰ Vygotsky, L. (1978). *Mind and society: The development of higher psychological processes* (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds. And Trans.). Cambridge, MA: Harvard University Press.

²¹ Tharp, R., & Gallimore, R.(1988). *Rousing minds to life*. Cambridge: Cambridge University Press

²² Bruner, J. (1978). The role of dialogue in language acquisition. In A. Sinclair, R. Javella, & W. Levelt (Eds.), *The child's conception of language* (pp. 241-256). New York: Springer-Verlag.

²³ Applebee, A., & Langer, J. (1983). Instructional scaffolding: Reading and writing as natural language activities. *Language Arts*, 60, 168-175.

using an SEI approach. In *Read Well*, continued review and a conscious attention to oral language patterns will augment learning for ELLs and children working with language delays. *Read Well* lessons make purposeful connections between decoding and meaning and whenever appropriate, use of gestures, real objects, and pictures is encouraged. Furthermore, Wilson's *Foundations* and *Words Their Way* provides teachers and administrators with the tools needed to successfully engage children with language and print. *Foundations* is aligned with the findings of both the National Reading Council and the National Reading Panel and it fully addresses the five essential components of reading: *phonemic awareness, phonics, vocabulary, fluency, and comprehension*. *Words Their Way* is endorsed by Teachers College RWW and is aligned with the workshop model. *Foundations* and *Words Their Way* will provide teachers and students with multiple tools for success. They are: a framework of language and literacy development that integrates curriculum, assessment and instruction; on-Site PD; in-classroom coaching, extensive teacher resources, engaging student materials; homes/school support, and ongoing assessment.

As described previously, GRR and RWW are supportive instructional models for ELLs. These unifying instructional approaches consist of a mini-lesson, independent work time and a share session. Students in grades K-2 will be read aloud stories about concepts in math, science and social studies through literature. In small group instruction, students will revisit these readings to repeat and review the material. These stories will include oral language activities such as picture walks that will allow children to interact by gesture, coloring, writing, and speaking. enVisionMath Common Core uses bar diagram models throughout its program to help students to make sense of problems. ELL strategies such as visual learning, modeling, partner talk, use of repetition, reporting back, and rephrasing support ELLs throughout their math experience. Science and social studies materials are replete with visual learning examples that include drawings, photographs, diagrams and the use of common objects which will help our ELLs "connect" abstract concepts to language. The GRR will allow teachers the opportunity to meet with ELLs before independent work begins and while they are working either independently or with a peer. The model encourages collaborative activities with student partnerships. Teachers will strategically partner ELLs with other students during science, math, and social studies to scaffold ELLs further, encourage language role models, and provide additional social and emotional supports.

The ELL and Hebrew Instruction: The PA for teaching Hebrew as it relates to ELLs is consistent with our approach to teaching Hebrew to English proficient students. Therefore, ELLs will not need an ESL teacher support in Hebrew class. Given Hebrew is taught by the Hebrew teacher solely in the Hebrew language, there is no need for an ESL instructor to support instruction just as there is no English speaking teacher present in the Hebrew classroom to support English speaking students. All students at HH, native English speakers and non-Hebrew ELLs alike, will be "Hebrew Language Learners." Because HH is a school with an emphasis on foreign language acquisition, all teachers are keenly aware of the processes involved with the acquisition of a new language and all students participate in a culture by which there is an ongoing sense of accomplishment in mastering a language not spoken in their homes. ELL's are on a level playing field with other "Hebrew Language Learners" and can succeed in the acquisition of Hebrew giving them extra confidence in their language acquisition capacities in general.

Professional Development: HH will include training for teachers who are directly involved with 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.

Students At-Risk of Academic Failure: Students who are struggling with ELA and math proficiency and those who would be identified as eligible for services under Title I will be identified for academic intervention services based on their performance on NYS ELA and Math assessments, ITBS or F&P Benchmark Assessment System. Similar to the process for identifying ELLs, benchmarks will be established in both Reading/Language Arts and Mathematics on these assessments. Students who perform below benchmarks will

be eligible for AIS including those funded through Title I. Other factors that will warrant a designation of students at risk include behavioral issues, teacher recommendations, and failure to respond to PRIM interventions.

Response to Intervention Strategies: Based on the data from student assessments, HH will implement reading and math intervention strategies. As with the RtI described for Special Education students, there is a process before students are identified as AIS or Title I. Small group instruction, conferring, scaffolding through partnerships, and the intensive support of the second teacher in the room are all components of our comprehensive RtI package.

The use of SEI by the ESL Teacher in core subjects to address the needs of ELLs is also a strategy that provides universal access to *all* students. Students from economically disadvantaged backgrounds may suffer from language deficits due to the lack of language exposure. While they may not be ELLs, research shows that children from poverty level backgrounds face their own challenges and deficits in English language acquisition and development.²⁴ Thus, students at-risk of academic failure will also benefit from SEI strategies that will be utilized by the ESL teacher and incorporated by general studies teachers to provide access to mainstream, grade-level content, and to promote the development of English language proficiency. The CST will review behavior and academic performance, interview teacher(s), and consult with parents and offer recommendations. A referral to the CSE should be considered only when it is clearly documented that the interventions were insufficient to address the student's needs.

If there is no improvement in the student's academic or other areas of concern the student will receive intensive academic intervention. HH will hire a certified Reading Specialist in its first year of operations. HH will utilize specific reading intervention programs—Wilson's *Foundations* and Pearson's *Words Their Way*. The Reading Specialist will work collaboratively with the classroom teachers in both a push-in and pull-out model in order to effectively address academically at-risk students' needs. The DCI will serve as the Title I coordinator and will oversee the implementation of the academic intervention programs targeting this population of students, including:

1. *Implementation and documentation of academic intervention services by classroom teachers and the designated reading specialists. Examples of intervention services are:* extra small group guided reading sessions, the reading specialist's (and all teachers') use of research-based reading intervention programs and/or strategies for students designated as Title I and in need of academic intervention and remediation, supplemental utilization of reading material, individualized or small group tutoring, extra small group mathematics support, creation of supplemental specialized mathematics 'stations' for targeted practice, utilization of supplemental manipulatives and supplemental one-to-one instruction.
2. *Intervention and documentation by the Social Worker to support family participation in promotion of academic growth of student. Examples of supplemental intervention services by the Social Worker are:* guidelines to support at-home specific reading and/or mathematics skill, comprehension, and, creation of at-home "work space" and time, coordination and outreach for additional academic support services such as tutoring and/or counseling; and promotion of school-family partnership focused on providing consistent language used by school and home in discussing reading, writing, and math.

Teachers have daily blocks of time that can be used to provide AIS to students identified at-risk of academic failure, HH will also offer an intensive 4 week summer academic intervention program and optional three day intervention programs during the winter and spring recesses.

Throughout the year, teachers and instructional specialists with oversight and support from the DCI and DHCI will evaluate the progress of the struggling students. HH's instructional model facilitates teacher's ability to make real time modifications to lesson plans and instructional strategies to address the needs of struggling

²⁴ Farkas, George; Symposium on Utopian Visions: Engaged Sociologies for the 21st Century. *Contemporary Sociology* 29, number 1 (January): 53-62

students. Their performance will also be measured using F&P Benchmarks, formative and summative assessments and standardized assessments like the ITBS and the NYS tests. Item analysis of assessment data will allow us to see progress or lack of progress. Students meeting established benchmarks will no longer be considered students in need of academic intervention.

Instructional Staff and Support: All instructional staff will be involved with providing instruction to struggling students. The HOS, DCI and DHCI provide support and guidance to all teachers in their work to ensure all students meet or exceed HH's learning standards. HH will have the following instructional support specialists:

- Reading Specialist who works collaboratively with the classroom teachers in both a push-in and pull-out model;
- Special education teachers and coordinator who are devoted to meeting the needs of struggling students with IEP's;
- ESL Teacher who is dedicated to meeting the needs of struggling students who are also classified as ELLs.
- Social Worker who provides counseling support to students and families with personal and family issues.

Accelerated Learners: Students are deemed accelerated learners when they are exceeding proficiency standards in ELA and math as measured by the NYS ELA and Math test, ITBS reading and math and F&P Benchmark Assessments. Students may also be advanced in their proficiency of the Hebrew language as determined by the Hebrew language assessment.

As discussed previously, GRR allows teachers to individualize instruction to meet the needs of special populations of students. During independent work time teachers may engage accelerated students on an individualized research project that requires their developing internet research capacities in order to obtain and read more advanced treatments of a specific subject matter. Each classroom will be equipped with appropriate resources and technology that will facilitate accelerated students' engagement in their work. Like GRR and RWW, the PA also supports the acceleration of students who demonstrate advanced skills in Hebrew.

Through HH's embedded PD model, teachers will be supported in their capacity to differentiate their lessons to address the needs of all learners, including accelerated learners. Teachers will be expected to produce lesson plans that show evidence of how s/he has differentiated instruction for special student groups. The lesson plans are expected to also indicate how s/he will assess students' attainment of the goals and objectives of the lessons. Accelerated students will also be the subject of the CST and teachers will engage in conversations around strategies to continue to accelerate the advanced students. enVisionMath Common Core provides lesson plan guidance on three levels: intervention, on-level and advanced. In addition to the advanced level, enrichment activities are provided to further extend beyond the advanced level.

Throughout the year, teachers and instructional specialists with oversight and support from the instructional leadership will evaluate accelerated students' progress. Advanced student performance will also be measured using the F&P Benchmark Assessment System, formative and summative assessments and ITBS and the NYS tests and in the Hebrew Oral Proficiency Interviews. Analysis of assessment data will allow us to determine if academically accelerated students are being continuously challenged.

Evaluation of Programs for Special Populations: HH 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. The "Monitoring for Results" system described in *III.D. Evaluation*, enables us to make adjustments and revisit goals and expectations of our programs for special education students, ELLs, students at-risk of academic failure and academically accelerated students. These programs and services will be assessed on an ongoing basis using disaggregated student performance data.

For special education students and LEP/ELLs, HH will use this information to determine student progress against not only IEP goals or level of English language acquisition but against HH's overall accountability goals and will modify programs and services. The Special Education Coordinator will provide a report to the HOS twice a year on the academic progress of SWD. Progress will be compared to the goals set out for them on their

IEP's. Students' progress will also be monitored by the Education Committee of the Board. In addition, semi-annually, the HOS or his/her designee will conduct a comprehensive review of ELLs' participation in extra-curricular activities to identify any impediments to their full participation. The results of this review along with recommendation for improvement if necessary will be presented to the Education Committee of the Board.

For students at-risk of academic failure and for students who are academically advanced, HH will use this information to determine student progress against HH's overall accountability goals; will modify Title I and academic intervention programs and services, and its programs and supports for advanced students, respectively, where necessary. This information will be shared with the HH Board. Efficacy measures of special programs and services will be a part of the academic dashboard that the Board will review at its meetings. These performance indicators will indicate whether student data is aligned with expected goals which the Board will utilize to review a report of performance indicators that aligns specific data with expected goals.

III. ORGANIZATIONAL AND FISCAL PLAN

A. Applicant(s)/Founding Group Capacity

Name	Current Employment	Relevant Experience/skills	Role on founding group	Proposed role(s) if any
Sara Berman	Philanthropist	Charter school governance, charter school start-up and implementation, fundraising.	She is contributing her experience in charter school development and implementation, and charter school governance to the application process and was the key person securing private philanthropy.	Board Chair
William Allen	Adjunct Professor, Department of Public Management John Jay College of Criminal Justice, District Leader, Assembly District 70	Charter school governance, youth programming in Harlem, community outreach and engagement, Harlem resident.	He is extensively involved in the community outreach aspect of the development of the charter application.	Board Vice-Chair
Linda Aristondo, Esq.	Assistant Prosecutor, City of Jersey City	Legal experience and nonprofit governance, Harlem resident.	She provides legal review of the relevant aspects of the charter school application.	Trustee
Maureen Campbell	Regional Director of Recruitment and Outreach Hebrew Charter School Center	Charter school administration, school leadership, community outreach and engagement.	She is heavily involved in community outreach efforts, informing stakeholders in the community about HH and to seeking input and comments from these stakeholders about the charter school.	Partner Organization Staff charged with Student recruitment
Daniel M. Cohen	Real Estate Mortgage Officer, Community Preservation Corporation Democratic State Committeeman	Real estate financing and development.	He is using his experience in real estate identification and development to provide advice and guidance on charter school facilities. He is significantly involved in outreach to elected officials.	Trustee
David Gedzelman	Executive Vice President, Steinhardt Foundation	Charter school governance, charter school start-up and implementation, nonprofit leadership and management, fundraising, education and curriculum development, Harlem resident.	Involved in community outreach for the proposed charter school, working with key political and community leaders representing neighborhoods in CSD 3. He has provided information at Public meetings. He is involved in the development of all aspects of the school model through his knowledge of HLA as a founder and board member. Involved in writing, editing and reviewing the charter application.	Board Secretary

Name	Current Employment	Relevant Experience/skills	Role on founding group	Proposed role(s) if any
Lisa Lippman	SVP/Director, Brown Harris Stevens	Real estate brokerage, charter school governance.	Her experience is in real estate brokerage and knowledge of the NYC real estate market in her provision of advice and guidance on charter school facilities discussion.	Trustee
Eli Schaap	Director of Education and Research at the Steinhardt Foundation	Charter school governance, charter school start-up and implementation, budgeting & finance, real estate, data analysis, teacher performance evaluation, program evaluation.	He is involved in developing the budgets for the School and making recommendations on the performance-based incentive plan. Involved with community outreach. Involved with the writing of the charter application. Involved with Facilities committee.	Volunteer to provide support in the areas of fiscal planning and budget oversight.
Basil Smikle, Jr.	Political Strategist/Public Relations Consultant, Basil Smikle Associates	Community outreach and engagement, public relations, educational public policy, Harlem resident.	He is largely engaged in community outreach for the application and political outreach to elected officials representing the community we intend to serve.	Trustee
Rev. Michael A. Walrond, Jr.	Senior Pastor, First Corinthian Baptist Church	Community outreach and engagement, youth programming in Harlem.	He is engaged in community outreach and been instrumental in informing families in his congregation and other clergy of the proposed school seeking their input and support.	Trustee
Hindie Weissman	Director of Educational Services, Hebrew Charter School Center (HCSC)	All aspects of elementary education: curriculum development, instruction, PD, teacher evaluation, expertise in Reading and Writing Workshop.	She has contributed extensively to the development of the educational program and has been involved in writing the educational, professional development and curriculum sections of the application. She participated in community outreach events.	Partner Organization Staff providing educational support services
Celia Wickham	Retired	Family advocacy, youth counseling, community outreach, Harlem resident	Has a keen understanding of the needs of children who grow up in disadvantaged families. Has informed the application's educational support program and needs for parents in their child's education.	Trustee

Applicant/Founding Group Origin: After founding HLA in 2009, CSD 3 residents David Gedzelman and Sara Berman began discussing the idea to bring HH to their community, an idea supported by then Chancellor Joel Klein. The wide diversity of CSD3 and the paucity of school options in the Harlem sector of the district made CSD3 especially attractive as a setting for a Hebrew Language Charter School to Berman, Klein and Gedzelman. Community outreach began in 2010 to assemble a team of residents for the Board of Trustees and applicant group. The process created a highly-qualified founding group representing a cross-section of Harlem and CSD 3, including significant community leaders. This founding group, with strong community ties and expertise in the engagement of youth at risk brings a range of skills and expertise necessary to launch and lead HH.

Proposal Development: The HH founding group worked with Mary Grace Eapen to develop the full written proposal. Eapen and Gedzelman functioned as the primary authors of the application. Aaron Listhaus, Executive Director of the Hebrew Charter School Center (HCSC) and former Chief Academic Officer for the NYCDOE Charter School Office, served as an advisor to the founding group. The founding group members were asked to provide input, review and comment on aspects of the charter application based on their areas of expertise. Members worked extensively on budget development, facility planning, curriculum, and educational plans. Members of the founding group met frequently, often on a weekly basis, throughout the entire process. The full founding group convened as needed.

Each member of the founding group contributed to the development of the charter proposal, not only through the writing process described above, but also by mobilizing community and parental support, which is a critical component of the application.

B. Board of Trustees and Governance

Proposed Founding Board of Trustees

Trustee Name	Voting Y/N	Position on the board (e.g., officer or Constituent representative)	Length of Initial Term	Relevant Experience/Qualifications
William Allen	Y	Vice-Chair	TBD*	Charter school governance (Sisulu Walker), youth programming in Harlem, community outreach and engagement, Harlem resident.
Linda Aristondo, Esq.	Y		TBD*	Legal, nonprofit governance experience.
Sara Berman	Y	Chair	TBD*	Charter school development and implementation, charter school governance (HLA), private philanthropy.
Daniel Cohen	Y		TBD*	Real estate financing and facilities development, finance, nonprofit governance. Resident of CSD 3. Community leader, Democratic State Committeeman.
David Gedzelman	Y	Secretary	TBD*	Nonprofit leadership and management, fundraising, charter school development and implementation, charter school governance (HLA), private philanthropy. Resident of CSD 3 and parent of school-age children.
Lisa Lippman	Y		TBD*	Real estate brokerage, legal, charter school governance (Harlem Success #7). Resident of CSD 3 and parent of school-age children.

Trustee Name	Voting Y/N	Position on the board (e.g., officer or Constituent representative)	Length of Initial Term	Relevant Experience/Qualifications
Basil Smikle Jr.	Y		TBD*	Public relations, political and community outreach, public school development (Eagle Academy, Bronx).
Andrew Suzman	Y	Treasurer	TBD*	Finance, private philanthropy.
Rev. Michael A. Walrond, Jr.	Y		TBD*	Community outreach and engagement, youth programming in Harlem.
Celia Wickham	Y		TBD*	Family advocacy, youth counseling, community outreach, Harlem resident.

* The length of the initial terms of each board member will be determined at the first meeting of the HH Trustees when it is formally constituted.

Although the founding group reflects expertise in elementary education, it is in the process of bringing such expertise to the Board membership. As per the HH By-Laws contained in Attachment 5(b), the Board will be composed of a minimum of 5 and a maximum of 15 members. The By-Laws provided in Attachment 5b provide more detail regarding the information requested in this question on Board Terms (Article III, Sec. C, Paragraph 4) as well as the Procedure for Conducting Board Meetings (Articles V and VI), Public Notice of Charter School Board Meetings (Article V Sec. H) and the Method of Appointment or Election of Trustees (Article III Sec. C).

Administrative Relationship between Trustees and the Board of Regents: We understand the charter agreement is between HH’s Board of Trustees and the Board of Regents. All decisions will be guided by the approved charter agreement. The Trustees must seek approval prior to making a decision contrary to any provision in the charter. HH expects to receive in each year of the charter term, and at periodic intervals in subsequent charter terms, inspection visits conducted by NYSED staff and external consultants if contracted. HH will submit to the Board of Regents an annual report detailing the academic and fiscal performance of HH. This includes but is not limited to: (1) information related to student academic performance; (2) a description of HH’s progress in achieving its Accountability Plan Goals; (3) a certified financial statement and HH’s most recent independent audit report; and (4) a demonstration of HH’s success in meeting enrollment targets of special populations. HH’s Board and leadership team will also ensure that all reports and data required by the authorizer will be delivered accurately and in a timely manner.

Roles and Responsibilities of the Board and Its Officers: The Board of Trustees is the School’s oversight and policy-making body. The Board may delegate certain responsibilities and duties to the School’s Head of School (“HOS”) or other staff directly related to the School’s daily operation, under the following conditions: (a) that the school staff will operate with oversight from the Board; and (b) that the Board is ultimately responsible and accountable for the actions of any person to whom responsibility has been delegated, and for any and all obligations, programs and policies of the school. A more complete discussion of the organizational structure of the school is provided in *III.C. Management and Staffing*.

Board responsibilities include setting the budget, determining annual priorities, formulating major policy, overseeing HH’s compliance with relevant laws and regulations, and raising funds to support the growth of HH. Specifically, among the Board’s responsibilities are:

- Ensuring that HH implements its programs in a manner consistent with the mission, goals, terms and conditions of its charter, including all applicable state and federal laws and regulations.
- Operating at all times in compliance with HH’s Code of Ethics and overseeing the implementation of all policies governing the operation of the school.

- Overseeing implementation of the educational program to ensure the charter school operates in an educationally sound manner including approving and ensuring that HH progresses toward and fulfills its goals and objectives set forth in the charter and Accountability Plan.
- Hiring the HOS and evaluating his or her performance annually.
- Overseeing the evaluation of the staff by the HOS or his or her designee.
- Approving HH's annual budget, review regular financial updates, and ensure that the school operates in a fiscally sound manner, including adequate internal financial controls.
- Providing support to the School with additional fundraising, marketing and other services.
- Advocating on behalf of the School by establishing partnerships with community organizations, institutions of higher learning, community-based organizations and corporate entities.
- Hearing and making determinations regarding complaints submitted to the Board in a timely manner pursuant to HH's complaints process.

(Further details specifying the roles and responsibilities of the Board are included in the attached By-Laws.)

The Board will use data to help improve the quality of its decision-making. Student assessment and achievement data will be collected, managed and stored in a secure data warehouse that provides online access to data and presents it in comprehensive and understandable reports. The Board will require HH's management to prepare reports and/or make Board presentations on a regular basis regarding a variety of data, including ongoing assessment results, state test results, attendance/disciplinary information and relevant personnel-related data.

The Officer positions on the Board are Chair, Vice Chair, Secretary, Treasurer (see by-laws for full position descriptions). Much of the work of the Board will be conducted in Committee. Initially, the Board will have five standing committees, each consisting of at least three members, except for the Executive Committee, which shall have at least five members. Per the bylaws, the Board may establish ad hoc committees as needed, i.e. Facilities. The standing committees are:

- The Executive Committee, chaired by the Board Chair, will facilitate effective decision-making by the board. Comprised of a subset of board members—i.e. the Chair and officers—the Executive Committee is responsible for: a) planning board meeting agendas; b) making decisions on behalf of the full board; and c) serving as a communication link with other board members.
- The Finance Committee, chaired by the Treasurer, coordinates the board's financial oversight responsibilities. The Finance Committee is responsible for developing annual budgets in conjunction with the short- and long-term plans of HH. The budget is then reviewed periodically by the Finance Committee to be updated with current information. After the budget is developed, it must be presented to the Board of Trustees for review and vote. Additional responsibilities include oversight of the school's auditing, facilities and financial management initiatives. The Finance committee is chaired by the Treasurer with involvement of the HOS and contracted accountant.
- The Board Development Committee ensures that current Board members continue to build their individual and collective capacities to serve the school and that there will be a pipeline of qualified individuals to serve on School's Board of Trustees. This committee would engage in prospecting, contacting, recruiting, orienting, supporting, providing ongoing training, and evaluating Board members
- The Education Committee works to ensure the school is meeting its accountability goals related to student achievement, helps ensure the academic quality and credibility of the school as an academic institution and supports the HOS in the maintenance, promotion and improvement of the academic standards set forth in the charter. The primary responsibilities of the Education Committee include: a) advising the board on the core values and activities of scholarship that define the School's core activities of teaching and learning; b) recommending to the board the adoption of academic policies consistent with the School's vision, mission and strategic plan; c) adopting procedures of board-approved academic policies; d) protecting and enhancing

the quality of the School's academic programs at all levels; e) advising the board on the academic aspects of the overall strategic direction of the School; and f) working in conjunction with the HOS to monitor and advance the quality of all academic activities.

- The Separation of Church/State Compliance Committee (Compliance Committee) oversees HH's careful compliance with all laws governing the Separation of Church and State. The Compliance Committee will develop a detailed plan by which the entire staff and faculty is trained and monitored concerning the separation between church and state. Both the HOS and the Compliance Committee will confer with Constitutional counsel.

Parent and Staff Involvement in School Governance: HH will facilitate the development of a Parent Organization (PO). At Board meetings there will be a regular item on the agenda for the PO to report on their work or any school issues. Parents may also participate as members of standing and ad hoc Committees. More detail on parent involvement in the school is provided in *III.I. Family and Community Involvement*. The School will encourage at least one teacher volunteer to attend every Board meeting. A regular agenda item at each meeting will be reserved for teacher feedback. The HOS and the Board will promote staff involvement in school improvement initiatives such as the Title I School-Wide Planning process and on ad hoc committees.

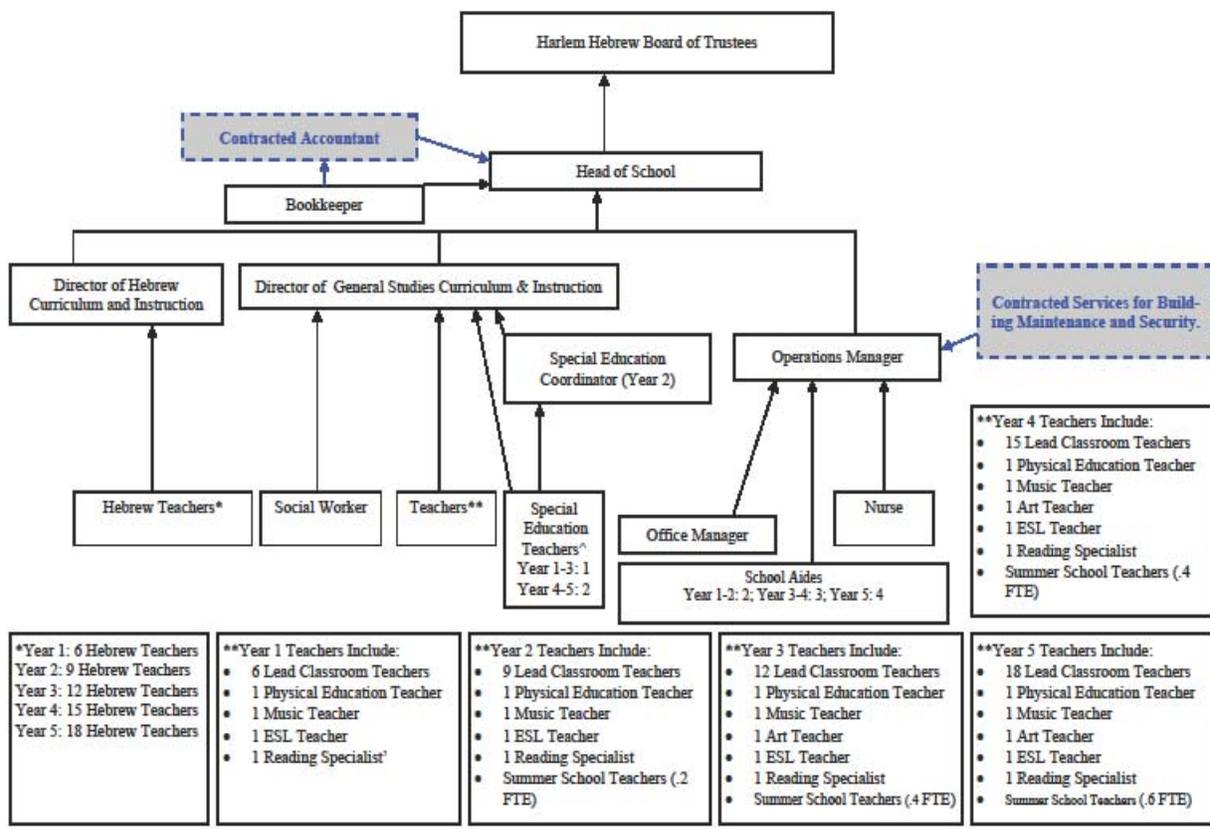
Board Development: The Board is cognizant of the need to continually recruit new members. We will continually recruit new members, with particular attention to the following areas: finance, accounting, real estate, elementary education, fundraising, community and public relations, marketing, business and strategic planning, legal and human resources. The Board will create a Board Development Committee to engage in prospecting, contacting, recruiting, orienting, supporting, training, and evaluating Board members. The Board Development Committee will ensure that Board constitution reflects and strengthens its relationship with the community served by the charter school.

Board Training: The Trustees will plan a formal program of Board training and development for all members. In addition to new Board member orientation, the Executive Committee will be responsible for planning an annual and ongoing Board education and training program for all Trustees, including preparing Trustees to take officer positions. Professional development service providers will be selected by the Executive Committee after identifying Board training needs.

C. Management and Staffing

Organizational Chart: The following is the organizational chart that shows the staffing structure and reporting lines for the board, administration and staff as well as the school's Partner Organization, HCSC, and expected contracted service providers.

Harlem Hebrew Organizational Chart (Years 1-5)



*Note: Special Education Teachers report to the Director of General Studies Curriculum and Instruction until Year 2 at which time the Special Education Coordinator is hired. At that point, they report to the Special Education Coordinator.

Description of Organizational Structure: Job descriptions and the qualifications for each of the staff positions on the organizational chart are provided in Attachment 8(a).

The HOS, under the authority of and with oversight by the Board, is responsible for management of the school's academic programs and fiscal and business operations. The HOS and school staff will be responsible for implementing the educational and fiscal programs in accordance with Board policies and the School's charter.

The HOS, the instructional leader, is supported by the Director of General Studies Curriculum and Instruction (DCI) and the Director of Hebrew Curriculum and Instruction (DHCI). The HOS is responsible for all aspects of curriculum, instruction, assessment, teacher support, evaluation and PD. The HOS delegates the management of the General Studies curriculum and instructional program to the DCI. The DCI will delegate to the Special Education Coordinator (SEC), management of the special education program and the management of special education staff. Likewise, the HOS delegates management of the Hebrew curriculum and instructional program, to the DHCI.

The DCI and DHCI, with oversight from the HOS, have the responsibility to engage and support their respective instructional staff in developing a rigorous state standard aligned curriculum, assessments, professional development, and pacing guides for their respective areas in the School's academic program. The DCI and DHCI have an overarching responsibility to guide and support teachers in their delivery of instruction in the classroom through the use of assessment to drive instruction. They will accomplish this through their

role in designing and coordinating the PD program at the School. Detail on the PD program is provided in *III.E. Professional Development*.

The HOS manages the Operations Manager (OM) who has the overall responsibility for managing all operational aspects of the school, including arranging for building maintenance and security through a contractual relationship with an outside entity. The specific responsibilities of every staff member of the school are provided in Attachment 8(a).

The School will contract for accounting services to manage the day to day financial operations of the school, which will be implemented by the school’s full time Bookkeeper, in coordination with and oversight by the HOS and Board Treasurer. The contracted accountant, with support from the HOS, will prepare and report on the school budget, the annual operating and capital budgets, and cash flow projections. The process for and roles involved in preparing and approving the school budget is provided in *III.D. Evaluation*.

The Office Manager will support the instructional leadership by taking responsibility for administrative and secretarial tasks and will be supported by School Aides. The number of School Aides will increase over time.

The HOS has overall responsibility for setting priorities and making key organizational decisions that are aligned with the Board’s goals and objectives to meet the School’s mission established in the charter. At all times, discussions around needs will be supported by student data and other data including fiscal and operational from quantitative and qualitative measurement tools. Recommendations will be made to the HOS by the DCI, DHCI and OM to increase performance outcomes in each of their areas of purview; recommendations must always be aligned with supporting the school’s mission.

It is the HOS’s responsibility to evaluate these recommendations, prioritize them against constraints such as budgetary limits and human resource capabilities, and make key organizational decisions that support his or her prioritization, including those around recruitment, evaluation, retention and PD. (Note that further detail on how student data drives decision-making and resource allocation is provided in *III.D. Evaluation*). The HOS will determine what organizational changes are necessary to implement recommendations (including, how they impact current and future annual budgets). The HOS will present a report to the Board of Trustees outlining his or her recommendations with supporting evidence that these changes meet an identified need and will result in increased performance outcomes aligned to the school’s mission. The Board will consider and act on any recommendations that require their approval. Further, any necessary legal counsel will be available on retainer to the Board and HOS to ensure that the School and its programs operate responsibly and in full compliance with all regulations that apply.

Staffing Plan: The following table provides the staffing plan over the first charter term:

	Number (FTE) in Position				
	Year 1	Year 2	Year 3	Year 4	Year 5
Grades Served:	K-1	K-2	K-3	K-4	K-5
Enrollment	156	234	308	380	446
Head of School	1	1	1	1	1
Director of General Studies Curriculum and Instruction	1	1	1	1	1
Director of Hebrew Curriculum and Instruction	1	1	1	1	1
Operations Manager	1	1	1	1	1
Bookkeeper	1	1	1	1	1
Special Education Coordinator	0	1	1	1	1
Office Manager	1	1	1	1	1
School Aides	2	2	3	3	4
General Education Teacher	6	9	12	15	18
Hebrew Teacher	6	9	12	15	18

	Number (FTE) in Position - Continued				
	Year 1	Year 2	Year 3	Year 4	Year 5
Grades Served:	K-1	K-2	K-3	K-4	K-5
Enrollment	156	234	308	380	446
ESL Teacher	1	1	1	1	1
Reading Specialist	1	1	1	1	1
Special Education Teacher	1	1	1	2	2
Music Teacher	1	1	1.5	2	2
Physical Education Teacher	1	1	1.5	2	2
Art Teacher	0	0	.5	1	1
Summer ESL Teacher/Reading Specialist	0	.1	.2	.2	.3
Summer Special Education/Hebrew Teacher	0	.1	.2	.2	.3
Nurse	1	1	1	1	1
Social Worker	1	1	1	1	1
Total	27	34.2	42.9	51.4	58.6

Our staffing structure over the five years is aligned with the educational and operational model that is delineated in this charter application. The above staffing chart includes the necessary administrative and instructional staff contemplated in the operational and academic program for general education students, special education students, Title I students, ELL students and other students at risk, and takes into consideration the needs of our projected student enrollment and growth plan, and the fiscal impacts thereof. As described more fully in *II.G. Special Populations*, the school has a comprehensive approach to addressing the needs of at-risk populations. The budget is aligned with the academic needs of at-risk populations including special education students with 1 special education teacher for the Grades K-2 span and 1 for the Grades 3-5 span and a Special Education Coordinator (SEC) beginning in Year 2; a Reading Specialist beginning in Year 1 to focus on struggling students and an ESL Teacher beginning in Year 1. In addition, the five year budgets take into account the need for staffing during the 4 week summer academic intervention program for struggling students.

Recruiting Head of School: HH will establish a rigorous recruitment, screening and selection process ensuring the appointment of a highly qualified HOS with the requisite professional and management experience necessary. Candidates will be recruited through various methods including networking with relevant educational organizations and nonprofits, and the posting of ads in the *New York Times*, Education Week, at graduate programs for business and nonprofit management, the National Charter School Alliance, the New York City Charter School Center, the Foundation Center, and on on-line career websites. The recruitment and screening process will be coordinated by the Board's HOS Selection Committee, comprised of members of the Founding Board as well as key outside individuals whose insight and experience with charter schools and nonprofit leadership will add value to the interview process. The full board will make the final decision. The responsibilities of the HOS Selection Committee will include: (1) monitoring the school's HOS recruitment initiative and conducting an initial screening of all candidates; (2) establishing a list of finalists and conducting additional screening of the candidates and (3) making a hiring recommendation. Qualified candidates for this position will meet the criteria in the HOS Job Description contained in *Attachment 8a Hiring and Personnel Policies and Procedures*.

Recruiting Effective Teachers: The School will establish a broad and diverse applicant pool by recruiting through a variety of means, which may include advertisements in newspapers such as the *New York Times* and educational journals; online job postings; job postings at graduate education programs; leveraging relationships with colleges, Board members and supporters; teacher recruitment fairs; and through our Partner Organization, HCSC. HH 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. The School will comply with all federal, state and local laws and requirements regarding the hiring of staff and will

not discriminate in hiring, employment, contracting, or retention for reasons of race, sex, age, religion, disability or other reasons prohibited by local, state or federal law. HH will recruit teachers excited to work in a context of innovation and student diversity in which data is central, instruction is differentiated, and success matters.

Retaining Effective Teachers: HH has incorporated effective teacher retention strategies. Our embedded professional development model and performance plan provides structure for all teachers to grow and be recognized, and the school will offer very competitive compensation packages.

Staff compensation will be based on annual performance reviews. HH's teacher salaries use a Broadband System²⁵. The Broadband System replaces 25 or more salary steps with three overlapping salary bands, thus giving administrators more flexibility in offering differentiated salaries related to workload, performance, and reward systems. The benefit of this approach is that each band can be defined by differing expectations for workload, performance and skill-set.

Performance Based Incentives (PBI): To ensure maximum accountability in achieving the school's goals, HH will establish a PBI plan. The instructional staff may receive a PBI award annually. In order to provide adequate funding for the PBI, our budget includes 10% above regular salaries. The following will be key elements to determine incentive pay: Observations utilizing Charlotte Danielson's Framework for Teaching, student academic growth, student academic achievement, closing the gap between the lowest performing students and the other students, a parent survey that rates teachers, and leadership recognition based on self-nominations that are peer-reviewed. The final plan will be formulated by the instructional team with approval by the HOS and the Board of Trustees.

C.1. Charter Management Organization

Not Applicable.

C.2. Partner Organization

Name of Organization: Hebrew Charter School Center, a 501(c)(3) not-for-profit corporation

Contact:

Aaron Listhaus, Executive Director

6 East 39th Street, 10th Floor

New York, NY 10016

aaron@hebrewcharters.org 212-792-6234

Nature and Purpose of the Proposed School's Relationship with the Partner Organization: Founded in 2009, the Hebrew Charter School Center, is a 501(c)(3) not-for-profit organization which provides resources and a wide range of services to help Hebrew language charter schools deliver the highest caliber educational programs.

The primary objectives of HH's partnership with HCSC is to provide support for: professional development, curricular resources, data management and analysis, student recruitment, and networking opportunities.

Specific services provided to HH by HCSC will include:

- On-site coaching for the DCI and DHCI in Gradual Release of Responsibility (GRR) and the Readers and Writers Workshop Model (RWW), co-teaching, service learning and the Proficiency Approach for Hebrew instruction;
- The OnCourse student data management system;
- Curriculum development services and the attendant PD will be provided for the CHIIC curriculum, Service learning and Hebrew instruction and assessment.

HCSC agrees that these services will be provided at no cost to the school.

Financial support: HCSC has committed a total of \$800,000 to Friends Of Hebrew Language Academy Charter Schools (FOHLA) to support the school's start-up period through the third year of operation. HCSC attests that it possesses the financial means to provide this funding, as well as the staffing necessary to provide the in-

²⁵ Compensation Experiments: *Resources for Independent Schools. Pay for Performance, Broad Band, and Faculty Rank Systems.* Patrick F. Bassett. Updated: December 12, 2011 www.nais.org/resources/article.cfm?ItemNumber=148040

kind services articulated above. Upon authorization, HCSC will enter into agreements with the school and with FOHLA memorializing the supports and services described above. These agreements will reflect the school's commitment to implement the program set forth in this application, and share with HCSC aggregate performance data. Each year, the school will evaluate the partnership and amend the services, as necessary (see *III.D. Evaluation*).

Attachment 7 provides a Letter of Commitment, which describes the partnership arrangement and the services that will be provided to HH by HCSC.

D. Evaluation

Programmatic Audit Overview

The School shall submit to NYSED an Annual Report by August 1 each year, which will include the state-mandated School Report Card. The Annual Report will include a Progress Report which evaluates the school's progress in meeting its approved Accountability Plan goals. *II.A. Achievement Goals* provides detailed information on the data and process we will use to measure HH's progress towards student achievement goals.

HH expects to undergo programmatic audits related to any federal entitlement grants and competitive public grants it receives, including but not limited to Consolidated Title Funds, CSP and SSF grant funds.

Progress Monitoring: An ongoing process of progress monitoring will occur throughout the academic year to ensure that the school is on target to meet its Accountability Plan goals. As described in *II. A. Achievement Goals*, monitoring progress towards meeting the Accountability Goals is addressed at four different levels. 1) the student level with the teacher using individual, aggregate and disaggregated student assessment data to inform instruction; 2) the classroom level by using individual, aggregated and disaggregated classroom assessment data to evaluate the effectiveness of the curriculum and instruction; 3) the school level using aggregate and disaggregated school-wide student assessment data to make programmatic and resource allocation decisions; and, 4) the authorizer.

The school will use data to inform instruction on a regular basis through a process called "Monitoring for Results" whereby student data is formally reviewed every 6-8 weeks. A Plan of Action (POA) is collaboratively developed for students who do not meet benchmarks. Shortcomings will be revealed as the instructional staff analyzes progress against achievement goals for all students, including special student populations. As discussed in *III.E. Professional Development*, this process plays an important role in informing the school's PD program.

The School's assessment protocol includes assessments to be utilized with Grades K-5 to monitor foundational knowledge in reading, writing and mathematics, thus indicating whether or not they will be on track to meet proficiency standards beginning in Grade 3. The School's instructional leadership will use various vehicles to assess student needs and provide appropriate PD to address any instructional and curricular gaps.

The following data will be collected daily: attendance, demographic data, student assessment data, and student enrollment data. The School will utilize OnCourse, a powerful student information management system, to house data and provide users with the capability to view, analyze and report on a real time basis regarding the performance of (1) individual students, (2) classrooms of students, and (3) all students in order to tailor instruction to individual, disaggregated or aggregated student needs. This system allows staff to track growth and mastery of content standards and make individual, classroom, or school-wide modifications as needed. School administrators will use data to determine teacher effectiveness as well as gaps and weaknesses in the curriculum and instruction. The gaps and weaknesses will inform the reallocation or addition of human and financial resources to identified areas, professional development, and retention and compensation decisions.

Operational and Fiscal Health: The Board is committed to ensuring that it holds itself and the leadership accountable for the operational and fiscal health and viability of the organization. This includes sound budgeting practices. The Board's work to develop a budget will begin each January.

The accountant, HOS, and bookkeeper will prepare the annual operating and capital budgets as well as cash flow projections, after working together to identify and prioritize needs. The group will prioritize needs based on how they will support student achievement and fiscal and operational efficiency. The draft budgets will be reviewed

and revised by the Finance Committee. The Finance Committee will present the budget to the full Board of Trustees for approval by May.

The adopted budget totals by the bookkeeper with oversight from the contracted accountant will be used to prepare budget information to actual reports. The bookkeeper will be responsible for preparing monthly budget presentations, including updated annual budget information, monthly budget information, monthly actual against budget, and projected year end against budgeted year end. The HOS and contracted accountant will review these presentations with the Treasurer prior to each Board meeting. All material deviations will be documented and explained by the HOS. Any expected deviations in a budget category of more than \$5,000 and +/-10% of the budget amount will be considered material. A discussion will be held regarding any material items by the Finance Committee regarding that particular budget category. If necessary the Finance Committee would bring the deviation to the Board's attention to discuss any impact that deviation may have on the school's cash flow and financial position. III.J. *Financial Management* provides detail on the process for independent fiscal audits—an integral part of the process to verify the school's fiscal soundness.

Teacher Evaluation: While the actual evaluation process tools will be developed during the start-up period, HH subscribes to a general framework of teacher evaluation promoted by The Danielson Group's *Framework for Teaching*, ("Framework") as described in Charlotte Danielson's book *Enhancing Professional Practice: A Framework for Teaching*. HH will adopt the Framework for teacher evaluation at the school. The Framework is aligned to our philosophy and is an approved rubric for teacher evaluation that is aligned with NYS standards of teacher practice. Teachers will be formally evaluated 3 times per year, and informally throughout the year. The HOS will delegate responsibility for the evaluation of the teachers to the DCI and DHCI who will formally evaluate and supervise instructional staff.

Teacher supervision and teacher evaluation are tied to evidence-based teacher observations, a professional development tool that supports teachers on an individual and collective basis. The evaluation process will involve continual feedback among the teacher and the DCI or DHCI. The feedback begins with an initial conference and continues with informal observations, pre-observation conferences, formal observations, post-observation conferences, and finally, the summative evaluation.

The Performance Plan (PP) is another important element of this evaluation process. The PP is a set of goals created through a collaborative process between teachers and leaders to promote professional development or professional learning.

The PP provides an opportunity for the teachers to express their needs for professional growth that is aligned with better student outcomes, school mission and initiatives in content, and pedagogy. Frequent reference and review of the PP throughout the evaluation process ensures that the teacher reaches the goal of improved teaching quality and improved student outcomes.

The summative evaluation is an annual process that uses data from all of the components in the evaluation system including artifacts, evidence collected, student assessment data, and both formal and informal observations as a culmination of the total evaluation process and a source of feedback on the teacher's performance and student learning in meeting the standards. At this time the DCI and teacher (for Hebrew teachers, the DHCI) engage in dialogue that supports the development of teaching practices and improved student outcomes by discussion of the following: Review of student performance and other data; Review of effective teacher practices; Survey of knowledge of staff training and use in the classroom; Expectations for grade level planning and common planning periods; Expectations for the use of teacher preparation time; Lesson plan development and review; Individual grade level and school level development; Review process for PPs; and Identification of staff development needs.

Ultimately, teachers' compensation, performance-based financial incentives and annual renewal of their position with HH will be tied to performance evaluations. These evaluations will place emphasis on each teacher's performance as it relates to the four domains of teaching responsibility as well as his or her students' achievement of academic goals and/or students' progress towards the achievement of academic goals.

School Leader and Other Administrator Evaluation: The Board will carry out an annual evaluation of the HOS that uses key instructional benchmarks, progress towards accountability goals, operational benchmarks, staff and parent satisfaction surveys and other criteria that measure the overall health of the school. The HOS will evaluate the DCI and DHCI using designated academic benchmarks in a similar fashion. During the school's start-up period, the HOS and DCI's will work with the Board and, if necessary, outside consultants to design evaluation processes and tools that utilize data-driven measures and clear rubrics to assess the performance of all staff. Aspects of the Danielson Group's model will be employed in the evaluation of staff in management positions, in particular the development of Performance Plans as described previously. In the HOS's case, the HOS will create his or her PP with the Board Chair to be regularly reviewed. The DCI and DHCI will create their PPs in collaboration with the HOS. Should the goals of the HOS's PP not be realized, the Board chair will establish an action plan with the HOS to include mentoring, increased monitoring and a timeline for improvement. The executive committee of the Board will be apprised of progress or the lack thereof.

Board Evaluation: HH's success will ultimately be directly correlated to the capacity and effectiveness of its Board of Trustees. Therefore, it is critical that evaluation of the Board both collectively and individually takes place on at least an annual basis.

The process will involve each board member completing three self-evaluation forms: one in which s/he evaluates the performance of the board as a whole; the second in which s/he evaluations his or her own personal board performance and involvement; and the third in which s/he is asked to evaluate a fellow board member. These tools will ask relevant and clear questions related to the functioning of the board, the functioning of the charter school, clarity of roles and responsibilities, shared mission and vision, contributions, engagement, openness, personalities, processes, etc. This information will be analyzed annually by the board development committee to inform Board development and training and to ensure that the Board has the requisite knowledge and skills to be responsible stewards of the charter school.

Family and Student Satisfaction: HH will formally gauge parent and teacher satisfaction through the use of the New York City Department of Education's Learning Environment Survey. Since the survey is designed for students in Grade 6 and above, HH will gauge student satisfaction through conversations with parents during parent teacher conferences. All parents will receive the survey during the fourth quarter of the school year. The results of the survey will be tabulated and made public in the HH School Report Card which we will make available on our website. Additionally, results of the survey will be published in our Annual Report to the NYSED. Since the NYCDOE parent survey does not disaggregate results by individual classroom teachers, HH will conduct its own survey of parents that will reflect family satisfaction with their children's classroom teachers (as indicated above in the PBI description). Finally, satisfaction data will be reviewed in a public Board meeting. The data will used to inform any changes to the school's operations, if necessary.

Evaluation of Partner Organization: Annually, the Executive Committee of the Trustees will evaluate the quality of service provided by the school's institutional partner, HCSC. The HOS will act as the liaison with HCSC and will provide regular reports about its service delivery to the Executive Committee of the Board. The Executive Committee will deliver its evaluation of HCSC to the full Board with its recommendation regarding continued service. The Board will vote to support or reject the recommendation of the Executive Committee and either enter into an agreement with HCSC, or not, depending upon the final vote of the Board. It is important to note that any HH trustees who are formally affiliated with HCSC will recuse themselves from all aspects of this evaluation.

The formal evaluation process will incorporate an assessment of the specific services provided by HCSC to HH. Immediately upon charter approval, the Board of HH will engage in discussions with HCSC's Executive Director to establish criteria that will be used to assess service quality. The process will result in a written document that will provide a rubric for the evaluation of service delivery. The HOS will meet with the Executive Director of HCSC to discuss service delivery and other relevant topics at least quarterly.

E. Professional Development

Professional Development (PD) at Harlem Hebrew: The DCI and DHCI will be responsible for identifying the needs of teachers throughout the school year through teacher surveys, teacher observations and analysis of student assessment data. In addition, certain processes and strategies that will be established in the school, including the Monitoring for Results process described in *II.D. Evaluation* may reveal shortcomings in student learning and teacher pedagogical skill and content knowledge which will need to be addressed through targeted PD. The convening of the Child Study Team (CST), described earlier in this application, focused on individual students in need, may reveal similar information for which targeted PD is needed. The job embedded PD model combined with teachers' schedules that allow for both individual and common planning time, facilitates the ability of the instructional leadership to address needs on a real-time basis. HH's job embedded PD is designed to incorporate PD activities into the workday. The HH view of PD is one in which teachers are engaged in professional learning daily. PD will pervade the classroom, as well as the assignments, and analyses that teachers perform every day in relation to student performance. At HH teachers will solve problems in teams or as a whole faculty because every teacher will feel responsible for the success of every student.

As necessary the DCI and the DHCI, in consultation with the HOS, may engage outside consultants to provide specific training to teachers. Curriculum and instructional professionals from HCSC will work with the School's HOS, DCI and DHCI on providing training and support in areas around curriculum and instruction, in core subjects, Service Learning, the implementation and integration of the CHIIC curriculum, and support of Hebrew language instruction. This support will include proper implementation of GRR and the RWW. HCSC will provide support in assessment around specific instructional choices. The professional climate that results from this PD supports HH's investment in and commitment to build the instructional and professional capacities of our teachers and staff and will attract the quality teachers we hope to recruit and retain at HH.

PD at HH will be designed and delivered in a manner consistent with the NYS Professional Teaching Standards and with the NYS Professional Development Standards to ensure consistent high quality PD leading to increased student achievement. A 2000 study by the National Staff Development Council found that in schools that had made measurable gains in student achievement, "the very nature of staff development [had] shifted from isolated learning and the occasional workshop to focused, ongoing organizational learning built on collaborative reflection and joint action."²⁶ Specifically, the study found that the schools' PD programs were characterized by collaborative structures, diverse and extensive professional learning opportunities, and an emphasis on accountability and student results.

The process of designing and coordinating the PD program will be led by the HOS and supported by the DCI and DHCI. The DCI and DHCI will work on a daily basis during designated planning periods coaching the school's instructional staff and providing training and guidance in their work with *all* learners, including special populations of ELLs, Special Needs, at-risk students and academically advanced students.

PD will begin prior to the start of the school year and continue throughout the year. Pre-opening PD, time will be spent reviewing the charter agreement with specific emphasis on expectations for student achievement. The HOS, DCI and DHCI and various topic-specific consultants will present workshops to prepare teachers to work with all students, emphasizing at-risk, ELL and special education students. Topics being covered in pre-opening PD activities will support all teachers, including returning, novice and new teachers to the school. Topics included in pre-opening PD include: (1) differentiating instruction through GRR and RWW; (2) assessing student needs and evaluating student learning; (3) effective use of data in instruction; (4) special education procedures and services and the IEP and its use in guiding student learning; (5) Sheltered English Immersion; (6) the role of the general education, Hebrew teachers, ESL teacher and special education teachers, and special service providers; (7) forming partnerships with parents, cooperating teachers, and other staff members; (8) analysis of the instructional environment; (9) adapting instruction and adaptive technology; (10)

²⁶ http://www.wested.org/online_pubs/modelIPD/11_thekey.shtml

introduction and overview of curriculum materials; and (11) the Monitoring for Results Process; (12) the purpose and role of the CST; (13) classroom management and (14) proper protocols for compliance with all laws governing the separation of Church and State.

Hebrew teachers will engage in specific pre-opening PD around the Proficiency Approach (PA), overseen by the DHCI and advised by HCSC. Teachers using the PA are first asked to learn about issues related to language teaching. Teachers must be provided with ongoing PD and support that includes both new learning, reinforcement of prior learning and the opportunity to reflect on their work on a weekly basis. This, in turn, enables them to continually assess their students' progress. Ongoing professional support and development for teachers include mini-workshops and regular classroom observations and consultations with the DHCI,

Regularly programmed staff development is an integral part of HH's embedded PD model. The DCI and DHCI will model instruction and provide support to all teachers, providing more guidance as needed to teachers new to the profession, and will facilitate mentor relationships between new teachers and more experienced teachers. PD activities and supports will take the form of workshops, classroom modeling and demonstration, development of "model classrooms" and teacher inter-visitation within the school and to other schools. Staff development at HH will be supported by HCSC providing opportunities for the sharing of best practices, resources and inclusion in a broader community of practice.

At HH, teacher scheduling will provide for common planning time. In addition, each Monday-Thursday from 4-4:50 teachers will have a concentrated block of time to: (1) engage as a group in comprehensive PD;(2) break out into smaller groups by grade level or across grade level to cross-plan how each grade will cover similar topics in different and increasingly advanced ways; (3) convene CSTs around specific students who have been demonstrating needs and challenges; (4) allow for planning and collaboration between general studies and Hebrew teachers and instructional specialists (ESL teacher, Reading Specialist, Special Education staff) so that the capacities of all teachers to address the needs of special populations can be strengthened; and (5) plan together to allow for effective and authentic integration of the Hebrew language in science, social studies, art, music and physical education.

Evaluation of Professional Development: The ultimate worth of PD for teachers is the essential role it plays in the improvement of student learning. At HH, evaluation of the PD program has two important goals: to improve the quality of the program and to determine its overall effectiveness.

Formative evaluation will be used to modify and/or improve the PD program and will take place at intervals during the year. Instructional staff will be asked for feedback and comments through surveys. The Monitoring for Results system will provide student data that will inform the need for mid-course corrections and fine-tuning by the instructional leaders and teachers. Our model of ongoing and embedded PD allows the School to implement these modifications on a real time basis. Summative evaluation is used to determine the overall effectiveness of the PD program and will be conducted at the end of the year. The two different levels of data to conduct a summative evaluation are: teacher instructional practice and student outcomes. Summative evaluation is used to assess the changes in teachers as a result of participating in the PD program. Through questionnaires, observations, self-assessment instruments and analysis of teacher evaluation records, instructional leaders will analyze how the PD programs have improved teacher and student practices. This process involves teachers describing changes in how they think, what they believe, and what they do in the classroom. They describe their own professional growth and evaluate the program in meeting their personal and professional goals.

Summative evaluation is also used to determine the effect of the PD process on student outcomes. The instructional leadership will analyze student assessment data, including standardized assessments, quarterly assessments and teacher-generated summative and formative assessments. Student assessment data will be evaluated in the aggregate as well as broken down into disaggregated groups. Evaluation of student assessment data is fundamental to determining if the school has met or is making progress towards meeting its annual goals. The HOS will draw conclusions regarding the efficacy of the PD program data and make recommendations for program modifications in order to improve teacher practice and student outcomes. These recommendations will

be presented by the HOS to the Board's Education Committee which will present a report to the full Board of Trustees.

F. Facilities

The desired location for HH is in the Harlem area of CSD 3. HH will locate in a non-DOE facility. HH is already fully engaged in the process of identifying sites that could serve as an incubator space for the first two or three years as well as sites that could serve the school at capacity. The founding team has established a committee which includes Lisa Lippman (real estate broker), Daniel M. Cohen (real estate financing and development), Eli Schaap (real estate negotiations for charter schools), and Ralph A. Ottaiano (school architect and owner's representative Levien & Co., Inc.). Levien & Co. has been engaged to advise on the development of any building identified as a potential site. The Committee works with Friends of Hebrew Language Academy Charter Schools (FOHLA), to determine the optimal facility for the school.

Upon receiving its charter, the HH Board of Trustees will establish an ad hoc facilities committee consisting of at least the individuals presently on the founding team's Facilities Committee which will represent the Board in its relationship with FOHLA. FOHLA will acquire the agreed upon facility through a long-term lease. FOHLA will negotiate a long-term lease with a developer that will include all renovations needed in order for the facility to be suitable to house HH and be in compliance with all legal requirements for a charter school facility. FOHLA will provide leasing terms that are favorable to HH recognizing that in the early years of operation HH will not be in a position to reap the benefits of economies of scale. Noting that HH will not have the financial capacity to undertake facility payments in the early years of its operations, FOHLA will pay the full rental costs in the first three years and begin charging partial rent to HH during the fourth and fifth years as reflected in the budget. A further description of FOHLA can be found in section *III.K Budget and Cash Flow*.

The Committee has identified several potential sites for HH. We believe that SED's authorizing cycle would allow sufficient time before opening to secure and prepare the facility for the opening of the School in August 2013. The Committee is working with the following brokers: James F. Clarke and Maureen Coughlin of Fillmore Commercial, Jeff Krantz of City Connections, Laurent Delly of Property Roster, Dianne Howard of Corcoran Group Real Estate, Barry Rosner of Newmark Knight Frank, Stephen Sunderland of Optimal Spaces, Dawn Chartoff of Lansco, and William J. McCollum of Prime Manhattan Realty.

For long-term space the Committee and FOHLA have been in discussion with the Canyon-Agassi School Facilities Fund and United Fund Advisors for building financing and New Market Tax Credits, and with the following real estate developers: Artimus Construction, Inc., Stanley Wolfson and Paul Grossman. The Committee has also begun to explore with David Umansky of Civic Builders possible long-term space that can be built to suit. Civic Builders has a long and extensive history of building facilities for Charter Schools, covering all costs and charging the school affordable rent.

We are allowing for programming space of approximately 80 square feet per pupil. This means that a suitable building to house the school would be 24,640 square feet by Year 3 and 35,680 square feet by year 5. The preliminary space plan for Years 1 and 5 include at minimum: **Year 1:** 3 classrooms for each grade K-1; 1 Special Education resource room; 1 K-2 Music Room; Food Prep and Storage area (In K-2, students eat in their classrooms); 1 Gym/Auditorium Space; 1 Faculty Room; Administrative Space (includes main reception with separate offices for HOS and OM); Conference Room; Sufficient Storage Space for Supplies; Janitor's Closet; Nurse's Office; Social Worker's Office; Shared office for DCI and DHCI. **Year 5:** 3 classrooms for each grade K-5; 2 Special Education Resource Rooms (K-2 and 3-5); 1 Music Room; 1 Cafeteria with food prep/serving area and storage area; 1 Gym/Auditorium Space; 1 Faculty Room; Admin Space (includes main reception with separate offices of HOS, OM, SEC); Conference Room, Sufficient Storage Space; Janitor's Closet; Nurse's Office; Social Worker's Office; Shared office for DCI and DHCI. The school does not have a residential program, and will therefore not require residential facilities.

FOHLA will not charge rent in years 1 through 3 and a portion of the rent in years 4 and 5 will be given in kind supplemented by payments from the HH budget. FOHLA's projected rent costs over the five years of the charter are as follows: Year 1-\$274,560; Year 2-\$424,195; Year 3-\$575,093; Year 4-\$610,816; Year 5-\$653,479

for a total of \$2,538,143.

The HH budget shows projected rent costs in years four and five in the following amounts: Year 4 - \$120,000 and Year 5 - \$230,000 for a total of \$350,000

G. Insurance

HH will carry insurance that includes adequate insurance coverage for liability, property loss and personal injury to students. The School has consulted with the insurance broker of HLA, Austin & Co., Inc., which has provided HH with a quote for insurance that includes Property(400k), Employee Dishonesty (i.e. Surety Bond)(250k), Business Interruption(500k), Inland Marine(400k), Crime(250k), Automobile Liability(1 mil), General Liability(1 mil per occurrence, 3 mil aggregate), Directors and Officers Liability(1 mil), Umbrella Liability(5 mil), Workers' Compensation and Employers' Liability(1.5 mil), Student Accident(500k) and Catastrophic Student Accident(1 mil). The particulars of the proposal are provided in the Austin & Co. Insurance estimate, to be made available upon request, and are reflected in the budget.

H. Health, Food and Transportation Services

Health Services: HH shall comply with all health services requirements applicable to other public schools including all immunization requirements (in accordance with state requirements and religious affiliations) and diagnostic testing requirements. The School will provide on-site health care services similar to other public schools. HH will hire a Nurse to supervise the disbursement of medication, treat students who are ill or injured, collect and securely store student health records and training faculty and staff in first aid and mandated AED training. The Nurse will be responsible for all record keeping and correspondence related to these responsibilities. The OM will oversee the Nurse.

Food Services: HH will participate in the Federal school breakfast and lunch program and will receive its meals for students through the Office of School Food (OSF) of the NYCDOE. All students attending HH will be eligible for meals provided at the facility. Breakfast, lunch and an afternoon snack will be served each day school is in session. Meals will be in compliance with NYCDOE, state and federal regulations.

Although HH has outlined a plan to utilize the food services provided by OSF, this does not preclude HH from exploring outside food vendors to provide food service to the school nor does it preclude the school from operating its own kitchen and providing its own meals. HH may investigate other vendors who can provide healthy and appetizing menus for breakfast, lunch and snacks to the school's students. The factors that will guide HH's decision to contract with an outside vendor and/or operate its own kitchen to provide meals will include cost, adherence to federal guidelines for free and reduced lunch, health and safety of children and workers, and menu choices.

Transportation: The NYCDOE is responsible for providing transportation services to HH's students. HH's students will receive the same transportation services as other New York City public school students. Eligibility for busing and half-fare or full-fare Metrocards is determined and provided by the Office of Pupil Transportation (OPT). The NYCDOE determines the eligibility for transportation based on age and distance from the School. HH will not guarantee parents a child will have yellow school bus service or half-fare or full-fare Metrocards until such service eligibility has been confirmed by OPT. On days when the regular NYCDOE public schools are not in session, the School will contract directly with a bus service provider and will pay for the buses out of the school budget. Funds have been allocated to this transportation need in our budget projections and will be an annual budgetary item of the School.

Special education students often have different eligibility for transportation.. Eligibility is dictated by the student's IEP. Transportation for special education students will be provided in accordance with all applicable State and Federal laws. The School's students will receive transportation services for which they are eligible under Education Law § 2853(4)(b) and § 3635. If a student is not eligible for transportation services, transportation will be the responsibility of the child's parents.

I. Family and Community Involvement

HH has been heavily engaged in family and community outreach since late 2010 when the founding group began preparations for a charter application. Through numerous meetings at public forums, houses of worship,

CBOs, preschool programs and other venues, the applicant team presented plans to community stakeholders, including families. Specifically, parents of school-age children were sought for their input and comments on the plans and school design. Surveys were distributed widely in the community seeking input about the plans for the school. The comments of community stakeholders and parents informed the ultimate design of the school which is delineated in this application. HH will continue to engage parents and community stakeholders in the implementation of the school if chartered. The survey was available electronically on the HH website which was launched in January 2011.

HH's framework for parent involvement centers around six elements of school-family partnerships promoted by Joyce Epstein of Johns Hopkins University to help all students succeed in school²⁷. To ensure all parents are engaged, particularly non-English speaking parents, all written materials for parents and families will be translated into Spanish and other language(s) required by our parent community, and translators will be available during individual meetings with parents as well as during larger meetings of the parent body.

Parents: HH believes the most important role a parent can play in their child's academic career is focusing on ensuring that their children are ready and able to learn and participate in school. HH's social worker will be knowledgeable about the community resources available to help parents. Parents will be encouraged to: (1) work with their child(ren) on their homework; (2) be cognizant of the amount of time the child spends in front of the television, cell phone or internet; (3) take advantage of family counseling to support them in their role as parents (HH's social worker will provide parents with referrals as necessary).

2. Communicating: There will be ongoing communication between staff and parents. Regularly, parents will receive notices, memos, phone calls, e-mails and other communications indicating the upcoming month's school events, homework assignments and any planned tests or quizzes. The School will maintain a website that provides information on important school matters that include the school calendar, testing dates, events, parent teacher meetings, etc. HH will post its NYS test scores on its website so parents may review HH's effectiveness. The website will also provide a means by which the Parent Organization (PO) can provide information to its members. HH will use a prominently displayed community bulletin board to keep parents apprised of upcoming events and important information.

HH's use of OnCourse described previously in this application will invite parents to follow the progress of their child on a daily basis through the use of web-portals, password controlled websites for each classroom where teachers can share information about the classroom activities through electronic means (photos, newsletters, videos, etc.). For families without access to computers at home, computers dedicated for parent use will be available on-site at HH.

There will be four report cards annually, and parent/teacher conferences four times per year when report cards are released, plus "open-house" days for parents. Parents will be encouraged to reach out to their children's teachers as necessary and as desired. Each teacher, as well as each administrator, will have voicemail and a school e-mail address that is made available to parents and students.

3. Volunteering: HH believes the school will be enhanced when parents bring their energy and talents to bear on the school community. HH will establish formal ways in which parents can volunteer by helping teachers, administrators, and students, such as inviting parents to read to students, invite parents to join the PO or ask them to help plan events at the school. HH will also invite parents to school-wide events that showcase students' talents and engage parents as active participants in their child's learning.

4. Learning at Home: In order to facilitate parents being engaged in their children's work, parents will receive a Parent Handbook that will contain comprehensive information about the school's standards, curriculum, discipline policy; homework policy; and other items important to our academic and school culture. The School will host orientation sessions for parents to review the materials as well as discrete workshops that focus on, for instance, how parents can monitor and discuss schoolwork at home.

²⁷ http://www.asdk12.org/parents/involvement/SixTypes_ParentInv.pdf

5. Decision Making: As described previously in *III.G.*, HH plans to have an active role for parents in the governance and administration of the school. Specifically,

a) The school will facilitate the development of the PO to be governed by the parents of the children at the school. Each October, parents will elect a PO president by a simple majority vote. The PO will be free to organize its own governance and committee structure. The PO will be involved in a variety of activities in the school, including fundraising events, field trips, and school promotion in the community.

b) At every Board meeting, there will be a regular item on the Board's agenda for the PO President and/or other officers to report on their work or any school related issues they would like to address.

c) Parents may also be members of certain standing and ad hoc Committees of the Board.

6. Collaborating with Community: HH is committed to bringing the resources of the community into the School to support student learning and development as well as to address personal and family issues. For example, HH's collaboration with the Schomburg Center will result in a unique curriculum addressing migration and immigration using Harlem as the focal point given its importance for a myriad of immigrant groups who settled in Harlem. As discussed above, the social worker will compile and share information with students and families on community health, social support and other programs and services and on community activities available to them that link to learning skills and talents. The community outreach discussed in *I.B. Public Outreach* and in *Attachment 2 Evidence of Public Review Process* highlights the relationships the school has with many community organizations. These relationships will continue to be cultivated through ongoing meetings and discussions about mutual needs, interests and resources, resulting in a portfolio of community assets that HH can draw on for the benefit of its children, parents and families and academic program.

J. Financial Management

The HOS will have oversight responsibilities for the financial management of the school and thus will be responsible for the protection of the school's financial records with oversight from the Board Treasurer. The HOS will be supported in implementing all financial matters by the bookkeeper and by the contracted accounting professional. The School's contracted accountant with oversight from the HOS will prepare its financial statements in accordance with Generally Accepted Accounting Principles (GAAP). Such financial statements would be prepared for each fiscal year and would include a statement of financial position, a statement of activities, a statement of cash flows, a schedule of functional expenses, and notes to the financial statements.

Independent Audit: The School's Board will be responsible for hiring an independent auditor to perform an annual audit of the financial statements prepared by the management. The Board Finance Committee will have the ultimate responsibility to oversee the audit process. The audit will be performed by the independent auditor in accordance with the Generally Accepted Auditing Standards (GAAS).

Upon completion of the audit, the Finance Committee will meet with the independent auditor to discuss the report and any findings. A corrective action plan will be discussed and implemented by the Finance Committee to correct any findings by the independent auditor. A copy of the audit report and the auditor's Management Letter will be provided to the full Board and NYSED by the November 1st deadline.

Accounting procedures including the fiscal controls of the school: HH is committed to developing and maintaining fiscal policies and procedures that ensure sound internal controls, fiscal responsibility and accountability in accordance with Generally Accepted Accounting Principles (GAAP), and adherence to the Financial Accounting Standards Board (FASB) rules and regulations. The following explains the Internal Control System that HH will implement.

Internal Control Systems: The internal control structure is composed of the following two basic elements: (1) the control environment and (2) the control procedures.

1. The Control Environment: The control environment reflects the importance HH places on internal controls as part of its day-to-day activities. Factors that influence the control environment include management and Board philosophy, organizational structure, ways of assigning authority and responsibility, methods of management and control, and personnel policies and practices. HH's Board will review the fiscal reports as a

part of its board meetings; the board will also ensure that the organization's structure allows for sufficient checks and balances.

2. The Control Procedures: Control procedures will be set up to strengthen HH's internal control structure and thus safeguard the school's assets. They are divided into the following:

- **Segregation of Duties:** No one person would control all key aspects of a transaction or event, and the functions performed by one person may be checked by the functions performed by the other.
 - In general, the transaction approval function, the accounting/reconciliation function and the asset custody function would be separated among employees (HOS, OM, bookkeeper) and the contracted financial consultant (who is overseen by the HOS) whenever possible.
 - When these functions are not or cannot be separated, then a detailed supervisory review of related activities should be undertaken by managers or officials as a compensatory control.
- **Restricted Access:** Physical access to valuable and movable assets will be restricted to authorized personnel (HOS and OM). Systems access to make changes in accounting records will be restricted to authorized personnel (Board Treasurer and HOS) with changes and explanation for changes documented as a safeguard.
- **Document Control:** To ensure that all documents are captured by the accounting system, all documents will be pre-numbered and the sequence for documents must be accounted for.
- **Processing Control:** Various processing controls will be designed to catch errors before they are posted to the general ledger. Common processing controls that HH expects to implement are the following: source document matching; clerical accuracy of documents; and general ledger account code checking.
- **Reconciliation Controls:** Various reconciliation controls will be designed to catch errors after transactions have been posted to the general ledger. Such controls include reconciling selected general ledger control accounts to subsidiary ledgers. All bank statements will be reviewed by the Treasurer.
- **Fraud Prevention:** The school will seek to include measures in its banking relationship to deter check fraud such as Positive Pay. All purchase orders and checks over \$5,000 will require approval by the Finance Committee.
- **Cash Handling Controls:** All cash receipts will be handled exclusively by the bookkeeper or in his/her absence, the OM. On a periodic basis, the contracted accountant performs unannounced review of the cash. Such review involves reconciling cash on hand and the expected balance calculate using the opening cash balance and accounting for the receipts and disbursements of cash. Such review is performed at least on a bi-monthly basis.

The Board Treasurer will develop fiscal policies and procedures with support from the contracted accountant. HH will adopt those fiscal policies and procedures and implement the above-mentioned control structures. The independent auditor will be engaged to form an opinion about the proposed internal controls policies and procedures. Adjustments will be made to the policies and procedures based on any weaknesses identified by the auditor. Fiscal policies and procedures will be ratified by the School's board and adopted by the School no later than January 2013.

Student Records: The School will have trained personnel on staff who are responsible for managing the student information. The OM, with oversight from the HOS and support from the Office Manager, will be responsible for tracking enrollment and attendance, maintaining school lunch program records, including student eligibility and other data to ensure accurate billing and reimbursements. The OM will work closely with the DCI, who will serve as the School's Title I Coordinator, to ensure all data relevant to Title I services is collected and maintained to ensure accuracy in program reporting and reimbursement. The School will have a robust student information system in OnCourse that will be utilized by the OM to store, analyze and produce needed reports on all relevant student data. The OM will be responsible for the protection of student records under the supervision of the HOS. With regard to the special education program and IEP's, until the SEC is hired the HOS has the responsibility for maintaining and securing all records. He or she will be responsible for submitting all required reporting on SWD and services provided to the SWD in accordance with their IEPs to

appropriate agencies including necessary reporting for special education reimbursement. HH understands its obligations to comply with FERPA and will follow all appropriate procedures to comply fully with the New York State Freedom of Information law (Article 6 of the New York Public Officers Law).

K. Budget and Cash Flow

HH's start-up budget plan, first-year budget and the five-year budget plan use conservative assumptions. HH will use the accrual basis of accounting in all its financial statements, but the budget prepared in Attachment 9 has been prepared on a cash basis, thus major assets have not been capitalized and depreciation expenses are not charged in the budgets.

The budgets reflect the following conservative revenue assumptions:

- \$13,527 per pupil revenue from the District over the life of the charter.
- We expect 14 percent special education students, based on other public elementary schools in CSD 3, with a 30% reimbursement rate. This is because for *revenue* budgeting purposes we assume that 10% of special education students will receive services for greater than 60% of the day and only a small percentage (20%) of the special education students will receive services between 20% and 60% of the day. Thus, the School is only assuming it will receive special education reimbursement for 30% of its special needs students—a conservative assumption—with 70% of its students receiving services less than 20% of the day for which the school receives no special education reimbursement. (On the expense side, however, the budget reflects two special education teachers, and a special education coordinator by Year 2.) The budget also includes PD and staff training related to serving special needs students and curriculum and instructional materials needed by students with special needs. The School does assume that it will receive the Federal IDEA funding it is entitled to for each Special Needs student beginning in Year 2.
- HH assumes it will receive flat funding for NYSTL, NYSSL and NYSLIBL.
- While HH will apply for all eligible Title I funding, for budgeting purposes HH is only assuming receipt of Title I and IIA.
- While HH will apply for all competitive public grants available for start-up and implementation including CSP and State Stimulus Funds (SSF), we only assume CSP in the total amount of \$500,000 over the start-up and first two years of operations.
- HH is fortunate to have the backing of major philanthropists as is evidenced by commitment letters (available upon request) from Michael Steinhardt (\$1.7 million), The Hertog Foundation (\$300K), Andrew Suzman (\$100K), Kirsch Family Foundation (\$100K), and HCSC (\$800K). To date, commitments total \$3.1 million to support the facility and operational expenses of HH over the first charter term. These commitments have been made to FOHLA to provide the school with grants to cover operating deficits and to provide the school's facility at no cost to HH in the first three years and at a minimal cost during years 4 and 5. FOHLA is a NYS type B not-for-profit corporation with tax exempt status under IRC 501(c)(3) that supports Hebrew Language Charter Schools in New York.

The budget reflects the following conservative expense assumptions:

- The School has projected a realistic staffing structure over the five years, incorporating all administrative and instructional staff contemplated in its operational and academic program for general education students, special education students, Title I students, ELL students and other students at risk (see Staffing Table in *III.C. Management and Staffing*). In addition, the five-year budgets contemplate the need for staffing during the 4 week summer academic intervention program for struggling students. Furthermore, specialty teachers including art, music, and physical education teachers are assumed within the five-year budget, as is administrative, office, business, and support staff.
- The School has received a written estimate for the D&O, Property and General Liability, Employee Dishonesty and other Insurance coverage which forms the basis for our insurance assumptions.

- The budget rent line item reflects the anticipated lease arrangement with FOHLA which will provide in-kind rent for years 1-3 and reduced rent for years 4 and 5.
- In each of the five operational years beyond the start-up period, the School's budgets reflect very conservative assumptions. All revenue—including the largest revenue source State & Local per pupil aid—remains flat while most expenses increase at 3% and other expenses (health insurance and D&O, Property, Employee Dishonesty and General Liability by as much as 8% and 5%, respectively).

The budget is aligned with our charter application. We have incorporated all possible costs contemplated by our educational, fiscal and operational program.

The one-year budget plan required a breakdown of revenues and expenses between Program Services and Support Services and then a further breakdown within those categories among *Regular Education*, *Special Education*, *Other*, *Management and General*, and *Fundraising*. All revenues and expenses have been allocated to each of the main categories and subcategories using general assumptions based on the expected student demographic and the expected percentage of time that administrators, instructional and non-instructional staff would devote to these areas. In certain instances, HH assumed that for school operation costs that would benefit all students a certain percentage was allocated to general education and special education students. Once the school is established and accounting systems developed, there will be formal systems and procedures to track the allocation of expenditures into these categories and subcategories. At that point HH will have the background based on operational experience to prepare budgets that reflect these programmatic allocations.

L. Pre-Opening Plan

Activity	Start Date	End Date	Responsibility	Notes
File for Federal 501(c)(3) Status for School and State Tax Exempt Status	Upon Approval of Charter	See Notes	Board, Legal Counsel	The school is aware that the IRS may take several months to review the application for tax-exempt status and award 501(c)(3).
Recruit new Board members with specific experience valuable to school start up and implementation	Ongoing	Ongoing	Board	This ongoing process ensures a pipeline of qualified future board members.
Elect Board officers, ratify by-laws, establish committees and membership	At first board meeting	At first board meeting	Board	This will occur at the first board meeting after approval of charter within one month of authorization.
Hold Board training sessions	Ongoing	Ongoing	Board and HOS (once hired)	
Research and apply for available competitive public funding opportunities and private grant opportunities	Ongoing	Ongoing	Board and HOS	The start-up activities will require financial resources as reflected in the start-up budgets. In addition to the private grants that have been pledged to the school, HH will continue to identify other public and private grant opportunities to support start-up and implementation activities necessary to sustain the school over its first five year charter term.
Develop and finalize employee benefits package	Upon Approval	12/2012	Board	
Recruit and Hire HOS	Upon Approval	12/2012	Board	HOS should be on staff by 1/1/2013
Contract with accountant	11/2012	12/2012	Board, HOS	This will occur in time for the school to begin formal start-up 1/2013
Develop and adopt internal financial controls	Upon approval of charter	12/ 2012	Treasurer, contracted accountant (when engaged)	An independent CPA should vet and provide an opinion on the Internal Financial Controls Policy before it is adopted.
Establish all relevant financial systems, payroll, billing, other disbursements as per internal controls policy	11/2012	12/2012	Treasurer, HOS, contracted accountant	

Activity	Start Date	End Date	Responsibility	Notes
Establish checking account with financial institution	Upon Approval of Charter		Treasurer	
Recruit and Hire Office Manager	1/2013	2/2013	HOS	The HOS should recruit and hire office manager as soon as possible to support him or her in start-up activities
Recruit and hire DCI and DHCI	1/2013	3/2013	HOS	These staff members should be on staff ideally by 3/1/2013
Recruit and hire other administrative and instructional staff required for first year of operations	1/2013	6/2013	HOS, DCI, DHCI	The goal is to have signed hiring letters with all required administrative, support and instructional staff by 7/1/2013. Task assumes that all necessary background checks and securing of fingerprints have been completed.
Select and engage contracted nursing service	7/2013	8/2013	OM	
Apply for Consolidated Title Funds	7/2013	8/2013	HOS and DCI	
Develop evaluation tools for HOS, instructional leader and other administrative, instructional and non-instructional staff	4/2013	8/2013	Board, HOS, DCI, DHCI	
Conduct Staff orientation activities and pre-opening staff development	8/2013	8/2013	HOS, DCI, DHCI	
Student/Family Outreach Marketing	Upon Approval of Charter	3/2013	Board, HOS, Office Manager, DCI, DHCI	
Conduct Student Lottery, generate acceptance list and waitlist	4/2013	4/2013	Board, HOS, OM, Office Manager	
Send out acceptance packages to students/families, continue to take names of waitlist as necessary. Paperwork contains student registration form, emergency contact form, HLS, Free and Reduced Lunch Form, Student Release forms for test data, Media Release Forms, Medical Forms, Records Release form from previous schools, School Calendar and other necessary paperwork	4/2013	Ongoing	HOS, Operations Manager (OM) (when hired), Office Manager	This is ongoing starting with completion of lottery and continuing throughout the school year as families may decline the acceptance or withdraw their child from the school.

Activity	Start Date	End Date	Responsibility	Notes
Send out acceptance packages to students/families, continue to take names of waitlist as necessary. Paperwork contains student registration form, emergency contact form, HLS, Free and Reduced Lunch Form, Student Release forms for test data, Media Release Forms, Medical Forms, Records Release form from previous schools, School Calendar and other necessary paperwork	4/2013	Ongoing	HOS, Operations Manager (OM) (when hired), Office Manager	This is ongoing starting with completion of lottery and continuing throughout the school year as families may decline the acceptance or withdraw their child from the school.
Request/Secure student records from students' schools	6/2013	Ongoing	OM (when hired), Office Manager	This is ongoing as students may continue to be accepted off the waitlist.
Secure School's facility	Ongoing	1/2013	Board, HOS, FOHLA	Securing a lease by this time will allow enough time to prepare initial facility for opening.
Arrange accounts for phone, internet connectivity, utilities as necessary	6/2013	7/2013	HOS, OM (when hired), Office Manager	
Purchase and accept delivery of all necessary furniture, fixtures, equipment, technology necessary for school operations	5/2013	7/2013	HOS, OM (when hired), Office Manager	Order all necessary FFE and accept delivery no later than 7/30/2013
Further develop and refine and ultimately formally adopt, by Board actions, the School's policies including but not limited to Discipline, Personnel, Grievance, Whistleblower, Medications Administration Plan, Health Services Plan, Tech Plan, School Safety Plan, FERPA, FOIL, Open Meetings Law, Code of Ethics and distribute to relevant stakeholders.	Upon approval of charter	8/2013	Board, HOS, DCI, OM (when hired), legal counsel	These all should be vetted by legal counsel and other professional consultants as appropriate. Certain policies should be approved by different times, i.e. Personnel Policies should be ratified by 1/1/2013 as employees are expected to join the staff by 1/1/2013.
Communicate with NYCDOE re: transportation and food service	6/2013	8/2013	HOS, OM (when hired), Office Manager	
Arrange for required CPR training of staff and obtain defibrillators	7/2013	8/2013	OM	
Secure D&O Insurance Policy	Upon charter Approval		Board	This should be in place by the time of the first Board meeting.

Activity	Start Date	End Date	Responsibility	Notes
Secure umbrella insurance coverage for startup period	1/2013	1/2013	Board, OM	
Research Student Information Systems, select Student Information System (SIS) and purchase, install, train and implement SIS	Ongoing	6/2013	Board, HOS, DCI, DHCI	This will continue after submission of charter application.
Contract with security and building maintenance company (competitive bidding process)	6/2013	7/2013	OM	OM will conduct a competitive bidding process to select these outside contractors. Board will ratify selection.
Develop and approve final first year budgets based on known revenue streams and expenses	4/2013	6/2013	HOS, contracted accountant, Bookkeeper, Treasurer, Board	
Planning for first year academic program, development of assessment protocol, curriculum and instructional resources	3/2013	7/2013	DCI, DHCI	
Develop Full Curriculum for School	3/2013	7/2013	DCI, DHCI	
Select, order and accept delivery of all curriculum, instructional and assessment material	6/2013	8/2013	DCI, DHCI, OM, Office Manager	
Develop agenda, engage appropriate consultants for pre-opening PD. Develop PD Plan for Year 1	4/2013	8/2013	DCI, DHCI, Teachers, Office Manager	
Obtain any existing special education records, including IEPs, for all entering special ed students	4/2013	8/2013	HOS, OM (when hired), Office Manager	
Develop Special Education policies and procedures, including record keeping process, pre-referral and referral process	6/2013	8/2013	DCI and special education teacher	
Create class lists, student schedules and disseminate information to teachers and students/families	7/2013	8/2013	DCI and OM	

M. Dissolution Plan

In the event of closure or dissolution of HH, the Board shall delegate to the HOS and the OM the responsibility to manage the dissolution process in accordance with Education Law §2851(2)(t). This process shall include notification to parents of children enrolled in HH. A list of HH students will be sent to the local district where HH is located. HH shall transfer student records to the student's school district of residence, and the parents of the enrolled

students shall be notified of the transfer of records. It is HH's preference that the School's remaining assets, after satisfaction of outstanding debts pursuant to Education §220, shall be transferred to another charter school within CSD 3. The budget maintains an escrow fund of \$75,000 to be used for legal and audit expenses in the event of its dissolution.

The dissolution process would begin with a meeting of the leadership team of HH that will include at least the Board Chair, the Board Treasurer, HOS, and its legal counsel. The purpose of this meeting would be to confirm a plan and timeline that will be used to guide the dissolution process. Upon approval of the plan and timeline, the HOS and the Board Chair would meet with representatives from the NYSED Office of Charter Schools or other appropriate staff to review and discuss the dissolution plan and timeline. The outcome of this meeting would be a final dissolution plan and timeline that would be used to manage the dissolution process of HH:

Days 1-5: (1) HH will deliver a current student list to the NYCDOE; (2) The HOS will conduct a meeting with NYCDOE to discuss openings and availability for students being displaced by the closure or dissolution; (3) The contracted accountant and a HH Board representative will conduct a meeting with its auditors to begin a process of identifying assets required for transfer; (4) The HOS will notify all staff and parents in writing of the closure of the School and the ensuing placement process; (5) The HOS will meet with the students and parents to discuss the School's closing and the ensuing placement process; (6) The OM will schedule and advertise a school-day meeting with students and an evening meeting with parents and others to discuss HH's closing and the transfer of students to other public schools; (7) HH 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) HH's 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) HH's pupil personnel staff will schedule a placement meeting with each enrolled student/parent to discuss his/her placement.

Days 5-15: (1) The pupil personnel staff will prepare a written report for the HOS confirming the scheduling of placement meetings for each student/parent; (2) The pupil personnel staff will commence student placement meetings; (3) The OM 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 OM will notify, in writing, those school principals in schools likely to receive transfers from HH of the closure and provide contact information for school personnel handling transfers.

Days 15-30: (1) The pupil personnel staff will continue with student placement meetings; (2) A list of students and their known preferences for relocation will be prepared by the pupil personnel staff and sent to the HOS; (3) HH will transfer student records to the NYCDOE upon completion of the placement meeting between the pupil personnel staff 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) HH 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 non-public school.

Transfer of Assets: The contracted accountant, with support from the OM, will be responsible for developing a plan that will direct the transfer of assets. The contracted accountant will maintain an up-to-date inventory of the assets of the School. S/he, with the assistance of the Board Finance Committee, will attend to the payment of all of HH's outstanding debts. Once all debts are satisfied, a distribution of assets process will be initiated that complies with a prescribed plan that has been developed by the contracted accountant with the cooperation of 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.

Attachment 1: Admissions Policies and Procedures

Introduction

HH's admission policy is non-sectarian and does not discriminate against any student on the basis of ethnicity, national origin, gender, disability or any other ground that would be unlawful if done by a school. Admission to HH will not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry. Any child who is qualified under New York State law for admission to a public school is qualified for admission to HH. The School will 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.

For admission to HH during the School's initial year, a child/student must be eligible to enter kindergarten or 1st grade in September 2013. Seventy-eight (78) Kindergarten and 78 1st grade students will be accepted in the inaugural lottery. Every year thereafter, HH will have 78 new Kindergarten seats available in the school. HH's admissions will be open to both entering kindergarten students as well as students in every grade above kindergarten that the School is currently serving through Grade 2, in the event that seats are available in those grades. Admission to HH will be limited each year to pupils within the grade levels to be served by the School. In order to be eligible to apply for Kindergarten, students must turn 5 by December 31 of the year in which they will enter Kindergarten. The law provides explicit preference for siblings of students and students residing in CSD 3 in Manhattan.

In its admission policies and procedures, HH will **not** engage in any of the following:

- (1) Requiring parents to attend meetings or information workshops as a condition of enrollment
- (2) Having an unduly narrow enrollment period (e.g. fewer than 30 days);
- (3) Giving enrollment preference to children of members of the HH Board or founders group;
- (4) Requiring parents to sign agreements or contracts imposing certain responsibilities or commitments to HH, regardless of their virtue, as a condition of enrolling their children (e.g. correcting a child's homework, volunteering, etc.);
- (5) Mandating that students or parents agree with HH's mission or philosophy; or
- (6) Giving preference to students interested or talented in a particular HH program (e.g. foreign language proficiency).

Enrollment Period, Admissions Lottery, Registration and Withdrawal

Formal recruitment of incoming students will begin after the charter school is authorized. It is important to note that all aspects of this process will be carried out in English and Spanish (and any other dominant language, including French and West African dialects, in the community, as necessary). Beginning on or before January 1 of each year, the charter school will advertise open registration and families, if they choose, will have opportunities to meet with staff and learn additional details about the School. Interested families may submit applications beginning on or before January 15 through April 1 or thereafter (the date will be set and publicized each year). If as of the application deadline, the number of applicants to the charter school exceeds capacity, a random selection process (lottery) will be used to admit students. This lottery, if necessary, will be held annually on or about April 15. Names will be drawn from the lottery drum by an individual or organization unaffiliated with HH. Students who do not secure a seat through the random lottery will be placed on a waiting list in the order that their names were drawn.

HH will include a description of the public lottery in its application material distributed to families during the outreach phase of the process. Should a lottery be required, all families who applied to the school will be informed of the details of the lottery, including the date, time and location that it will be held.

Admission preference shall be granted to applicants in the following manner:

- First preference (after the first year) will be given to returning students, who will automatically be assigned a space at the School and whose families will be formally contacted prior to the beginning of the school year to confirm automatic admission of their child.
- Second preference will be given to siblings of students already enrolled in the charter school or siblings of a student whose name is drawn in the lottery whose names are also in the current year's lottery.
- Third preference will be given to residents of CSD 3.

Lottery Process

In the event that a lottery process is necessary, names will be drawn randomly by grade to fill available seats (78 seats in Kindergarten and 78 seats in Grade 1 for the inaugural lottery, and for expected vacancies in the upper grades during the next academic year). After those names are drawn, names will continue to be drawn after all available spaces have been filled in order to form a waiting list at each grade level for the school. This waiting list will be the only official, legal document identifying the names of grade-eligible students with applications to the charter school pending acceptance when vacancies arise, based upon the order of random selection from the lottery. The previous year's waiting list will expire annually at the lottery drawing..

Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, HH will contact the parents of the student next on the appropriate waiting list. Reasonable and multiple attempts will be made to contact the family of the student on the top of the waiting list and get confirmation of whether the student is still interested in enrolling at HH before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents are unsuccessful, then the School may remove that student from the waitlist. Documentation of the attempts made to contact the parents of any student removed from the waitlist will be maintained by the School. Waiting lists will not be carried over from year to year. Instead, the annual admission lotteries will be used to create newly randomized waiting lists. The School will send a new enrollment application directly to the parents of each child on the prior year's waiting list to fill out if they are still interested in enrollment.

Procedures for Student Registration and Parental Intent to Enroll

Once the lottery has been conducted, HH will notify parents and guardians of applicants by mail whether their child has been granted a seat at the School or if they are on the waiting list. The mailing will include an admission acceptance form that each parent of a child who has been selected for admission will fill out to confirm his or her intent to enroll the child in HH. The School will also contact the parents of students currently enrolled and require them to confirm their intent for the student to remain in the school the next year. Reasonable and multiple attempts will be made to reach parents regarding their decision to re-enroll their children and parents will be given a reasonable amount of time to re-enroll their child before the School determines that they do not intend to enroll and makes that seat available to a new student for the next academic year.

Prior to the commencement of each academic year, families of children who enroll at the School must complete the student registration process. As part of this process, parents must provide verification of residency, adult photo identification, NYC notice of transfer form (if available), IEP record if applicable, home language survey, photo media release form, ethnic identification survey, additional medical restrictions form if applicable, parent/guardian consent to request for the release of student records and/or a copy of the student's prior year academic record, birth certificate and immunization record, and student health insurance form indicating what coverage the student has. Parents will also complete student registration forms, lunch program applications, emergency contact information, and transportation forms. HH staff will be available to assist parents in understanding the registration requirements, obtaining required information and completing the required forms. In addition, forms and instructions will be published in languages other than English to facilitate successful registration by ELL parents and families.

All families of students currently enrolled in HH will be sent a renewal form by February of each year in order to indicate whether or not they will re-enroll their child for the next academic year. This process will inform the school as to any planned vacancies in Grades 1-2 that will need to be filled through the current year's application and lottery process.

Voluntary Withdrawal

HH is a public school of choice, both for application and withdrawal. At any time, a parent may wish to transfer their child to a different school. A parent wishing to withdraw his/her child from the School will be asked to complete a request for student withdrawal form. HH personnel will offer to meet with the family and discuss their reasons for withdrawing from the School, as well as to seek solutions to any problems that arise from these discussions. If the parents still wish to transfer their child to another school, HH staff will make every reasonable effort to help the student find a school that better serves the family's desires. HH will ensure the timely transfer of any necessary school records to the student's new school. Upon withdrawal of any student, HH will seek to fill that vacancy in a timely manner with the next student on the relevant grade's waitlist.

Attachment 2: Samples of Evidence of Community Outreach
Summary Record of Community Outreach

Date	Group/Person Met With	Attendees	Purpose	Outcome	Documentation Attached
11/12/10	CEC 3/ Christine Annechino, Noah Gotbaum	Berman, Gedzelman	Inform about HH/Seek Input	Relationship building	
12/28/10	St. Michael's Episcopal Church/Rev. George Brandt	Gedzelman	Inform about HH/Seek Input	Relationship building	
1/18/11	Community Board 10 Education & Libraries Committee	Campbell, Gedzelman, Schaap, Smikle	Inform about HH/Seek Input	Relationship building Plan visit to HLA	
1/20/11	Manhattan Borough President/ Scott Stringer	Campbell, Cohen, Gedzelman	Inform about HH/Seek Input	Relationship building	
1/20/11	Community Board 7 Youth, Education and Libraries Committee	Aristondo, Berman, Campbell, Cohen, Gedzelman, Schaap, Smikle	Inform about HH/Seek Input	Recommended resolution of support to CB 7	
1/21/11	NYS Assembly District 70/ Daniel O'Donnell	Cohen, Gedzelman	Inform about HH/Seek Input	Relationship building	
1/26/11	Harlem Children's Zone/Geoffrey Canada	Campbell, Gedzelman, Smikle	Inform about HH/Seek Input	Relationship building; Feeder of families/children to HH	
2/1/11	Community Board 7	Berman, Campbell, Cohen, Smikle	Inform about HH/Seek Input	Resolution of support	Minutes; Resolution
2/15/11	Community Education Council 3	Campbell, Gedzelman, Weisman, Schaap	Inform about HH/Seek Input	Relationship building	Minutes
2/17/11	NYS Senate District 31/ Adriano Espaillat	Cohen, Gedzelman, Smikle	Inform about HH/Seek Input	Relationship building	Letter of support
2/25/11	NYS Senate District 20/ Bill Perkins	Campbell, Cohen, Gedzelman	Inform about HH/Seek Input	Relationship building	
3/2/11	Community Board 10 General Meeting	Aristondo, Campbell, Gedzelman, Weissman, Schaap	Inform about HH/Seek Input	Relationship building	Minutes

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3/3/11	Minisink Townhouse Community Center/ 70 Assembly District Leader/William Allen	Campbell, Gedzelman, Smikle	Inform about HH/Seek Input	Relationship building Multiple communications	William Allen is now Co-lead Applicant
3/8/11	Convent Baptist Church/Rev. Jesse Williams	Campbell, Gedzelman, Smikle	Inform about HH/Seek Input	Relationship building; Assist in parent outreach	
3/10/11	Community Board 10 Executive Committee	Campbell, Gedzelman, Schaap	Visit to Hebrew Language Academy Charter School	Relationship building	
3/14/11	NYC Council District 9/ Inez Dickens	Campbell, Cohen, Gedzelman	Inform about HH/Seek Input	Relationship building	
3/15/11	Trinity Lutheran Church/Rev. Heidi Newmark	Gedzelman	Inform about HH/Seek Input	Relationship building	
3/24/11	Interfaith Manhattan/Rev. Chloe Breyer	Campbell, Gedzelman	Inform about HH/Seek Input	Relationship building; Assist in community outreach	
3/25/11	NYS Assembly District 68/ Robert Rodriguez	Gedzelman, Smikle	Inform about HH/Seek Input	Relationship building	
3/25/11	NYC Council District 8/ Melissa Mark-Viverito	Campbell, Cohen, Gedzelman	Inform about HH/Seek Input	Relationship building	
3/29/11	Abyssinian Development Corporation/Sheena Wright	Campbell, Gedzelman, Smikle	Inform about HH/Seek Input	Relationship building	
3/30/11	Mother AME Zion Church/ Rev. Gregory Smith	Gedzelman, Smikle	Inform about HH/Seek Input	Relationship building	
7/7/11	Community Education Council 3/ Noah Gotbaum	Berman, Gedzelman	2 nd meeting about HH	Relationship building	

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Date	Group/Person Met With	Attendees	Purpose	Outcome	Documentation Attached
7/8/11	St. Mary's Episcopal Church/Rev. Earl Kooperkamp	Campbell, Gedzelman	Inform about HH/Seek Input	Relationship building; Assist in parent outreach; Multiple meetings	Letter of support
7/12/11	NYPL at 125 th St/ Crystal McKay	Campbell	Inform about HH/Seek Input	Partnership; Assist in parent outreach	
7/13/11	City College/Elizabeth Pepin	Campbell	Inform about HH/Seek Input	Relationship building; Assist in parent outreach	
7/14/11	Harlem World Talent Show Foundation/Kasuan Henry	Campbell	Inform about HH/Seek Input	Relationship building; Partnership; Assist in parent outreach	Letter of support
7/15/11	New Mt. Zion Baptist Church/Rev. Dr. Carl Washington	Campbell, Gedzelman	Inform about HH/Seek Input	Relationship building; Assist in parent outreach	Letter of support
7/19/11	Children's Aid Society Dunlevy Millbank Center/Barbara Samuels	Campbell	Inform about HH/Seek Input	Relationship building; Assist in parent outreach; Support socio/emotional needs of HH students	

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7/19/11	Double Dutch Dreams/Malika Whitney	Campbell	Inform about HH/Seek Input	Relationship building; Assist in parent outreach; Support socio/emotional needs of HH students	
7/19/11	Dwyer Cultural Center/Grace Ali & Barbara Horowitz	Campbell	Inform about HH/Seek Input	Relationship building; Assist in parent outreach; Support socio/emotional needs of HH students	
7/19/11	NYPL at 115 th St/Helen Broady	Campbell	Inform about HH/Seek Input	Relationship building; Partnership Assist in parent outreach	
7/19/11	Mt. Olivet Baptist Church/Rev. Dr. Charles Curtis	Campbell	Inform about HH/Seek Input	Relationship building; Assist in parent outreach	
7/20/11	Mosque Masjid Aqsa/Imam Souleimane Konaté	Campbell, Gedzelman	Inform about HH/Seek Input	Relationship building; Assist in parent outreach	Letter of support
7/20/11	NYC Council District 9/ Inez Dickens	Campbell, Cohen, Gedzelman	Inform about HH/Seek Input	Relationship building	
7/25/11	Harlem Business Alliance/Walter Edwards	Campbell, Gedzelman, Smikle	Inform about HH/Seek Input	Relationship building	

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Date	Group/Person Met With	Attendees	Purpose	Outcome	Documentation Attached
7/28/11	Arts Horizon/Marline Martin & Raab Rashi	Campbell	Inform about HH/Seek Input	Assist in parent outreach; Support socio/emotional needs of HH students	
7/28/11	Harlem's African Burial Ground Task Force, Joyce Adewumi	Campbell	Inform about HH/Seek Input	Relationship building	
8/1/11	Manhattan Deputy Borough President/Rose Pierre-Louis	Campbell, Gedzelman	Inform about HH/Seek Input	Relationship building	
8/2/11	Dance Theater of Harlem/Laveen Naidu	Campbell	Inform about HH/Seek Input	Assist in parent outreach; Support health/welfare of HH families	
8/2/11	WeAct for Environmental Justice/Peggy Shephard	Campbell	Inform about HH/Seek Input	Assist in parent outreach; Support health/welfare of HH families	
8/2/11	All Souls' Episcopal Church/Rev. Ajung Sojwal	Campbell, Gedzelman, Schaap	Inform about HH/Seek Input	Relationship building; Assist in parent outreach	
8/3/11	NYPL Schomburg Center for Research in Black Culture, Deirdre Hollman	Campbell	Inform about HH/Seek Input	Relationship Building	
8/5/11	First Corinthian Baptist Church/Rev. Michael Walrond	Campbell, Gedzelman	Inform about HH/Seek Input	Relationship building	

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Date	Group/Person Met With	Attendees	Purpose	Outcome	Documentation Attached
8/10/11	Apollo Theater/Debbie Ardemendo, Shirley Taylor	Campbell, Gedzelman, Weissman	Inform about HH/Seek Input	Relationship building	
8/11/11	NYS Assemblyman Karim Camara	Gedzelman	Inform about HH/Seek Support	Letter of Support	Letter of Support
8/20/11	National Black Theater/Sade Lythcott	Campbell	Inform about HH/Seek Input	Relationship building; Assist in parent outreach; Support socio/emotional needs of HH students	
8/24/11	Ephesus SDA Church/Pastor Dedrick Blue	Campbell	Inform about HH/Seek Input	Relationship building; Assist in parent outreach	
8/24/11	St. Michael's Church/Jean Ballard Terepka	Campbell	Inform about HH/Seek Input	Relationship building; Assist in parent outreach	
8/31/11	Parent Job Net/Helen Rosenthal	Campbell	Inform about HH/Seek Input	Relationship building; Support health/welfare of HH families; Assist in parent outreach	
9/1/11	Uptown Dance Company/Robin Williams	Campbell	Inform about HH/Seek Input	Relationship building; Assist in parent outreach; Support socio/emotional needs of HH students	

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Date	Group/Person Met With	Attendees	Purpose	Outcome	Documentation Attached
9/7/11	Friends of the Children/Robert Houck	Campbell	Inform about HH/Seek Input	Relationship building; Assist in parent outreach; Feeder of families/children to HH	
9/7/11	North Eastern Conference of SDA/Sylvan Lashley	Campbell	Inform about HH/Seek Input	Relationship building; Assist in parent outreach	
9/9/11	Mark Diller/Community Board 7	Campbell, Gedzelman	Inform about HH/Seek Input	Relationship building	Letter of support
9/14/11	Mosque for Islamic Brotherhood/ Imam Talib Abdur Rashid	Campbell, Gedzelman	Inform about HH/Seek Input	Relationship building; Assist in parent outreach	
9/18/11	Symphony Space/Denis Heron	Campbell	Inform about HH/Seek Input	Relationship building; Assist in parent outreach	
9/20/11	Community Board 10 Education & Libraries Committee	Campbell	Public attendee at CB 10 Education & Libraries Committee monthly meetings	Relationship building Ongoing communication Attendee 10/24/11 11/15/11, 12/20/11 1/17/12, 2/21/12	Minutes 9.20.11

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Summary Record of Community Outreach

Date	Group/Person Met With	Attendees	Purpose	Outcome	Documentation Attached
10/3/11	St. Joseph of the Holy Family/Fr. Nolan	Aristondo, Campbell	Inform about HH/Seek Input	Relationship building; Assist in parent outreach	
10/6/11	Harlem Arts Festival/Chelsea Goding	Campbell	Inform about HH/Seek Input	Support socio/emotional needs of HH students	
10/6/11	Harlem Jazz and Gospel Getaway/Joyce Hanly	Campbell	Inform about HH/Seek Input	Relationship building	
10/6/11	Jazz Mobile/Linda Walton	Campbell	Inform about HH/Seek Input	Relationship building; Assist in parent outreach	
10/11/11	Mt. Nebo Baptist Church/Rev. Johnnie Greene	Campbell, Gedzelman	Inform about HH/Seek Input	Relationship building; Assist in parent outreach	
10/17/11	Ristorante Settepani/Leah Abraham	Campbell	Inform about HH/Seek Input	Relationship building; 2 nd meeting 2/15/12; Assist in parent outreach	
10/17/11	Adair Head Start/Dr. Thelma Adair	Campbell	Inform about HH/Seek Input	Relationship building; Feeder of families/children to HH; Assist in parent outreach	
10/24/11	Greater New York Conference of SDA/David Cadavero	Campbell	Inform about HH/Seek Input	Relationship building; Assist in parent outreach	
10/26/11	NYPL Schomburg Center for Research in Black Culture, Deirdre Hollman, Christopher Moore	Campbell, Gedzelman, Weissman	2 nd meeting about HH	Relationship Building; Partnership: support delivery of curriculum	Letter of support
10/31/11	Hebrew Immigrant Aid Society	Campbell, Gedzelman, Gordon, Listhaus, Schaap, Weissman	Inform about HH/Seek Input	Network resources	
11/2/11	Harlem RBI/Richard Souto	Campbell	Inform about HH/Seek Input	Support socio/emotional needs of HH students; Assist in parent outreach	
11/3/11	Canaan Baptist Church/Rev. Jacques DeGraff	Campbell, Gedzelman	Inform about HH/Seek Input	Relationship building; Assist in parent outreach	Letter of support
11/8/11	Greater Harlem Chamber of Commerce/Lloyd Williams	Campbell, Gedzelman	Inform about HH/Seek Input	Relationship building	

Attachment 2: Samples of Evidence of Community Outreach
Summary Record of Community Outreach

Date	Group/Person Met With	Attendees	Purpose	Outcome	Documentation Attached
11/30/11	Christine Annechino, CEC 3	Campbell, Gedzelman,	Inform about HH/Seek Input	Relationship building; Arrange visit to HLA	Personal letter of support
12/16/11	Mount Morris Park Community Improvement Association/Syderia Chresfield, Laurent Delly	Campbell, Gedzelman	Inform about HH/Seek Input	Relationship building	
12/20/11	First Corinthian Baptist Church/Rev. Michael Walrond	Campbell, Gedzelman	Visit to Hebrew Language Academy Charter School	Relationship building	Rev. Walrond is now a proposed Board member.
1/2/12	Mother Hale House/Dorothy Hartigan	Campbell	Inform about HH/Seek Input	Relationship building; Assist in parent outreach; Feeder of families/children to HH	
1/9/12	Apollo Theater/Debbie Ardemendo, Shirley Taylor	Campbell, Gedzelman, Weissman	2 nd Meeting about HH	Relationship building; Support delivery of curriculum with Oral History project	
1/12/12	Dunlevy Milbank Children's Aid Society Daycare Center, Marisel Lopez	Campbell	Inform about HH/Seek Input	Relationship building; Assist in parent outreach; Feeder of families/children to HH	
1/12/12	Community Education Council 3	Campbell, Gedzelman	Visit to Hebrew Language Academy Charter School	Relationship building	
1/19/12	Nursery North Child Care Center, J. Gilbert	Campbell	Inform about HH/Seek Input	Relationship building; Assist in parent outreach; Feeder of families/children to HH	

Attachment 2: Samples of Evidence of Community Outreach
Summary Record of Community Outreach

Date	Group/Person Met With	Attendees	Purpose	Outcome	Documentation Attached
1/23/12	Citizens Care Day Care Center I/Ingrid Davis	Campbell	Inform about HH/Seek Input	Relationship building; Feeder of families/children to HH; Plan public meeting for parents	
1/25/12	Annunciation Little Angels Head Start, Asst. to Sherry Ortila	Campbell	Inform about HH/Seek Input	Relationship building; Assist in parent outreach; Feeder of families/children to HH	
1/30/12	Sunshine Day Care, Daniela Flaim	Campbell	Inform about HH/Seek Input	Relationship building; Assist in parent outreach; Feeder of families/children to HH	
1/30/12	Broadway SDA Church, Pastor Jose Cruz	Campbell	Inform about HH/Seek Input	Relationship building; Assist in parent outreach; Feeder of families/children to HH	
2/3/12	East Calvary Day Care Center/George Pennaherrera	Campbell	Inform about HH/Seek Input	Relationship building; Assist in parent outreach; Feeder of families/children to HH	
2/5/12	Harlem 4 Kids/Board members	Campbell	Inform about HH/Seek Input	Relationship building; Assist in parent outreach; Feeder of families/children to HH; Communication Network	Email invitation to public meeting at First Corinthian Baptist Church
2/9/12	Harlem Gems Head Start/Kizzie Jamison	Campbell	Inform about HH/Seek Input	Relationship building; Assist in parent outreach; Feeder of families/children to HH	

Attachment 2: Samples of Evidence of Community Outreach
Summary Record of Community Outreach

Date	Group/Person Met With	Attendees	Purpose	Outcome	Documentation Attached
2/10/12	Dunlevy Milbank Children's Aid Society Day Care, Marisel Lopez/ Candice Green	Campbell	Public meeting for parents; Inform about HH/Seek Input	Relationship building; Feedback from parents; Feeder of families/children to HH	Flyer for Meeting Held 2/10/12
2/10/12	Harlem Independent Living Center/Community Board 10 member/Christina Curry	Campbell, Gedzelman	Visit to Hebrew Language Academy Charter School	Relationship building; Assist in parent outreach	
2/12/12	First Corinthian Baptist Church, Youth Pastor Tory Liferidge	Campbell, Gedzelman	Public meeting for parents; Inform about HH/Seek Input	Relationship building; Feedback from parents; Feeder of families/children to HH	Flyer for Meeting Held 2/12/12; Letter of support
2/15/12	Community Education Council 3	Campbell, Gedzelman	Inform updates based on input from 12/12 meeting	Relationship building	Agenda
2/23 & 2/24/12	Citizens Care Day Care Center I/Ingrid Davis	Campbell	Public meeting for parents; Inform about HH/Seek Input	Relationship building; Feedback from parents; Feeder of families/children to HH	Flyers for Meetings Held 2/23 & 2/24/12

*Other Documentation not related to a community meeting:

Letter of Support from New York State Senator Martin Golden

HH Parent and Community Flyer

Please visit HH's website at www.harlemhebrewcharter.org, view interest form/survey on the site.

Minutes

February 2011 Full Board, Committee and DSC Minutes
Full Board Meeting
February 1, 2011
Congregation Rodeph Sholom
7 West 83rd Street (Central Park West.)

Called to order 6:40 PM.

Approval of minutes from previous full board meeting 27-0-0.
Chairman's Report Mel Wymore

- Thanks for coming out on Groundhog's Eve
- Handling business session first b/c of oncoming winter storm

VOTE ON AMENDMENT: 14-16-3-0
Vote on Resolution: 33-0-0-0

Youth, Education & Libraries Committee **Mark Diller, Chairperson**

Resolution Re:

2. Harlem Hebrew Language Academy.

• Dan Cohen:

o Was a CB7 vice chair previously, currently State Committeeman. HHLA got unanimous support of YEL. HHLA will not seek collocation but find private space in northern section of CEC3. Dual-language school but not religious instruction.

• Hindie Weissman:

o Excited to be here. Ratio of adult to child is 12-1, two teachers in each class throughout day.

• Maureen Campbell:

o Principal in Brooklyn. 55% are Caucasian, have a multitude of languages and ethnicities. 9% ELL, first year 19% had IEP and currently have 13% Special Needs. Application is before State DOE for opening in August 2012. 100% seeking private space.

• Ethel Sheffer: Are you exclusively looking in the northern part of CEC3 outside CB7?

o Dan Cohen: there is a small chance that will find a space a few blocks within CB7; we would be delighted to return and re-present in that case.

• Sheldon Fine: any negative reaction at YEL?

o Maarisa Maack: No

o Eric Shuffler: pleasure to see someone do a charter school in a nonconfrontational manner that doesn't attack the integrity of the school system or cannibalize seats. This will truly be another D3 option no matter where you live.

• Jay Adolf: where is the Brooklyn location?

o Maureen Campbell: 3340 Kings Highway, CEC22

• Blanche Lawton: is it your intention to present at CB10/CB9?

o Dan Cohen: Have been before the education committee and will be before the CEC on Wednesday.

• Blanche: tell us about your funding.

o Maureen Campbell: 68% on free/reduced meals; we do have rent to pay so seek philanthropic funds to help with capital expenditures. Per pupil allocation covers rest.

• Blanche: how do you recruit?

o Maureen Campbell: recruitment is comprehensive and aggressive: media, face-to-face, community groups. Info sessions, YMCAs, faith-based orgs and other community gathering places.

• Paul Fischer: if you could not a private space in the time-frame would you consider co-location?

o Dan Cohen: we are adamant that we will not.

• Ulma Jone: if you are not locating in CD7, why here?

o Maureen: because CB7 is encompassed within CEC3 reaching out to all bodies

VOTE: 32-1-2-0

RESOLUTION

Date: February 1, 2011
 Committee of Origin: Youth, Education & Libraries
 Re: Creation of Harlem Hebrew Language Academy Charter School in District 3.
 Full Board Vote: 32 In favor 1 Against 2 Abstentions 0 Present

This resolution is premised upon the following facts:
 The Hebrew Language Academy is a dual-language charter school that has been successfully launched in private facilities on King's Highway in Brooklyn and is phasing in grades and serving a diverse group of students.
 The founders of the Hebrew Language Academy are seeking a charter for a second school built according to the same fundamental model in the northern portion of Community School District 3, to open in September 2012.
 The State charter authorizers do not require charter school applicants to identify the specific site of a proposed school other than the District in which it is intended to be sited.
 While the application for its charter is still in development, the founders of Harlem Hebrew Language Academy ("HHLA") have committed to the following attributes for the proposed new school:

- HHLA will be housed in privately-financed space, and will not be co-located in an existing traditional public school building;
- HHLA will pursue a dual-language proficiency model, with daily instruction in both Hebrew and English in all subjects (except English), and with Hebrew instruction to be non-religious in content;
- HHLA will recruit, admit and retain an ethnically, socially, racially and economically diverse group of students, with first priority in admissions given to CSD3 families, building on the successful model implemented to date at the Brooklyn school;
- HHLA will welcome English Language Learners, using its dual-language model to place all students on equal footing on language acquisition;
- HHLA will serve students with special needs in at least the proportion of CSD3 at large through a welcoming approach throughout the recruitment and admissions process based on the model used at the Brooklyn school, which has achieved or exceeded its target for special needs enrollment, and will employ an inclusionary model similar to that used in traditional public schools.

HHLA will present its proposal at the District 3 Community Education Council on February 2, 2011.
 Pending finalization of its charter application, the approach espoused by HHLA is consistent with the best practices sought for all students in our District.
 THEREFORE, BE IT RESOLVED THAT Community Board 7/Manhattan supports the approach to which Harlem Hebrew Language Academy has committed itself, specifically including without limitation being located in privately-financed space, employing a non-religious dual-language model, building a truly diverse cohort, and ensuring it meaningfully welcomes English Language Learners and students with special needs, and looks forward to welcoming the school with those attributes to our District.
 Committee: 8-0-0-0.

250 West 87th Street New York, NY 10024-2706
 Phone: (212) 362-4008 Fax: (212) 595-9317
 Web site: nyc.gov/mcb7 e-mail address: office@cb7.org



COMMUNITY DISTRICT EDUCATION COUNCIL 3
 154 West 93rd Street New York, New York 10025 - Room 204 Tel (212) 678-2782 Fax: (212) 678-2804 Email: CEC3@schools.nyc.gov

Noah E. Gotbaum President	Christine Annechino First Vice President	Vacant Second Vice President	Robin Klueber Secretary	Elizabeth Shell Treasurer
Council Members: Jimmie Brown Virgil de Voldere John Davidge Olaiya Deen Terry Gray Alicia Simpson Marija Stroke				Sara P. Carvajal District 3 Community Superintendent

COMMUNITY DISTRICT EDUCATION COUNCIL 3
CDEC3 Calendar Meeting
 Tuesday February 15, 2010 7:00 – 9:00 P.M.
 MS 44 Complex
 100 W. 77th St.

APPROVED MINUTES

Call to Order at 7:07 PM
 In Attendance: Christine Annechino, Jimmie Brown, John Davidge, Olaiya Deen, Noah Gotbaum, Terry Gray, Robin Klueber, Marija Stroke. A quorum was present.
 Excused Absence: Virgil de Voldere
 Absent: Elizabeth Shell
 Staff: Sara P. Carvajal, Acting District 3 Superintendent, Meg Barboza, OFIA, Ivelisse Alvarez, PS 145, Monica Berry, Principal PS 87, Denise DesJardin, PS 242 and Roberto Padilla, I. A. Principal West Prep Academy.
Approval of Minutes- The minutes from the January 19, 2011 Calendar Meeting and the February 2, 2011 Special Meetings were unanimously approved by the council.
Superintendent's Report – Sara P. Carvajal, I.A. District 3 Superintendent

- Recent School Leadership Changes
 - Scott Parker was appointed Principal of PS 452 on January 28th.
 - Roberto Padilla was assigned I.A. Principal of West Prep Academy on February 8th.
- Proposed Magnet School Name Changes
 - Ms. Carvajal presented the following proposed name changes for six of the eight schools in the District 3 Magnet Schools Assistance Program for the council to vote on later this evening. At this time, M087 and M421 are not submitting an application for a school name change, as per CR A-860.

<i>Proposed name changes for Magnet Schools*: Current Name/BN</i>	<i>Proposed Magnet School Name</i>
<i>The Bloomingdale School/M145</i>	The Bloomingdale Magnet School for Multimedia Communication
<i>John Mercer Langston/M185</i>	The Early Childhood Discovery and Design Magnet School
<i>The Amsterdam School/M191</i>	Museum Magnet School for Inquiry, Innovation and Imagination
<i>Alain L. Locke/M208</i>	The Alain L. Locke Magnet School for Environmental Stewardship
<i>The Family Academy/M241</i>	STEM Institute of Manhattan
<i>Gwendolyn Powell Brown Computer School/M242</i>	Young Diplomats Magnet Academy

- Update on District 3 Magnet Grant
 - Terry Gray reported that 2 schools are funded and 4 more are about to be funded
 - Ms. Carvajal reported the following:
 - In September 2010, Community School District 3 was awarded an estimated total of 11 million dollars, through the US Department of Education's Magnet Schools Assistance Program, for use during the 2010- 2013 school years.
 - The purposes of the program are:
 - (1) The elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial portions of minority students;
 - (2) To develop and implement magnet school projects that will assist local education agencies achieve systemic reforms, and provide all students the opportunity to meet challenging State academic content standards and student achievement standards;
 - (3) The development and design of innovative educational methods and practices that promote diversity and increase choices in public elementary and secondary schools;
 - (4) Courses of instruction within magnet schools that will substantially strengthen the knowledge of academic subjects and the attainment of tangible and marketable vocational, technological and professional skills of students attending such schools;
 - (5) Improvement of the capacity of LEAs, including through professional development, to continue operating magnet schools at a high performance level after Federal funding is terminated; and
 - (6) Ensuring that all students enrolled in magnet school programs have equitable access to high quality education that will enable the students to succeed academically and continue with postsecondary education or productive employment.
 - Terry and Ms. Carvajal meet bi-weekly with Laine Leber the project manager for the Magnet Grant
 - Terry Gray has a hard copy of the grant proposal.

District 3 Presidents' Council Report – Deborah Lopez

- Procedures for the upcoming elections for 2011-2013 CDEC3 Council were discussed.
- CPAC Lobby Day is March 1st in Albany.

President's Report – Noah E Gotbaum

- Harlem Hebrew Charter School Presentation – David Gedzelman
 - They are in the process of applying to NYSED (deadline is late March 2011) to open K-5 Hebrew Charter School in District 3. The school will open K-1 the first year.
 - Several members of their board spoke about the curriculum.
 - They are planning to open their Charter School in August 2012 in a private space.
 - Enrollment will be by lottery with preference given to District 3 children.
 - They would like community feedback www.hlacharterschool.org.
- CDEC3 Vacancy Update
 - Four of the six applications passed legal and are eligible to run for the open seat.
 - Barbara Denham, Jeff Jeffreys, Irena Knoff and Alicia Simpson are the eligible candidates.
- Follow up on PEP Vote Approving Success Charter Co-locations at Brandeis, Wadleigh, PS 149
 - There is a 30-day appeal period following the PEP vote.
 - SUNY will not approve the locations until after the 30-day appeal period has passed.
 - The Joint Overcrowding/Space and Charter Committees are looking into options to challenge the PEP decision.

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THE SENATE
 STATE OF NEW YORK



ADRIANO ESPAILLAT
 SENATOR
 31ST DISTRICT

CHAIR
 MINORITY PROGRAM DEVELOPMENT
 RANKING MINORITY MEMBER
 HOUSING
 COMMITTEE MEMBER
 CODES
 ENVIRONMENTAL CONSERVATION
 ECONOMIC DEVELOPMENT
 INSURANCE
 JUDICIARY

February 2, 2012

Mr. Cliff Chuang
 Director, Charter School Office
 New York State Education Department
 89 Washington Street
 Albany, NY 12234

Dear Mr. Chuang:

It is my pleasure to write this letter of support on behalf of the Harlem Hebrew Language Academy Charter School application. I have met with members of the school's founding group and am impressed with their commitment to provide quality alternatives in the public school arena as well as with the academic program they are proposing to implement in the school. Harlem Hebrew is based on the model of the Hebrew Language Academy Charter School in Brooklyn. I believe that this successful school is worthy to emulate in my district.

As the Senator representing New York State's 31st Senate District, including parts of West Harlem and the Upper West Side, I am acutely aware of the educational needs of my school-aged constituents and their families which include English Language Learners and households in poverty. Our children need rigorous and engaging academic programs that are delivered in a supportive school environment that promotes intellectual growth and achievement. Harlem Hebrew offers that environment with the supports necessary for English Language Learners and high poverty level children to succeed.

Because Harlem Hebrew is committed both to securing private space in which to house its school instead of co-locating in an existing public school and to serving special needs students at least in proportion to the school district at large – typically two of the most highly-charged issues in many discussions around charter schools – I can offer my full support of this proposed charter without hesitation.

I look forward to helping the school in any way I can to achieve success, and hope you will give this charter application every possible consideration.

Sincerely,

 Adriano Espallat
 Senator, 31st SD



CITY OF NEW YORK

MANHATTAN COMMUNITY BOARD 10
215 West 125th Street, 4th Floor—New York, NY 10027
T: 212-749-3105 F: 212-662-4215

W. FRANC PERRY
Chairman

PAIRMAAN LODHI
District Manager

General Board Meeting Minutes
Wednesday, March 2, 2011, 6:00 PM

Adam Clayton Powell Jr. State Office Building
163 West 125th Street, 2nd Floor Art Gallery
New York, N.Y. 10027

Hon. Chairman William Franc Perry III, Presiding

Meeting commenced at 6:00 p.m.

Introductions by Hon. Chairman Franc Perry

Community First: Honorable Henrietta Lyle called upon:

Maurice Cummings; Rep. of Assembly Member Keith Wright office - The office is continuing to gather information for the A02969 – GED Accountability Act. The Informed Consent Act Bill was recently passed. The seminar with taxi drivers for their loan program was very successful. Finally, Assemblyman Wright became the Chair of the Assembly Labor Committee. Congratulations.

Jamilah Richards; Rep. of Council Member Inez Dickens office – The City Council passed 2 pieces of legislations that Hon. Dickens introduced. One, a local law to amend the code in relation to the pregnancy services standards. Two, a local law to amend the code in relation to the registration of landlords of multiple dwellings. Dunbar Houses is now in foreclosure. Hon. Dickens is working with tenants in order to maintain housing.

C. Solomon of the Special Narcotics Unit of the D.A. Office gave results of the 5 Columbia Students arrested. He explained it is still under investigation.

Chair Frank Perry explained the “no taping” policy at community board meetings.

Cordell Cleare; Rep. of Senator Bill Perkins office. She gave thanks to the wonderful seminar about bonds and bonding. Ms. Cleare also spoke about Perkins new initiative with Operation SNUG (“Guns” spelled backwards) which works directly with those who are most likely to commit gun violence—young people—and persuades them to find peaceful solutions to conflict. She also invited the community to go visit the exhibit in Schomburg Library featuring community photographers.

Treasurer’s Report: Hon. Candi Halbert announced that there will be another town hall meeting in response to the Mayor’s Office Budget. This will take place on April 6th, 2011. Testimonies must be written and handed in at the CB10 office at 215 west 125th street 4th Floor.

Second Roll Call at 7:43 pm

Presentation of the Harlem Hebrew Charter School. The school gave another presentation to the full board in order to get a letter for the School. It was decided that the matter go back to the committee for a decision.

The vote for the Rules of Order for the Public at Community Board 10 Meetings

30 Yes 1 No

Vote for Transit Resolution

The motion passed unanimously with 31 Yes

Meeting adjourned at 8:35 pm

St. Mary's Episcopal Church ✪ Manhattanville

Founded in 1823 to serve Harlem in the Name of the Lord

February 6, 2012

Mr. Cliff Chuang
Director, Charter School Office
New York State Education Department
89 Washington Street
Albany, NY 12234

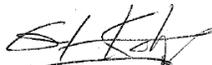
Dear Mr. Chuang:

Please accept this letter of support for the application being filed for the proposed Harlem Hebrew Language Academy Charter School. I am very excited about this opportunity for children in Manhattan's Community School District 3 that is represented in this application. It will be a very welcome addition to the educational opportunities for the children of this neighborhood.

I have been the pastor here at St. Mary's Church for over a decade, in addition to serving parishes in Harlem and the South Bronx for almost thirty years. In this time I have long noticed the need for more educational options for the next generation. I have had a good deal of contact with the staff and supporters of the Harlem Hebrew Language Academy Charter School and I am very impressed by their dedication, their vision and their sensitivity. I have also known some of the staff for about 25 years and I know the quality of their work and their care for children. This proposal is an incredible prospect for opening up new vistas for our youth. It fits well with the mission of many of our religious institutions and non-profit organizations as we seek further inter-cultural understanding and a greater tolerance for the multiplicity of diverse groups throughout our global context. I believe that the Harlem Hebrew Language Academy Charter School truly represents the educational future for our children.

Thank you so much for your time and kind consideration of my views on this important subject. I sincerely hope that you will be able to make a favorable decision on this application. If I can provide any further assistance, please feel free to contact me. In the meanwhile, may God bless you and the staff of the Regents in your important mission of guiding the education of the children of New York and especially the children of Harlem.

Faithfully,



The Rev. Earl Kooperkamp, Ph.D.
Rector

521 West 126 Street ✪ New York, New York ✪ 10027 ✪ (212) 864-4013

Harlem World Talent Show Foundation, Inc.

676 Saint Nicholas Avenue Suite 62 New York, NY 10030-1041

2/8/2012

Director, Charter School Office
New York State Education Department
89 Washington Street
Albany, NY 12234

Dear Mr. Cliff Chuang

I am writing in support of the proposed Harlem Hebrew Language Academy Charter School. My enthusiasm for Harlem Hebrew is founded on my own life experiences being born and raised in Harlem, NY. I know firsthand the pitfalls of a community lacking cultural diversity and first-rate educational opportunities. My success as an individual is indebted to the few programs and schools in the Harlem community that were committed to exposing inner-city kids to the world, such as the Harlem Educational Activities Fund and the Harlem School of the Arts.

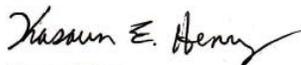
Harlem Hebrew offers this kind of cultural diversity and high quality educational services that nurture educated and global mindsets. In fact, my organization, Harlem World Talent Show Foundation has partnered with the Hebrew Language Academy Charter School in Brooklyn for the delivery of enrichment programs to teach chess. Throughout my work with HLA I have witnessed the faculty's dedication to their student's intellectual and moral virtues, including non-academic issues. I am impressed by the frequent chats in the teacher's lounge of which the instructors fervently discuss the successes and challenges of their students with an aim to amalgamate their total teaching knowledge and experience. They even go so far as to exchange books on innovative teaching methods. This is the kind of academic fraternity that will benefit the Harlem youth.

Along with a devoted staff and a dynamic academic curriculum of general studies, HLA offers a second language in every grade in order to better ensure its acquisition and mastery, unlike most other schools that provide only one to two years on the secondary level. Also, regarding the matter of foreign languages, as a speaker of Japanese, Spanish, and a reader of others, I proffer briefly a few of its benefits: 1) a foreign language liquidates the dangers of provincial mindsets, 2) it expands the mind's ability to perceive and reflect on the world, 3) and it strengthens the mind's ability to memorize and learn for the duration of its life.

2/8/2012

I urge you, Mr. Chuang, to take the time to consider and envision the trajectory of young lives having had the opportunity to attend a school as I have honestly described. In short, if Harlem Hebrew is approved, Harlem will receive an added catalyst for positive change, the kind of change that will constructively improve the residents of Harlem like myself. The Harlem community deserves the benefits that Harlem Hebrew will offer.

Sincerely Yours,



Kasaun E. Henry
Executive Director

111 WEST 142ND STREET
NEW YORK, NY 10030
PHONE: (212) 253-5988
FAX NO. (212) 253-5988

NEW MOUNT ZION BAPTIST CHURCH

REV. DR. CARL WASHINGTON JR.
PASTOR
DEACON QUENNE MAE FRANKLIN
CHAIRMAN OF DEACONATE MINISTRY
TRUSTEE DAVID SHOVAL
CHAIRMAN OF TRUSTEE MINISTRY
TRUSTEE GRENDA LYN LEBERTY
CHURCH FINANCIAL SECRETARY
TRUSTEE DEACON ROBERT LOVE
CHURCH TREASURER
SISTER EMBLINE NELSON CODY
CHURCH CLERK

February 23, 2012

Mr. Cliff Chuang
Director, Charter School Office
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Mr. Chuang:

I am writing this letter of support on behalf of the applicant team of the Harlem Hebrew Language Academy Charter School.

Since 1995, I have served as pastor of New Mount Zion Baptist Church which draws worshippers from all across Harlem. I witness firsthand the needs of the Harlem community every day in my ministry, and one of the most pressing is high-quality education that will enable our children to grow and succeed.

I believe that Harlem Hebrew will make an excellent contribution toward meeting those needs. I have met with members of the applicant team on several occasions, and am co-organizer with Rabbi David Godzelman of the Harlem/Upper West Side Clergy Fellowship. In all my interactions with them I have been impressed with their firm commitment to diversity and cultivating a school that serves and reflects the community. The applicant team has gone above and beyond in their efforts to build real and lasting relationships with stakeholders and I am confident that if they receive their charter they will build a school of academic excellence for children of all backgrounds in Harlem.

I look forward to helping the Harlem Hebrew team in their student recruitment efforts to ensure that as many children as possible get the opportunity to benefit from the school's unique educational model. It is my hope that you will recognize as I have the tremendous benefits this school will offer. If I can be of any assistance, please do not hesitate to contact me.

CHURCH OFFICE
111 WEST 142ND STREET
NEW YORK, NY 10030
PHONE: (212) 253-5988
FAX NO. (212) 253-5988

Sincerely,


Rev. Dr. Carl Washington

"THE CHURCH CULTIVATING THE CHRIST IN CHRISTIANS"

MASJID AQSA
2136 8th Avenue
New York N.Y. 10026
TEL: (212) 316-9803
(917) 402-6636



KARIM CAMARA
Assemblyman 43rd District
Kings County

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

COMMITTEES
Banks
Children and Families
Consumer Affairs and Protection
Education
Housing
Mental Health

February 08, 2012

Mr. Cliff Chuang
Director, Charter School Office
New York State Department of Education
89 Washington Avenue
Albany, N.Y. 12234

Dear Mr. Chuang

I am writing to express my personal support of the Harlem Hebrew Language Academy Charter School which seeks to open in Harlem Community of Community School District 3 in the Borough of Manhattan.

As the Imam of the Masjid Aqsa Mosque in Harlem, located in Community School District 3, I welcome this school to my community, a community made up of a significant number of West African immigrant families and children. Like the immigrants who came before them, these parents, most of whom do not yet speak English fluently, truly believe that America is still the land of opportunities. And like those who preceded them, they are placing their hopes and dreams on their children. They wholeheartedly believe that their children can achieve anything in this country if they have a great education. My conversation with the leaders of this charter school project have left me with only the utmost confidence that they are aware of the needs of the immigrant families in the community, particularly around English language, and the school will have the supports necessary for children who do not yet speak English to become fluent in the language quickly. I firmly believe that Harlem Hebrew will be the kind of school that will provide the children of my community with the opportunities to achieve success.

I am particularly impressed with the school's plan to develop a curriculum focusing on immigration and migration specifically focused on the Harlem community. I am pleased that this curriculum will include the present day story of the migration of West Africans to this vibrant community. Such a curricular component speaks to the foundation of this school which seeks to embrace the diversity of Harlem and recognize the important contributions of all people who came and continue to come and settle here.

I look forward to assisting Harlem Hebrew, once chartered, with their outreach effort so that they can successfully recruit large numbers of students from my community and from Harlem in general.

Harlem Hebrew Language Academy Charter School and its founders deserve the opportunity to open this important school in our community. I hope that they will be given this chance.

Sincerely,

Imam Souleimane Konate

Mr. Cliff Chuang
Director, NYSED Charter School Office
89 Washington Avenue
Albany, New York 12234

February 22, 2012

Mr. Chuang,

This letter is sent in strong support of the charter application submitted by the Harlem Hebrew Language Academy Charter School proposed for Community School District 3 in New York County. I cannot speak forcefully enough on how impressed I continue to be by the Hebrew Language Charter School model. As an elected official and a minister, I am markedly concerned with how such incubators of innovative thinking can be encouraged and developed; moreover, as Chair of the New York State Black, Puerto Rican, Hispanic and Asian Legislative Caucus, and particularly as a member of the Assembly's Standing Committee on Education, I am keenly interested in opportunities for educational success for all children of New York.

New York's neighborhoods are among the most diverse in the world, and that diversity is our greatest strength. Many of our schools do not reflect this important aspect of urban living; the proposed Harlem Hebrew Language Academy Charter School does, through global learning with a New York curriculum and through exciting language development. Community outreach by the applicants has been extensive, with key partnerships developed between their planned school and important community institutions and leaders. I am especially impressed that faith leaders Imam Souleimane Konate of Masjid Aqsa and Reverend Michael A. Walrond Jr. of First Corinthian Baptist Church – both with large, dynamic, and growing congregations in the proposed school's district – will be assisting in student and family recruitment and support. Similarly, a partnership for instructional support with the Schomburg Center for Research in Black Culture has just been finalized, about which all parties are excited.

Schools which are ethnically and economically integrated benefit our children and our city. They provide a fuller representation of our communities and offer wider opportunities for interactions between students and families to strengthen the fabric of our civic lives. Working towards this future, as this proposed school responsibly envisions, also depends on knowing about our past. Towards this important foundational knowledge, Harlem Hebrew proposes a curriculum on immigration and migration focused on the Harlem community. This is the type of innovative thinking we public officials need to encourage.

Respectfully,

Karim Camara

CC: Chancellor Merryl H. Tisch, New York State Board of Regents

ALBANY OFFICE: Room 827, Legislative Office Building, Albany, NY 12248 • (518) 455-5262 Fax: (518) 455-5768
DISTRICT OFFICE: 1216 Union Street, Brooklyn, New York 11225 • (718) 771-3105 Fax: (718) 771-3276
E-mail: camarak@assembly.state.ny.us

COMMUNITY BOARD 7  Manhattan

Mr. Cliff Chuang
February 13, 2012
Page 2 of 2

February 13, 2012

Mr. Cliff Chuang
Director, Charter Schools Office
New York State Department of Education
89 Washington Avenue
Albany, NY 12234

Re: Proposed Harlem Hebrew Language Academy

Dear Mr. Chuang:

On behalf of Community Board 7/Manhattan, we are once again pleased to offer the support of our Upper West Side community for the creation of Harlem Hebrew Language Academy.

We enclose our resolution from February 2011 in support of HHLA's first application. We understand that HHLA has submitted a new application which continues to propose the creation of a school with the attributes that informed our resolution. We write to renew our support for such a school.

A few points merit special mention. Community Board 7 serves Manhattan's Upper West Side, and overlaps significantly but not completely with Community School District 3, in which HHLA proposes to locate.

Our community is home to many seriously overcrowded public schools. Some are overcrowded due to the effects of a ten-year boom in residential construction and the use of public schools, others due to encroachment of co-location of multiple schools in a single building based on unrealistic views of capacity. Efforts to repurpose existing seats to meet elementary school demand have reduced available middle school seats at a time when the persistent expanded demand is about to reach middle school grades.

The only solution is the net addition of new seats, not the repurposing of existing seats.

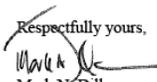
HHLA's thoughtful and bold proposal includes the creation of new seats in privately financed space. Their plan deserves every chance to succeed, as it would both be a positive step for the families they will serve and a blueprint for other new schools.

Moreover, HHLA will use a model that has already been successfully implemented by a sister school in Brooklyn, which has exceeded its targets of attracting and retaining students with special needs and English Language Learners.

We are proud to support this initiative and the leaders who are contributing their time, intelligence and integrity to the project. We look forward to welcoming HHLA to our community.

250 West 87th Street New York, NY 10024-2706
Phone: (212) 362-4008 Fax: (212) 595-9317
Web site: nyc.gov/mcb7 e-mail address: office@cb7.org

Respectfully yours,


Mark N. Diller
Chair



Marisa Maack
Youth, Education & Libraries Committee Chairperson

Cc: Hon. Scott Stringer, President, Borough of Manhattan
Hon. Gale Brewer, New York City Council, 6th District
Hon. Melissa Mark-Viverito, New York City Council, 8th District
Hon. Inez E. Dickens, New York City Council, 9th District
Hon. Linda Rosenthal, New York State Assembly, 67th District
Hon. Daniel J. O'Donnell, New York State Assembly, 69th District
Hon. Tom Duane, New York State Senate, 29th District
Hon. Adriano Espaillat, New York State Senate, 31st District
Christine Annechino, President, District 3 Community Education Council
Michelle Lipkin and Rachel Laiserin, Co-Presidents, District 3 President's Council
Yael Kalban, Manhattan Director of Portfolio Planning,
New York City Department of Education



CITY OF NEW YORK
MANHATTAN COMMUNITY BOARD 10
 215 West 125th Street, 4th Floor—New York, NY 10027
 T: 212-749-3105 F: 212-662-4215

W. FRANC PERRY
Chairman

PAIMAAN LODHI
District Manager

EDUCATION, LIBRARIES, AND YOUTH COUNCIL COMMITTEE REPORT
Tuesday, September 20th, 2011, 6:30 PM
163 West 125th Street, 8th Floor

ATTENDANCE:

BOARD MEMBERS: Christina Curry, Karen Horry, Troy Gethers, Keith Taylor, Co-Chair, and Jennifer Prince, Chair.

Excused Absences: Crystal McKay and Micheal Downie

Guests: Maureen Campbell, Hebrew Charter School Center

SUMMARY:

Announcements

Committee Member Karen Horry shared information about a Chess tournament this Saturday hosted by Chess in the Schools. For more information about the tournament and the program she encouraged we visit the website chessinschools.org.

Committee Members Jennifer Prince shared information about an information session for families to learn more about the new New York State Individualized Education Program (IEP). The meetings will be held throughout the five boroughs in October. The Manhattan meeting will be held on the following days at the District 75 Office, 400 First Avenue :

Wednesday, October 12th, 9:30 AM and

Thursday, October 13th, 6:00 PM

Maureen Campbell from the Hebrew Charter School network, formally principal of the Hebrew Language Academy in Brooklyn, informed us of her new position as Regional Director of Recruitment and Outreach for the Hebrew Charter School Center. In her new capacity, Mrs. Campbell will be, and has already begun to, lead efforts in building community partnerships. The 2011 application for the new Hebrew Language Academy in District 3 was put on hold; the team hopes to resubmit the application in 2012.

2011/12 Committee Goals

Committee Member Christina Curry expressed a commitment to working on raising awareness about issues effecting disabled youth and their families. These concerns also include accessibility for students and families, and supporting families of children with IEP's.

Committee Member Troy Gethers would like to support Mrs. Curry in these efforts and stressed the importance of school selection and advocacy.

The committee discussed the roles of organizations like the Parents League and the needs for consistent outreach and dialogue about school options in the Harlem Community.

Committee Member Karen Horry would like to gather more information regarding family engagement and advocacy for families in charter and district public schools. She is concerned with

the methods of family partnership in charter schools. Committee Member Jennifer Prince added a concern regarding the status of the NYPL 's establishment of a new library for the macombs bridge community. She and Committee Member Crystal McKay will coordinate the committee's work on this issue.

The committee members, both absent and present, will continue to submit their suggestions for community concerns to target during 2011/12.

Meeting adjourned 7:30 pm

RESOLUTION ATTACHED: N

Submitted by: J Prince



The Schomburg Center for Research in Black Culture

The New York Public Library 515 Malcolm X Boulevard New York, NY 10037-1801 212/491-2200 Fax 212/491-6760

February 14, 2012

Harlem Hebrew Language Academy Charter School, Applicant Team
Hebrew Charter School Center
6 East 39th Street, 10th Floor
New York, NY 10016

Dear Applicant Team:

The Schomburg Center for Research in Black Culture is pleased to accept the proposal for partnership for support of the curriculum and instructional program at the Harlem Hebrew Language Academy Charter School.

The Schomburg Center for Research in Black Culture is recognized as one of the leading institutions of its kind in the world. For over 85 years, the Center, a research unit of the New York Public Library, has collected, preserved and provided access to materials documenting the experience, and promoted the study and interpretation of the history and culture of people's of African descent. Its collections have grown to more than 10 million items. At the Schomburg Center, we are committed to fostering partnerships that expand the knowledge and resources of educators, students and the community at large.

The Schomburg Center agrees to partner with Harlem Hebrew to develop a curricular component as part of the New York State fourth grade Social Studies curriculum focusing on immigration and migration with a lens on Harlem.

The partnership will:

- Develop a curriculum to be implemented at Harlem Hebrew Language Academy Charter School around concepts of the migration and immigration of different ethnic groups to Harlem over different periods of time, including Jewish immigration from 1880 to 1930, African American migration beginning in 1900, and West Indian Immigration and West African Immigration later in the twentieth-century.
- Detail the contributions and experiences of migrants and immigrants in Harlem, and the historical relationships between different immigrant and migrant communities.
- Expand the 4th grade NYS Social Studies Curriculum.
- Create new research that will enhance and supplement the substantial archives and primary materials at the Schomburg Center regarding the settlement of immigrants in Harlem.

- Craft a professional development program to build a capacity for the quality delivery of instruction of this shared history curriculum.
- Develop a resource tool available to teachers and students in the community.
- Help students understand the historical phenomena by which individuals and communities make decisions to migrate and immigrate in order to find greater opportunities.
- Help students understand Harlem as a place which has been an inspiring example of openness and new opportunities.

We look forward to further developing this partnership with Harlem Hebrew Language Academy Charter School and acknowledge that a full plan for the funding and human resources required to execute the project will be undertaken at a future date.

Sincerely,

Dr. Khalil Gibran Muhammad
Director
Schomburg Center for Research in Black Culture
New York Public Library

Alicia L. Young
Assistant Director of Public Affairs and Development
Schomburg Center for Research in Black Culture
New York Public Library

Deirdre Lynn Hollman, M.S.Ed.
Director of Education & The Junior Scholars Program
Schomburg Center for Research in Black Culture
New York Public Library



FROM THE DESK OF REV. JACQUES A. DEGRAFF

Mr. Cliff Chuang
Director, Charter School Office
New York State Education Department
89 Washington Avenue
Albany, New York 12234

February 22, 2012

Dear Mr. Chuang:

I am delighted to submit this letter of support on behalf of the Harlem Hebrew Language Academy Charter School, which is applying for a charter from the New York State Board of Regents in Community School District 3.

I am an Associate Pastor of Canaan Baptist Church of Christ, located in the heart of Harlem. My congregation represents a cross section of the Harlem community and I believe that this charter school will be both of interest and benefit to the members of this community. In my ministry, advocacy, and extensive international travels, I have pleaded for the cause of economic and social justice and for the building of bridges between diverse communities around the world and here at home. I am pleased to be a member of the Harlem/Upper West Side Clergy Fellowship with Rabbi David Gedzelman, and I am impressed and inspired that Harlem Hebrew's applicant team is committed to the same ideals that I hold dear. The people of Harlem have a need for school choice and I am certain that Harlem Hebrew will provide our children not just with educational excellence, but a unique educational experience that will help them understand and celebrate diversity throughout the world and in their own community.

To show my support, I will spread the word about Harlem Hebrew in the community, and will be pleased to host informational sessions for parents and grandparents to guide them through the application and enrollment process should Harlem Hebrew receive its charter.

Thank you very much for your time and consideration of this letter, and I pray you will be able to make a favorable decision on Harlem Hebrew's behalf. If there is any way that I can be of any further assistance, do not hesitate to call on me.

In his Service,


Reverend Jacques Andre DeGraff

February 1, 2012

Mr. Cliff Chuang
Director, Charter School Office
New York State Education Department
89 Washington Avenue
Albany, New York 12234

Dear Mr. Chuang:

I write as a parent and leader in Community School District 3 in which Harlem Hebrew proposes to locate. While I am the President of the Community Education Council in CSD 3 I am not officially representing the Council in this letter.

I have met a number of times with the Harlem Hebrew application team and they have presented their plan and goals for Harlem Hebrew two times over the past year at public meetings of CEC3. I and other members of the Council have toured Hebrew Language Academy Charter School in Brooklyn upon which Harlem Hebrew is modeled. I was very impressed by the educational model being proposed, the degree to which parents are engaged at HLA, the recruitment and retention of children with special needs, and the phenomenal diversity of the student body. Given the commitment of the founding team, I am confident that Harlem Hebrew will exhibit the same qualities.

I am also encouraged that Harlem Hebrew will not be seeking public space thereby not getting involved in any type of co-location with a public school. HLA also has a large number of English Language Learners upon entry in Kindergarten but successfully declassifies the vast majority of those students through effective instruction by the time they enter first grade. This track record bodes well for Harlem Hebrew and represents an educational asset and option that I personally welcome for our community. The team's inclusive approach towards student recruitment points towards the possibility of an integrated and diverse student body which would be greatly welcomed in this community as well.

I also applaud the Harlem Hebrew application team for their transparency and openness in engaging community stakeholders in their application process. They have developed their charter application and plans for Harlem Hebrew in the sunlight, have sought and incorporated our input and I am especially appreciative of that. As a community leader, I, of course, support the idea that our public schools should be supported and allowed to thrive in District 3, however if there are going to be charter schools in our district, Harlem Hebrew Language Academy Charter School would be one that I would support.

Sincerely,


Christine Annetino

From: harlem4kids_network@yahoo.com
[mailto:harlem4kids_network@yahoo.com] On Behalf Of
Dgedzelman@verizon.net
Sent: Sunday, February 05, 2012 2:26 PM
To: harlem4kids_network@yahoo.com
Subject: [Harlem4Kids] Information Meeting at First Corinthian
Baptist Church for Harlem Hebrew Language Academy Charter School

Dear Neighbors:

As a Harlem resident, I am excited to join with Rev. Michael Walrond in inviting you to a meeting on Sunday February 12 to learn more about the proposed Harlem Hebrew Language Academy Charter School.

The meeting will be held at the First Corinthian Baptist Church, where Rev. Walrond is Senior Pastor, starting at 1:00 PM. The FCBC is located at 1912 Adam Clayton Powell Jr. Blvd at 116th Street.

If authorized, Harlem Hebrew would serve grades K-5 and will be located in Community School District 3 in private space. Harlem Hebrew will offer academic excellence in all core subjects plus an emphasis on Modern Hebrew language acquisition using the proficiency approach and partial immersion. Please see attached a description of the school and curriculum. You can also find more information at:
HarlemHebrewCharter.org

Reverend Walrond and I are proud to serve as board members for Harlem Hebrew, and we will be on hand to answer questions and get your input on our plans to add another great school to the Harlem community. Again, Harlem Hebrew will not co-locate in an existing Public School and will only open in private space.

Sincerely,
David Gedzelman

Reply to sender | Reply to group | Reply via web post | Start a
New Topic

Harlem Hebrew Language Academy Charter School

To be located in Community School District 3

Learn more at
www.harlemhebrewcharter.org



Parent Information Session

Friday, February 10 – 5:45 PM

Dunlevy Milbank Day Care

The Children's Aid Society

17-21 West 118th Street

(212) 427 8851

*Come and learn more about this exciting educational opportunity
proposed for Community School District 3!*



We want to hear from you!

Complete our survey at
<http://www.tinyurl.com/HarlemHebrewSurvey>
or call 646-801-2427.

Harlem Hebrew

Language Academy Charter School

To be located in Community School District 3

Learn more at
www.harlemhebrewcharter.org



Parent Information Session

Sunday, February 12 – 1:00 PM

First Corinthian Baptist Church
1912 Adam Clayton Powell Jr Blvd,
(212) 864-5976

*Come and learn more about this exciting educational opportunity
proposed for Community School District 3!*



We want to hear from you!

Complete our survey at
<http://www.tinyurl.com/HarlemHebrewSurvey>
or call 646-801-2427.



First Corinthian Baptist Church
1912 Adam Clayton Powell Jr. Blvd.
New York, NY 10026
Office: 212.864.5976
Fax: 212.864.0830
www.fcbsermons.com

Mr. Cliff Chuang
Director, Charter School Office
New York State Education Department
89 Washington Avenue
Albany, NY 12234

Dear Mr. Chuang:

On behalf of First Corinthian Baptist Church located in the Harlem community of Community School District 3, I am writing to express our support for the Harlem Hebrew Language Academy Charter School. Our Senior Pastor, Rev. Michael Walrond, is an active member of the applicant team and we are looking forward to assisting the school with outreach and engaging with parents. Our congregation of over 6000 members has a large number of families with children who will be eligible to attend Harlem Hebrew when it opens and we will assist in spreading the word about the excellent educational opportunity we are confident that Harlem Hebrew will provide.

We recently held a public information meeting on Sunday, February 12 for over 50 interested individuals which was also advertised on the Harlem4Kids listserv. We look forward to hosting many more to engage the maximum number of parents for enrollment in the school.

We hope you will take our support into account and look favorably on Harlem Hebrew's charter application.

Sincerely,



Rev. Tory Liferidge
Youth and Young Adult Pastor
First Corinthian Baptist Church

Executive Pastor
LaKeasha Walrond
lwalrond@fbcnyc.org

Senior Pastor
Michael A. Walrond, Jr.
mwalrond@fbcnyc.org

Youth & Young Adult Pastor
Tory J. Liferidge
tliferidge@fbcnyc.org



COMMUNITY EDUCATION COUNCIL DISTRICT 3

154 West 97th Street New York, New York 10023 - Room 204 Tel: (212) 678-2782 Fax: (212) 678-2894 Email: CEC3@schools.nyc.gov

Christine Anselmino President	Rebecca Woodard Past Vice President	Cynthia Goodridge Special Vice President	Leah Frey Secretary	Alicia Simpson Treasurer		
Council Members	Olaya Deen	Joseph Furdalino	Niah Gottbaum	Miriam Ringler	Alicia Simpson	Esther Klein Friedman, Ph.D. I.A. Director 3 Community Superintendent

COMMUNITY DISTRICT EDUCATION COUNCIL 3

Business Meeting & Calendar Meeting

Wednesday February 15, 2012

6:30 P.M.

P.S. 75 Auditorium

735 West End Ave., NY, NY 10025

Agenda

Calendar Meeting:

- ❖ Call to Order & Roll Call
- ❖ Approval of Minutes – January 18, 2012
- ❖ Superintendent's Report – Dr. Esther Klein Friedman
 - a. D3 Magnet School Update
 - b. Introduction of Appointed PS/MS 149 Principal, Barbara Darrigo
 - c. Introduction of PS/MS 165 Interim Acting Principal, Aracelis Castellano
 - d. Update/ Q&A regarding Incident at PS 87
 - i. Presented by DOE legal and NYC District Attorney's Office

Monthly Topic: Patrick Sullivan, Manhattan Borough Appointee to the Panel for Educational Policy (PEP)

- ❖ Public Comment (Please sign up to speak by 7 PM)
- ❖ President's Report
 - a. CEC3 Vacant Seat – Applications deadline is 2/17/12
 - b. February 29 Special Meeting on District 3 Magnet Schools
 - c. Harlem Hebrew Charter School
 - d. Proposed Co-location of HSA II & III Middle School at P.S. 185/208
- ❖ Committees
 - a. Middle School
 - b. Multilingual
 - c. Overcrowding, Space Utilization & Charter
- ❖ Public Comment (Please sign up to speak by 7PM)
- ❖ Adjournment

Anyone wishing to speak during the Public Comment periods at the Calendar Meeting must sign the Speakers' Sheet on the front table. You will be allowed up to two minutes.

If you have any questions, please call the CEC 3 office @ 212-678-2782 or email CEC3 Administrative Assistant, Mary Kane at mkane8@schools.nyc.gov

CEC3 Overcrowding, Space Utilization & Charter Committee Meeting

Friday 2/17 9:15 AM @ JOA -154 W. 93rd St Room 204

CEC3 Special Meeting on District 3 Magnet Schools:

a parent workshop to help parents understand what Magnet Schools are, how the enrollment process works, and how they can apply.

Wednesday 2/29 6:00PM-7:30PM @ Alain L. Locke for Environmental Stewardship (PS 208)
21 W. 111th St. (between Lenox Ave. and 5th Ave.)

ONE VACANT SEAT ON CEC3!

Applications due Friday February 17

For more information and an application go to www.cec3.org or contact Mary Kane at mkane8@schools.nyc.gov

Harlem Hebrew

Language Academy Charter School

To be located in Community School District 3

Learn more at
www.harlemhebrewcharter.org



Parent Information Session

Thursday, February 23rd

Friday, February 24th

12:00 – 3:00 PM

Citizens Day Care Center I

131 St. Nicholas Avenue

(212) 666 1683

Come and learn more about this exciting educational opportunity proposed for Community School District 3!



We want to hear from you!

Complete our survey at

<http://www.tinyurl.com/HarlemHebrewSurvey>

or call 646-801-2427.

CHAIRMAN
CIVIL SERVICE & PERSONNEL
COMMITTEE MEMBER
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FINANCE
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INSURANCE
INVESTIGATIONS
& GOVERNMENT OPERATIONS
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THE SENATE
STATE OF NEW YORK

MARTIN J. GOLDEN
ASSISTANT SENATE MAJORITY WHIP
Senator, 22nd District

ALBANY OFFICE
302-334-4311
LEGISLATIVE OFFICE BUILDING
ALBANY, NEW YORK 12247
TEL: 518-477-2339
EXT. 018 / 026/292
DISTRICT OFFICE
108-574-4676
BROOKLYN, NEW YORK 11201
TEL: 718-684-8141
FAX: 718-224-8281
EMAIL ADDRESS:
GOLDEN@SENATE.GOV
WEBSITE:
GOLDEN.NYSenate.GOV

February 21, 2012

Mr. Cliff Chuang
Director, NYSED Charter School Office
89 Washington Avenue
Albany, New York 12234

Mr. Chuang,

New York and all New Yorkers have a proud history and tradition of coming together to accomplish important goals. In 2010, we passed legislation qualifying our schools, families, and children for Federal Race to the Top monies, and just this month we continued that vital work by implementing further education reform and accountability measures. In securing the participation of all vital stakeholders for this most recent accomplishment, Senate Majority Leader Skelos, Assembly Speaker Silver and Governor Cuomo continue to demonstrate that government can productively address seemingly intractable problems.

I have long been a supporter of public charter schools, believing them to be a critical part of our larger public education system. This letter is sent to support the charter application submitted by the Harlem Hebrew Language Academy Charter School proposed in New York County Community School District 3. If the key word of current Senate leadership, and the tenure of Chancellor Tisch is "responsibly" I will use it in describing this submission: it's a responsibly crafted, inclusive and forward-thinking curriculum that encourages the development of the skills and talents necessary for students to become accomplished learners. The Harlem Hebrew Language school is based on the model of a school in the part of Brooklyn I represent-the Hebrew Language Academy Charter School- which fills a positive and warm space in our communities.

I am impressed by the partnerships this applicant team has formed with established community institutions and leaders to support their development and success, and am gratified by their decision to not co-locate with a traditional public school as it better presents their vision and qualifications without the controversy that usually accompanies "space sharing" arrangements. I hope this submission is viewed favorably.

Sincerely,

Senator Martin Golden
Member of the Senate

Cc:Chancellor Merry H.Tisch, New York State Board of Regents



Harlem Hebrew Language Academy Charter School

To be located in Community School District 3

Learn more at
www.harlemhebrewcharter.org



Harlem Hebrew Language Academy Charter School will provide its students with the academic and personal foundation necessary to successfully pursue advanced studies and achieve continued personal growth as ethical and informed global citizens. In order to accomplish this, Harlem Hebrew will offer an academically rigorous K-5 curriculum which includes intensive instruction in the Hebrew language where students in a diverse student body will also develop a strong sense of social and civic responsibility through the integration of service learning and community service across the curriculum.

- ✓Harlem Hebrew is seeking a charter from the New York State Education Department to open in Community School District (CSD) 3 in Manhattan. If approved, Harlem Hebrew will be a free public charter school serving 156 students in grades K-1 its first school year. Each year, the school will grow by one grade until by the fifth year of its charter it will have 450 students in grades K-5. Harlem Hebrew is modeled after the Hebrew Language Academy Charter School (HLA) which opened in CSD 22 in Brooklyn in 2009. HLA is currently in its third year of operation serving 300 students in Grades K-3.
- ✓Harlem Hebrew will occupy its own school building. It will not share space with an existing public school in the community.
- ✓Harlem Hebrew is open to all age- and grade-eligible children. Children residing in CSD 3, which extends from West 59th Street to 122nd Street, from the Hudson River to Central Park West below 110th Street and from the Hudson River to Fifth Avenue above Central Park, will have preference for admission to the school. Students will be admitted to the school through a random lottery process.
- ✓Harlem Hebrew will have **26 students in each class** and 3 classes per grade. Each class will have two teachers (a general education teacher and a Hebrew language teacher) resulting in a student to teacher ratio of 13 to 1. This ratio will be maintained throughout the day in all academic areas.
- ✓Harlem Hebrew will have an **extended day** (8:00 a.m. to 4:00 p.m.) and **extended year** (190 days of school).
- ✓Harlem Hebrew will have student uniforms.
- ✓Harlem Hebrew will offer a **nurturing and rigorous academic environment, with administrators and teachers held accountable for high student achievement**. Each student at Harlem Hebrew will receive two hours of instruction in English Language Arts, one hour of instruction in math and one hour of instruction exclusively in Hebrew daily, as well as 180 minutes weekly of social studies instruction and 135 minutes weekly of science instruction. In addition to the stand-alone Hebrew class, all subjects (except for English language arts and math) will be conducted in English as well as in Hebrew allowing for students to be fully immersed in the study of the target language. Rounding out the curriculum, each child will have regular instruction in music, physical education, art and technology each week.
- ✓Harlem Hebrew will feature a **specialized Social Studies curriculum** focusing on Harlem's history as a focal point of migration and immigration.

✓Harlem Hebrew has a **student-centered approach to instruction** and uses best practices to promote individualized instruction to meet the needs of all learners.

✓Harlem Hebrew's academic program will welcome and be well prepared to serve students with special needs and students who are English Language Learners.



We want to hear from you!

Complete our survey at
<http://www.tinyurl.com/HarlemHebrewSurvey>
or call 646-801-2427.

Attachment 3a: Sample Daily Schedules
Students

GRADE K	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:15	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>
8:15-9:15	<i>Readers Workshop</i>	<i>Readers Workshop</i>	<i>Readers Workshop</i>	<i>Readers Workshop</i>	<i>Readers Workshop</i>
9:15-10:15	<i>Writers Workshop</i>	<i>Writers Workshop</i>	<i>Writers Workshop</i>	<i>Writers Workshop</i>	<i>Writers Workshop</i>
10:15-11:15	<i>Hebrew</i>	<i>Hebrew</i>	<i>Hebrew</i>	<i>Hebrew</i>	<i>Hebrew</i>
11:15-12:15	<i>Math</i>	<i>Math</i>	<i>Math</i>	<i>Math</i>	<i>Math</i>
12:15-1:00	<i>Lunch/Recess</i>	<i>Lunch/Recess</i>	<i>Lunch/Recess</i>	<i>Lunch/Recess</i>	<i>Lunch/Recess</i>
1:00-1:30	<i>Science</i>	<i>Math</i>	<i>Math</i>	<i>Math</i>	<i>Chess</i>
1:30-2:00	<i>Physical Ed</i>				
2:00-2:30	<i>Social Studies</i>	<i>Music</i>	<i>Science</i>	<i>Music</i>	<i>Social Studies</i>
2:30-3:00	<i>Social Studies</i>	<i>Music</i>	<i>Science</i>	<i>Music</i>	<i>Social Studies</i>
3:00-3:45	<i>Service Learning</i>	<i>Science</i>	<i>Social Studies</i>	<i>Hebrew</i>	<i>Service Learning</i>
3:45-4:00	<i>Homeroom/ Dismissal</i>	<i>Homeroom/ Dismissal</i>	<i>Homeroom/ Dismissal</i>	<i>Homeroom/ Dismissal</i>	<i>Homeroom/ Dismissal</i>
GRADE 5	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:15	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>	<i>Breakfast</i>
8:15-9:15	<i>Readers Workshop</i>	<i>Readers Workshop</i>	<i>Readers Workshop</i>	<i>Readers Workshop</i>	<i>Readers Workshop</i>
9:15-10:15	<i>Writers Workshop</i>	<i>Writers Workshop</i>	<i>Writers Workshop</i>	<i>Writers Workshop</i>	<i>Writers Workshop</i>
10:15-11:15	<i>Math</i>	<i>Math</i>	<i>Math</i>	<i>Math</i>	<i>Math</i>
11:15-12:15	<i>Hebrew</i>	<i>Hebrew</i>	<i>Hebrew</i>	<i>Hebrew</i>	<i>Hebrew</i>
12:15-1:00	<i>Lunch/Recess</i>	<i>Lunch/Recess</i>	<i>Lunch/Recess</i>	<i>Lunch/Recess</i>	<i>Lunch/Recess</i>
1:00-1:30	<i>Social Studies</i>	<i>Science</i>	<i>Music</i>	<i>Social Studies</i>	<i>Visual Arts</i>
1:30-2:00	<i>Social Studies</i>	<i>Science</i>	<i>Music</i>	<i>Music</i>	<i>Visual Arts</i>
2:00-2:30	<i>Physical Ed</i>	<i>Math</i>	<i>Physical Ed</i>	<i>Physical Ed</i>	<i>Visual Arts</i>
2:30-3:00	<i>Physical Ed</i>	<i>Math</i>	<i>Math</i>	<i>Science</i>	<i>Chess</i>
3:00-3:45	<i>Service Learning</i>	<i>Hebrew</i>	<i>Social Studies</i>	<i>Science</i>	<i>Service Learning</i>
3:45-4:00	<i>Homeroom/ Dismissal</i>	<i>Homeroom/ Dismissal</i>	<i>Homeroom/ Dismissal</i>	<i>Homeroom/ Dismissal</i>	<i>Homeroom/ Dismissal</i>

Number of Weekly Minutes of Each Subject

Grades K-2: Total 2,025 Minutes

ELA: $10 \times 60 = 600$ Minutes
 Math: $5 \times 60 + 3 \times 30 = 390$ Minutes
 Hebrew: $5 \times 60 + 1 \times 45 = 345$ Minutes
 Social Studies: $4 \times 30 + 1 \times 45 = 165$ Minutes
 Science: $3 \times 30 + 1 \times 45 = 135$ Minutes
 Physical Education: $5 \times 30 = 150$ Minutes
 Music: $4 \times 30 = 120$ Minutes
 Service Learning: $2 \times 45 = 90$ Minutes
 Chess: $1 \times 30 = 30$ Minutes
 Visual Art*: $1 \times 30 = 30$ minutes

Number of Weekly Minutes of Each Subject

Grades 3-5: Total 2,025 Minutes

ELA: $5 \times 120 = 10 \times 60 = 600$ Minutes
 Math: $5 \times 60 + 3 \times 30 = 390$ Minutes
 Hebrew: $5 \times 60 + 1 \times 45 = 345$ Minutes
 Social Studies: $3 \times 30 + 1 \times 45 = 135$ Minutes
 Science: $3 \times 30 + 1 \times 45 = 135$ Minutes
 Phys Ed: $4 \times 30 = 120$ Minutes
 Music: $3 \times 30 = 90$ Minutes
 Visual Art: $3 \times 30 = 90$ Minutes
 Service Learning: $2 \times 45 = 90$ Minutes
 Chess: $1 \times 30 = 30$ Minutes

*In the Grades K-2 span, Visual Arts will be incorporated into the core curriculum and taught by the classroom teachers and Hebrew teachers. In Grades 3-5, a Visual Arts teacher will teach a designated visual art class to this grade span of students.

Grade K GENERAL STUDIES TEACHER SAMPLE SCHEDULE						
7:55 AM – 4:50 PM School Day (except Fridays 7:55 AM - 4 PM)						
	Co-teaching	Monday	Tuesday	Wed.	Thursday	Friday
7:55-8:15		Planning Time				
8:15–9:15	w/grade 1 general studies teacher	<i>Readers Workshop</i>				
9:15-10:15		<i>Writers Workshop</i>				
10:15–11:15	in 1st grade, w/grade 1 general studies teacher	<i>Readers Workshop</i>				
11:15-12:15	w/grade 1 general studies teacher	<i>Math</i>	<i>Math</i>	<i>Math</i>	<i>Math</i>	<i>Math</i>
12:15-1:00		<i>Personal lunch</i>				
1:00-1:30		<i>Science</i>	<i>Math</i>	<i>Math</i>	<i>Math</i>	Intervention / Tutoring
1:30-2:00	in 1st grade, w/grade 1 general studies teacher	<i>Math</i>	<i>Math</i>	<i>Math</i>	<i>Math</i>	<i>Math</i>
2:00-2:30	w/kindergarten Hebrew teacher	<i>Social Studies</i>	Intervention / Tutoring	<i>Science</i>	Planning Time	<i>Social Studies</i>
2:30-3:00	w/kindergarten Hebrew teacher	<i>Social Studies</i>	Intervention / Tutoring	<i>Science</i>	Planning Time	<i>Social Studies</i>
3:00-3:45	w/kindergarten Hebrew teacher	<i>Service Learning</i>	<i>Science</i>	<i>Social Studies</i>	Intervention / Tutoring	<i>Service Learning</i>
3:45-4:00		<i>Homeroom/Dismissal</i>	<i>Homeroom/Dismissal</i>	<i>Homeroom/Dismissal</i>	<i>Homeroom/Dismissal</i>	<i>Homeroom/Dismissal</i>
4:00-4:50		Planning Time	Planning Time	Planning Time	Planning Time	

Grade 5 GENERAL STUDIES TEACHER SAMPLE SCHEDULE
7:55 AM – 4:50 PM School Day (except Fridays 7:55 AM - 4 PM)

	Co-teaching	Monday	Tuesday	Wed.	Thurs.	Friday
7:55-8:15		Planning Time				
8:15-9:15	w/grade 4 general studies teacher	<i>Readers Workshop</i>				
9:15-10:15		<i>Writers Workshop</i>				
10:15-11:15	w/grade 4 general studies teacher	<i>Math</i>	<i>Math</i>	<i>Math</i>	<i>Math</i>	<i>Math</i>
11:15-12:15	in 4th grade, w/grade 4 general studies teacher	<i>Readers Workshop</i>				
12:15-1:00		<i>Personal lunch</i>				
1:00-1:30	w/5th grade Hebrew teacher	<i>Social Studies</i>	<i>Science</i>	Intervention/ Tutoring	<i>Social Studies</i>	Planning Time
1:30-2:00	w/5th grade Hebrew teacher	<i>Social Studies</i>	<i>Science</i>	Intervention/ Tutoring	<i>Math</i>	Planning/
2:00-2:30	in 4th grade, w/grade 4 general studies teacher	<i>Math</i>	<i>Math</i>	<i>Math</i>	<i>Math</i>	<i>Math</i>
2:30-3:00	w/5th grade Hebrew teacher	Intervention/ Tutoring	<i>Math</i>	<i>Math</i>	<i>Science</i>	Intervention/ Tutoring
3:00-3:45	w/5th grade Hebrew teacher	<i>Service Learning</i>	Intervention/ Tutoring	<i>Social Studies</i>	<i>Science</i>	<i>Service Learning</i>
3:45-4:00		<i>Homeroom/Dismissal</i>	<i>Homeroom/Dismissal</i>	<i>Homeroom/Dismissal</i>	<i>Homeroom/Dismissal</i>	<i>Homeroom/Dismissal</i>
4:00-4:50		Planning Time	Planning Time	Planning Time	Planning Time	

The schedules are not meant to reflect the *actual specific hourly time slots* for subjects as scheduling will take into account scheduling of both General Studies teachers and Hebrew teachers so as to be able to implement the school's innovative model of having two General Studies Teachers in the classroom during Readers Workshop and Math and two Hebrew teachers during Hebrew instruction as well as the individual schedules of the Music and Physical Education teachers and in Grades 3-5, the Art Teacher as well.

Intervention/Tutoring time is meant to provide focused targeted instruction in all subjects. General Studies Teachers start the day and end the day with planning time and professional development

with a total of six hours per week. In the afternoon in the lower grades they have 2¼ hours per week for Intervention/Tutoring and in grades 3-5 they have 2¾ hours per week.

Grade K HEBREW TEACHER SAMPLE SCHEDULE						
7:55 AM – 4:50 PM School Day (except Fridays 7:55 AM - 4 PM)						
	Co-teaching	Monday	Tuesday	Wed.	Thursday	Friday
7:55-8:15		<i>Communal Breakfast Duty</i>				
8:15-9:15		Planning	Planning	Planning	Planning	Planning
9:15-10:15		Intervention/ Tutoring				
10:15-11:15	w/grade 1 Hebrew teacher	<i>Hebrew</i>	<i>Hebrew</i>	<i>Hebrew</i>	<i>Hebrew</i>	<i>Hebrew</i>
11:15-12:15	in 1st grade, w/grade 1 Hebrew teacher	<i>Hebrew</i>	<i>Hebrew</i>	<i>Hebrew</i>	<i>Hebrew</i>	<i>Hebrew</i>
12:15-1:00		<i>Lunch/Recess w/ students</i>				
1:00-1:30		<i>Personal lunch</i>				
1:30-2:00		<i>Personal lunch</i>				
2:00-2:30	w/kindergarten general studies or music teacher	<i>Social Studies</i>	<i>Music</i>	<i>Science</i>	<i>Music</i>	<i>Social Studies</i>
2:30-3:00	w/kindergarten general studies or music teacher	<i>Social Studies</i>	<i>Music</i>	<i>Science</i>	<i>Music</i>	<i>Social Studies</i>
3:00-3:45	w/kindergarten general studies teacher (except for Hebrew period)	<i>Service Learning</i>	<i>Science</i>	<i>Social Studies</i>	<i>Hebrew</i>	<i>Service Learning</i>
3:45-4:00		<i>Homeroom/Dismissal</i>	<i>Homeroom/Dismissal</i>	<i>Homeroom/Dismissal</i>	<i>Homeroom/Dismissal</i>	<i>Homeroom/Dismissal</i>
4:00-4:50		Planning Time	Planning Time	Planning Time	Planning Time	

Grade 5 HEBREW TEACHER SAMPLE SCHEDULE
7:55 AM – 4:50 PM School Day (except Fridays 7:55 AM - 4 PM)

	Co-teaching	Monday	Tuesday	Wed.	Thursday	Friday
7:55-8:15		<i>Communal Breakfast Duty</i>				
8:15-9:15		Planning	Planning	Planning	Planning	Planning
9:15-10:15		Intervention/ Tutoring				
10:15-11:15	w/grade 4 Hebrew teacher	<i>Hebrew</i>	<i>Hebrew</i>	<i>Hebrew</i>	<i>Hebrew</i>	<i>Hebrew</i>
11:15-12:15	in 4th grade, w/grade 4 Hebrew teacher	<i>Hebrew</i>	<i>Hebrew</i>	<i>Hebrew</i>	<i>Hebrew</i>	<i>Hebrew</i>
12:15-1:00		<i>Lunch/Recess w/ students</i>				
1:00-1:30	w/grade 5 general studies teacher	<i>Social Studies</i>	<i>Science</i>	<i>Music</i>	<i>Social Studies</i>	Intervention/ Tutoring
1:30-2:00	w/grade 5 general studies teacher	<i>Social Studies</i>	<i>Science</i>	<i>Music</i>	<i>Personal lunch</i>	<i>Personal lunch</i>
2:00-2:30	w/grade 5 general studies teacher	<i>Personal lunch</i>				
2:30-3:00	w/grade 5 general studies teacher	<i>Personal lunch</i>	<i>Personal lunch</i>	<i>Personal lunch</i>	<i>Science</i>	Intervention/ Tutoring
3:00-3:45	in 4th grade, w/grade 4 general studies teacher (except for Hebrew period)	<i>Service Learning</i>	<i>Hebrew</i>	<i>Social Studies</i>	<i>Science</i>	<i>Service Learning</i>
3:45-4:00		<i>Homeroom/Dismissal</i>	<i>Homeroom/Dismissal</i>	<i>Homeroom/Dismissal</i>	<i>Homeroom/Dismissal</i>	<i>Homeroom/Dismissal</i>
4:00-4:50		Planning Time	Planning Time	Planning Time	Planning Time	

Hebrew teachers will have student communal breakfast duty as supervisors of the children. Hebrew teachers will oversee student lunch and recess; during this time general education teachers will have their own lunch period. During breakfast and lunch, Hebrew teachers speak only in Hebrew to the children to continue to develop the capacity of the children in Hebrew during the school day—this is an important component of the School’s language acquisition model. Hebrew teachers have their

own 45 minute lunch period after their student lunch duty. They have 8.33 hours per week for Planning. In the lower grades, they have 5 hours for Intervention/Tutoring and in grades 3-5 they have 6 hours per week.

Attachment 3b: First Year Calendar

Month	Holidays	Number of Days School is in Session
August 2013		5
September 2013	September 2: Labor Day September 5-6: Rosh Hashanah	18
October 2013	October 14: Columbus Day	22
November 2013	November 5: Election Day November 28-29: Thanksgiving	18
December 2013	December 24-December 31: Winter Break	15
January 2014	January 1: New Year's Day January 20: Martin Luther King Jr. Day	21
February 2014	February 17-21: mid-Winter break	15
March 2014		21
April 2014	April 14-18, Spring Break	17
May 2014	May 26: Memorial Day	21
June 2014		17
Total		190
Summer School Program for Targeted Students		
July 7-August 1, 2014	Student Day runs from 8:30 am-11:30 am Teacher day runs from 8:00 am-12:00 pm	20

- The first day of school for teachers will be Monday, August 12, 2013 and they will be engaged in ten days of pre-opening professional development.
- The first day of school for students will be Monday, August 26th, 2013.
- The last day of school for students will be Tuesday, June 24th, 2014.
- The last day of school for teachers will be Friday, June 28th, 2014.
- The school year will be broken into four marking periods:
 - The first marking period ending on or about November 15, 2013
 - The second marking period ending on or about February 14, 2014
 - The third marking period ending on or about April 18, 2014.
 - The fourth marking period ending a week before the last day of school.
- Every report card is distributed to parents at individual parent teacher conferences.
- Summer School begins on July 7, 2014 and runs through August 1, 2014.

Attachment 4: Student Discipline Policy

The following Student Discipline Code, including the policy for disciplining students with disabilities, sets forth the *draft* policy of HH regarding how students are expected to behave when participating in school activities, on and off school grounds, and how the school will respond when students fail to behave in accordance with these rules. The *DR-AFT* Student Discipline Code that follows is modeled after the NYCDOE’s Citywide Standards of Discipline and Intervention Procedures. Should HH be authorized, these policies and procedures will be examined (and may be revised) by the founding Board and reviewed by legal counsel before final publication in the Student Handbook and its distribution to members of the school community.

DRAFT HH Student Discipline Code

<i>Level 1 Infractions – Insubordinate Behavior</i>	<i>Level 1 – Range of Possible Disciplinary Responses</i>
<ol style="list-style-type: none"> 1. Being late for school 2. Bringing prohibited equipment or material to school without authorization (e.g., cell phone, beeper) 3. Failing to be in one’s assigned place on school premises 4. Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library or hallway) 5. Engaging in verbally rude or disrespectful behavior 6. Wearing clothing or other items that are unsafe or disruptive to the educational process 7. Posting or distributing material on school premises in violation of written HH rules 8. Using school computers, fax machines, telephones or other electronic equipment or devices without appropriate permission 	<ol style="list-style-type: none"> A. Admonishment by school staff B. Student/teacher conference C. Reprimand by appropriate supervisor (e.g., teacher, Head of School) D. Parent conference E. In-school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime) F. Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a semester Head of School’s suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher)
<i>Level 2 – Infractions – Disorderly Disruptive Behaviors</i>	<i>Level 2 – Range of Possible Disciplinary Responses</i>
<ol style="list-style-type: none"> 1. Smoking 2. Gambling 3. Using profane, obscene, vulgar, lewd, or abusive, language or gestures 4. Lying or giving false information to school personnel 5. Misusing property belonging to others 6. Engaging in or causing disruptive behavior on the school bus 7. Leaving class or school premises without permission of supervising school personnel 8. Engaging in inappropriate or unwanted physical contact (grades K-3 only; see infraction 3.7 for grades 4-5) 	<ol style="list-style-type: none"> A. Admonishment by school staff B. Student/teacher conference C. Reprimand by appropriate supervisor (e.g., teacher, Head of School) D. Parent conference E. In-school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime) F. Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a semester a Head of School’s suspension must be sought if the student engages in subsequent behavior that

<p>9. Violating the HH Internet Use Policy, e.g., use of the schools system for non-educational purposes, security/privacy violations</p> <p>10. Engaging in scholastic dishonesty which includes but is not limited to: Cheating (e.g., copying from another’s test paper; using material during a test which is not authorized by the person giving the test; collaborating with another student during the test without authorization; knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test; substituting for another student or permitting another student to substitute for one’s self to take a test; bribing another person to obtain a test that is to be administered; or securing copies of the test or answers to the test in advance of the test)</p> <p>11. Plagiarizing (appropriating another’s work and using it as one’s own for credit without the required citation and attribution)</p> <p>12. Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit)</p> <p>13. Engaging in a pattern of persistent Level 1 behavior* (whenever possible and appropriate, prior to imposing a Level 2 disciplinary response, school officials should have exhausted the disciplinary responses in Level 1 infractions and are limited to Level 2 disciplinary responses.)</p>	<p>would otherwise result in a removal by a teacher)</p> <p>G. Short-Term Suspension (1-5 days)</p> <p>*This infraction applies only to infractions 3 – 9 in Level 1, grades K-5</p>
<p><i>Level 3 Infractions – Seriously Disruptive or Dangerous Behavior</i></p>	<p><i>Level 3 – Range of Possible Disciplinary Responses</i></p>
<p>1. Being insubordinate; defying or disobeying the lawful authority of school personnel or school safety agents</p> <p>2. Using slurs based upon race, ethnicity, color, national origin, religion, gender, sexual orientation, or disability</p> <p>3. Fighting/engaging in physically aggressive behavior</p> <p>4. Bringing unauthorized visitors to school or allowing unauthorized visitors to enter school in violation of written school rules</p> <p>5. Engaging in theft or knowingly possessing property belonging to another without authorization</p> <p>6. Tampering with, changing, or altering a record or document of a</p>	<p>A. Admonishment by school staff</p> <p>B. Student/teacher conference</p> <p>C. Reprimand by appropriate supervisor (e.g., teacher, Head of School)</p> <p>D. Parent Conference</p> <p>E. In-school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime)</p> <p>F. Removal from classroom by teacher (After a student is removed from any classroom by any teacher three times during a semester a Head of School’s suspension must be sought if the student engages in subsequent behavior that</p>

<p>school by any method, including, but not limited to, computer access or other electronic means</p> <ol style="list-style-type: none"> 7. Engaging in inappropriate or unwanted physical contact * (grades 4-5 only; see infraction 2.8 for grades K-3) 8. Posting or distributing libelous or defamatory material or literature or material containing a threat of violence, injury or harm (C-H only) 9. Engaging in vandalism or other intentional damage to school property or property belonging to staff, students or others (C-H only) 10. Falsely activating a fire alarm or other disaster alarm or making a bomb threat (C-H only) 11. Engaging in gang-related behavior** (e.g., wearing gang apparel, writing graffiti, making gestures or signs) (grades 4-5 only) (D-H only) 12. Engaging in a pattern of persistent Level 2 behavior *** (Whenever possible and appropriate, prior to imposing a Level 3 disciplinary response, school officials should have exhausted the disciplinary responses in Level 2. Further, repeated Level 2 infractions are limited to Level 3 disciplinary responses.) (D-H only) 	<p>would otherwise result in a removal by a teacher)</p> <ol style="list-style-type: none"> G. Short Term Suspension (1 – 5 days) H. Long Term Suspension (6 – 30 days) <p>* The school should offer appropriate counseling to students who engage in this behavior. ** In determining whether the behavior is gang related, school officials may consult with the New York City Office of School Safety and Planning’s Gang Unit. ***This infraction applies only to infractions 1 – 8 in Level 2, grades K-5</p>
<p><i>Level 4 Infractions – Dangerous or Violent Behavior</i></p>	<p><i>Level 4 – Range of Possible Disciplinary Responses</i></p>
<ol style="list-style-type: none"> 1. Engaging in intimidation, coercion or extortion or threatening violence, injury or harm to another or others 2. Engaging in behavior which creates a substantial risk of or results in injury 3. Engaging in intimidating and bullying behavior – threatening, stalking or seeking to coerce or compel a student or staff member to do something; engaging in verbal or physical conduct that threatens another with harm, including intimidation through the use of epithets or slurs involving race, ethnicity, national origin, religion, religious practice, gender, sexual orientation or disability 4. Engaging in sexual harassment* (e.g., sexually suggestive comments, innuendoes, propositions or inappropriate physical 	<ol style="list-style-type: none"> D. Parent Conference E. In-school disciplinary actions (e.g., exclusion from extracurricular activities, recess or communal lunchtime) F. Removal from classroom by any teacher (After a student is removed from any classroom by any teacher three times during a semester or twice in a trimester, a Head of School’s suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher) G. Short Term Suspension (1 – 5 days) H. Long Term Suspension (6 – 30 days) I. Expulsion

<p>contact of a sexual nature such as touching, patting, pinching) (for grades 4-5 only)</p> <ol style="list-style-type: none"> 5. Possessing illegal drugs, alcohol or controlled substances without appropriate authorization* 6. Engaging in threatening, dangerous or violent behavior which is gang- related (grades 4-5 only) (G-I only) 7. Participating in an incident of group violence (G-I only) 8. Threatening, while on school property, to use any instrument that appears capable of causing physical injury (G-I only) 9. Engaging in behavior on the school bus which creates a substantial risk of or results in injury (G-I only) 10. Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity*(grades 4-5 only)(G-I only) 11. Committing arson (G-I only) 12. Inciting/causing a riot (G-I only) 13. Possessing any weapon as defined in category II*** (G-I only) 14. Using illegal drugs, alcohol or controlled substances without appropriate authorization* (G-I only) 15. Engaging in a pattern of persistent Level 3 behavior (Whenever possible and appropriate, prior to imposing a Level 4 disciplinary response, school officials should have exhausted the disciplinary responses in Level 3. Further, repeated Level 3 infractions are limited to Level 4 disciplinary responses. 	<p>* The school should offer appropriate counseling to students who engage in this behavior.</p> <p>*** Before requesting a suspension for possession of an article listed in Category II for which a purpose other than infliction of physical harm exists, e.g., a nail file, the Head of School must consider whether there are mitigating factors present. In addition, the Head of School must consider whether an imitation gun is realistic looking by considering factors such as its color, size, shape, appearance and weight.</p>
<p><i>Level 5 Infractions – Seriously Dangerous or Violent Behavior</i></p>	<p><i>Level 5 – Range of Possible Disciplinary Options</i></p>
<ol style="list-style-type: none"> 1. Using force against or inflicting or attempting to inflict serious injury against school personnel or school safety agents 2. Using extreme force against or inflicting or attempting to inflict serious injury upon students or others 3. Selling or distributing illegal drugs or controlled substances* 4. Possessing any weapon, other than a firearm, as defined in Category I below 5. Using any weapon as defined in Category II to attempt to inflict injury upon school personal, students, or others 6. Using any weapon, other than a firearm, as defined in Category I or Category II to inflict injury or Category I to attempt to inflict 	<ol style="list-style-type: none"> G. Short Term Suspension (1 – 5 days) H. Long Term Suspension (6 – 30 days) I. Expulsion

<p>injury upon school personnel, students, or others</p> <p>7. Possessing or using a firearm (I only)**</p> <p>*The school should offer appropriate counseling to students who engage in this behavior.</p> <p>** This disciplinary measure may be modified on a case-by-case basis.</p>	
<p>Prohibited Weapons – Category I</p>	<p>Prohibited Weapons – Category II</p>
<ul style="list-style-type: none"> • Firearm, including pistol and handgun, silencers, electronic dart, and stun gun; • Shotgun, rifle, machine gun, or any other weapon which simulates or is adaptable for use as a machine gun; • Air gun, spring gun, or other instrument or weapon in which the propelling force is a spring or air, and any weapon in which any loaded or blank cartridge may be used (such as a BB gun) • Switchblade knife, gravity knife, pilum ballistic knife and cane sword (a cane that conceals a knife or sword); • Dagger, stiletto, dirk, razor, box cutter, utility knife and other dangerous knives; • Billy club, blackjack, bludgeon, chukka stick, and metal knuckles; • Sandbag and sandclub; • Sling shot (small, heavy weights attached to or propelled by a thong) and slung shot; • Martial arts objects including kung fu stars, nun-chucks and shirkens; • Explosives, including bombs, fire crackers and bombshells. 	<ul style="list-style-type: none"> • Acid or deadly or dangerous chemicals; • Imitation gun; • Loaded or blank cartridges and other ammunition; • Stink bombs • Stun pens • Any deadly, dangerous, or sharp pointed instrument which can be used or is intended for use as a weapon (such as scissors, nail file, broken glass, chains, wire, laser beam pointers).

SHORT TERM SUSPENSION

A short-term suspension refers to an in-school removal or out-of-school removal of a student for disciplinary reasons for a period of five or fewer days. A student who has committed any of the infractions listed below shall be subject minimally to a short-term suspension, unless the Head of School determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. The Head of School reserves the right to adjust the punishment for each infraction per his or her judgment.

Disciplinary Infractions

- Attempt to assault any student or staff member;
- Vandalize school property causing minor damage;
- Endanger the physical safety of another by the use of force or threats of force that reasonably places the victim in fear of imminent bodily injury;
- Engage in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others
- Engage in insubordination
- Fail to complete assignments, carry out directions, or comply with disciplinary sanctions;
- Cheat on quizzes, exams, or commit plagiarism;
- Used forged notes or excuses;
- Steal, or attempt to steal, or possess property known by the student to be stolen;
- Commit extortion;
- Engage in gambling;
- Abuse school property or equipment;
- Use obscene or abusive language or gestures;
- Engage in acts of verbal or physical sexual harassment;
- Make a false bomb threat or pull a false emergency alarm;
- Possess tobacco or alcohol;
- Wear inappropriate, insufficient, or disruptive clothing or attire, or violate the student dress policy (*Except that, under no circumstances will a student be removed from class or school for violation of the dress code policy*);
- Commit any other act which school officials reasonably conclude disrupts the learning environment of the school;
- Repeatedly commit minor behavioral infractions which, in aggregate, may be considered an infraction subject to formal disciplinary action.

Procedures and Due Process for Short Term Suspension

The Head of School may impose a short-term suspension, and shall follow due process procedures consistent with federal case law pursuant to *Goss v. Lopez* (419 U.S. 565). Before imposing a short term suspension, or other, less serious discipline, the Head of School shall provide notice to inform the student of the charges against him or her, and if the student denies the charges, an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided.

Before imposing a short-term suspension, the Head of School shall immediately notify the parents or guardian in writing that the student may be suspended from school. Written notice of the decision to impose suspension shall be provided by personal delivery or express mail delivery within 24 hours at the last known address(es) of the parents or guardian. 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

Head of School. Such notice and informal conference shall be in the dominant language or mode of communication used by the parents or guardian. The parents or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.

The Head of School's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with HH's complaint process.

LONG TERM SUSPENSION/EXPULSION

A long-term suspension refers to the removal of a student from school for disciplinary reasons for a period of more than five days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons. A student who is determined to have committed any of the infractions listed below shall be subject minimally to a long-term suspension or expulsion, unless the Head of School determines that an exception should be made based on the circumstance of the incident and the student's disciplinary record. Such a student may also be subject to any of the disciplinary measures outlined elsewhere in this document including a referral to the appropriate law enforcement authorities.

Disciplinary Infractions

- Possess, use, attempt to use, or transfer of any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student in school;
- Commit, or attempt to commit arson on school property;
- Assault any other student or staff member;
- Intentionally cause physical injury to another person, except when student's actions are reasonably necessary to protect him or herself from injury;
- Vandalize school property causing major damage;
- Commit any act which could constitute a crime or is a more egregious infraction described under "short-term suspension", which school officials reasonably conclude warrants a long-term suspension.

A student who commits any of the acts previously described as causes for short term-suspension may, instead or in addition, be subject to a long-term suspension at the Head of School's discretion only if the student has committed the act at least three times in the academic year.

Procedures and Due Process for Long Term Suspension

The Head of School may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the Head of School may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the Head of School 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 Head of School also shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the 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). At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.

If the Head of School initiates the suspension proceeding, he or she shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Head of School may accept or reject all or part of it. The Head of School's decision to impose a long-term suspension or expulsion may be challenged by the parent or guardian through an appeal process to the Board of Trustees the details of which shall be determined. NOTE: In any instance where the Head of School is directly involved in the instance(s) at issue for a suspension or expulsion, the Head of School shall appoint a designee to handle any investigation, hearing and determination.

Firearm Violations

Federal and New York law require 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 Head of School 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). "Weapon," as used in this law means a "firearm," as defined by 18 USC § 921, and includes firearms and explosives. (New York Education Law §3214 effectuates this federal law.) The Head of School 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 Head of School 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 Instruction During Removal

HH will ensure that alternative educational services are provided to a child who has been suspended or removed to help that child progress in the school's general curriculum. For a student who has been suspended, alternative instruction will be provided to the extent required by applicable law. For a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school for a reasonable period thereafter or until the end of the school year.

Alternative instruction will be provided to students suspended or expelled in a way that best suits the needs of the student. Instruction for such students shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations: the child's home, a contracted facility (e.g., in the school district of location), or a suspension room or other room at the school. During any removal for drug or weapon offenses, additional services shall include strategies designed to prevent such behavior from recurring. Instruction will be provided by one or more of the following individuals who shall be certified or qualified in accordance with § 2854(3)(a-1) of the Education Law and the federal *No Child Left Behind* Act: the student's teacher(s), aides or trained volunteers, individuals within a contracted facility, and/or a tutor hired for this purpose.

STUDENT RECORDS

HH will maintain written records of all suspensions and expulsions 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. HH will comply with NYSED's VADIR

data collection requirements and disciplinary data and submit that information to NYSED by required deadlines.

DISCIPLINARY POLICY FOR STUDENTS WITH DISABILITIES

In addition to the discipline procedures applicable to all students, HH shall implement the following disciplinary policy procedures with respect 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 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions.] HH shall comply with sections 300.519- 300.529 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.

If a student violates the School's discipline code and is being considered for a suspension or removal, the School must ensure the following due process protections are provided to the student and to the student's parent(s) in addition to those set forth in the regular education discipline code. For suspensions of five school days or less, the student's parent(s) or guardian must be provided with a written notice, and a follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the Head of School and appropriate staff to discuss the incident and question any complaining witness against the student. For suspensions in excess of five consecutive school days, the student's parent(s) or guardian must be provided with a written notice which indicates that the district proposes to suspend the student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by the Head of School or his or her designee at which the student will have a right to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on his/her behalf. Where possible, notification must also be provided by telephone. In addition, the School must provide alternative education to the student during the suspension as set forth below, including any special services required by the Individualized Education Program (IEP) prepared by the student's Committee on Special Education (CSE) of their district of residence. Final determination on a suspension or removal of a student, following due process, shall be made by the Head of School.

HH 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.

Students for whom the IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the CSE of the student's district of residence for consideration of a change in the guidelines.

If a student identified as having a disability is suspended during the course of the school year for 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.

HH shall work with the district to ensure that the CSE of the student's district of residence meets within 7 days of notification of any of the following: (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 Head of School would seek to impose a suspension in excess of 5 days.

Also, HH 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 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. HH also shall provide additional alternative instruction with the reasonable promptness 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 §300.520(a)(2)] 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 and mandated by 34 CFR §300.520(a)(2).

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.

CSE Meetings

Meetings of the CSE of the student's district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plan are required when: (1) the child is first removed from his or her current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement. The student's special education teacher (or coordinator) and the

general classroom teacher will attend all meetings regarding the student initiated by the CSE from the student's home district.

Subsequently, if other removals occur which do not constitute a change in placement, the School will work with the CSE of the student's district of residence to review the child's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE of the student's district of residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

Due Process

If discipline which would constitute a change in placement is contemplated for any student, 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 of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, 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.

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 §300.121(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 any 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 the School agree otherwise.

Attachment 5(a) Charter School Trustee Background Information

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: William Allen

Charter School Name: Harlem Hebrew Language Academy Charter School

Charter School Address: 244 Madison Ave, Suite 2820, New York NY, 10016

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Vice-Chair**

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
My friend and colleague Basil Smikle introduced me to David Gedzelman and Maureen Campbell. After learning about the exciting and innovative curriculum proposed for Harlem Hebrew, I volunteered to join the planning team as Co-Lead Applicant.

Attachment 5(a) Charter School Trustee Background Information

5. Please explain why you wish to serve on the board.
I believe passionately that a strong education is essential for children to grow into successful adults and active citizens, and I believe even more passionately in providing as many options for educational excellence as possible to children and families who need and want them. This is why I was a founding member of the board of Sisulu-Walker Charter School in Harlem, the first public charter school in New York State, and this is also why I proudly wish to serve on the board of Harlem Hebrew.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
In addition to the board memberships listed in my CV, I serve on the Board of the Sisulu-Walker Charter School of Harlem.
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).
- Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.
8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

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

Attachment 5(a) Charter School Trustee Background Information

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

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

Celia Wickham is a longtime family friend. Rev. Michael Walrond is the senior pastor of my church. Basil Smikle has been a colleague in Harlem politics and community organizations for many years.

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

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

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

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

No. Yes.

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

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

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

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

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

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

I / we have no such interest. Yes.

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

Not applicable because the School does not/will not contract with a

Attachment 5(a) Charter School Trustee Background Information

management company or charter management organization.

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

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.
I would take any suspicion of self-dealing very seriously and investigate whether there is any basis to my suspicion. If yes, I would bring my suspicion to the Board's attention at the next meeting and request both that the Board look into the matter and that the member or members in question recuse themselves from any relevant votes or discussions until the matter is resolved.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.
Harlem Hebrew will provide a unique and innovative education that is specifically designed to instill children not only with academic excellence but also the understanding and appreciation of the diversity of our community and a commitment to give back to and improve the community. This will be accomplished through a combination of intensive foreign language instruction, innovative social studies curricula, and service learning.
19. Please explain your understanding of the educational program of the charter school.
Harlem Hebrew will have an intensive focus on core academic subjects. Its longer school day and year and small teacher-to-student ratio of 1:13 will provide at-risk students with additional help to achieve success and will provide additional instructional time to explore other topics in addition to the core requirements. Mastery of core subjects and academic excellence will be achieved using both the

Workshop Model and Gradual Release of Responsibility. The core academics will be augmented by acquisition of Modern Hebrew language, which will both enhance the development of the students' cognitive abilities and serve as a lens through which to explore world history and the interconnectedness of diverse communities and cultures.

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

A charter school's success is defined by its charter and by its outcomes in satisfying and surpassing the goals delineated in the charter. A charter school's board can ensure this success in many ways, among them hiring and supervising effective and innovative school leaders, establishing challenging standards and holding both students and teaching staff accountable to those standards, and fostering a culture of excellence that inspires all members of the school community – teachers, students, families – to work together for success.

Other

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

A charter school board member is entrusted by the state with overseeing the education of the community's children and fulfilling the requirements of the school's charter. A board member honors that trust and meets that obligation by establishing and adhering to best practices to ensure that the public's funds are used as efficiently as possible and the community's children receive the best education possible.

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

I do.

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

Although I do serve on the board of another charter school in Harlem, I do not believe that this will in any way compromise or limit my ability to serve on the board of Harlem Hebrew. I likewise do not foresee any possible conflicts of interest, but should any arise I would of course recuse myself if needed.

WILLIAM ANTHONY ALLEN

SUMMARY OF KEY SKILL SETS

- Proven managerial, administrative, planning and development expertise with non-profit organizations in youth, education, health, housing, employment and/or human services and with for-profit corporations in communications, finance, operations, marketing and sales;
- Proven ability in creating constructive partnerships among groups of diverse backgrounds and personalities, including professionals and low-income community residents;
- Expert ability in securing government and private funding;
- Knowledge of fair housing laws and equal opportunity rules as well regulations;
- Skilled in fact finding, analysis, formulating and presenting recommendations, and negotiating resolutions of complex issues;
- Skilled in preparing well-written, high quality investigation reports which clearly support conclusions and recommendations;
- Skilled in program evaluation of federal, state and local government as well as privately funded programs and operations;
- Skilled in effectively providing technical assistance to the general public, public officials, and applicants for and recipients of fair housing programs through effective oral communication;
- Skilled in managing and supervising a diversified staff as well as demonstrated skills in effective written and oral communication, including public speaking, group facilitation and computer expertise.

PROFESSIONAL ACCOMPLISHMENTS

- Developed and managed more than \$250 million in funding with government, community and faith-based partners;
- Developed renewal and new funding opportunities, along with cost effective programs;
- Monitored and eliminated gaps in critical services to low and moderate income communities;
- Devised, designed and implemented a Request for Proposal Process, along with an evaluation tool, for the distribution of state government funds to community-based agencies and organizations;
- Created strategies that organized residents, churches, local businesses, community organizations and institutions to become effective in neighborhood revitalization, preservation and anti-abandonment efforts;
- Successfully completed housing and community development as well as health care and social services proposals for federal, state and local governmental agencies;
- Reported and wrote nationally recognized urban news stories for major publications;
- Created and maintain a free community website promoting housing, health, education and job information;
- Serve as a leader among academic, community and professional peers.

EDUCATION

Rutgers University, The Public University of New Jersey
Ph.D. Candidate, Urban Systems, May 2013

John Jay College of Criminal Justice
of The City University of NY - Department of Public Management
Master of Public Administration, 3.93 GPA, June 2006
Concentration in Public Policy, Finance and Agency Leadership
Graduate Student Service Award (2006)
National and College Dean's List (2004-2006)

Curriculum Vitae of William A. Allen
Updated - 2/23/2012

Attachment 5(a) Charter School Trustee Background Information

Hunter College
of The City University of NY - Department of Urban Affairs & Planning
Master of Science, Urban Affairs, 3.54 GPA, June 2004
Concentration in Municipal Finance, Governance and Community Development
Who's Who in American Universities & Colleges – Hunter College/CUNY (2004)

Pratt Institute Graduate Center for Planning & the Environment, Brooklyn, New York
Graduate Fellowship in Community Economic Development, 1992 – 1995
Black Alumni Scholarship Award Winner (1993)

The City College of New York of The City University of New York
B.A., Speech, 2.87 GPA (4.0 GPA in Major), February 1987
Concentration in Journalism and Public Policy with a Minor in Urban Legal Studies
President, Graduating Class (1986)
Who's Who Among Students in American Universities & Colleges (1982)
Hackett Medal for Excellence in Oratory (1981)
President Harry Noble Wright Citizen Prize for Leadership (1986)
SEEK Community Service Prize (1986)

Fiorello H. LaGuardia High School of Music & Art, NY, NY
Regents Diploma (Honors), A Average in Major
Treasurer, Graduating Class
Outstanding Service Award

Frederick Douglass Academy (formerly Frederick Douglass Intermediate School 10), NY, NY
Vice President, Arista Honor Society

CERTIFICATIONS, LICENSES AND SPECIAL TRAINING

- Successful completion of Bank of America Neighborhood Excellence – Leadership Program (2007)
- Successful completion of Nonprofit Executive Leadership Program of The Center for Nonprofit & Philanthropic Leadership of Rutgers Business School (2006)
- Successful completion of United Way of Essex & West Hudson Counties Center for Excellence's Resource Development Certificate Program in Fundraising Management, Board Development/Management, Special Events, Annual Campaign, Major Gifts, Corporate Partnerships and Creating a Development Plan (2006)
- NCHC Inc. Certificate of Completion in Sexual Harassment Trend or Turning Point (2006)
- Certificate of Participation in the National Association of Community Health Centers (NACHC) Community Health Institute & Exposition, Chicago, Illinois (2006)
- New Jersey Department of Labor & Workforce Development – Employee Human Resource Support Services Certificate of Training in Supervisory Skills Enrichment (2006)
- NCHC Inc. Supervisory Training Program in Evaluating and Managing Employees' Job Performance (2006)
- Federation of Protestant Welfare Agencies – Not-for-Profit Board Leadership Training (2003)
- Columbia University NIEHS Center for Environmental Health, Harlem Hospital Health Promotion Center & West Harlem Environmental Action Inc. – Successfully completed 18 hours of Environmental Health Leadership Training and Demonstrated Commitment to Improving Environmental Quality and Securing Environmental Justice (1998)
- Successful completion of training with the New York City Department of Health and Lead Abatement Education and Community Outreach (1998)

Curriculum Vitae of William A. Allen
Updated - 2/23/2012

Attachment 5(a) Charter School Trustee Background Information

3

- Appointed by The Civil Court of New York as a Volunteer Guardian Ad Litem in the Housing Part for Elderly and Developmentally Challenged New Yorkers after successful completion of training with the Association of the Bar of the City of New York (1998)
- Pratt Institute Center for Community & Environmental Development's Community Economic Development Internship Program (1993)

Teaching Experiences

Adjunct Professor. School of Criminal Justice and Department of English and Social Sciences. Monroe College, Bronx, New York and New Rochelle, New York. Courses taught include Expository Writing, Speech, College Success Strategies, Political Science and Criminal Justice. Participated as an instructor of JumpStart, which provide advance placement courses to deserving high school students. August 2009 – Present.

Adjunct Professor, Department of Public Management, John Jay College of Criminal Justice of The City University of NY. Courses taught include Introduction to Public Administration. August 2008 – Present

Program Coordinator for Academic Support Services. Manage five-core workshops (Job Readiness, Career Development, Academic Success, Health and Financial Literacy) and academic performance of 30 juniors and seniors in 12 public high schools serving Upper Manhattan residents. Summer Youth Employment Program (SYEP) and In-School Youth (ISY) Program of the Career, Readiness & Education Workshops (CREW) of NYC Mission Society and NYC Department of Youth & Community Development. May 2008 – Present.

OTHER PROFESSIONAL EXPERIENCES

Communities In Schools of New Jersey Inc. April 2007 – March 2010
President & Chief Executive Officer

Strategic Leadership--

- Develop, present and implement strategic and operational plans;
- Lead all fiscal and budgeting activities as well as measurement against stated plans;
- Together with the Board of Trustees, create and implement a strategic board development plan;
- Provide for the sound coordinate and supervision of CIS operations in the State of New Jersey, developing and maintaining close working relationships with the national CIS network as well as with the state's local CIS affiliates;
- Further incubate two core CISNJ programs – Youth Works and Studio Works – and then work with local affiliates to implement the programs to quality and outcome standards; Identify, and plan for implementation of "best practices" for the program development leadership of the local affiliates and/or programs;
- Ensure best practices and quality standards in the selection, mentoring, supervision and evaluation of the management and program staff. The regular office hours for the central/corporate CISNJ offices are Monday through Friday, from 9:00 a.m. to 5:00 p.m. It is the responsibility of the President & State Director to ensure there is adequate coverage on site during these times;
- Provide leadership and ensure the supervision and monitoring of the development of a technical assistance, training, and evaluation plan to assist each local CISNJ affiliate and/or program;
- Provide leadership in CIS program replication that will enable communities to initiate and manage CIS programs.

Fundraising and Partnerships--

- Ensure the development of a fundraising strategy and lead the implementation, including the cultivation of government and foundation support as well as individual and corporate donors;

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- Raise CIS profile in the State of New Jersey by establishing and maintaining close relationships with corporations, foundations, state government officials, appropriate governmental agencies, commissions, committees and public media outlets to address issues affecting children, youth and their families as well as communities of long-standing need;
- Create partnerships with organizations throughout the state on behalf of children, youth and their families as well as communities of long-standing need;
- Actively participate in the network of CIS State Directors, including regional and national network activities of CIS, that provide for the further growth of CIS via the discussion and development of policies and procedures that lead and provide greater direction nationally, in states and local communities.

Newark Community Health Centers Inc., Newark, NJ July 2005 – April 2007
Director of Strategic Planning & Resource Development (September 2006 – April 2007). Chiefly responsible for the planning, development and implementation of all capital, grant and public funded initiatives that encompass care to more than 20,000 patients seeking HIV/AIDS, Maternal Child Health, Mental Health, Substance Abuse, Hypertension and Diabetes services at six Federally Qualified Health Centers in Essex County.

Acting Director of Clinical Programs & Social Services (December 2005 – September 2006). Chiefly responsible for providing management oversight of grant-funded programs and the delivery of social services provisions to patients. Key leadership and programmatic activities included:

- Provide supervision to 25 staffers and management oversight in grant-funded programs and social services as well as development of clinical programs and social services;
- Develops and manages strategic networking relationships;
- Develops and coordinates the agency's HIV/AIDS and other social services program agendas;
- Serve as a member of the senior management team and reports to the Board of Directors when requested by the President/CEO and/or Board of Directors.

Grant Writer & Developer (July 2005 – December 2005). Chiefly responsible for the planning, development and implementation of all capital, grant and public funded initiatives that encompass care to more than 20,000 patients seeking HIV/AIDS, Maternal Child Health, Mental Health, Substance Abuse, Hypertension and Diabetes services at six Federally Qualified Health Centers in Essex County. Key activities included:

- Serve as a senior advisor to the Chief Executive, Chief Medical and Chief Financial Officers on matters pertaining to public health policy, community capacity and funding;
- Work in tandem with all medical, social services and administrative departmental heads in the development of realistic strategies for program development and management;
- Manage all grant reporting activities;
- Successfully completed more than \$12.5 million in federal and state government funding applications;
- Spearhead various projects to market the services and programs and to provide timely advice and information on funding opportunities in order to evaluate agency's ability to expand and to better meet the needs of its patients;
- Manage substantial research, planning, development and implementation of community advisory boards for all NCHC community service areas as well as identify key community stakeholders for membership on the Board of Directors of NCHC Inc.;
- Research and gather statistical data for proposal writing; solicited funds through corporate sponsorships, federal, state and local initiatives to sustain programs;
- Serve as a member of the senior management team and as key member of agency initiatives;

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- Serve as an agency liaison to elected public officials, media organizations and regulatory agencies in the implementation of NCHC's federally health center health care goals.

Educators for Children, Youth & Families, Brooklyn, NY September 2004 – December 2004
Interim Director of Community Services. Chiefly responsible for the development and management of all activities under the Federal Safe and Drug-Free Schools and Communities Act, which provides suspended and expelled public school students with meaningful activities that help them avoid negative behavior via teaching them the value of public and community service. Key leadership and programmatic activities include:

- With a program budget of \$500,000, supervise a staff of 24 professionals, including 1 field placement coordinator, 1 administrative assistant, 4 social workers, 4 guidance counselors, 4 career educators, 3 site monitors, 4 youth leadership trainers, 1 video arts instructor and 2 computer teachers;
- Facilitate focus groups among educators, police officials, students and parents that create community-wide programs and initiatives that aid in the reduction of school-based and community-based crimes.

NYC Mission Society, New York, New York October 2001 – March 2004
Senior Project Director. Chiefly responsible for the development and management of youth, community health and employment initiatives, programs and workshops, along with providing critical community and governmental relations guidance to the agency. Key activities include:

- Served as the Program Manager of Adolescent Pregnancy Prevention Services – Community Service Project (\$400,000 Budget) as developed by the NYS Office of Children & Family Services, New York City Mission Society and the Minisink APPS/CSP Community Council;
- Served as the Program Manager of the Workforce Solutions Initiative (\$100,000 Budget) as developed by the Federation of Protestant Welfare Agencies (FPWA) and New York City Mission Society, which provided employment preparation and guidance to Central Harlem and South Bronx residents;
- Chaired, Central Harlem Community Full Employment Task Force;
- Developed and managed funding/collaboration relationships with community-based, government and faith-based partners that are consistent with New York State Office of Children & Family Services' Adolescent Pregnancy Prevention Services (APPS) – Community Service Project (CSP);
- Monitored the day-to-day operations of the APPS – CSP program model;
- Supervised all management staff assigned to the APPS – CSP by the lead agency;
- Managed and monitored all subcontractor and service provider activities;
- Assisted in the development of renewal and new funding opportunities for the lead agency and other affiliated agencies;
- Monitored and worked to eliminate gaps in services;
- Devised, designed and implemented a Request for Proposal Process, including program evaluation methods, for the distribution of funds to community-based agencies and organizations.

PROMESA Inc., Bronx, New York March 1999 – September 2001
Director of Community Development. Responsible for the development and management of community economic development initiatives, programs and workshops that create resident empowerment in their community, including rental and cooperative housing development as well as property management. Activities included:

- Devised and implemented strategies that organized the participation of residents, local businesses and community organizations in neighborhood revitalization, preservation and anti-abandonment efforts as well as conducting timely research to assess service needs of targeted neighborhoods;
- Developed integrated and cost effective programs via governmental, foundation and private funding;
- Successfully completed real estate development proposals;

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- Provided critical leadership to colleagues, the neighborhoods served, community-based organizations, and elected public officials in the promotion of activities that strengthen greater resident participation in the development, analysis and advocacy of programs and policies;
- Developed a clearinghouse for staff, youth, resident, local business and community empowerment resources;
- Expanded the PROMESA Neighborhood Council into the PROMESA Community Coalition for Neighborhood Leadership, a 501(c) 3 corporation and network of active neighborhood groups - working collectively on community issues;
- Coordinated city efforts via the NYC Department of Business Services and locally elected public officials in the revitalization of a much-needed commercial area;
- Created the PROMESA Summer Youth Leadership Institute, which prepared youth for leadership roles. Staff of 2 supervisors and 25 high school participants.
- Identified new funding for the expansion of a critical neighborhood after-school program for 30 elementary school students, 10 junior high students and 1 teacher to 200 elementary school students, 20 junior high/high school and college students plus 12 professionals.

Ecumenical Community Development Organization Inc., NY, NY October 1997 – April 1999
Director of Community Planning & Development (Promoted). Chiefly responsible for all community relations, technical services to property owners and tenant associations, including all real estate, project, program and fund development activities of the agency. Activities and achievements included:

- Supervised youth development initiatives, including the Summer Youth Employment Program, funded by the NYC Department of Employment. Provided supervision to a staff of 12 program managers/monitors and 840 youth at 86 work sites;
- Coordinated housing development initiatives via the NYC Department of Housing Preservation & Development's (HPD) Neighborhood Redevelopment Program in the creation of more than 100 affordable housing units via development subsidies, including housing and community initiatives that successfully supported neighborhood preservation and anti-abandonment efforts, funded by the NYS Division of Housing & Community Renewal (DHCR) and HPD. Funding was renewed and significantly increased by 100%. Supervised a staff of 3;
- Significantly assisted in the naming of the ECDO Community Partnership Center, along with the expansion of the overall mission and long term objectives of the agency;
- Created and maintained housing, economic development and community development resources;
- Successfully assisted in positioning the agency as a major community development corporation;
- Successfully coordinated public events attended by public officials and community leaders.

Tenant Organizer/Community Liaison. Responsible for coordinating neighborhood preservation activities, including technical assistance to property owners, tenant and tenant-owned housing groups:

- Outreached and assisted owners of buildings in disrepair by identifying the reasons for the conditions, suggested remedies and offered appropriate assistance;
- Assisted in the processing and packaging of 8A and other loans;
- Reviewed potential development sites for issues of acquisition, relocation and demolition;
- Evaluated buildings for code violations and government-assisted housing programs;
- Counseled property owners and tenants on housing issues, including rental subsidies;
- Assisted in community code enforcement efforts by compelling property owners to enter into Voluntary Repair Agreements to correct multi-family housing code violations;
- Worked with the NYC Task Force on City Owned & Distressed Properties, Upper Manhattan HDFC Coalition, Greater Harlem Real Estate Board, Harlem Tenants Council and other groups on issues that affect housing maintenance and neighborhood revitalization.

Harrison, Wilson & Associates

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(Omnicom Group), Parsippany, NJ

February – September 1997⁷

Acting Project Director. Responsible for delivering timely, efficient and cost-effective services/products to the client. Coordinated the day-to-day activities of the projects on account; served as an internal contact for the client and vendors; responded to all inquiries internally and externally; kept track of new business development, estimates, billing and the overall financial status of the account. (Promoted).

Assistant to the Senior Vice President for Medical Affairs & New Business Development. Responsible for the administrative management of the division, including researching, analyzing and forecasting income and expenditures for current and proposed projects. Account management activities included, Rhone-Poulenc Rorer Pharmaceuticals, Bristol-Myers, Pfizer and BioTech General.

REAPS Community Land Trust, Yonkers, NY

February 1994 – December 1995

Executive Director. Responsible for overall administration of the agency, including program leadership as directed by the Board of Trustees in a politically challenged environment. Achievements included:

- Successfully opened the very first two offices, which were located on prime commercial streets;
- Increased operating budget from \$60,000 to \$250,000 in 12 months;
- Increased staff from 1 to 5 in the first year and projected 20 within 2 years;
- Increased homeownership units from a projection of 10 to more than 100 in the first year;
- Created a joint venture with the City of Yonkers, a local minority-owned manufacturing company and the Trust for a city-wide affordable housing fund;
- Provided timely leadership for the reopening of a critical supermarket serving poor residents;
- Secured a multi-million dollar joint venture with a major for-profit real estate developer to construct affordable low and moderate income housing under a Federal Court Order;
- Identified funding for a community development credit union;
- Developed a model for a community partnership center and community-controlled commercial plaza.

Harlem Congregations for Community Improvement Inc., NY, NY September 1991 – April 1993

Special Advisor to the President/CEO. Responsible for the management of all external relations with community groups, government, media, business, foundations, educational and financial institutions. Milestones included:

- Served as the Special Advisor to the Board Chair of the Consortium for Central Harlem Development Inc. and the Bradhurst Project – the nation's first community-based urban development initiative;
- Assisted in raising significant funding and creating strategic relationships for housing and community economic development activities, including garnering \$200 Million from NYC's capital budget;
- Researched and wrote speeches and developed major presentations;
- Assisted in positioning the agency as a major institution in redeveloping inner-city urban neighborhoods.

OTHER EXPERIENCES

Publisher, The Allen Report – Internet Magazine for Community Empowerment, June 2002 – June 2005

Senior Marketing Representative, Consumer Communications Network, NY, NY, October 1990 – August 1991

Executive Producer/Senior Writer, Laff City USA, NY, NY, April 1989 – October 1990

Senior Treasury Analyst (Promotion), Ogden Allied Services Corp., NY, NY April 1989 – May 1990

Financial Analyst (Promotion), Ogden Allied Services Corp., NY, NY, March 1988 – March 1989

Materials Control Coordinator (Promotion), Ogden Allied Services Corp., NY, NY, July 1987–March 1988

Customer Services Supervisor (Promotion), Ogden Allied Services Corp., NY, NY, April 1–July 1987

College Stringer, New York Times, September 1985 – May 1986

Editorial Panelist, *CUNY Conversations*, Cable TV, NY, NY, September – December 1985

Editor-in-Chief, *The Campus*, CUNY's oldest newspaper (founded 1876), May – December 1985

Creator/Producer/Writer/Host, *CCNY Forum*, WCCR AM Radio, October 1980 – May 1983

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CONSULTING EXPERIENCE

NYC Mission Society, Education Services for Summer Youth Employment Program, May 2008 - Present
 NYC Metropolitan Transit Authority/Local 100 Training and Upward Fund, January 2005 - July 2005
 NYC Human Resources Administration/Adult Protective Services, December 2004 - July 2005
 Police Athletic League (PAL), Workforce Planning & Development, September 2002 - February 2003
 NYC Mayor's Office to Combat Domestic Violence, Policy Research (2003)
 West Harlem Community Organization, Resource Planning & Development, June 1999 - June 2000
 The Edison Project, NY, NY, Administrative & Systems Analysis, November 1996 - February 1997
 The CityKids Foundation, NY, NY, Program Planning & Development (1996)
 St. Aloysius Education Clinic, NY, NY, Resource Planning & Development, September - December 1996
 Harlem Business Alliance, NY, NY, Project Management Services, September 1995 - December 1995
 Upper Manhattan Task Force on AIDS, NY, NY, September 1993 - May 1996
 Human Serve Inc. (Freedom Summer Project), NY, NY, Summer 1984
 National Urban Coalition Employment Task Force, Washington, DC, June 1980 - September 1981
 New York Urban Coalition, NY, NY, September 1979 - September 1981
 U.S. Department of Health, Education & Welfare, NY Region, September - October 1976

PROFESSIONAL MEMBERSHIPS

American Association of Grant Professionals (2007 - Present)
 American Society for Public Administration (2006 - Present)
 Conference of Minority Public Administrators - ASPA (2006 - Present)
 Pi Alpha Alpha National Honor Society for Public Affairs and Administration (2006 - Present)
 Phi Beta Sigma Fraternity (1981 - Present)

LEADERSHIP, HONORS & AWARDS*

Adjunct Representative to the John Jay College/CUNY Faculty Senate (2009 - Present)
 Faculty Senate Representative to the College Council of John Jay College/CUNY (2009 - Present)
 Vice President, American Society for Public Administration - New York Chapter (2006-Present)
 Bank of America Charitable Foundation Neighborhood Leadership Award (2007)
 Steering Committee Member, Essex County of New Jersey Cancer Coalition (2007)
 New Jersey Black Infant Mortality Reduction Resource Center's Advisory Board (2006 - Present)
 Member, Newark Community Health Planning Partnership (2006 - 2007)
 John Jay College/CUNY Graduate Student Service Award (2006)
 Vice Chair, Graduate Affairs, University Student Senate of CUNY (2005-2006)
 Member, Vice Chancellor for Student Development Search Committee, CUNY (2006)
 Member, John Jay College Search Committee for Provost (2006)
 Member, Student Affairs and Special Projects Committee, CUNY Board of Trustees (2005-2006)
 Member, John Jay College Committee on Graduate Studies (2005-2006)
 Member, John Jay College Council (2005-2006)
 Founder, Graduate Student Association of John Jay College (2005)
 National and College Dean's List (2004-2006)
 CUNY Student Senate Certificate of Appreciation (2004)-
 Special Counselor to The City University of NY Student Senate (2004-2005)
 Who's Who Among Students in American Universities & Colleges - Hunter College/CUNY (2003-2004)
 Founder, Uptown Democratic Club (2003 - Present)
 Member, Deane Prostate Health Center Community Advisory Board of Mount Sinai School of Medicine (2003-2004)
 Co-Chair, CUNY Student Senate Democracy Project (2004)
 Chair, Council of Presidents of the CUNY Student Senate (2003-2004)
 Ex-officio Member, Hunter College Senate (2003-2004)
 Member, Hunter College President's Advisory Committee on Technology Fee Usage (2003-2004)
 Board Member, Hunter College/CUNY College Association (2003-2004)
 Board Member, Hunter College/CUNY Auxiliary Enterprises Board (2003 - 2004)

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President, Graduate Student Association of Hunter College/CUNY (2003 – 2004)
Board Chair, Sisulu-Walker Charter School of Harlem – NYS first public charter school (1999 – Present)*
Board Member, Lincoln Correctional Facility Community Advisory Board (2002 – 2004)
Board Member, North General Hospital AIDS Center Advisory Board (2002 – 2003)
Winner, NAACP Mid-Manhattan Branch Men Who Can Cook Off Contest Fundraiser (2002)
Prevention Subcommittee Chair, NYC Comptroller's Task Force on Adolescent Pregnancy, Parenting & Prevention (2002-2003)
Board Member, The Jericho Project Inc. (2002 – Present)
Terrie Williams and Johnnie Cochran's Stay Strong Foundation Certificate of Appreciation (2001)
Board Member, St. Aloysius Education Clinic (2000 – Present)
Vice Chair, Public Policy Committee, 100 Black Men Inc. – NYC Chapter (2000–2001)
Topping Avenue North & South Homeowners Association Community Leadership Award (2000)
Urban Home Ownership Corp. Community Leadership Award (2000)
Mt. Olive Baptist Church Community Leadership Award (2000)
Delegate, NY County Judicial District Convention (2000 - 2004)
Thurgood Marshall Scholarship Fund NYC Community Leadership Award (2000)
NYS Assembly District Leader, Democrat-70 Assembly District, (1999 – Present)
President, Upper Manhattan Emerging Leadership Roundtable (1999 – 2000)
Board Member, Harlem Tenants Council Inc. (1999-2000)
Legislative Chair, Renaissance Healthcare Network Community Advisory Board (1999 – Present)*
Founder, Greater Harlem Policy Institute (1999-Present)
Board Member, Adam Clayton Powell Jr. Memorial Committee Inc. (1998–Present)
National Chair, CHHANGE One Million Urban Youth Voter Education Campaign (1998–2000)
Member, Hostos Community College/CUNY Advisory Board (1997-Present)
Acting President, Graham Court Tenants Association (1996 – 2002)
Board Member, Greyston Family Inn Inc., Yonkers, NY (1995–1996)
Member, Community Directed Ownership Inc. (1994 – 1997)
Pratt Institute Black Alumni Association Scholarship (1994)
Member, NYS Democratic Committee Task Force on Youth (1987-1988)
President, CCNY Graduating Class of 1986
CCNY President Wright Citizen Prize for Outstanding Service (1986)
CCNY SEEK Community Service Prize (1986)
CCNY Student Ambassador to the Commonwealth of Dominica (1986)
Secretary Pro-Tem, CUNY Student Senate (1985 –1986)
Member, CCNY Media Board, (1985-1986)
Steering Committee Chair, U.S. Student Association (1984, 1985)
Director, CUNY Student Voter Education Campaign (1984)
National Vice President, College Democrats of America (1983 –1984)
Member, CCNY Honorary Degree Committee – Nominated Nelson Mandela (1983-1984)
Member, CUNY Medical School Implementation Committee (1983-1984)
Member, Public Affairs Committee, CUNY Board of Trustees (1983-1984)
Who's Who Among Students in American Universities & Colleges – CCNY/CUNY (1982)
Rev. Jesse Jackson/PUSH National Student Leadership Award (1982)
U.S. Congressional Black Caucus National Youth Award (1982)
Chair, CCNY Student Legal Center (1981-1983)
Member, CCNY President's Policy Advisory Committee (1981-1983)
Ex-officio, CCNY Faculty Senate (1981-1983)
CCNY Student Ombudsman (1981-1983)
Member, CCNY Presidential Inauguration Committee (1981-1982)
CCNY James K. Hackett Medal for Excellence in Oratory (1981)
Treasurer, Community School Board, District 5 (1980-1983)
Member, National Urban Coalition Task Force on Employment (1980-1981)
Chair, NY Urban Coalition Task Force on Youth Leadership (1979-1981)
County Committeeman, 70 Assembly District (1980-1982)

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Member, White House Task Force on Youth Employment (1980-1981)
Delegate, Democratic National Convention, NYC (1980)
Delegate, NY County Judicial Convention (1980)
Board Member, NY Urban League/Manhattan Branch (1979-1981)
Acting President, Board of Trustees, Community School District #5 (1979-1980)
Vice Chair, NYC Youth Employment, Training & Planning Council (1978-1979)
Vice President, NYC Youth Advisory Council (1978-1979)
Co-Chair, Manhattan Borough President's Youth Task Force (1978-1979)
Secretary, Manhattan Community Planning Board, District 10 (1977-1981)
U.S. Congressional Black Caucus Youth Envoy to the United Arab Republic of Egypt (1977)
NYC Mission Society's Gladys V. Thorne Scholarship (1976)
* Length of time reflects tenure in organization not position held

ORGANIZATIONAL AFFILIATIONS

Harlem School of the Arts Alumni Association (2003 – Present)
Sisulu-Walker Charter School of Harlem PTA (2000 – Present)
Mid-Manhattan Branch, NAACP (2000 – Present)
Northern Manhattan Tenants Coalition (1998–2000)
NYC City-wide Tenants Coalition (1998-2000)
100 Black Men Inc. (1998 – Present)
NYC HDFC Support Group (1997–2000)
Harlem Organizers Coordinating Committee (1997–1999)
NYC Coalition to End Lead Poisoning (1997–2000)
CCNY Alumni Association (1986–Present)
LaGuardia HS of Music & Art Alumni Association (1986–Present)
Memorial Baptist Church (1976–Present)
Phi Beta Sigma Fraternity Inc. (1981–Present)
NYC Mission Society/Minisink - Order of the Feather and Tapawingo Honor Society (1975–Present)

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Linda Aristondo

Charter School Name: Harlem Hebrew Language Academy Charter School

Charter School Address: 244 Madison Ave, Suite 2820, New York NY, 10016

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Member**

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
A mutual friend, Analisa Torres, put me in touch with David Gedzelman who informed me about the school and invited me to join the Board.

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5. Please explain why you wish to serve on the board.
I am excited by the opportunity to provide school choice and high-quality education to the children of CSD 3.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).
- Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.
8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here:
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:

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

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16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.
Abusing the position of a charter school board member is a serious breach of public trust. If I ever suspected or believed that another Board member was working for his or her own benefit, I would notify the Board and request that an investigation take place and also that the Board member in question remove himself or herself from any votes or actions related to the controversy.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.
Harlem Hebrew will bring together a diverse population of students from CSD 3 and prepare them for future success with a curriculum that will not only help them grow intellectually and academically, but also as citizens of their community and the world. This will be achieved through its innovative curriculum that combines proficiency in Modern Hebrew and service learning.
19. Please explain your understanding of the educational program of the charter school.
Harlem Hebrew will have smaller classes with two teachers in each room to give each child more attention and the longer school day will increase opportunities for learning. Teachers will follow a student-centered approach to deliver excellent instruction and high student achievement using the Workshop Model. Teachers will be supported by opportunities for professional development. The School will embrace a data-driven culture and data will guide all decision-making processes from lesson planning and instructional strategies in the classroom to resource allocation by the Board.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.
A successful charter school is one that uses the latitude and opportunities for innovation granted by the state to produce high

student achievement. The charter school board ensures student and teacher achievement with broad leadership and policies that provide rigorous instruction and testing for students and professional development and a performance-based incentive plan.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.
I understand that the Board of Harlem Hebrew will be the entity with ultimate responsibility for ensuring that the school achieves the goals and objectives of its charter. I understand that the Board of Trustees of a charter school is the oversight and policy-making body of the school. I will unequivocally work towards furthering the goals and purposes of the school and will lend my expertise to making this the best school it can be. As a board member, I will offer leadership and support to the school to ensure that the needs of the students are met and teachers are provided with the means to enable all children to constantly strive for excellence.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
I do.
23. Please provide any other information that you feel is pertinent to the Department's review.

Attachment 5(a) Charter School Trustee Background Information

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

STATEMENT OF ASSURANCE

I, Linda Aristonclo (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Linda Aristonclo

2/13/2012

Signature

Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____

Business Address: _____

E-Mail Address: _____

Home Telephone: _____

Home Address: _____

Attachment 5(a) Charter School Trustee Background Information

Linda Aristondo, Esq.



Admitted to the Practice of Law in New York (1982) and New Jersey (1983)

EXPERIENCE

Assistant Prosecutor, Jersey City, New Jersey	2004-present
Counsel, Columbia-Presbyterian Medical Center, New York	2001-2004
Staff, The Port Authority of New York and New Jersey	1986-2001
Counsel and Lobbyist, Hispanic Federation, New York	1984-1986
Administrative Law Judge, NYC Department of Transportation	1984-1986
Assistant Corporation Counsel, Trial Attorney, New York City	1981-1984

EDUCATION

Boston College School of Law, Newton, Massachusetts
J. D., June 1981
Council on Legal Educational Opportunities (CLEO) Fellow

Harvard College, Cambridge, Massachusetts
A.B., June 1978

SPECIAL TRAINING

State Certified Mediator, State of New Jersey, Superior Court

SERVICE AND HONORS

Latinas United for Political Empowerment (LUPE), Board Member	2010-present
Harvard College Recruiter	1986-present
Volunteers for Legal Service, Pro Bono Attorney	1994-present
CORO Foundation, Hispanic Women Leaders Fellow	1984-1985
Council on Legal Educational Opportunities (CLEO) Fellow Recipient of full Law School tuition scholarship	1974-1978

Attachment 5(a) Charter School Trustee Background Information

ACTIVE MEMBER OF THE FOLLOWING BAR ASSOCIATIONS

New Jersey Bar Association

New York State Bar Association

Hudson County Bar Association

Hispanic National Bar Association

Puerto Rican Bar Association

LANGUAGES

Fluent in Spanish and French

References upon request

Attachment 5(a) Charter School Trustee Background Information

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Sara Berman

Charter School Name: Harlem Hebrew Language Academy Charter School

Charter School Address: 244 Madison Ave, Suite 2820, New York, NY 10016

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Chair, Finance Committee, Board Development Committee**

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

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

Background

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

I am the Co-Lead Applicant

Attachment 5(a) Charter School Trustee Background Information

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

As Chair of the Board of Trustees of the Hebrew Language Academy Charter School in Brooklyn, I have seen the tremendous impact this model of education has on the lives and learning of children in CSD 22 and I want to extend this opportunity to children of Harlem and CSD 3. I firmly believe Harlem Hebrew will have a transformative effect on its students. Not just because of the school's superior English language arts, math, science and social studies curriculum, but also because of the nature of foreign language acquisition. Studies have shown that the study of a second language especially at the earliest of ages can increase a child's IQ significantly.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

I am Chair of the Board of Trustees of the Hebrew Language Academy Charter School and the Hebrew Charter School Center. I serve on the Board of the Steinhardt Foundation for Jewish Life, Friends of Hebrew Language Academy Charter Schools, and the Areivim Philanthropic Group. I previously served on the Board of the Makor/Steinhardt Center of the 92nd Street Y.

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

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

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction. This does not apply to me. Yes.

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

Conflict of Interest

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

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

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

I have a close professional relationship with David Gedzelman. He and I serve on the Boards of HLA, the Hebrew Charter School Center, Friends of Hebrew Language Academy Charters Schools, and the Steinhardt Foundation. Andrew Suzman is a close personal friend. I have known Lisa Lippman in her professional capacity as a real estate broker.

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

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

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

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

No. Yes.

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

I am the Chair of the Board of Friends of Hebrew Language Academy Charter Schools, Inc. FOHLA makes charitable contributions to Hebrew Language Charter Schools in New York State and will work with Harlem Hebrew's board to acquire a facility and will lease that facility to the school. In any Harlem Hebrew board discussion, decision or vote related to FOHLA, I will recuse myself.

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

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

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

Attachment 5(a) Charter School Trustee Background Information

13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
As previously disclosed, I serve as the Chair of the Hebrew Charter School Center, which will provide in-kind professional development services, data management tools, curriculum resources and other support to Harlem Hebrew. However, to be clear, HCSC is not an educational service provider, will not operate or manage the school, and no funds will flow from the school to HCSC. In any Harlem Hebrew board matter related to HCSC, I will recuse myself.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.
If I believed that one or more members of the school's board was engaged in any kind of self-dealing, I would raise this issue at the first regular board meeting and insist that the board investigate my concern. Until the investigation is completed, I would also insist that this board member remove him/herself from any discussions or votes regarding the issue in controversy. If my suspicions proved true, I

would insist that the member either resign or be removed from the board.

Educational Philosophy

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

Harlem Hebrew will be a first-rate K-5 elementary school that focuses on producing students with a high degree of Hebrew language proficiency. Students will achieve a superior knowledge of English Language Arts, mathematics, the sciences, and social studies – all taught through a balanced approach to instruction using the workshop model. In addition, there will be art, music, technology and physical education, all of which will incorporate Hebrew language instruction. Our school will also integrate the study of the history and culture of both Israel and Harlem as focal points of migration and immigration into New York's existing social studies curriculum.

A final critical piece of the school will be its inclusion of service learning into the curriculum. Students at Harlem Hebrew will develop a strong sense of social and civic responsibility through the integration of community service and service learning into their classroom studies. Children will learn to reach out into their community and learn the value of giving back and improving the lives of others. Our students will graduate with a solid foundation for further academic learning and continuous personal development as ethical citizens in an increasingly global community.

This rich curriculum can only be achieved through a longer day and longer school year – as well through highly skilled teachers who are committed to our mission. Our teachers will have the incentive of a merit-based bonus, as well as extensive professional support that is necessary for this kind of charter school to succeed.

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

Harlem Hebrew will be using a balanced approach to instruction called the workshop model. Our experience at HLA has shown this to be an extremely effective model which has met with tremendous success. This model allows for individualized instruction that better meets the needs of all children but especially those that have special needs – be it special needs which put them at the “top” or “bottom” of the class. Children are regularly assessed and taught very specifically according to their needs. Having a 13:1 ratio between teachers and students will better allow for the success of this model.

Attachment 5(a) Charter School Trustee Background Information

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

The basic concept of charter schools is that they exercise increased autonomy in return for accountability. They are accountable for both academic results and fiscal practices to the sponsor that grants them, the parents that choose them, and the public that funds them. This combination of autonomy and accountability allows charter schools to respond to community needs, try innovative approaches, and put student learning first. The actions necessary to achieve this are close but non-invasive oversight by an active and engaged board and frequent assessment of teacher performance and student achievement by both internal and external evaluations.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.
I have read the New York Center for Charter School Excellence's summary of board member responsibilities and will do my best to achieve all of these critical jobs. I also consider it my job to make sure that the school has secured its additional philanthropic funding that it will need to acquire additional resources critical for its success.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
I do
23. Please provide any other information that you feel is pertinent to the Department's review.

Sara S. Berman

Sara Berman is the Chair of the Board of Directors of the Hebrew Charter School Center. She is also the Chair of the Board of Trustees of the Hebrew Language Academy Charter School in Brooklyn, NY. From 2004 to 2008, she was a weekly columnist for *The New York Sun* focusing on raising children in New York City. She has been a regular guest on CBS Morning News and FOX News, as well as a frequent guest lecturer at local schools and community centers throughout the city. Before this, she was the Features Editor, and then the News Editor at the *Forward*, America's national Jewish newspaper. From 2002 to 2005, Ms. Berman chaired the board of one of the eight centers of the 92nd Street Y, the Makor/Steinhardt Center. She also currently serves on the Board of Directors of The Steinhardt Foundation for Jewish Life and the Board of Trustees of the Areivim Philanthropic Group. She graduated magna cum laude from Columbia University, where she studied history. Ms. Berman lives in New York City with her husband and six children.

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Daniel Marks Cohen

Charter School Name: Harlem Hebrew Language Academy Charter School

Charter School Address: 244 Madison Ave, Suite 2820, New York NY, 10016

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **member, Real Estate Committee, Finance Committee**

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
I became aware of the charter school through a conversation with David Gedzelman, whom I have known through my interactions with him in the community, particularly with the Partnership for Jewish Life over 10 years ago. David approached me to help navigate through the West

Side community where I have lived all my life, and asked me to serve on the planning committee, and should the charter be approved, on the board.

5. Please explain why you wish to serve on the board.
As a product of New York City public schools, I see the school as an expansion on the benefits of public education to CSD 3 which needs additional classrooms for the growing neighborhood. I grew up on the Upper West Side, when there were few schools to chose from and even fewer of quality. There are more schools, and better schools now, but the district has added population that has exceeded the rate that quality schools are being established. I see the Harlem Hebrew Language Academy as making a small dent in a larger classroom shortage. I admire the bold experiment of providing Hebrew language bilingual instruction in a public setting and wish such an institution had existed when I was attending school. I wish to serve on the board as it is an extension of my belief in public education and a continuation of my participation in public service. I have been on several boards both previously and currently and have found the experience to be challenging and satisfying.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
I served on the board of the Coro New York Foundation, a not-for-profit corporation devoted to civic engagement and public service from 2008 to 2010. I currently serve on the Jamaica Capital Corporation, the financing subsidiary of the Greater Jamaica Capital Corporation, a not-for-profit local development corporation focused on the Jamaica, Queens community from 2007 to present. I have a deep background in real estate, and considering that one of the primary concerns of this school will be its location in private space, I believe I can be useful.
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Attachment 5(a) Charter School Trustee Background Information

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

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

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here:

I am casually acquainted with Basil Smikle from our mutual participation in community organizing and local politics. As mentioned previously, I am also well acquainted with David Gedzelman from an organization we both were connected to – the Partnership for Jewish Life – David in a professional capacity and myself as a volunteer.

10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:

11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate

Attachment 5(a) Charter School Trustee Background Information

whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.

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

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

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

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

I / we have no such interest. Yes.

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

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

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

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

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

None Yes

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

Should I become aware of a member of the board working for their own benefit or having some other vested interest, I would bring up the issue at a meeting and would demand that the board look into the matter. I would also insist that the board member in question recuse themselves from any discussions or votes about the matter.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.
I have had the pleasure of visiting the current school in Brooklyn to witness the school's mission and philosophy in action. The mission statement is in this application, but clearly the focus is on academic excellence and a proficiency in the Hebrew language both for the demonstrated value of foreign language acquisition and for the unique usefulness of Hebrew as a tool for exploring the diversity of human cultures. The charter format allows for greater flexibility in the school day and school year, such rigorosity is necessary for the high expectations that HHLA places on its students.

19. Please explain your understanding of the educational program of the charter school.
Based on my understanding of the school's model from my visits to HLA and many discussions and presentations about the school and its programming, HHLA's primary emphasis is on high educational standards, foreign language education with Hebrew as the supplemental language to English, a unique social studies curriculum, accountability for student achievement and performance-based compensation for the staff.

20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.
A charter school can be a catalyst for experimentation within educational environments. It allows for more flexibility and innovation that is currently available in most public schools. Thinking back on my own experience in public education growing up in New York City, I find the appeal of a new experimental school compelling, and that it will incorporate Hebrew into the curriculum all the more fascinating. That it remains a public school, and open and available to all students within CSD 3 is reassuring. It means that the best features of public education that allow students from different backgrounds to interact and cooperate is, I believe, one of the foundations upon which our democracy stands. There is a trade-off, increased autonomy in exchange for greater accountability, all this experimentation has to produce better results than a typical public school, or otherwise the efforts are pointless. I had seen the Brooklyn version of this school in action, so I believe it works, and I look forward to the expansion into CSD 3.

Attachment 5(a) Charter School Trustee Background Information

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.
I have read and considered the summary of board member responsibilities provided and I concur with the summary. I take my role as a board member seriously, as the organization and the education of hundreds of children depend on me making the best decisions. And I will work my hardest to meet those responsibilities.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
I do.
23. Please provide any other information that you feel is pertinent to the Department's review.

Attachment 5(a) Charter School Trustee Background Information

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

STATEMENT OF ASSURANCE

I, David M. Cohen (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

David M. Cohen 2/10/2012
Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: [REDACTED]
Business Address: [REDACTED]
E-Mail Address: [REDACTED]
Home Telephone: [REDACTED]
Home Address: [REDACTED]

Attachment 5(a) Charter School Trustee Background Information

DANIEL MARKS COHEN

Experience: **COMMUNITY PRESERVATION CORPORATION, New York**
9/2010 – Present **Real Estate Mortgage Officer**

- Underwriter for NYS Pension Fund loans and Federal Home Loan Mortgage Corporation (Freddie Mac) financing for the rehabilitation and construction of affordable multifamily housing.
- Review technical reports, conduct site inspections, monitor assets and guide developers and borrowers through the process – and if necessary taking project control to insure completion.
- Maintain and develop business relationships with current and future clients and partners, such as City (HPD), State (HCR) and Federal (HUD) agencies, nonprofits, developers and brokers.

8/2008 – 9/2010 **BURLINGHAM CAPITAL PARTNERS, New York**
Partner – Real Estate Investment

- Sourced two new ground-up LEED-certified development projects in Manhattan: a 500,000 sf, “80/20” mixed-income affordable rental, and a 50,000 sf market-rate residential condominium.
- Conducted capital raising, zoning analysis, managed government relations, reviewed financial projections and performed due diligence in consultation with co-developers on the projects.

9/2005 – 7/2008 **ING CLARION PARTNERS, New York**
Vice President, Real Estate Acquisitions

- Led negotiations and made recommendations to the executive committee for approval of private equity investments for \$2 billion in LEED-certified projects throughout the United States.
- Senior team leader. Performed financial analysis, portfolio management and compliance reporting for transactions in residential, hospitality, commercial and office projects. Closed 10 deals.
- Managed relationships with government agencies, institutional clients, REITs, and pension funds.
- Assembled and hired a team of full-time financial analysts, associates and seasonal interns.

1/2003 – 8/2005 **NEW YORK CITY ECONOMIC DEVELOPMENT CORPORATION, New York**
Vice President, Real Estate Structuring Department

- Advised senior management and city and state officials on the allocation of \$1 billion in Liberty Bond financing for the rebuilding of New York following the destruction from 9/11.
- Conducted financial analysis for the investment in 2 million square feet of new LEED-certified office, retail, educational, hotel and mixed-use multifamily developments in New York City.
- Supervised a staff of project managers and summer fellows.

6/1998 – 12/2002 **THE HUDSON COMPANIES, New York**
Real Estate Acquisitions

- Identified acquisition opportunities, prepared pro-forma analyses, reviewed third party reports, conducted due diligence and contract negotiations for property for 6 new development projects.
- Participated in development of “80/20” affordable housing projects, such as the Hudson East (225 East 6th Street) and The Clinton (520 West 48th Street), with tax credits and tax-exempt financing.

Education: **NEW YORK UNIVERSITY, New York**
Leonard N. Stern School of Business - Class of 1999
Master of Business Administration, double concentration in Finance and Management

UNIVERSITY OF MASSACHUSETTS AT AMHERST, Massachusetts
College of Social and Behavioral Sciences - Class of 1992
Bachelor of Arts, Sociology, *Summa Cum Laude*. Member: *Phi Beta Kappa* National Honor Society.

Additional: **JAMAICA CAPITAL CORPORATION, Board of Directors: 2007-present**

- Appointed to organization with a focus on real estate development in Jamaica, Queens, NY.

CORO NEW YORK, Alumni Board: 2006-present, Chair: 2007-2010; NY Board: 2008-2010

- Selected for Leadership New York XVI (2004-2005), dedicated to exploring urban issues.

Languages: **Spanish** (conversational)

Attachment 5(a) Charter School Trustee Background Information

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: David Gedzelman

Charter School Name: Harlem Hebrew Language Academy Charter School

Charter School Address: 244 Madison Ave, Suite 2820, New York NY, 10016

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Secretary; Education Committee, Finance Committee**

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
As a founding board member of HLA I was involved with early conversations with Sara Berman around the idea to create an HLA-modeled charter school in CSD 3 where I have lived for almost 17 years.

Attachment 5(a) Charter School Trustee Background Information

5. Please explain why you wish to serve on the board.
I am personally very committed to supporting alternatives in public education. I also am very excited about integrating Hebrew language instruction into general educational offerings in the public sphere. I have seen first-hand how the children of Community School District 22 have benefited from the smaller-sized educational context in use at the Hebrew Language Academy Charter School and its workshop and balanced literacy approach and I look forward to making the same opportunities available to the children of Harlem where I live. Values of tolerance, universalism realized in the particular, social responsibility and citizenship are central to who I am and I am very excited to be part of a school that will model those values to children of all backgrounds. My service on the Board of HLA in Brooklyn has been personally very gratifying for me and I look forward to deriving that same kind of personal satisfaction through my work on the Harlem Hebrew board. I am also involved in community leadership in Harlem and am the co-founder of the Harlem/Upper West Side clergy fellowship which brings clergy together from these two neighborhoods which touch each other but do not interact with each other very much. My colleagues and I want to bridge that distance and are looking for opportunities by which families from Harlem and the Upper West Side can create strong bonds and friendships with each other. I see my work on this board benefitting both the Harlem community and public education in general.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
Hebrew Language Academy Charter School, The Steinhardt Foundation for Jewish Life, Friends of Hebrew Language Academy Charter Schools, Inc., the Hebrew Charter School Center, The American Pardes Foundation, Hillel International, My Jewish Learning, Inc., and Birthright Israel Alumni Community, Inc.
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

Attachment 5(a) Charter School Trustee Background Information

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

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

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here:
In my work in helping to develop this application and the Harlem Hebrew plan in general I have met every prospective trustee of Harlem Hebrew. I have a long-standing professional relationship with Sara Berman through the Steinhardt Foundation and she and I both serve on the boards of HLA and the Hebrew Charter School Center. Rev. Michael Walrond and I are both members of the Harlem-Upper West Side Clergy Fellowship.
10. Please indicate whether you, your spouse, or other family member knows any person who is a prospective or current charter school employee.
 I / we do not know any such persons. Yes.
If yes, please indicate the precise nature of your relationship here:
11. Please indicate if you, your spouse, or other family member or any corporation, business or other entity in which you, your spouse or other family member serve as an employee, officer, or director or own a controlling interest in, contracts or does business with, or plans to contract or do business with, the charter school, including but not limited to, the lease of real or personal property to the charter school.
 No. Yes.
If yes, please describe the nature of the contract or business and, if applicable, the relationship of the person to the corporation, business or entity involved:
I am an officer of the Board of Friends of Hebrew Language Academy Charter Schools, Inc. FOHLA makes charitable contributions to

Attachment 5(a) Charter School Trustee Background Information

Hebrew language charter schools and will work with Harlem Hebrew's board to acquire a facility and will lease that facility to the school. In any Harlem Hebrew board matter related to FOHLA I will recuse myself.

12. If the charter school is partnered with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you, your spouse, or any family member knows any employees, officers, owners, directors or agents of that provider. If your answer is in the affirmative, please describe any such relationship.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not know any such persons. Yes.
13. If the charter school is partnered with an educational service provider, please indicate whether you, your spouse or other family member has a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.
14. If the charter school is partnered with an educational services provider, please indicate if you, your spouse or other family member anticipates conducting, or is conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.
 Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.
15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

As previously disclosed, I serve as a non-voting officer of the board of the Hebrew Charter School Center, which as Harlem Hebrew's partner organization will provide in-kind professional development services, data management tools, curriculum resources and other support to Harlem Hebrew. However, to be clear, HCSC is not an educational service provider, will not operate or manage the school, and no funds will flow from the school to HCSC. In any matter before the Harlem Hebrew board regarding HCSC, I will recuse myself.

Attachment 5(a) Charter School Trustee Background Information

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.
If I were aware or suspicious of any self-dealing on the part of any other member of the Board, I would bring the matter to the Board's attention and request the Board investigate the matter. Until the investigation is complete we would ask the trustee to recuse himself from any votes or decisions pertaining to the issue in question and if appropriate (e.g. a Trustee knowingly violated stated policies and/or the Trustee's behavior rises to the level of potentially having a material adverse effect on the Charter) and if necessary request that the trustee resign from the Board or vote that trustee off the board.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.
The mission of Harlem Hebrew is to bring to students in Community School District 3 an excellent education with a focus on producing students with a high level of proficiency in Hebrew and the highest level of competency in core general studies, especially ELA and Math. Hebrew language will be incorporated into the arts and other components of the curriculum as well, to create an overall environment in which cultural diversity and diverse language expressions are celebrated. Educating young children in two languages gives them intellectual, cognitive, and cultural advantages. Studies indicate a positive impact on brain development. The competencies of being able to see the world from a variety of language and cultural perspectives gives children a tremendous leg up in being able to navigate the global landscape and to think abstractly. The workshop model creates a platform for individualized instruction that affirms the uniqueness of every child in a way that maximizes academic success. Teaching social responsibility through the school's community service and service learning components is central to Harlem Hebrew's mission as well. Our mission ultimately is to educate children in such a way that enhances their development as full and whole thinking human beings who value particular cultural expressions in the context of affirming universal values and ideals. Children from immigrant and economically disadvantaged backgrounds can especially benefit from

Attachment 5(a) Charter School Trustee Background Information

the resources and emphases Harlem Hebrew will bring to CSD 3. Including children with a variety of learning needs in the program will help to teach our students that all human beings have both assets and deficits and no one is without challenges.

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

As a member of the applicant team, I have intimate knowledge of each element of the proposed educational program for Harlem Hebrew. In particular, I understand the Proficiency Approach for foreign language acquisition, the workshop model and balanced literacy approach, and the adaptation of the New York State social studies curriculum in such a way that incorporates both the culture and history of Israel and its immigrant communities and the history of Harlem as a focal point of migration and immigration in order to teach an understanding of tolerance and cultural diversity. I understand the incorporation of assessment and evaluation into all of the school's instructional platforms. I wholeheartedly support the various educational components that are being proposed.

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

I believe a successful charter school is one that encourages innovation in teaching, facilitates the development of broad thinking skills in children, introduces children to an appreciation and affirmation of the variety of the modality of being human, uses assessment data to drive instruction in an ongoing way, provides an alternative choice to the parents of its surrounding district and whose students outperform the averages in student performance for the surrounding district. The board of the charter school holds the professional leadership of the school to these goals and works together with that leadership to monitor goal achievement in an ongoing way.

Other

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

I understand that the board of a public charter school has the ultimate responsibility within the school governance structure to guarantee that the operations of the school continually focus on serving the school's students and achieving the academic performance goals of its charter. The board has final say in all policy, financial and

Attachment 5(a) Charter School Trustee Background Information

operational decisions of the school while empowering the school leader, faculty and staff to carry out those decisions. The board sets the overall direction of the school but must do so in a way by which professional staff are given the respect, creative latitude and authority they need to implement that direction. I understand that the Board of a public charter school takes the lead on planning and policymaking consistent with New York State education law. The board is also responsible for raising monies both for the school's operational budget and capital projects. I am committed to working on the Harlem Hebrew board in such a way that both the board in general, and myself in particular, meet all of the responsibilities expected of a charter school board and its members. I am unequivocally committed to meeting those responsibilities.

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

Rabbi David Gedzelman

EXPERIENCE:

EXECUTIVE VICE PRESIDENT,
The Steinhardt Foundation for Jewish Life

2003 - Present

- Oversee and manage the day-to-day operations of a significant philanthropic foundation in the American Jewish Community involved in grant-making, program development and analysis.
- Play a lead role in the development and conceptualization of new program initiatives and projects that principally seek to provide educational connection and opportunities to American Jews not previously engaged in Jewish life as well as to advocate for and support Hebrew and Jewish literacy among the general population.
- Successfully solicit financial commitments for the philanthropic partnerships that fund and move these various projects forward.
- Oversee all strategic communications including a comprehensive Public Relations program and a range of Foundation Publications that position the work of the Foundation maximally for success.
- Play a lead role in the Foundation's work and support in the area of Hebrew Language Charter Schools.

CREATIVE AND RABBINIC DIRECTOR,
Makor: The Partnership for Jewish Life, New York City
(A Center of the 92nd Street Y as of June, 2001)

1995 - 2002

- Conceived and developed a major new Jewish and cultural arts center committed to the mission of reaching out to New Yorkers in their 20s and 30s in order to give them opportunities for artistic expression, personal connection, intellectual edification, and Jewish exploration.
- Oversaw initial organizational, marketing, fund raising, program and real estate development projects to create a 22,000 square foot, 11.5 million dollar facility at 35 West 67th Street comprising eleven program areas.
- Oversaw all programming areas, marketing strategies and development efforts, for an initiative offering 150 program events a month.
- Successfully launched Makor in October, 1999 and achieved unprecedented brand equity as part of an innovative strategy to reach a population that does not easily associate with Jewish life, learning and community, growing Makor's mailing list to over 40,000 individuals by December, 2002.
- Created innovative adult education curricula in order to engage young adults in Jewish life and learning.
- Played a central role in cultivation, solicitation and stewardship of Makor's donor base.

Attachment 5(a) Charter School Trustee Background Information

- Lead and inspired a creative and vibrant staff who continually achieved success in innovative and noteworthy programming.
- In addition to ongoing administrative responsibilities, taught and spoke continually in Makor's educational, literary, Shabbat and holiday programming.

DIRECTOR OF HILLEL AND RABBI IN RESIDENCE,
University of Judaism, Los Angeles, California

August 1991 – 1995

- Played a central role in creating Hillel at the University of Judaism.
- Set in place a full Shabbat, holiday and high holy day program.
- Oversaw Jewish programming for students in academic programs.
- Counselor and religious mentor for undergraduate and graduate students.
- Played a key role in the education and training of Rabbinical students in the Ziegler School.
- Rabbinic facilitator for all weekday, Shabbat, and holiday prayer services.
- Assisted the Rector of the University in implementing university religious policy including responsibility for supervising the University dining services pertaining to religious issues.
- Taught extra-curricular courses of Jewish spiritual interest.

DIRECTOR OF HILLEL
Pierce and Valley Colleges, Woodland Hills, California

August 1991 - July 1995

- Oversaw outreach and programming efforts of an agency mandated to serve over 2,500 Jewish students at two community colleges in the San Fernando Valley.
- Managed organization's budget and was involved with development efforts to support the agency.

TEACHING EXPERIENCE:

Teach and Guest Lecture in many of the projects initiated and funded by Jewish Life Network.

Teach an ongoing popular Shabbat morning class at Congregation Ansche Chesed in New York City.

Lecturer in Rabbimics,
University of Judaism, Los Angeles, California

August 1991- June, 1995

Taught various courses in Jewish Thought and Text for both undergraduates and candidates in the rabbinical and graduate education programs.

Attachment 5(a) Charter School Trustee Background Information

EDUCATION:

Reconstructionist Rabbinical College, Rabbinical Ordination and M.A. in Hebrew Letters	1991
Study in Israel, 1984 - 1985; 1987 - 1990	
Pardes Institute, Advanced study in classic Jewish texts	
Hebrew University, Advanced study in the department of Jewish thought in areas of Jewish mysticism, Hasidism, and Zionist thought.	
Duke University, M.A., Department of Religion	1984
Hamilton College, B.A., English literature and Religion	1981

PUBLICATIONS

A wide range of essays and articles touching on issues of Jewish Meaning, Public Policy, and Textual Interpretation in publications such as Sh'ma, The Forward, Contact and My Jewish Learning.

PROFESSIONAL ASSOCIATION:

The Rabbinical Assembly of the Conservative Movement,
member since 1998

References Available Upon Request

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Lisa Lippman

Charter School Name: Harlem Hebrew Language Academy Charter School

Charter School Address: 244 Madison Ave, Suite 2820, New York NY, 10016

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Member, Real Estate Committee, Finance Committee**

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
I read the article about the Hebrew Language Academy Charter School in Brooklyn in the New York Times and contacted Sara Berman because I was impressed.

Attachment 5(a) Charter School Trustee Background Information

5. Please explain why you wish to serve on the board.
I wish to serve on the Board because it is important to me to be involved in my community, and there is no better way than to foster excellent, free education. A charter school can make such a difference in the lives of children who might otherwise not get the best education. Ideally all children should have access to excellent schools.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
I am on the Board of the Harlem Success Academy, School #8, Upper West Side.
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).
- Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.
8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide an explanation.

Conflict of Interest

9. Please indicate whether you, your spouse, or other family member knows any of the other prospective or current board members.
 I / we do not know any such persons. Yes.
If your answer is yes, please indicate the precise nature of your relationship here: **I know Sara Berman from the community, but not well.**

Attachment 5(a) Charter School Trustee Background Information

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

Attachment 5(a) Charter School Trustee Background Information

charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.

16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.
I would discuss this concern with the Chair of the Board and I would raise the issue at the first regular Board meeting. I would insist on an immediate investigation.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.
My understanding is that the mission is to provide excellent, free education to children, providing them with the academic and personal foundation necessary for future growth and education. Harlem Hebrew will provide a nurturing yet rigorous curriculum for grades K through 5, and will allow a diverse student body to grow and learn together.
19. Please explain your understanding of the educational program of the charter school.
A well thought out, well balanced curriculum based on established principles of elementary education incorporating innovative yet accepted new ideas. Harlem Hebrew's unique approach includes the study of the Hebrew language beginning at Kindergarten utilizing what is considered to be the best approach to teaching foreign language.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.
Charter schools are innovative public schools that students can choose. They aim to deliver a superior education, often tailored to the communities they serve. Although public, charter schools operate independently, according to their charter. The charter specifies certain academic goals and the school is accountable for these goals. The charter school is also accountable for academic results to the

Attachment 5(a) Charter School Trustee Background Information

authorizer that grants them the charter, the families that use the school and the public which supports them. It is very important that the Board oversees the staff, teacher performance, and student academic results and hold all their staff accountable.

Other

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

I have read the NY Center for Charter Schools Excellence Guidelines for board member responsibilities and roles and I understand these responsibilities. I will do my best to uphold them.

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

I do.

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

While I also serve on another charter school board in the community, I do not believe this will at all impede in any way my ability to carry out my responsibilities as a member of the Harlem Hebrew Board. As a member of the Harlem Success Board, I am well aware of the time commitment involved in being a charter school board member and I do not enter into service of Harlem Hebrew lightly. I have carefully considered my professional and personal obligations and voluntary leadership obligations and believe firmly that I have the ability to devote the necessary time and commitment to Harlem Hebrew. I look forward to working towards the successful growth and development on Harlem Hebrew in this leadership capacity.

Lisa Lippman Finkelstein

PROFESSIONAL EXPERIENCE

BROWN HARRIS STEVENS Mar. 2005- Present
Senior Vice President/ Director

- Recognized as Brown Harris Stevens top producing broker in 2009 and top Westside broker 4 consecutive years from 2006 (2010 recognitions not yet released)
- Liaise with luxury end clients in buying and selling real estate throughout New York City
- Responsible for all aspects of sales process including positioning, marketing, showing and negotiations
- Appointed Director of Sales for a number of Westside new development and conversion projects
- Manage, mentor and oversee Associate Brokers and Salespersons to allow growth and success
- Achieved more than \$142 million in sales for 2010

CORCORAN Dec. 1997- Feb. 2005
Senior Vice President

- Worked with high end clients and customers to purchase and sell exclusive New York City real estate
- Recognized as a member of the top 25 brokers in firm for 4 consecutive years 2001 to 2004
- Responsible for all aspects of sales process including positioning, marketing, showing and negotiations

BRODY & FABIANI 1990- 1994
Associate Litigation Attorney

- Prepped cases for trial, including doing all motion practice, brief writing etc.
- Litigated several cases including a real estate case with underlying fraud issues involving the late 1980's real estate crash

EDUCATION AND PROFESSIONAL DEVELOPMENT

Juris Doctor	Benjamin N. Cardozo Law School New York, NY	1987-1990
B.A., Folklore/Folklife	University of Pennsylvania New York, NY	1982-1986

PROFESSIONAL QUALIFICATIONS & MEMBERSHIPS

Licensed New York Real Estate Broker, Member of Real Estate Board of New York
Real Estate Continuing Education, Lecturer/ Instructor
UJA Real Estate Division and Women's Executive Circle
Harlem Success Academy, School #8 Board Member

HONORS AND AWARDS

Wall Street Journal, Real TRENDS "Top 400 Real Estate Professionals" Rank #11 nationwide, #2 in NY
Wall Street Journal, "Top 50 Brokers in America" 2007
Brown Harris Stevens Westside Office Broker of the Year 2006-2010, Listing Broker of the Year 2007-2010
Brown Harris Stevens Most Coops/ Condos Sales: 2009-2010, Largest New Development Deal of Year: 2009

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Basil A. Smikle, Jr.

Charter School Name: Harlem Hebrew Language Academy Charter School

Charter School Address: 244 Madison Ave, Suite 2820, New York NY, 10016

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **member, Board Development Committee**

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
I was approached by David Gedzelman about the school and, given my experience in the neighborhood, invited to serve on the Board.
5. Please explain why you wish to serve on the board.

Attachment 5(a) Charter School Trustee Background Information

I have long been a supporter of education reform and charter schools. I work with a number of schools in the Harlem community and routinely interact with educators and community leaders toward improving teaching and learning. The school's mission and the history of those involved dictate a unique vision for education from which students in Harlem will benefit. I want my professional expertise to support the mission of the school and help it reach its potential.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

I previously served on the board of Explore Charter School in Brooklyn (2008); and REACH, an organization dedicated to encouraging students to take AP exams in HS (2009-2010)

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

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

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction. This does not apply to me. Yes.

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

Conflict of Interest

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

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

Attachment 5(a) Charter School Trustee Background Information

If your answer is yes, please indicate the precise nature of your relationship here: **I am acquainted with William Allen and Daniel Cohen through common involvement in community organizing and local politics.**

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

Attachment 5(a) Charter School Trustee Background Information

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

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.
Harlem Hebrew's mission is to impart on its students a quality education while enriching them with a comprehension, understanding and mastery of Hebrew language and an appreciation for global cultures in a diverse environment. Students will receive excellent instruction with accountability and expectations of high achievement.
19. Please explain your understanding of the educational program of the charter school.
The school will draw from the diversity of the Harlem community and stress high achievement as well as accountability among teachers. They will use a workshop model that incorporates a balanced approach to instruction. The professional teaching staff will be subject to performance-based compensation accompanied by embedded professional development
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the board of the charter school will need to take to ensure that this charter school is and remains successful.
Successful charter schools demand high achievement from students, involvement of the parents, professional teachers and consistently

Attachment 5(a) Charter School Trustee Background Information

innovate. Such schools, while adhering to a rigorous curriculum that can meet local and national standards, will also be fluent in the needs of the communities in which they reside. The Boards of such institutions need to be active and engaged both with curriculum but financial/programmatic support and be committed to having community partners.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.
Board members should be fully versed in the bylaws and adhere to them carefully in all aspects of Board/School activity. I have read the attached summary of responsibilities prepared by the New York Center for Charter Excellence and support them. I will do my best to meet the responsibilities.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
I do.
23. Please provide any other information that you feel is pertinent to the Department's review.

Attachment 5(a) Charter School Trustee Background Information

BASIL ANTHONY SMIKLE JR.

Basil Smikle Jr. is a political consultant and policy analyst whose commentary is featured in local and national media outlets. In addition to running his consulting firm, Basil is a PhD candidate at Columbia University and Teacher's College concentrating in Education and Politics. He holds appointments as an adjunct professor at Columbia University's School of International and Public Affairs and City University of New York's Murphy Institute for Professional Studies.

Recognized as a staunch advocate for public service and education equality, he is quickly becoming part of the next generation of thinkers and policy advocates. In 2010, Basil was featured in the L.A. Times as "Harlem's New Political Elite". City Hall Magazine named him one of 50 rising stars in New York Politics.

Before starting his own company, Basil was a top aide to Hillary Rodham Clinton during her first campaign for the Senate later becoming her Deputy State Director on the Senate staff. Mrs. Clinton called Basil a "key advisor and tremendous public servant...who makes sure all voices are heard". Ron Kirk, the former Mayor of Dallas and President Obama's current US Trade Representative, noted that Basil can "negotiate the politics of any community and knows how to marry it with sound public policy".

During a brief run for New York State Senate, his campaign gained national attention for his reforms in education and government. An early profile in the Wall Street Journal led to a feature in a New York Magazine cover story on the next generation of African American leaders. The New York Daily News endorsed Basil, calling him a "fresh thinking...school reformer". The New York Post "enthusiastically" endorsed saying "New York needs such vibrant leadership".

Since beginning his own firm 8 years ago, he has worked with diverse clients such as, New York City Mayor Michael Bloomberg, The William Jefferson Clinton Foundation, Senator Joe Lieberman and New York City School Chancellor Joel Klein.

Basil graduated with a Bachelor of Science from Cornell University in Industrial and Labor Relations. In 1996, he received a Masters Degree in Public Policy from Columbia University's School of International and Public Affairs. While there, he was awarded the Columbia University Departmental Fellowship and the Public Affairs Fellowship.

Basil spends a lot of time mentoring young people in schools across this City to promote public service and education. He reads to kids and participates at Career Day and mentoring events across New York City. Inspired by his mother, a long-time public school special education teacher, Basil created a literacy program at PS 107 in Flushing Queens, where 5th graders are encouraged to read, write and expand their vocabulary. He also worked with community service organization 100 Black Men to start the Eagle Academy in the Bronx and gives his time mentoring young men and women in schools throughout Harlem.

Attachment 5(a) Charter School Trustee Background Information

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Andrew Suzman

Charter School Name: Harlem Hebrew Language Academy Charter School

Charter School Address: 244 Madison Ave, Suite 2820, New York NY, 10016

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Treasurer, Finance Committee, Board Development Committee**

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
Sara Berman informed me about Harlem Hebrew.
5. Please explain why you wish to serve on the board.

Attachment 5(a) Charter School Trustee Background Information

I am a strong believer in school choice, providing opportunities to children at risk and educational excellence, and Harlem Hebrew's mission is very much in line with my own values and interests. I visited Hebrew Language Academy Charter School in Brooklyn, upon which Harlem Hebrew is based, and was very impressed with the excellent education that its diverse student body receives and decided that I would like to be involved in bringing this model of school to other communities. When I learned about Harlem Hebrew, I felt that my experience in business and finance would be useful and beneficial for the school and volunteered to join the applicant team.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

BBYO, Inc, the AJC of Westchester, and United Way of Scarsdale/Edgemont.

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

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

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

8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction. This does not apply to me. Yes.

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

Conflict of Interest

Attachment 5(a) Charter School Trustee Background Information

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

Attachment 5(a) Charter School Trustee Background Information

management company or charter management organization.

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

15. Please indicate whether you, your spouse or other family member is a director, officer, employee, partner or member of, or is otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. To the extent you have provided this information in response to items 9-12, you may so indicate. This does not apply to me, my spouse or other family members. Yes.
16. Please indicate the potential ethical or legal conflicts of interests (if any) that would, or are likely to, exist should you be approved for service on the charter school's board.
 None Yes
17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.
If I came to believe that another board member was involved in self-dealing, it would be my responsibility to raise the issue at the next regular board meeting and to insist that the board investigate the concern and request that the board member remove himself or herself from any discussions or votes regarding the issue in question.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.
Harlem Hebrew plans to train global citizens by implementing a rigorous academic curriculum that includes intensive foreign language acquisition, the study of diverse communities, and service learning.
19. Please explain your understanding of the educational program of the charter school.
Harlem Hebrew will be a unique school of choice in CSD 3. It will be an academically rigorous school with a unique focus on Hebrew language acquisition and the study of the culture and history of immigrant communities in Israel and Harlem integrated into the curriculum. The school will use the workshop model of instruction that promotes highly individualized instruction. Assessment will be an integral part of the academic model, allowing teachers to tailor instruction to meet identified student needs.
20. Please indicate what you believe to be the characteristics of a successful charter school. In particular, please provide the specific steps you think the

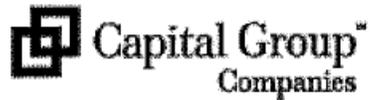
Attachment 5(a) Charter School Trustee Background Information

board of the charter school will need to take to ensure that this charter school is and remains successful.

A successful charter school has strong leadership and dedicated and highly qualified staff. A successful charter school has a data-driven culture where everyone is fully committed to the fact that he or she is accountable for student achievement. A successful charter school is one where students are highly engaged and where parents are encouraged to be actively engaged in their children's education. A charter school board member should encourage the entrepreneurial energy of a new school, with the accountability rigor required when educating students. The board must keep driving the senior leadership of Harlem Hebrew to adhere to their mission and every aspect of the curriculum while operating an effective institution.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.
After reviewing materials from the New York City Charter School Center Governance handbook, I understand the role I must play. I will do my utmost to meet these responsibilities.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
I do.
23. Please provide any other information that you feel is pertinent to the Department's review.



Corporate biography

Andrew B. Suzman



Andrew Suzman is a Senior Vice President for Capital World Investors. He is a portfolio counselor in the Income Fund of America, EuroPacific Growth Fund and International Growth and Income Fund. Andrew is also a portfolio counselor and the Principal Investment Officer in the Variable Insurance Global Growth and Income Fund.

He serves as a Director for American Funds Distributors and Capital Strategy Research.

Prior to joining Capital in 1993, Andrew earned his MBA from Harvard University (1993) and his B.A. from Tulane University (1989).

Andrew serves on the board of United Way of Scarsdale/Edgemont, BBYO, The President's Council of Tulane University and the Solelim Initiative at UJA Federation of NY.

Andrew and his wife Ruth, live in Scarsdale New York with their three children.

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Rev. Michael A. Walrond, Jr.

Charter School Name: Harlem Hebrew Language Academy Charter School

Charter School Address: 244 Madison Ave, Suite 2820, New York NY, 10016

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Member**

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
I met David Gedzelman and Maureen Campbell at a public meeting in Harlem concerning issues of youth in our community. I then met with David and Maureen who more fully informed me of the Harlem Hebrew project and the experiences at HLA in Brooklyn. David and Maureen

Attachment 5(a) Charter School Trustee Background Information

also met with colleagues of mine in the education sector so that I could better understand the model. I visited HLA in Brooklyn and saw how valuable such a school would be for the Harlem community.

5. Please explain why you wish to serve on the board.
After visiting Hebrew Language Academy Charter School in Brooklyn, I saw first-hand the unique educational opportunities this school model provides and decided that I would like to help bring such a school to Harlem. I specifically believe that a school that brings children of different backgrounds together is sorely needed in my community. I believe there is tremendous value for children to gain proficiency in a second language from an early age and believe that many families in Harlem, especially among my congregation would want their children to be exposed to the ancient yet modern language of Hebrew. I believe in supporting educational efforts that are innovative and provide choice to families and want to help Harlem Hebrew be a success.
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).
- Your response to question seven may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.
8. Please indicate if you currently have any criminal charge(s) pending against you in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide an explanation.

Attachment 5(a) Charter School Trustee Background Information

Conflict of Interest

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

Attachment 5(a) Charter School Trustee Background Information

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

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

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

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

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

None Yes

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

If I became aware of any self-dealing on the part of any other Board member, I would raise the issue at the next meeting and request that the Board investigate the matter.

Educational Philosophy

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

Harlem Hebrew will provide its students with an education characterized by academic excellence, dual-language instruction, the awareness and celebration of diversity, and the importance of community service.

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

Harlem Hebrew will promote student achievement with small class sizes, two teachers in each class, and a school culture that expects and promotes high performance. The focus on acquiring a second language will both stimulate the children's cognitive growth and also serve as a tool through which other cultures around the world can be studied and understood. This focus on diversity and multiculturalism will also encompass Harlem's dynamic history of migration and immigration. With this as a foundation, the school will also encourage

children to give back to their communities through service learning.

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

A successful charter school is one that takes the independence and autonomy it is given by the state and uses it responsibly to deliver innovative options for parents and communities to educate their children. Accountability is key, both of the school to the state and of the teachers to the school leadership. A charter school board should advise and supervise the school leadership to grow a faculty of excellent teachers and establish standards of excellence for both student and teacher performance. The board is then accountable to the state for the fulfillment of the charter obligations, and so should set procedures and policies in place to enable those standards to be met and exceeded.

Other

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

A charter school board member is entrusted by the state with the great responsibility of educating our most precious resource, our children. A charter school board member should exercise this great public trust through careful and conscientious supervision of the operations of the school, ensuring that the school serves the children and families who trust it to provide them with educational excellence.

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

I do.

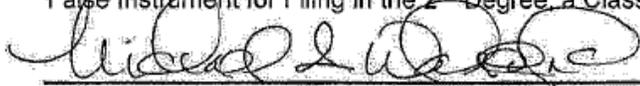
23. Please provide any other information that you feel is pertinent to the Department's review.

Attachment 5(a) Charter School Trustee Background Information

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

STATEMENT OF ASSURANCE

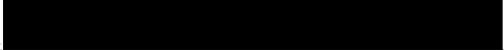
I, Michael A. Walrond, Jr. (name of proposed board member) state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

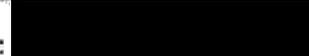
 2-22-12
Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: 

Business Address: 

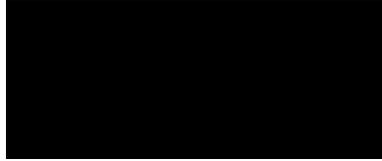
E-Mail Address: 

Home Telephone: 

Home Address: 

Michael A. Walrond, Jr., 3 Park Street, Edgewater, NJ 07020, Phone: (917) 968-3759

Michael A. Walrond, Jr.



EDUCATION:

Duke University School of Divinity-Durham, NC
Master of Divinity
Theology & Ethics Concentration, 2001

Morehouse College- Atlanta, GA
Bachelor of Arts Degree
Philosophy & Religion, 1993

ORDINATION:

Manasseh Baptist Church -Greensboro, NC
1996
Officiate – Dr. Matthew V. Johnson, Sr.

Dual Ordination Status in the United Church of Christ
1996

National Baptist Convention-USA
1996

MINISTERIAL EXPERIENCE:

First Corinthian Baptist Church – Manhattan, New York
July 2004 – Present

Senior Pastor

- Facilitated and managed church growth from 350 to 5000 members
- Provide leadership and vision for over 5000 members and 26 ministries
- Preside over baptism, wedding, and funeral services
- Provide counseling (individual, pre-marital and family), mediation, and intervention
- Increase community relationships with local churches, businesses, and organizations
- Offer learning experiences outside of Sunday worship – trainings, seminars, spiritual retreats, etc.
- Lead the congregation in community visioning process (group fasting and prayer)
- Work with Executive Pastor to ensure viability of ministry procedures
- Developed new life ministry to transition new members to the FCBC culture

Attachment 5(a) Charter School Trustee Background Information

Michael A. Walrond, Jr., 314 The Promenade, Edgewater, NJ 07020, Phone: (917) 968-3759

- Implemented and facilitate discipleship training classes and weekly bible studies
- Created new ministries (i.e., Celebrate Life Recovery, Ambassadors and Media)
- Implemented financial accountability system and restructured administrative infrastructure
- Lead church in restoration projects (i.e., balcony, air-conditioning system)
- Devised and oversee minister training and deacon training institute

Zion Temple United Church of Christ-Durham, NC

November 1996 – June 2004

Senior Pastor

- Presided over baptism, wedding, and funeral services
- Prepared and taught weekly bible study
- Facilitated discipleship training courses and leadership workshops
- Provided counseling (individual, family, and pre-marital)
- Overhauled administrative infrastructure functionality to modernize and maximize efficiency
- Instrumental in financial overhaul of the church (i.e., debt free, financial solvency and surplus accounts)
- Developed new ministries (i.e., Youth, College Outreach and New Members)
- Facilitated the process of purchasing of property for community development
- Created and executed Peer Mentoring program

Duke University – Durham, North Carolina

July 1996 – June 2004

University Minister/Director of African-American Campus Ministries

- Served as a member of Duke Chapel Religious Life Staff
- Taught and prepared weekly bible study for students
- Led weekly worship and prayer service for campus community
- Participated and carried out the mission of the multi-cultural campus initiative
- Actively worked on annual Martin Luther King, Jr. Commencement Committee
- Responsible for providing academic guidance and career direction to pre-major undergraduate students
- Mobilized foreign mission initiative to Guyana and Bahamas
- Developed faith-based community outreach for undergraduate for students
- Served as faculty staff advisor and provided direction for Omega Psi Phi Fraternity, Inc. and Delta Sigma Theta Sorority, Inc.

AFFILIATIONS:

National Baptist Convention, USA
Progressive National Convention
Omega Psi Phi Fraternity, Inc.
United Missionary Baptist Association, NYC
Martin Luther King, Jr. Board of Preachers, Morehouse College

Attachment 5(a) Charter School Trustee Background Information

School Trustee Background Information
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Each proposed or prospective charter school board member must provide the information requested below.

Name: Celia S. Wickham, Msc Ed/ PD

Charter School Name: Harlem Hebrew Language Academy Charter School

Charter School Address: 244 Madison Ave, Suite 2820, New York NY, 10016

To which charter school board position(s) and/or offices(s) are you asking to be appointed? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Member, Education Committee**

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board.
At the request of CSD 3 family, I was asked to meet and did meet with David Gedzelman and Maureen Campbell. At their suggestion, I also made a site visit to the Brooklyn HLA Charter School with David.

Attachment 5(a) Charter School Trustee Background Information

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

As a retired education/counseling professional, I see the need to provide experienced participation in the development of consistent quality education for the new 21st century generation of children. My life experience and educational preparation qualified me to respond to this initiative. My Masters education at the Bank Street College of Education included and has allowed me to put hands-on application of my full spectrum of learning needs, as well as deficits to be identified and addressed through effective learning strategies.

My children and now grand- and great-grandchildren are reaping the benefits of quality education, which should be the “norm” for all children in order to successfully compete in the global community.

As founding chair of the Central Harlem Partnership mentoring program in Harlem, we designed and implemented a successful Harlem youth program. The program provided coordinated supplemental educational and community service learning opportunities, and appropriate socialization strategies for youth grades 7 through high school and upon graduation, advanced education and peer mentoring partnerships.

6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here):

I also serve as chair for Community Directed Ownership, Inc., a Harlem community-based empowerment program.

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

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

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

Attachment 5(a) Charter School Trustee Background Information

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

Conflict of Interest

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

Attachment 5(a) Charter School Trustee Background Information

- Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we have no such interest. Yes.

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

- Not applicable because the School does not/will not contract with a management company or charter management organization.
 I / we do not anticipate conducting any such business. Yes.

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

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

17. Please explain how you would handle a situation in which you believe one or more members of the charter school's board are involved in working for their own benefit, or the benefit of their friends and family.
I would verify/clarify the situation directly with the person(s) involved. If founded, I would strongly suggest they advise the Board of the same. If they did not comply, I would provide the Board with documentation to validate my findings.

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy.
I concur with the basic tenets of the school's mission and philosophy: strong academic and personal development foundation and the Hebrew language as a catalyst to facilitate effective "language decoding" as well as enhancing the critical thinking process.

19. Please explain your understanding of the educational program of the charter school.
I concur with the basic educational programs as noted in the

Attachment 5(a) Charter School Trustee Background Information

application and I am confident that it will provide an opportunity for the students to see how immigrant second language communities contribute to a culturally diverse and cooperative community of people. Strong and mandatory parent involvement is critical to student success. The school will provide opportunities, in a sensitive manner, for parents to enhance their education deficits so as not to hinder the success of their children.

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

Educational excellence tailored to the identified special needs of the children involved. Cooperative accountability to and with parents of enrolled students. Teachers and support staff should be aware of special needs and address appropriate strategies to foster the students' growth needs, academically and personally, keeping in mind confidentiality concerns and individual capabilities. They should be coordinated to achieve appropriate grade level performance.

Other

21. Please explain your understanding of the appropriate role of a public charter school board member.
I understand that the Board of a charter school has ultimate programmatic, fiscal and operational oversight of the school. It is our responsibility to ensure that the school is continuing to operate in accordance with its mission.
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies.
I do.
23. Please provide any other information that you feel is pertinent to the Department's review.

Attachment 5(a) Charter School Trustee Background Information

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

STATEMENT OF ASSURANCE

I, Celia S. Wickham, MSc Ed / PD, state that I am the applicant for board member approval and I have read the questionnaire and any supporting documents and know the contents thereof; that the same is true to my knowledge except as to the matters therein stated to be alleged upon information and belief, and as to those matters I believe it to be true and further acknowledge that I am aware of the fact that, pursuant to Penal Law §175.30, a person who knowingly offers a false instrument for filing to a public official or public servant is guilty of Offering a False Instrument for Filing in the 2nd Degree, a Class A Misdemeanor.

Celia Wickham February 10-2012
Signature Date

Please note that this document is considered a public record and as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: _____ **Not applicable / retired** _____

Business Address: _____ **Not applicable / retired** _____

E-Mail Address: _____

Home Telephone: _____

Home Address: _____

CELIA S. WICKHAM, MSc. Ed. / PD



COMPETENCIES

COUNSELING / COACHING

- Implemented psychological clinical duties in developmental group home.
- Social service / family advocate facilitator in developmental group home.
- Counsel adolescent youth to facilitate social adjustment; attainment of practical living skills.
- Counseled clients in aftercare day treatment program.
- Individual and group personal counseling; career assessment, exploration, family counseling.
- Evaluate and refer clients/students for employment, training, education, supportive services.

TEACHING / TRAINING

- Preceptor for individual students in the review and facilitation of masters degree studies.
- Plan and conduct workshops on personal assessment and development, parenting strategies, career and job preparation planning and strategies; stress and activity (time) management.
- Conduct staff development seminars; train adults and youth for effective program leadership.

PROGRAM DEVELOPMENT / MANAGEMENT

- Facilitate planning and coordination of conferences and seminars.
- Gather, analyze data, resources; provide technical assistance in the developing / managing of programmatic responses for community services planning, access to community resources.
- Review, analyze proposals for funding consideration. Provide technical assistance in contract development, assessment of program operations for compliance and strategies to improve or enhance program services.

PROFESSIONAL PREPARATION / TRAINING

MSc Education / Professional Diploma - Counseling Services
Bank Street College of Education, New York

NYS Office of Alcoholism & Substance Abuse Services / Alcohol Counseling Training
Personal Growth & Development and Life Skills Management Trainings

PROFESSIONAL EXPERIENCE

Counseling Associates _____ Coaching / Counseling Services
Federation Multi-Cultural Programs _____ Applied Behavior Specialist / Social Worker
NYC Human Resources Administration _____ Conference Officer - Fair Hearing Services
Evaluation of Clients for Educational and Social Services
NYC Department of Youth Services _____ Youth Services / Program Coordinator
College of New Rochelle _____ Adjunct Instructor
Borough of Manhattan Community College _____ Counselor / Student Support Services

MEMBERSHIPS / COMMUNITY INVOLVEMENT

The Central Harlem Partnership Mentor Program
ACHE Community Health Empowerment Project
Project Developer Central Harlem Healthy Start
Community Directed Ownership – Community Empowerment Program

REFERENCES and CREDENTIALS AVAILABLE

Attachment 5b: By-Laws

BY-LAWS OF HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

ARTICLE I: NAME

The name of the Corporation is the Harlem Hebrew Language Academy Charter School (hereinafter “the School”).

ARTICLE II: MEMBERSHIP

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

ARTICLE III: BOARD OF TRUSTEES

A. Powers. The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the provisions of applicable law (including the Education Law, Not-for-Profit Corporation Law and Public Officers Law), as well as corresponding regulations, the requirements of the School’s charter, and these By-laws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.

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

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board’s judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School;
5. To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;
6. To act as Trustee under any trust incidental to the School’s purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;

8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities, subject to any applicable provisions of the Not-for-Profit Corporation Law and any limitations noted in the By-laws;

9. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the Not-for-Profit Corporation Law and the limitations noted in these By-laws.

B. Number of Trustees. The number of Trustees of the School shall be not fewer than five (5) and shall not exceed fifteen (15). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the By-laws.

C. Election of Trustees.

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office. Trustees-elect assume office subject to approval by the charter entity.

2. Eligibility. The Board may elect any person who is eligible under the General Municipal Law and other applicable laws rules and regulations, is not an employee of the School and who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively.

3. Interested Persons. Consistent with the applicable provisions of the General Municipal Law, the School shall take pains to avoid potential conflicts of interest posed by interested person serving on the Board. In any event, not more than forty percent (40%) of the persons serving on the Board may be interested persons. An "interested person" is: (1) any person currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any such person.

4. Term of Office.

a. The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. The Board Executive Committee will assign each founding Board member to a class at the first Board meeting. All classes shall be as nearly equal in number as possible. The assignment of any Board member to a particular class does not in any way restrict that Board member from participating fully in all Board activities and from serving additional terms.

b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting ("Classification Terms"). Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years. Each Trustee may serve no more than three successive three-year terms following expiration of his or her Classification Term (if any), and then must step down for at least one year before again becoming eligible to serve as a Trustee.

c. The term of office of a Trustee elected to fill a vacancy in these By-laws begins on the date of the Trustee's election, and continues: (1) 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 (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.

d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the charter, the By-laws, or other Board action.

e. A Trustee's term of office shall not be extended or shortened beyond that for which the Trustee was elected by amendment of the school's charter or the By-laws or other Board action.

5. Time of Elections. The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees. The Board may remove or suspend a Trustee with cause by vote of a majority of the entire Board on examination and due proof of the truth of a written complaint by any Trustee of misconduct, incapacity or neglect of duty, in accordance with Section 226(8) of the Education Law and other such sections of the Education Law and the Not-for-Profit Corporation Law, which may be applicable provided that the Board shall give at least one week's notice of the proposed action to the accused and to each Trustee.

E. Resignation by Trustee. A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. If any Trustee shall fail to attend three consecutive meetings without excuse accepted as satisfactory by the Board, such Trustee shall be deemed to have resigned and the vacancy shall be filled.

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these By-laws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting School business.

ARTICLE IV: OFFICES

The School's principal office shall be located at such place as the Board may select from time to time by resolution of a majority of the Board. The Secretary shall note any change in office on the copy of the By-laws maintained by the Secretary. The School may also have offices at such other places, within the State of New York, as the Board may from time to time determine.

ARTICLE V: MEETINGS OF THE BOARD

A. Place of Meetings. Board Meetings shall be held at the School's facility, once it has been identified and the School has taken occupancy of it. Until that time, Board Meetings may be held at the School's principal office or at any other reasonably convenient place as the Board may designate.

B. Annual Meeting. An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings. Regular Meetings shall be held at least once every calendar month on dates determined by the Board. For this purpose, the June Annual Meeting shall count as a Regular Meeting.

D. Special Meetings. A Special Meeting shall be held at any time called by the Chair, or in his or her absence by the Vice Chair, upon written request of three Trustees. Seniority shall be according to the order in which the Trustees are named in the charter or subsequently elected.

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

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

1. Annual Meetings and Regular Meetings may be held without notice if the By-laws or the Board fix the time and place of such meetings. In the event that the date of an Annual Meeting or Regular Meeting is changed, written notice of the new meeting date will be provided at least ten (10) days in advance of the meeting.
2. Special Meetings shall be held upon four days' notice by first-class mail or 48 hours' notice delivered personally or by telephone, facsimile or e-mail.

Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the School's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee. The notice shall include the time and place of the meeting and shall include any location from which a Trustee is participating via video-conference, such that the public may attend the meeting from that location as well.

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

H. Public Notice. Public notice of all Board meetings shall be given in accordance with the Board's adopted procedures which shall incorporate the notice requirements of the Article 7 of the Public Officers Law. The notice shall include the time and place of the meeting and shall include any location from which a Trustee is participating via video-conference, such that the public may attend the meeting from that location as well.

ARTICLE VI: ACTION BY THE BOARD

A. Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

B. Action by the Board.

1. Actions Taken at Board Meetings. Any business may be transacted and any corporate action may be taken at any regular or special meeting of the Board of Trustees at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these By-laws. Except as otherwise provided by statute or by these By-laws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.

2. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the School. To the extent permitted by Article 7 of the Public Officers Law, Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees participating other than in-person or by live video-conferencing shall not vote. Trustees participating by means of video-conferencing shall do so from a site at which the public may attend, listen and observe, and the location of such site shall be included in the public notice of the meeting. All meetings of the Board are subject to the provisions of the Open Meetings Law.

C. Committees.

1. Appointment of Committees. The Board may create committees for any purpose. The Chair of the Board shall appoint members to and designate the chairs of such committees, with the consent of the Board. A Board committee will consist of not fewer than three Trustees, who shall serve at the pleasure of the Chair of the Board, except that any executive committee of the Board shall comprise not fewer than five Trustees.

2. Standing Committees. The Board shall have the following standing committees: an Executive Committee (chaired by the Board Chair), a Finance Committee (Chaired by the Treasurer), a Board Development Committee and an Education Committee. Additional Chairs and committee members of these standing committees shall be elected by a majority vote of the Board.

3. Authority of Board Committees. The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- a. The election of Trustees;
- b. Filling vacancies on the Board or any committee which has the authority of the Board;
- c. The amendment or repeal of the By-laws or the adoption of new By-laws; and
- d. The appointment of other committees of the Board, or the members of the committees.

4. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Board committee are to be conducted. In the absence of such prescription, a Board committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the committee are subject to the provisions of these By-laws and the Open Meetings Law with respect to the calling and notice of meetings.

D. Standard of Care.

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

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- a. One or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;
- b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
- c. A Board committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's charter or By-laws, as to matters within its designated authority, provided the Trustee believes the committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

3. Investments. In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above in Paragraph D.1., and shall consider among other relevant considerations the long and short term needs of the School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the School, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board committee, except that any Trustee shall recuse him or herself from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII: OFFICERS

A. Officers. The “Officers” of the School consist of a Chair (hereinafter “Chair”), Vice Chair (hereinafter “Vice Chair”), a Secretary and a Chief Financial Officer (hereinafter “Treasurer”). The School also may have such other Officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the School, and such other powers and duties as the Board and these By-laws may prescribe. If present, the Chair shall preside at Board meetings.

2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair’s duties and, when so acting, shall have all the Chair’s powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall: (a) keep or cause to be kept, at the School’s principal office or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the School’s charter and By-laws, with amendments; (c) keep or cause to be kept a copy of the School’s incorporation and tax status filings and documentation; (d) give or cause to be given notice of the Board and committee meetings as required by the By-laws and the Open Meetings Law; and (e) have such other powers and perform such other duties as the Board may prescribe, including presiding over Board meetings when neither the Chair or Vice Chair are able to do so.

4. Treasurer. The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the School’s properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the School’s monies and other valuables in the School’s name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the School’s funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the School’s financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation. The Board may remove any Officer in accordance with Section 226(8) of the Education Law and other such applicable sections of the Education Law and the Not-for-Profit Corporation Law, which may be applicable. Any Officer may resign at any time by giving

written notice to the Board, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: NON-LIABILITY OF TRUSTEES

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

ARTICLE IX: SELF-DEALING TRANSACTIONS

The School shall not engage in any self-dealing transactions, except as approved by the Board and permitted by applicable Law (including such applicable provisions of the General Municipal Law, Education Law and Not-For-Profit Corporation Law). "Self dealing transaction" means a transaction to which the School is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the School, if the transaction (a) is approved or authorized by the Board in good faith and determined by the Board to be in the best interest of the School and without favoritism, and (b) results in a benefit to one or more Trustees or their families solely because they are in a class of persons intended to be benefited by the program.

ARTICLE XI: OTHER PROVISIONS

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

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

C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the School may be signed by the Chair of the Board, the School Leader, Treasurer, or any Trustee designated for that purpose. In the instance that that the School utilizes a fiscal sponsor, check requests must be made in writing to the fiscal sponsor by those same individuals. Check requests for amounts of \$5,000.00 or greater must be signed by two (2) of these individuals.

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

E. Conflict of Interest. The Board shall adopt a Conflict of Interest Policy. The Conflicts of Interest Policy shall provide that no Trustee, Officer, employee or committee member shall have an interest, direct or indirect, in any contract when such Trustee, Officer, employee or committee member, individually or as a member of the Board or committee, has the power or duty to (a)

negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above (subject to certain exceptions allowed under Section 802 of the General Municipal Law). The Conflict of Interest Policy shall also provide that the Treasurer shall not have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of the School. Any Trustee, Officer, employee or committee member with such an interest shall make a prompt, full and frank disclosure of his or her interest to the Board or committee. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the School's interest. The Conflict of Interest Policy shall also provide that no Trustee, officer, employee or committee member shall (i) directly or indirectly solicit, accept or receive any gift having a value of fifty dollars (\$50) 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 or could reasonably be expected to influence him or her in the performance of his or her official duties, or was intended as a reward for any official action on his or her part; (ii) disclose confidential information acquired in the course of his or her official duties or use such information to further her or her personal interests; (iii) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he or she is an officer, member or employee or of any municipal agency over which he or she has jurisdiction or to which he or she the power to appoint any member, officer or employee; or (iv) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered. This provision is intended to comply with Sections 800-804, 804-a, 805, 805-a, 805-b and 806 of the General Municipal Law, and shall be interpreted in accordance with those provisions. To the extent of any conflict between any provision of these By-laws and those provisions of the General Municipal Law, those provisions of the General Municipal Law shall control.

F. Interpretation of Charter. To the extent of any conflict between any provision of these By-laws and the Open Meetings Law, the Open Meetings Law will control. Whenever any provision of the By-laws is in conflict with the provisions of the charter, the provisions of the charter shall control.

ARTICLE XII: AMENDMENT

A majority of the Trustees may adopt, amend or repeal these By-laws subject to approval by the charter entity.

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the School, an education School duly organized and existing under the laws of the State of New York; that the foregoing By-laws of said School were duly and regularly adopted as such by the Board of Trustees of said School; and that the above and foregoing By-laws are now in full force and effect.

Secretary of the School

Attachment 5c: Code of Ethics

The Harlem Hebrew Language Academy Charter School (“Harlem Hebrew”) Board of Trustees (“the Board”) recognizes that sound ethical standards of conduct serve to increase the effectiveness of members of the Board and the School’s staff. Actions based on an ethical code of conduct promote public confidence and the attainment of the Harlem Hebrew’s goals and objectives. The Board also recognizes its obligation to adopt a Code of Ethics consistent with the provisions of the General Municipal Law and as required under Article 56 of the Education Law.

The Trustees, officers and employees of the Harlem Hebrew shall at all times comply with the letter and spirit of this following Code of Ethics. Trustees, officers and employees, as part of their service to or employment by the School, shall be furnished a copy of and shall also agree to adhere to this Code of Ethics. The Chair of the Board shall cause a copy of this Code of Ethics to be distributed annually to every Trustee, officer and employee of the School. This Code of Ethics includes in its entirety the Conflict of Interest Policy attached hereto as Exhibit 1.

1. **Management of the School.** The Board shall conduct or direct the affairs of the School and exercise its powers subject to the provisions of applicable law, (including the Education Law and Not-for-Profit Corporation Law), as well as the requirements set forth in the School’s charter and By-laws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.
2. **Makeup of the Board.** Not more than forty (40) percent of the School’s Board may be comprised of:
(a) People currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor (“School-Compensated Person”) or otherwise shall not generally be eligible to serve on the Board. The Board may, however, vote to approve Board membership for such a person so long as such service is consistent with the applicable provisions of the General Municipal Law; or (b) any sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any School-Compensated Person.
3. **Representation before the Board.** A Trustee, officer or employee shall not receive nor enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board.
4. **Representation before the Board for a Contingent Fee.** A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board, whereby the compensation is to be dependent or contingent upon any action by the School with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.
5. **Participation in Board Discussions and Votes.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall recuse him or herself from the discussion and/or vote on any matter involving such Trustee relating to: (a) a “self-dealing transaction” (see below); (b) a potential Conflict of Interest (as defined in the Conflict of Interest Policy in Exhibit A); or (c) indemnification of that Trustee uniquely
6. **Confidential Information.** No Trustee, officer or employee shall disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he or she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.
7. **Self-Dealing Transactions.** Neither members of the Board nor the employees of the School shall engage in any “self-dealing transactions,” except as approved by the Board and in compliance with the Conflict of Interest Policy in Exhibit A. “Self-dealing transaction” means a transaction to which the School is a party and in which one or more of the individual Trustees, officers or employees has a

financial interest. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the School, if the transaction (a) is approved or authorized by the Board in good faith and determined by the Board to be in the best interest of the School and without favoritism, and (b) results in a benefit to one or more Trustees or their families solely because they are in a class of persons intended to be benefited by the program.

8. **Disclosure of Interest in Matters before the Board.** Any Trustee, officer or employee, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other interest he or she has, will have or later acquires, or that his or her spouse has, will have or later acquires, in such matter. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Board's interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of the Board. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the School, or is a director, trustee, officer or employee of or has a significant financial or influential interest in the entity contracting or dealing with the School.
9. **Not-for-Profit Disclosure.** Trustees, officers or employees representing any not-for-profit corporation proposing to do business with the School shall disclose to the Board the nature and extent of such business propositions.
10. **Business Relationship with the School.** No director, trustee, officer or employee of a for-profit corporation having a business relationship with Harlem Hebrew shall serve as a voting member of the Board for the duration of such business relationship, unless the business relationship qualifies under one of the exceptions to a Conflict of Interest set forth in Section 3(d) of the Conflict of Interest Policy in Exhibit A and the approval of such relationship otherwise complies with the terms and procedures of the Conflict of Interest Policy in Exhibit A.
11. **Investments in Conflict with Official Duties.** A Trustee, officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.
12. **Private Employment.** A Trustee, officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
13. **Future Employment.** A Trustee, officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former Trustee, officer or employee of any claim, account, demand or suit against the School or district on his or her behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.
14. **Educational Management Organization.** In no instance shall a Trustee, officer or employee of a for-profit educational management organization having a business relationship with the School serve as a voting member of the Board for the duration of such business relationship.
15. **Organizational Limit on Board Seats.** Trustees, officers or employees of any organization shall hold no more than 40 percent of the total seats comprising the Board.
16. **Undue Influence.** Trustees, officers or employees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, the Trustee, officer or employee shall write a letter disclosing

all known facts prior to participating in a Board discussion of these matters and the Trustee's interest in the matter will be reflected in the Board minutes.

17. **Financial Disclosure.** Trustees, officers and employees shall make all appropriate financial disclosures whenever a grievance or conflict of interest is lodged against them.
18. **Gifts.** No Trustee, officer or employee shall, directly or indirectly, solicit any gifts, nor shall a Trustee, officer or employee accept or receive any single gift having a value of fifty dollars (\$50) or more, or gifts from the same source having a cumulative value of fifty dollars (\$50) or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part. Trustees, officers and employees shall report to the Board their acceptance of any gift or privilege worth fifty dollars (\$50) or more from any person or organization that is doing business or may potentially do business with or provide services to the charter school. Such reporting must occur at the next board meeting following receipt of the gift.
19. **Political Contributions.** The Trustees, officers or employees of the School may never ask a subordinate, a student or a parent of a student to work on or give to any political campaign.
20. **Related Party Transactions.** The School has not had, nor does it anticipate having, any related party transactions that have occurred or may occur as a result of a less than arm's length relationship with a related party. The School has established requirements and procedures in its By-laws, its Code of Ethics and its Conflict of Interest Policy to ensure that all transactions are at arm's length and that, in the event that a less-than-arm's length agreement might occur, proper and timely disclosures are made and any interested party shall recuse him or herself from the decision-making process.
21. **Penalties.** In addition to any penalty contained in any other provision of law, any person that knowingly and intentionally violates any of the provisions of this Code of Ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

EXHIBIT 1 CONFLICT OF INTEREST POLICY

1. **Purpose.** The purpose of this conflict of interest policy (the "Policy") is to protect the interests of Harlem Hebrew Language Academy Charter School (the "School") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, employee, trustee or director of the School or that might result in a possible excess benefit transaction. This Policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations. In particular, this Policy is intended to comply with the General Municipal Law sections 800 through 806 and shall be interpreted in accordance with those provisions and anything contrary to those provisions herein shall be considered null and void (but only to the extent of any such contradictions).

2. **Definitions.**

(a) **Interested Person.** Any director, trustee, officer, employee or member of a committee with powers delegated by the Board of Trustees of the School (the "Board"), who has a direct or indirect interest, as defined below, is an "Interested Person."

(b) **Interest.** A person has an "Interest" if the person has, directly or indirectly, through business, investment, or family (which includes that person's spouse):

(i) an ownership or investment interest, directly or indirectly, in any entity with which the School has a transaction or arrangement,

(ii) a compensation arrangement with the School or with any entity or individual with which the School has a transaction or arrangement, or

(iii) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the School is negotiating a transaction or arrangement.

(c) Compensation. “Compensation” is defined to include direct and indirect remuneration as well as gifts or favors that are not insubstantial. Except as specified in Sections 3(b) and 3(e) of his Policy, an Interest is not necessarily a conflict of interest. Under Section 3(b), a person who has an Interest shall have a conflict of interest only if the Board or the appropriate committee determines that a conflict of interest exists.

3. Procedures.

(a) Duty to Disclose. In connection with any actual or potential conflict of interest, an Interested Person shall disclose the existence of the Interest in writing to the Board as soon as he or she has knowledge of it and the Board shall give such Interested Person the opportunity to disclose all material facts related thereto to the Board or designated committee considering the proposed transaction or arrangement. Such written disclosure shall be made part of and set forth in the Board minutes.

(b) Determining Whether a Conflict of Interest Exists. After disclosure of the Interest and all material facts related thereto, the Interested Person shall leave the meeting of the Board or designated committee while a determination is made as to whether a conflict of interest (“Conflict of Interest”) exists. For the avoidance of doubt, a Conflict of Interest exists with respect to any Interest when an Interested Person has the power or the duty to:

(i) negotiate, prepare, authorize or approve the transaction or arrangement, or authorize or approve payment under the transaction or arrangement;

(ii) audit bills or claims related to the transaction or arrangement; or

(iii) appoint an officer or employee who has any of the powers or duties discussed in clauses

(i) or (ii) of this Section 3(b);

A Conflict of Interest also exists if the Treasurer of the School has an interest in a bank or trust company designated as a depository, paying agent, registration agent or for investment of funds of the School in which he or she is an officer or employee. Notwithstanding anything to the contrary in this Section 3(b), any transaction or arrangement described in Section 3(d) shall not be considered a Conflict of Interest. Notwithstanding anything to the contrary in this Policy, the Board shall not enter into, or knowingly remain a party to, any transaction or arrangement that constitutes a Conflict of Interest.

(c) Violations of the Conflict of Interest Policy. If the Board or committee has reasonable cause to believe an Interested Party has failed to disclose actual or possible Conflicts of Interest, it shall inform the Interested Party of the basis for such belief and afford the Interested Party an opportunity to explain the alleged failure to disclose. If, after hearing the Interested Party’s response and after making further investigation as warranted by the circumstances, the Board or committee determines the Interested Party has failed to disclose an actual or possible Conflict of Interest, it shall take appropriate disciplinary and corrective action.

(d) Exceptions to Conflicts of Interest. Notwithstanding anything to the contrary in this Policy, transactions or arrangements described in this Section 3(d) shall not be Conflicts of Interest, but shall be subject to the disclosure obligations set forth in Section 3(a):

(i) the designation of a bank or trust company as a depository, paying agent, registration agent or for investment of funds of the School except when the Treasurer, or his or her deputy or employee, has an interest in such bank or trust company;

(ii) a contract with a person, firm, corporation or association in which an Interested Person has an Interest that is prohibited solely by reason of employment as an officer or employee thereof, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance of any part of such contract;

(iii) the designation of a newspaper, including but not limited to an official newspaper, for the publication of any notice, resolution, ordinance or other proceeding where such publication is required or authorized by law;

(iv) the purchase by the School of real property or an Interest therein, provided the purchase and the consideration therefore is approved by order of the supreme court upon petition of the Board;

(v) the acquisition of real property or an Interest therein, through condemnation proceedings according to law;

(vi) a contract with a membership corporation or other voluntary non-profit corporation or association;

(vii) the sale of lands and notes pursuant to Section 60.10 of the Local Finance Law;

(viii) a contract in which Interested Party has an Interest if such contract was entered into prior to the time he or she was elected or appointed to the position by virtue of which he or she is an Interested Party, but this does not authorize a renewal of any such contract;

(ix) employment of a licensed physician as school physician for the School upon authorization by a two-thirds vote of the Board;

(x) a contract with a corporation in which an Interested Person has an Interest by reason of stockholdings when less than 5% of the outstanding stock of the corporation is owned or controlled directly or indirectly by such Interested Person;

(xi) a contract for the furnishing of public utility services when the rates or charges therefore are fixed or regulated by the public service commission;

(xii) a contract for the payment of a reasonable rental of a room or rooms owned or leased by an Interested Person when the same are used in the performance of his or her official duties and are so designated as an office;

(xiii) a contract for the payment of a portion of the compensation of a private employee of an officer when such employee performs part-time service in the official duties of the office;

(xiv) a contract in which an Interested Person has an Interest if the total consideration payable thereunder, when added to the aggregate amount of all consideration payable under contracts in which such Interested Person has an Interest during the fiscal year, does not exceed the sum of seven hundred and fifty dollars (\$750);

(xv) a contract with a member of a private industry council established in accordance with the federal job training partnership act or any firm, corporation or association in which such member holds an Interest, provided the member discloses such Interest to the council and the member does not vote on the contract.

(e) Express Prohibitions. Notwithstanding anything to the contrary in this Policy, there shall be a Conflict of Interest if an Interested Person:

(i) directly or indirectly solicits, accepts or receives any gift having a value of fifty dollars (\$50) 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 or could reasonably be expected to influence him or her in the performance of his or her official duties, or was intended as a reward for any official action on his or her part;

(ii) discloses confidential information acquired in the course of his or her official duties or uses such information to further his or her personal interests;

(iii) receives or enters into any agreement, express or implied, for Compensation for services to be rendered in relation to any matter before any municipal agency of which he or she is an officer, member or employee or of any municipal agency over which he or she has jurisdiction or to which he or she has the power to appoint any member, officer or employee; or

(iv) receives or enters into any agreement, express or implied, for Compensation for services to be rendered in relation to any matter before any agency of his or her municipality whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered.

4. Records of Proceedings. The minutes of the Board and all committees with Board-delegated powers shall contain:

(a) The names of the persons who disclosed or otherwise were found to have an Interest in connection with an actual or possible Conflict of Interest, the nature of the Interest, any action taken to determine whether a Conflict of Interest was present, and the Board's or committee's decision as to whether a Conflict of Interest in fact existed.

(b) The names of the persons who were present for discussions and votes relating to the actual or possible Conflict of Interest, the content of the discussion including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

5. Compensation.

(a) A voting member of the Board who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.

(b) A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.

(c) No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

6. Annual Statements. Each director, Trustee, principal officer, and member of a committee with Board-delegated powers shall annually sign a statement that affirms such person: (a) has received a copy of this Policy and the School's Code of Ethics, (b) has read and understands this Policy and the School's Code of Ethics, (c) has agreed to comply with this Policy and the School's Code of Ethics, and (d) understands the School is charitable and in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes. Failure to receive a copy of this Policy and the School's Code of Ethics or failure to annually sign a statement that affirms such receipt shall have no effect on the duty of compliance with this Policy of the School's Code of Ethics or with compliance with Article 18, Section 800-806 of the New York General Municipal Law.

7. Periodic Reviews. To ensure that the School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects: (a) whether compensation arrangements and benefits are reasonable based on competent survey information, and are the result of arm's length bargaining; (b) whether partnerships, joint ventures, and arrangements with management organizations conform to the School's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

8. Use of Outside Experts. When conducting the periodic reviews as provided for in Section 7, the School may, but need not, use outside advisors. Any use of outside experts shall not relieve the Board of its responsibility to ensure that periodic reviews are conducted.

9. Penalties. Any contract willfully entered into by or with the School in which there is a prohibited Interest is void and unenforceable. In addition, any Trustee, officer or employee who willfully and knowingly violates the foregoing provisions shall be guilty of a misdemeanor. The law further authorizes, in addition to any other penalty imposed, that any person who knowingly and intentionally violates the above may be fined, suspended or removed from office or employment in the manner provided by law.

HEBREW CHARTER SCHOOL CENTER

Growing the Hebrew Language Charter School Movement

February 20, 2012

Mr. Cliff Chuang
Director, Charter School Office
New York State Department of Education
89 Washington Avenue
Albany, NY 12234

Re: Harlem Hebrew Language Academy Charter School

Dear Mr. Chuang:

As Executive Director of National Center for Hebrew Language Charter School Excellence and Development, d/b/a Hebrew Charter School Center (øHCSCö), I am providing this letter attesting to our commitment to the applicants seeking to open the Harlem Hebrew Language Academy Charter School (øHarlem Hebrewö) in Manhattan. HCSC is a not-for-profit organization with a focus on promoting education, that has legal standing to do business in New York, and has tax-exempt status under Internal Revenue Code Section 501(c)(3). Our organization partners with high quality charter schools across the nation that embrace our key design elements, one of which is the focus on Hebrew language acquisition.

If Harlem Hebrewø's application is approved, HCSC plans to provide a range of support services to the school, free of charge. These include certain sorts of financial support, technical assistance, professional development, curriculum development services, and research and evaluation. More specifically, HCSC is committed to providing funding, including a start up grant in the amount of \$50,000, and a technical assistance grant in the amount of \$250,000 each year for the first three years of the schoolø's operation. HCSC will make financial grants to Friends of Hebrew Language Academy Charter Schools (øFOHLAö) for the purpose of supporting Harlem Hebrew.

Professional development offerings include ongoing trainings and support for teachers engaging in Hebrew instruction, as well as in Balanced Literacy as delivered through the Workshop Model. Our staff developers also work with school faculty to effectively deliver our original curriculum; the Culture and History of Israel and its Immigrant Communities. The schoolø's teachers would also be invited to attend our annual professional development conference and, at the beginning of each school year, new teachers would receive initial training. In addition, we are prepared to offer a range of training for directors of curriculum and instruction as well as support for school leaders.

HCSC has the means by which to make this commitment of resources to Harlem Hebrew. Our organization has substantial philanthropic funding, including generous, ongoing support from the Areivim Philanthropic Group, The Recanati-Kaplan Foundation, The Harold Grinspoon Foundation, The Samuel Bronfman Foundation and the Steinhardt Foundation.

Upon approval of the Harlem Hebrew application, HCSC will enter into an agreement with the school and FOHLA memorializing the sorts of supports and services described above and addressed in the Harlem Hebrew application. This agreement will reflect the school's commitment to implement the program set forth in the Harlem Hebrew application, and share with HCSC aggregate performance data that will enable us to provide feedback to the school based on our broader research.

HCSC looks forward to supporting and fostering the success of Harlem Hebrew and the students it serves. Please feel free to contact me if you need more information or if I can be of any further assistance.

Sincerely,

A handwritten signature in black ink, appearing to read 'Aaron Listhaus', written in a cursive style.

Aaron Listhaus

CC: Sara Berman
William Allen

STATE OF NEW YORK

DEPARTMENT OF STATE

I hereby certify that the annexed copy has been compared with the original document in the custody of the Secretary of State and that the same is a true copy of said original.



WITNESS my hand and official seal of the Department of State, at the City of Albany, on May 22, 2009.

A handwritten signature in black ink, appearing to read "Daniel E. Shapiro".

Daniel E. Shapiro
First Deputy Secretary of State

**CSC 45
DRAW DOWN**

090521000 701

New York State
Department of State
Division of Corporations, State Records
and Uniform Commercial Code
One Commerce Plaza, 99 Washington Ave.
Albany, NY 12231
www.dos.state.ny.us

APPLICATION FOR AUTHORITY

OF

NATIONAL CENTER FOR HEBREW LANGUAGE CHARTER SCHOOL EXCELLENCE AND DEVELOPMENT, INC

(Insert Name of Foreign Corporation)

Under Section 1304 of the Not-for-Profit Corporation Law

FIRST: The name of foreign corporation is:

National Center for Hebrew Language Charter School Excellence and Development, Inc.

If the name of the corporation does not contain a required word or abbreviation indicating corporate character, the corporation agrees to add the following word or abbreviation to the end of its name for use in this state.

If the corporation's true name is not available for use in this state pursuant to §301 and §302 of the Not-for-Profit Corporation Law, the fictitious name the corporation agrees to use in New York State is:

SECOND: The jurisdiction in which the corporation was organized is:
Delaware

The date of its incorporation is: January 16, 2009

THIRD: The corporation is a foreign corporation as defined in section 102(a)(7) of the Not-for-Profit Corporation Law. The corporation is a Type B corporation under Section 201 of the Not-for-Profit Corporation Law.

FOURTH:

A. The purpose or purposes to be pursued in this state and the activities which it proposes to conduct in this state are:

To foster and support the development of high quality Hebrew Language Charter Schools in the United States. To provide various resources to Hebrew language public charter schools in the United States including direct financial assistance in the form of grants.

Nothing herein shall authorize the corporation to operate or maintain a charter school, a nursery school, an elementary school, a secondary school, a college, university or to advertise or offer credit-bearing courses or degrees in New York State

B. If the corporation is a Type C corporation, the lawful public or quasi-public objective which each business purpose will achieve is:

The corporation is authorized to conduct the above activities in its jurisdiction of incorporation.

FIFTH: The county within this state in which the office of the corporation is to be located is:
New York (A county in New York State must be stated. Please note that the corporation is not required to have an actual physical office in this state.)

SIXTH: The Secretary of State is designated as agent of the corporation upon whom process against the corporation may be served. The address to which the Secretary of State shall forward copies of process accepted on behalf of the corporation is:

National Center for Hebrew Language
Charter School Excellence and Development, Inc.
6 East 39th Street, 10th Floor
New York, NY 10016

SEVENTH: (Please check the appropriate statement.)

- The corporation has not since its incorporation or since the date its authority to do business in New York was last surrendered, engaged in any activity in this state except as set forth in paragraph (b) of Section 1301 of the Not-for-Profit Corporation Law.
- The consent of the State Tax Commission is attached.



(Signature)

Secretary/Treasurer
(Signer's Title)

David Gedzelman
(Signer's Name)

Delaware

PAGE 1

The First State

I, JEFFREY W. BULLOCK, SECRETARY OF STATE OF THE STATE OF DELAWARE, DO HEREBY CERTIFY "NATIONAL CENTER FOR HEBREW LANGUAGE CHARTER SCHOOL EXCELLENCE AND DEVELOPMENT, INC." IS DULY INCORPORATED UNDER THE LAWS OF THE STATE OF DELAWARE AND IS IN GOOD STANDING AND HAS A LEGAL CORPORATE EXISTENCE SO FAR AS THE RECORDS OF THIS OFFICE SHOW, AS OF THE FIFTH DAY OF MAY, A.D. 2009.

AND I DO HEREBY FURTHER CERTIFY THAT THE SAID "NATIONAL CENTER FOR HEBREW LANGUAGE CHARTER SCHOOL EXCELLENCE AND DEVELOPMENT, INC." WAS INCORPORATED ON THE SIXTEENTH DAY OF JANUARY, A.D. 2009.

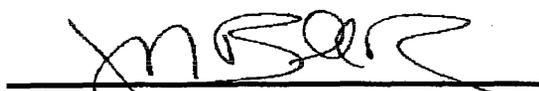
AND I DO HEREBY FURTHER CERTIFY THAT THE FRANCHISE TAXES HAVE NOT BEEN ASSESSED TO DATE.

4646063 8300

090432439

You may verify this certificate online
at corp.delaware.gov/authver.shtml




Jeffrey W. Bullock, Secretary of State
AUTHENTICATION: 7284023

DATE: 05-05-09

STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
Albany, New York

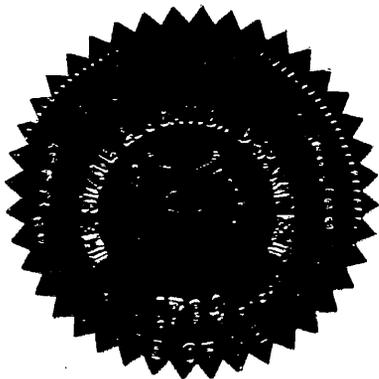
**CONSENT TO FILING WITH THE DEPARTMENT OF STATE
(General Use)**

Consent is hereby given to the filing of the annexed application of authority
[select one]

of NATIONAL CENTER FOR HEBREW LANGUAGE CHARTER SCHOOL EXCELLENCE AND DEVELOPMENT, INC.
[name of entity]

pursuant to the applicable provisions of the Education Law, the Not-for-Profit Corporation Law, the Business Corporation Law, the Limited Liability Company Law or any other applicable statute.

This consent is issued solely for purposes of filing the annexed document by the Department of State and shall not be construed as approval by the Board of Regents, the Commissioner of Education or the State Education Department of the purposes or objects of such entity, nor shall it be construed as giving the officers or agents of such entity the right to use the name of the Board of Regents, the Commissioner of Education, the University of the State of New York or the State Education Department in its publications or advertising matter.



IN WITNESS WHEREOF this instrument is executed and the seal of the State Education Department is affixed.

RICHARD P. MILLS
Commissioner of Education

By: Kathleen Marinelli
Kathleen Marinelli

Commissioner's authorized designee

5/18/09
Date

**THIS DOCUMENT IS NOT VALID WITHOUT THE SIGNATURE OF THE
COMMISSIONER'S AUTHORIZED DESIGNEE AND THE OFFICIAL SEAL OF THE
STATE EDUCATION DEPARTMENT.**

090521000701

APPLICATION FOR AUTHORITY

OF

NATIONAL CENTER FOR HEBREW LANGUAGE CHARTER SCHOOL
EXCELLENCE AND DEVELOPMENT, INC.

Section 1304 of the Not-for-Profit Corporation Law

FILED

2009 MAY 21 PM 1:44

Filer: Perlman & Perlman
Suite 4000
41 Madison Avenue
New York, NY 10010
Cust. Ref#982849JBA

DRAWDOWN

CSC 45
DRAW DOWN

STATE OF NEW YORK
DEPARTMENT OF STATE

FILED MAY 21 2009

TAXS _____
BY: LMB

mg

[Handwritten signature]

2009 MAY 21 PM 12:04

RECEIVED

2009 MAY -6 AM 9:02

RECEIVED

765

STATE OF NEW YORK

DEPARTMENT OF STATE

I hereby certify that the annexed copy has been compared with the original document in the custody of the Secretary of State and that the same is a true copy of said original.



WITNESS my hand and official seal of the Department of State, at the City of Albany, on October 20, 2010.

A handwritten signature in black ink, appearing to read "D. Shapiro".

Daniel E. Shapiro
First Deputy Secretary of State

201010150 53

NYS Department of State

Division of Corporations, State Records and UCC
One Commerce Plaza, 99 Washington Ave,
Albany, NY 12231-0001
www.dos.state.ny.us

Certificate of Assumed Name

Pursuant to General Business Law, §130

1. NAME OF ENTITY

National Center for Hebrew Language Charter School Excellence and Development, Inc.

1a. FOREIGN ENTITIES ONLY. If applicable, the fictitious name the entity agreed to use in New York State is:

2. NEW YORK LAW FORMED OR AUTHORIZED UNDER (CHECK ONE):

- Business Corporation Law
- Education Law
- Insurance Law
- Limited Liability Company Law
- Not-for-Profit Corporation Law
- Revised Limited Partnership Act
- Other (specify law):

3. ASSUMED NAME

Hebrew Charter School Center

4. PRINCIPAL PLACE OF BUSINESS IN NEW YORK STATE (MUST BE NUMBER AND STREET, IF NONE, INSERT OUT-OF-STATE ADDRESS)

6 East 39th Street, 10th Floor
New York, NY 10016

5. COUNTIES IN WHICH BUSINESS WILL BE CONDUCTED UNDER ASSUMED NAME

ALL COUNTIES (if not, circle county(ies) below)

Albany	Clinton	Genesee	Monroe	Orleans	Saratoga	Tompkins
Allegany	Columbia	Greene	Montgomery	Oswego	Schenectady	Ulster
Bronx	Cortland	Hamilton	Nassau	Otsego	Schoharie	Warren
Broome	Delaware	Herkimer	<u>New York</u>	Putnam	Schuyler	Washington
Cattaraugus	Dutchess	Jefferson	Niagara	Queens	Seneca	Wayne
Cayuga	Erie	Kings	Oneida	Rensselaer	Steuben	Westchester
Chautauque	Essex	Lewis	Onondaga	Richmond	Suffolk	Wyoming
Chemung	Franklin	Livingston	Ontario	Rockland	Sullivan	Yates
Chenango	Fulton	Madison	Orange	St. Lawrence	Tioga	

6. INSERT THE ADDRESS OF EACH LOCATION WHERE BUSINESS WILL BE CARRIED ON OR TRANSACTED UNDER THE ASSUMED NAME. Use a continuous sheet, if needed. The address must be set forth in terms of a number and street, city, state and zip code. Please note that the address(es) reflected in paragraph 3 must be within the county(ies) circled in paragraph 5. If the entity does not have a specific location where it will conduct business under the assumed name please check the statement below.)

6 East 39th Street, 10th Floor
New York, NY 10016

No New York State Business Location

STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
Albany, New York

CONSENT TO FILING WITH THE DEPARTMENT OF STATE
(Assumed Name)

Consent is hereby given to the filing by

NATIONAL CENTER FOR HEBREW LANGUAGE CHARTER SCHOOL EXCELLENCE AND DEVELOPMENT, INC.

[name of entity]

of the annexed certificate of assumed name of

HEBREW CHARTER SCHOOL CENTER

[assumed name]

pursuant to the applicable provisions of the Education Law, the Not-for-Profit Corporation Law, the Business Corporation Law, the Limited Liability Company Law or any other applicable statute.

This consent is issued solely for purposes of filing the annexed document by the Department of State and shall not be construed as approval by the Board of Regents, the Commissioner of Education or the State Education Department of the purposes or objects of such entity, nor shall it be construed as giving the officers or agents of such entity the right to use the name of the Board of Regents, the Commissioner of Education, the University of the State of New York or the State Education Department in its publications or advertising matter.

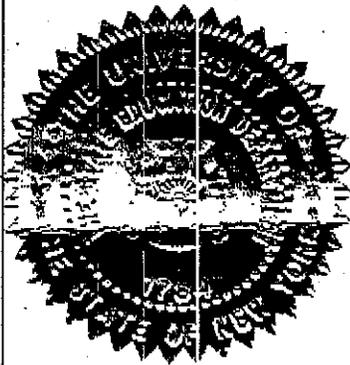
IN WITNESS WHEREOF this instrument is executed and the seal of the State Education Department is affixed.

DAVID M. STEINER
Commissioner of Education

By: Kathleen Marinelli
Kathleen Marinelli

Commissioner's authorized designee

10/1/10
Date

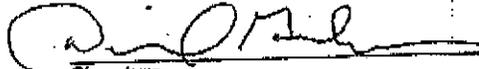


THIS DOCUMENT IS NOT VALID WITHOUT THE SIGNATURE OF THE COMMISSIONER'S AUTHORIZED DESIGNEE AND THE OFFICIAL SEAL OF THE STATE EDUCATION DEPARTMENT.

201010150 53

INSTRUCTIONS FOR SIGNATURE: If corporation, by an officer; if limited partnership, by a general partner; if limited liability company, by a member or manager or by an authorized person or attorney-in-fact for such corporation, limited partnership, or limited liability company. If the certificate is signed by an attorney-in-fact, include the name and title of the person for whom the attorney-in-fact is acting. (Example, John Smith, attorney-in-fact for Robert Johnson, president.)

David Gedzelman
Name of Signer


Signature

Secretary & Treasurer
Title of Signer

CERTIFICATE OF ASSUMED NAME
OF

National Center for Hebrew Language Charter School Excellence and Development, Inc.

(Insert Entity Name)

Pursuant to §130, General Business Law

1CC
STATE OF NEW YORK
DEPARTMENT OF STATE

FILED OCT 15 2010

FEES

246358

BY: 103

FILER'S NAME AND MAILING ADDRESS

David Gedzelman
6 East 39th Street, 10th Floor
New York, NY 10016

NOTE: This form was prepared by the New York State Department of State. You are not required to use this form. You may draft your own form or use forms available at legal stationery stores. The Department of State recommends that all documents be prepared under the guidance of a lawyer. The certificate must be submitted with a \$25 fee. The Department of State also collects the following, additional, county clerk fees for each county in which a corporation does or transacts business: \$100 for each county within New York City (Bronx, Kings, New York, Queens and Richmond) and \$25 for each county outside New York City. All checks over \$500 must be certified.

(For official use only)

090521000701

SEP 08 2009

Date:

NATIONAL CENTER FOR HEBREW
LANGUAGE CHARTER SCHOOL EXCELLENCE
C/O CLIFF PERLMAN
41 MADISON AVE STE 4000
NEW YORK, NY 10010-0000

Employer Identification Number:
26-4077251
DLN:
17053056035019
Contact Person:
CHERYL RICHMOND ID# 52492
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(vi)
Form 990 Required:
Yes
Effective Date of Exemption:
January 16, 2009
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

NATIONAL CENTER FOR HEBREW

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in cursive script, appearing to read "Robert Choi".

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC

Letter 947 (DO/CG)

Attachment 8a: Hiring and Personnel Policies and Procedures

Prior to the hiring of staff, the Board of Trustees will establish and ratify formal personnel policies that will govern the recruitment, hiring, management and termination of school staff during the charter term. These policies will be periodically reviewed by legal counsel and revised, as necessary, over this term. The Employee Handbook will ultimately contain the ratified personnel policies of the School. During the planning period, the Head of School (HOS) will develop draft personnel policies. In order to develop these policies, the HOS will review existing charter school human resource manuals and seek guidance from legal counsel with background in the area of labor law. The manual will be reviewed by the Board and vetted by outside counsel before it is ratified by the Board. This will occur prior to the hiring of staff for the 2013-14 school year. The employment policies should ultimately contain policies and procedures around areas including but not limited to:

- Employment at will
- Equal Opportunity Employer
- Hiring
- Nepotism
- Fingerprinting/background checks
- Arrest of employees
- Immigration Reform and Control Act
- Regular full-time and temporary employment
- Adjustments to Employee Status
- Phasing out and elimination of positions
- Unauthorized absences
- Resignation
- Termination
- Return of school property
- Personnel records and files
- Post employment requests
- Time and Attendance
- Vacation Leave
- Weather Days and Other Closures
- Incentive pay
- Final pay
- Paid deductions and garnishment
- Overtime
- Personal Leave
- Sick Leave
- Unauthorized absence
- Verification of absence
- Overtime and Compensatory Time Leave
- Family and Medical Leave of Absence
- Medical or disability leave
- Bereavement leave
- General Leave without Pay
- Time off to vote
- Jury Duty
- Military Duty
- Unused Leave Accruals
- Insurance Benefits
- Workers Compensation
- Disability Insurance
- Retirement Benefits
- Deferred Compensation
- Unemployment Compensation
- Travel Reimbursements
- Professional conduct of employees
- Code of Ethics and Standards of Conduct
- Confidentiality
- Copyrights
- Conflict of Interest
- Personal appearance/Dress Code
- Solicitation
- Co-teaching
- No Harassment policy
- Sexual harassment
- Violence in the workplace
- Employee Evaluations
- Confidentiality
- Ban on Acceptance of Gifts
- Separation of Church and State
- Problem/Conflict resolution
- Outside employment
- Unacceptable behaviors
- Drug and Alcohol-free workplace
- Safe environment
- Maintenance of facilities

Although the Employee Handbook will be developed, finalized and approved during the start-up period prior to the hiring of staff for 2013-14, the Harlem Hebrew has developed policies and procedures in the following areas:

The procedures for hiring and dismissing school personnel: Harlem Hebrew Language Academy Charter School (HH) is firmly committed to equal employment opportunity. HH will not discriminate in employment opportunities or practices for all qualified persons on the basis of race, color, religion, creed, sex, gender, sexual orientation, ethnicity, national origin, ancestry, age, disability (including AIDS), marital status, military status, citizenship status, predisposing genetic characteristics, or any other characteristic protected by local, state, or federal law. Employment decisions at HH will be made in a non-discriminatory manner and are based on qualifications, abilities, and merit. This policy governs all aspects of employment at this School including recruitment, hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, compensation, employee benefits, discipline, and other terms and conditions of employment. If employees have any questions or concerns about any type of discrimination, they should bring these issues to the attention of their supervisor or the HOS. Anyone found to be engaging in any type of discrimination will be subject to disciplinary action, up to and including termination of employment.

The HOS reports directly to the Board of Trustees and the Board shall have the sole authority to set conditions of employment (including, negotiating an appropriate employment contract), supervise, evaluate, discipline and terminate the HOS. The HOS (or his or her designee), using his or her professional judgment, shall possess the requisite authority to hire, supervise, evaluate, discipline and terminate all other employees of the School, consistent with the Law and policies adopted by the Board, as may be amended from time to time. Employees of HH are generally considered “at will”, with the exception of certain employees with which the Board or the HOS may desire to enter into a contract. Being designated an “at will” employee shall mean that either the employee or HH may terminate the employment relationship with or without cause. Within five working days of an employee’s termination, HH will give the terminated employee a written notice of the exact date of termination and the exact date of the cancellation of employee benefits connected with the termination. The terminated employee may be eligible for compensation for unused vacation time and may be eligible for unemployment compensation; however employees shall not earn any additional benefits, rights, or privileges beyond the last day worked. This notice applies to all employees regardless of date of hire.

Qualifications for hiring teachers, school administrators and other employees: HH’s philosophy is that the quality of the professional staff determines the quality of education offered in the school. Staff selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional or operational practices, and ability to contribute to the furtherance of HH’s mission and educational goals. Attention will be paid to the candidate's academic record and to his/her previous relevant experience, among other factors. Successful candidates for staff positions must demonstrate that they are prepared and able to support the educational and developmental needs of a diverse student population or the operational and administrative needs of the School, depending on the particular staff position sought. HH’s staff will be expected to fulfill their individual responsibilities and work effectively in concert with administrators and with the other members of the staff as required. In selecting and hiring teachers, HH will comply with state laws regarding certification and with the requirements of the No Child Left Behind Act (or its successor laws, if applicable).

Critically important will be the selection of the HOS, Director of General Studies Curriculum and Instruction and Director of Hebrew Curriculum and Instruction and a talented, passionate, energetic and cohesive team of teachers. Among the most important attributes, skills and characteristics HH will look for in a successful teacher candidate are the following: (1) Understanding of and commitment to the School’s mission, goals, educational philosophy and activities; (2) An unwavering belief that all children can achieve excellence; (3) Fulfillment of all NCLB “highly qualified” requirements; (4) Minimum of three-years

teaching in an elementary setting as a teacher or in other relevant educational positions (e.g. Teach for America Corps members); (5) Bachelor's Degree, or higher degree, in Education; (6) Appropriate New York State certifications; (7) Bilingual (English/Spanish, English/French or English/Hebrew) helpful; (8) Demonstrated and successful record of prior employment in educational environments; (9) Knowledge of and experience with assessments and relevant technologies; (10) Experience working with diverse populations of students, parents and families; (11) Experience working with students at-risk of educational failure; (12) Demonstrated success in working in a team-oriented environment; and (13) Commitment to continuous improvement and learning through professional development.

Qualifications for and Responsibilities of Staff by Position

Head of School: The HOS will serve as a central leadership figure within the school and is the instructional leader of the school. The HOS will work closely with, and report directly to, the Board of Trustees in the manner which the Board of Trustees shall require. The HOS is the administrator and educational leader of the school and bears a responsibility for the continuous operation of the school and all matters that concern the school including student achievement.

Responsibilities:

- Responsible for the overall instructional program of the school, its development, delivery and assessment.
- Oversees the issues that concern the school as a whole and will facilitate communication and build consensus among teachers, staff, families and the Board in support of the school's mission.
- Recruits and hires all staff.
- Maintains open communication with the school's authorizer, and is the liaison between NYSED and the HH Board. Oversees the production and submission of all required reports to the school's authorizer.
- Fosters a collaborative leadership culture and a shared decision making structure among the school's leadership team which includes the Directors of General Studies Curriculum and Instruction and Hebrew Curriculum and Instruction and the Operations Manager.
- Instrumental in developing a larger vision for the future direction of the school, per board approval, while continuing to support and encourage the mission of HH in its day to day operations.
- Responsible for the success of all school programs and will ensure 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.
- Accountable for the attainment of student achievement goals for all students and for the school to achieve and maintain good standing by its authorizer as well as the continual renewal of its charter.
- Provides day-to-day management and oversight of Hebrew Charter School Center (HCSC) services in accordance with its annual agreement and facilitates the school's participation in HCSC network activities.
- Communicates the vision of the school to the public and the press and represents the school to parents, community leaders and the general public. As such, the HOS has overall responsibility for public relations, marketing and overall communication between the School and its key stakeholders.
- Works with the Parent Organization to ensure that all parents are engaged in all aspects of the life of the school and have the opportunity to provide input.
- Oversees and, with support of the Operations Manager and Office Manager, implements the parent outreach and student recruitment process.
- Works directly with the contracted accounting professionals and full time bookkeeper to ensure financial stability, sound fiscal planning, effective asset management and full compliance with government and charter audit requirements.

The HOS will have knowledge and understanding of:

- HH's vision and mission including its commitment to educate students in two languages and to promote the physical, cognitive, psychological, linguistic, social, and ethical development of all its students.
- Group process strategies for melding the diverse values and expectations of the school community into a shared understanding of desired student learning and developmental outcomes.

- Child and adult learning and development, foreign language instruction, the teaching-learning process, and educational change.
- Relevant research findings and strategies for using data to develop, implement, and maintain the school vision.

Demonstrated capacity and experience in the ability to:

- Implement the instructional program of the school.
- Use shared decision-making effectively in the management of the school.
- Work collaboratively with the school community to develop and maintain a shared school vision.
- Ensure that decision-making regarding instructional programs and school operations are consistent with and supportive of the school vision.
- Oversee the Directors of Curriculum and Instruction in their day-to-day management of the instructional program of the school.
- Foster a caring, growth-oriented environment for faculty and students, one in which high expectations and high standards for student achievement will be emphasized.
- Manage fiscal resources responsibly, efficiently, and effectively.
- Manage human resources responsibly by selecting and inducting new personnel appropriately, assigning and evaluating all staff effectively, and taking other appropriate steps to build an effective school staff.
- Monitor ancillary student services such as transportation, food, health, and extended care responsibly.
- Facilitate school-based research and use these and other research findings to plan school improvement initiatives, pace the implementation of these changes, and evaluate their impact on teaching and learning.
- Engage in community outreach and marketing to drive student recruitment efforts.

Minimum Qualifications and Training: (1) At minimum 5 years' experience in an educational or related organizational setting as a head of school, with a strong knowledge of leadership principles and practices gained through work experience and formal education; (2) New York State School Building Leader or School District Leader Certification preferred; (3) Exceptional understanding of instructional practices including those related to delivery of instruction, development of curriculum and assessment of student performance; (4) Exceptional speaking and writing skills; (5) Strong business and operational knowledge and skills; (6) Exceptional interpersonal skills and an effective communicator and strong motivator; (7) A visionary who is a strong and confident decision-maker; (8) Facility with computer technology in gathering information and coordinating technical resources for students, teachers, and classrooms; (9) Knowledge of Hebrew language and culture a plus.

Director of General Studies Curriculum and Instruction: The Director of General Studies Curriculum and Instruction (DCI) reports to the HOS and is responsible for day-to-day management of the General Studies educational program. All non-Hebrew Teachers in the school will report directly to the DCI.

Responsibilities:

The DCI, with oversight and support of the HOS, will implement curriculum planning, student assessment, the professional development of teachers, and the evaluation of teachers for the general studies (non-Hebrew) portion of curriculum and instruction. The DCI will work collaboratively with the Director of Hebrew Curriculum and Instruction (DHCI). The DCI's responsibilities include, but are not limited to:

- Observations and performance evaluations of all Teachers, except Hebrew Teachers.
- Recommendations for hiring, retention, salary and merit-pay decisions of all General Studies Teachers.
- All non-Hebrew Teacher development and supervision: weekly, monthly, annually.
- Organization, implementation and documentation of all work with teachers.
- Overseeing the implementation of the co-teaching model among General Studies teachers through supervision, staff development and evaluation.
- Coordinating with the DHCI in overseeing the implementation of the co-teaching model between General Studies and Hebrew teachers.

- Supervising the organization of learning units according to level and age of students.
- Creation of a timetable for internal and state-mandated external assessments in core subjects and supervision of its implementation.
- Systematization of templates and mechanisms for documentation of teacher and student work.
- Analysis of assessment data and report to teachers, parents, board and administration on the overall efficacy of the instructional program in meeting student achievement goals.
- Use of technological support for data gathering and analysis.
- Development and implementation of clear communication strategies regarding the educational program with board, parents, all teachers and administration (presence at all school-related meetings).
- Development of teacher profiles and overseeing hiring process of General Studies teachers.
- Coordinating with the Special Education teacher regarding instruction of children with special needs and overseeing implementation of services for students with special needs.
- Coordinating with HCSC Directors of Educational Services and other professional developers in the development and implementation of the school curriculum.
- Working collaboratively with the DHCI in order to integrate Hebrew language and culture authentically and appropriately into Science, Social Studies, Art, Music and Physical Education.
- Working collaboratively with the DHCI to develop and implement the integration of service learning into the curriculum.
- Working collaboratively with the DHCI in overseeing the development and/or adaptation of specialized curriculum related to the Culture and History of Israel and its Immigrant Communities (CHIIC) as well as Hebrew language in general.
- Development of the performance plan for each General Studies teacher.
- Participation in the Child Study Team

Minimum Qualifications and Training: (1) Master's in Elementary Education or Masters Degree from a Reading Specialist/Literacy Program; (2) A minimum of 3 years' experience as an elementary school assistant principal or staff developer in a public school setting with a strong knowledge of instructional principles and practices gained through work experience and formal education; (3) Minimum 5 years' teaching experience in an elementary school setting; (4) Facility with data analysis; (5) Demonstrated experience in working successfully with diverse populations of students, parents and families—including students, parents and families with limited English proficiency.

Director of Hebrew Curriculum & Instruction: The Director of Hebrew Curriculum and Instruction (DHCI) oversees the continued functioning and growth of the Hebrew program at HH. The DHCI reports directly to the HOS. All Hebrew Teachers in the school will report directly to the DHCI.

Responsibilities:

- Observations and performance evaluations of all Hebrew Teachers under the oversight and support of the HOS.
- Recommendations for hiring, retention, salary and merit-pay decisions of Hebrew Teachers.
- Hebrew Teacher development and supervision: weekly, monthly, annually.
- Organization, implementation and documentation of all work with teachers.
- Overseeing the implementation of the co-teaching model among Hebrew teachers through supervision, staff development and evaluation.
- Coordinating with DCI in overseeing the implementation of the co-teaching model between Hebrew and General Studies teachers.
- Supervising the organization of learning units according to level and age of students.
- Creation of a timetable for all types of assessment for all four language skills and supervision of its implementation.

- Systematization of templates and mechanisms for documentation of teacher and student work.
- Analysis of assessment data and report to teachers, parents, board and administration on the overall efficacy of the Hebrew language instructional program in meeting student achievement goals.
- Use of technological support for data gathering and analysis.
- Development and implementation of clear communication strategies with board, parents, all teachers and administration (presence at all school-related meetings).
- Development of teacher profiles and overseeing hiring process of Hebrew teachers.
- Coordinating with the Special Education teacher regarding instruction of children with special needs and overseeing implementation of services for students with special needs.
- Coordination with HCSC Director of Hebrew Educational Services and other consultants in the development and implementation of the Hebrew language curriculum and ongoing teacher professional development and student assessment.
- Working collaboratively with the DCI in order to integrate Hebrew language and culture authentically and appropriately and effectively into Science, Social Studies, Art, Music and Physical Education.
- Working collaboratively with the DCI to develop and implement the integration of service learning into the curriculum.
- Working collaboratively with the DCI in the development and/or adaptation of specialized curriculum related to the CHIIC curriculum as well as Hebrew language in general.
- Development of the performance plan for each Hebrew teacher.
- Participation in the Child Study Team.

Minimum Qualifications and Training: (1) Master's Degree in Education or Hebrew Language Teaching preferred; (2) Minimum 5 years of Hebrew teaching and teacher supervisory experience recommended; (3) Understanding of the Proficiency Approach or second language acquisition methodology; (4) Demonstrated experience in working successfully with diverse populations of students, parents and families—including students, parents and families with limited English proficiency; (5) Capacity to mentor teachers in reflective practice.

Operations Manager: The Operations Manager (OM) is responsible for planning, organizing and directing long-range and daily operational aspects of a growing charter school. The OM reports directly to the HOS. The OM supervises the Office manager, the Nurse and the school aides.

Responsibilities:

- Maintaining system to address facility needs (technology, electrical, plumbing, custodial, supplies)
- Managing move out of or within facility (furniture, books, supplies, network technology, computers, office equipment, phone system)
- Overseeing school environment so that it is ready and safe for students on a daily basis.
- Managing contracted services for building maintenance and security
- Managing school nutrition program; reporting meal counts to appropriate state authorities for reimbursement for meals
- Ensuring compliance with Department of Health standards
- Handling administration related to new employees including W-4s, I-9s, HR Manual, hire letters, direct deposit, and garnishment management
- Selecting and managing relationships with vendors/brokers and enrolls/withdraws staff members for benefits including insurance (health, dental, vision, long-term/short-term disability and/or life) and retirement plans
- Selecting and managing relationships with vendors/brokers for school-wide insurance policies (umbrella, property, liability, D&O, student accident, worker's compensation, disability and unemployment) per approval by the HOS

- Managing all compliance responsibilities including Titles I-V, teacher certification, safety, fire drill coordination, health, fingerprinting, software compliance, COBRA letters, student lottery, annual Sexual Harassment seminar, and legal issues with pro bono attorneys
- Managing compliance related to By-Laws and charter renewal

Minimum Qualifications and Training:

- Demonstrated record of leadership, management and interpersonal skills.
- Bachelor's Degree, or higher degree, in Operations Management, Organizational Management, Business or related field.
- At least 3 years of successful record of prior employment in an operational capacity in an educational environment.
- Knowledge of and experience with school facilities and relevant technologies.
- Knowledge of relevant laws, regulations and charter authorizer requirements.
- Prior experience as an assistant principal overseeing school operations or school director of operations.

General Studies Teachers: The General Studies Teachers are responsible for ensuring that all students in their classes are achieving at high levels both academically and socially. General Studies Teachers report directly to the DCI

Responsibilities:

- Developing effective, standards-aligned lessons that support student learning and achievement of school academic objectives and benchmarks and of state learning standards.
- Planning purposefully to provide students with opportunities for constructing meaning and developing understandings of new concepts.
- Utilizing developmentally appropriate and rigorous curricula and instructional materials and presenting students with new ideas and concepts through a variety of strategies that inspire and guide them to explore, express and uncover new ideas.
- Administering, collecting and analyzing qualitative and quantitative data gathered from a variety of assessments on each student.
- Reflecting regularly on data from student assessments alone and with colleagues, administration, or students' families in order to inform his or her work, modify practices and increase student achievement.
- Collaborating with Hebrew teachers, specialists and co-teachers in designing and teaching lessons that improve student achievement.
- Collaborating with special education teachers to execute IEPs for students with special needs in order to ensure they achieve academically at high levels, and are fully included in the HH community.
- Building relationships with families of HH students through frequent communication about students' progress and ways that families can support their children's learning.
- Creating a classroom community that maintains the school's high academic and social expectations for students.
- Actively working to improve his or her own practice, to acquire and enhance the skills and knowledge necessary for excellent instruction and to generally increase his or her effectiveness in the classroom and in the school community.

Minimum Qualifications and Training: (1) Fulfillment of all NCLB "highly qualified" requirements and appropriate NYS certification; (2) Minimum of 3 years' successful teaching experience in an elementary school as a teacher or in other relevant educational positions (e.g. Teach for America corps members); (3) Bachelor's Degree, or higher degree, in Education; (4) Bilingual (including English/Spanish, English/French, English/Hebrew) helpful; (5) Knowledge of the Gradual Release of Responsibility and Readers and Writers Workshop models; (6) Knowledge of and experience with assessments and relevant technologies; (7) Experience working with diverse populations of students, at-risk students, parents and families.

Hebrew Teachers: Hebrew Teachers are responsible for ensuring that all students in their classes are achieving at high levels in the Hebrew language curriculum. Hebrew Teachers report directly to the Director of Hebrew Curriculum and Instruction.

Responsibilities:

- Developing effective, standards-aligned lessons that support student learning and achievement of school academic objectives and benchmarks and of state learning standards.
- Planning purposefully to provide students with opportunities for constructing meaning and developing understandings of new concepts.
- Utilizing developmentally appropriate and rigorous curricula and instructional materials and present students with new ideas and concepts through a variety of strategies that inspire and guide them to explore, express and uncover new ideas.
- Administering, collecting and analyzing qualitative and quantitative data gathered from a variety of assessments on each student.
- Reflecting regularly on data from student assessments alone and with colleagues, administration, or students' families in order to inform his or her work, modify practices and increase student achievement.
- Collaborating with General Studies teachers, specialists and co-teachers in designing and teaching lessons that improve student achievement.
- Collaborating with special education teachers to execute IEPs for students with special needs in order to ensure they achieve academically at high levels, and are fully included in the HH community.
- Building relationships with families of students through frequent communication about students' progress and ways that families can support their children's learning.
- Creating a classroom community that maintains the school's high academic and social expectations for students.
- Actively working to improve his or her own practice, to acquire and enhance the skills and knowledge necessary for excellent instruction and to generally increase his or her effectiveness in the classroom and in the school community.

Minimum Qualifications and Training: (1) Fulfillment of all NCLB "highly qualified" requirements and appropriate New York State certifications preferred or willingness to work towards NYS certification; (2) Minimum of 3 years of successful work experience in an elementary or secondary environment as a teacher or in other relevant educational positions (e.g. Teach for America corps members); (3) Bachelor's Degree, or higher degree, in Education; (4) Bilingual, English/Hebrew and native or near-native Hebrew speaker; (5) Experience in implementing the Proficiency Approach, a plus; (6) Knowledge of and experience with assessments and relevant technologies; (7) Experience working with diverse populations of students, at-risk students, parents and families; (8) Experience in the differentiation of instruction.

Special Education Teacher: The Special Education Teacher provides consultation with and support to all teachers in addressing the needs of their students with IEPs as well as providing resource room instruction for children whose IEP requires instructional time outside of an inclusion setting. The Special Education Teacher will report to the DCI until such time as the Special Education Coordinator is hired. Once the Special Education Coordinator is hired, the Special Education Teacher will report directly to the Special Education Coordinator.

Responsibilities:

- Working closely with K-5 teachers to provide direct special education instruction to IEP students in both a push-in and pull-out model as mandated by IEP.
- Conducting ongoing training for regular and special education teachers and instructional assistants regarding inclusive education practices, curriculum modifications, differentiated instruction and behavior interventions for special needs students in general education classrooms.
- Assisting General Studies teachers and Hebrew teachers in adapting curriculum for special needs students, and providing modified curriculum and resources as needed by classroom teachers.

- Assisting General Studies and Hebrew teachers with developing daily reports, behavioral schedules and social skills curriculum for special needs students in general education classrooms.
- Modeling teaching strategies and techniques for General Studies and Hebrew teachers for special needs students in general education classroom.
- Providing CTT or resource room instruction to students whose IEPs require instructional time outside of an inclusion setting.
- Providing consultation and support for parents of special needs students in general education classroom and helping to facilitate positive collaboration between parents and teachers.
- Conferring frequently with the district of residence special education support staff and administrators to provide needed services regarding inclusive education practices.
- Attending IEP's and staff/parent meetings of students with special needs in general education classrooms, as requested.
- Maintaining a database of inclusion students and students who are mandated for related services, testing modifications and other information related to IEP's and Section 504 accommodations.
- Assisting General Studies teachers in problem-solving and program issues related to inclusive education practices.
- Ensuring that all SWD's have access and participate fully in all curricular and extracurricular programming provided by the school
- Participation in Child Study Team

Minimum Qualifications and Training: (1) Master's Degree in Special Education; (2) Appropriate state certification as a special education teacher and any other credentialing required; (3) Knowledge of special education laws and requirements; (4) Knowledge of the GRR and Readers and Writers Workshop Model; (5) Bilingual (including English/Spanish, English/French) helpful; (6) At least 3 years of successful experience in special education classroom teaching experience.

Reading Specialist: The Reading Specialist reports to the DCI and is responsible for (1) providing content knowledge and resources to instructional staff regarding learning and teaching literacy and (2) providing reading intervention instruction to struggling students through push-in and pull-out instruction.

Responsibilities:

- Working closely with K-5 teachers to provide direct reading intervention to targeted students in both a push-in and pull-out model.
- Researching and providing content knowledge and resources to staff about learning and teaching literacy
- Researching and preparing materials for the use by the teachers
- Researching and providing information and guidance regarding a range of effective and innovative literacy practices through various activities such as professional development activities.
- Maintaining paperwork consistently, appropriately and in a timely manner.

Minimum Qualifications and Training:

- Must be "Highly Qualified" under the No Child Left Behind Act, subject to New York State Education Law, Article 56 Certification Requirements.
- Master's Degree from Reading Specialist/Literacy Program and Appropriate state certifications.
- At least 3 years of successful experience as reading specialist/literacy coach in an elementary school environment.
- Bilingual (including English/Spanish, English/French) helpful.
- Knowledge of and experience with a variety of reading intervention programs (*Foundations* preferred) and methods and strategies
- Knowledge of and experience with assessments and relevant technologies.
- Experience working with diverse populations of students, parents and families.

- Demonstrated ability to communicate and work effectively and collaboratively with colleagues and parents.
- Demonstrated ability to adapt to the specific needs of individual students.
- Demonstrated ability to utilize varied teaching methodologies to accommodate students' unique learning styles.

ESL Teacher: The ESL Teacher is responsible for the instruction of students with Limited English Proficiency (LEP). They report directly to the DCI. The ESL teacher is responsible for overseeing the process of identifying, testing, classifying and declassifying ELL's.

Responsibilities

- Providing direct and indirect instruction to LEP students and evaluating LEP student progress.
- Engaging in long and short-term planning addressing individual needs of LEP students.
- Teaching a multi-model approach.
- Providing an inviting, exciting, innovative, learning environment.
- Preparing written reports accurately.
- Communicating and consulting effectively with parents, students, teachers and administrators.
- Serving as advisors to students and their families.
- Cooperating with the DCI and complying with school rules regarding privacy of student records and information.
- Performing such additional tasks and assuming such additional responsibilities as are assigned by the DCI and are consistent with the goals and objectives of the position.
- Serving as a resource to all teachers in the school.

Minimum Qualifications and Training:(1) Must be "Highly Qualified" under the No Child Left Behind Act, subject to NYSED Law, Article 56 Certification Requirements; (2) Appropriate state certifications; (3) At least 2 years' successful experience as an ESOL (English for Speakers of Other Languages) or ELL program teacher in an elementary school environment; (4) Demonstrated proficiency in Sheltered English Immersion techniques and strategies; (5) Knowledge of GRR and Readers and Writers Workshop models; (6) Demonstrated ability to communicate and work collaboratively/ effectively with parents and colleagues; (7) Demonstrated ability to adapt to the specific needs of individual students; (9) Demonstrated ability to utilize varied teaching methodologies to accommodate students' learning styles; (10) Demonstrated ability to evaluate tests and measures of achievement.

Special Education Coordinator: The Special Education Coordinator oversees special education and related programs under the guidance of the DCI. This position will be filled in year 2.

Responsibilities:

- Overseeing special education and related services, programs and grants, and ensure HH compliance with state and federal laws and regulations related to the implementation of IDEA.
- Supporting implementation of NCLB and attainment of State standards.
- Remaining current regarding laws, policies, trends and best practices related to education in general and special education programs specifically, and sharing this knowledge with administrators and staff on a regular basis.
- Interpreting, explaining, and applying local, State and Federal laws, guidelines, policies and procedures for staff, students, parents, and others in a timely and accurate manner.
- Developing systems, tools and policies/procedures for effective implementation of special education services, and testing accommodations as needed.
- Expanding 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.

- Providing support with complex individualized education plans including facilitating meetings and advising principals for more involved IEP processes.
- Supervising and evaluating classified and certified special education staff, providing support, opportunities, coaching, mentoring, and guidance for professional growth; and assisting with timely performance evaluation in a manner that promotes team development and effective work.
- Aligning program development and coordination with the goals of the school in collaboration with administrators, special education staff and other school staff to ensure the best use of resources in providing services for students.
- Assisting in the development of the special needs program budget and planned management of resources to support learning goals.
- Assisting with recruiting, screening, hiring, assigning and provide leadership in training special needs staff.
- Applying high-quality problem-solving skills and exercise expert judgment to resolve issues for parents, students and/or staff.
- Serving as a resource and/or consultant to school administrators and personnel on the nature, causes, and solutions to the learning difficulties of children.
- Providing thorough and timely reports, data, and information as requested.
- Participation in Child Study Team

Minimum Qualifications and Training:

- Appropriate state certification as a special education teacher and any other credentialing required.
- Special education administrative and/or teaching experience, including case management experience.
- Demonstrated ability to adapt to differences and changes in characteristics of students, programs, leadership, staff, and community.
- Demonstrated ability to utilize varied teaching methodologies to accommodate students' learning styles.
- Demonstrated ability to work effectively and collaboratively with colleagues, parents and community members.
- Extensive knowledge of the provisions of IDEA, Section 504, assessment and curriculum, especially assessment and curriculum for special education.
- Skilled in program development and evaluation including gathering and analyzing data and development and implementation of improvement plans; project management; instructional development; creative thinking; and commitment to quality.
- Skilled in leading, supervising, coaching, and evaluating special education and other staff.
- Demonstrated ability in identifying staff development needs and planning and delivering in-service training.
- Demonstrated ability to inform and support administrators, instructional staff (both special and general education) and parents regarding special education and Section 504 law, policies and procedures; assists in compliance with state and federal requirements.
- Demonstrated ability to organize, plan and facilitate regularly scheduled meetings that include special educators and Section 504 facilitators in an effort to maintain consistency of program services.
- Knowledge and experience with programs that support learning among students of diverse ethnic and cultural backgrounds.
- Experience with using data-based decision-making including successful strategies and processes for program evaluation to measure achievement of school goals.
- Technological skills necessary to use electronic tools for data-based decision-making and effective communication, such as e-mail, word processing, spread sheets and databases, and ability to learn new programs as needed.

Social Worker: The Social Worker will support the school in addressing the social, emotional, developmental and emotional needs of the school's students and families, and in helping students' and families' access appropriate services and resources. The Social Worker reports to the DCI.

Responsibilities:

- Counseling students whose behavior, school progress, or mental or physical impairment indicate a need for assistance, diagnosing these students' problems and arranging for needed services.
- Consulting with parents, teachers, and other school personnel to determine causes of problems such as truancy and misbehavior, and to implement solutions.
- Developing and reviewing service plans in consultation with students, their families and school staff, and performing follow-ups assessing the quantity and quality of services provided.
- Collecting supplementary information needed to assist students.
- Supporting school staff in addressing issues such as suspected child abuse and neglect. Acting as school liaison with the New York City Administration for Children's Services (ACS).
- Assisting with such legal issues as hearings and providing testimony to inform custody arrangements.
- Providing, finding or arranging for support services for HH families, such as child care, homemaker service, prenatal care, substance abuse treatment, job training, counseling, or parenting classes, to prevent more serious problems from developing.
- Referring students to community resources for services.
- Maintaining case history records and preparing reports.
- Addressing emergency situations impacting students—e.g. leading group counseling sessions that provide support in such areas as grief, stress or chemical dependency.
- Arranging for medical, psychiatric, and other tests that may disclose causes of difficulties and indicate remedial measures.
- Serving as a liaison between students, homes, schools, family services, child guidance clinics, courts, protective services, doctors and other contacts, to help children who are facing problems.
- Interviewing students individually, in families, or in groups, and assessing their situations, capabilities, and problems, to determine what services are required to meet their needs.
- Participation in the Child Study Team

Minimum Qualifications and Training: (1) A Master's degree or higher degree in Social Work, with clinical and supervisory experience preferred; (2) Appropriate New York State Certification; (3) Demonstrated and successful record of prior employment as a counselor or social worker in an educational environment; (4) Demonstrated ability to work productively with staff and with diverse populations of students, parents and families—including students, parents and families with limited English proficiency; (5) Demonstrated understanding of issues facing children and youth, especially those from immigrant families and poverty-level families, in urban areas; (6) Bilingual (English/Spanish), helpful.

Office Manager: The Office Manager reports directly to the Operations Manager, but is expected to carry out tasks as requested by the HOS and all instructional staff.

Responsibilities:

- Answering and redirecting, as necessary, general telephone and email enquiries.
- Maintaining office appliances
- Coordinating internal meetings and appointments
- Managing postal operations
- Accurately maintaining and updating student information using ATS and OnCourse including student attendance.
- Collecting and filing student information as required by State and federal law; managing student recruitment process including outreach and tours for parents
- Ensuring student enrollment is at the correct count

- Maintaining student waiting list according to State law; receives and organizes applications
- Ensuring new student lottery is run in compliance with law
- Transmitting student transfer/withdrawal paperwork to and/or from student's former or current school
- Carrying out administrative tasks related to School Lunch Program.
- Managing student transportation via bus and other modes of arrival, dismissal and field trips
- Ensuring student transportation schedule is aligned with school calendar
- Managing daily mode changes for students whose usual mode of transportation is different from usual
- Coordinating school-parent communications.
- Maintaining system to address facility needs (lighting, repairs in rooms, clean up of bodily fluids)
- Scheduling and logging fire alarms, in accordance with laws

Minimum Qualifications and Training: (1) Minimum of Associate's Degree or business training; (2) Demonstrated and successful record of prior employment in an administrative, secretarial or office manager capacity in an educational environment; (3) Knowledge of and experience with relevant technologies.

School Aides: School Aides report to the OM 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 HOS, OM and all instructional staff.

Minimum Qualifications and Training: (1) Minimum of High School Diploma or secretarial training; (2) Knowledge of and experience with relevant technologies.

Nurse: Provides preventive health services to facilitate students' optimal physical, mental, emotional and social growth and development. Promotes and protects the optimal health status of school-age children.

Responsibilities:

- Providing health assessments and developing and implementing a student health plan
- Maintaining, evaluating and interpreting cumulative health data to accommodate individual needs of students
- Planning and implementing school health management protocols, providing health education and anticipatory guidance
- Participating in home visits to assess the family needs as related to the child's health.
- Developing procedures and providing for emergency nursing management for injuries/illnesses
- Coordinating school and community health activities and serving as a liaison health professional between the home, school and community.
- Where applicable, participates in the IEP plan development.

Minimum Qualifications and Training: (1) Qualified to practice as a Registered Nurse in the State of New York and holds an unrestricted license; (2) Certified in CPR or BLS (or obtain in the first 6 months); (3) B.S.N. or Registered Nurse with a bachelor's degree in a related discipline; (4) Minimum of one year experience in public health nursing, community health nursing, school health nursing or pediatric nursing.

Bookkeeper: The Bookkeeper 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.

Minimum Qualifications and Training: (1) Associates Degree in Accounting; (2) Attention to Detail; (3) Certification by the American Institute of Professional Bookkeepers a plus.