

Full Application in Response to the

2011 New York State Education Department Request for Proposals to Establish Charter Schools Authorized by the Board of Regents for the Harlem Hebrew Language Academy Charter School

Lead Applicant: Sara S. Berman and authorized representative for the Lead Applicant, David Gedzelman

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District or CSD: CSD 3

Total Projected Grade Levels to be Served by the End of Five Years: K-5

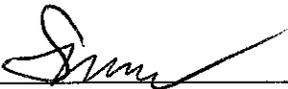
Total Projected Grade Levels to be Served When the School is Fully Developed: K-8

Total Projected Maximum Enrollment by the End of Five Years: 450

Total Projected Maximum Enrollment When the School is Fully Developed: 675

2011 NYSED Charter School Application Statement of Assurances

- We intend to apply for a Charter School Planning and Implementation Grant (CSP). We understand that if the Harlem Hebrew Language Academy Charter School application is approved by the NYS Board of Regents and issued a charter, the school is qualified to receive a federal CSP grant, pending available funding and final approval of budget materials by the NYSED Charter School Office and the New York State Comptroller. We agree to complete all required budget information and assurances (Exhibit A) according to forthcoming instructions and a revised timeframe to be issued by NYSED.
- In accordance with New York Education Law Section 2851(2)(t), in the case of closure or dissolution of the Harlem Hebrew Language Academy Charter School, we agree to abide by and implement the forthcoming Closing Procedures for New York State Charter Schools Authorized by the Board of Regents to be issued by NYSED.
- We understand that if we intend to request waivers from a federal, state, or local regulation or rule that is generally applicable to public schools that we believe are necessary for the successful operation of the charter school, we proposed be waived, or otherwise not apply to the charter school, we will include such requests along with justification where appropriate in the application narrative.
- I attest that all information included in this New York State Education Department 2011 Charter School Application for the proposed Harlem Hebrew Language Academy Charter School is accurate and correct.

 _____ Signature of Lead Applicant

3/30/11 _____ Date

I. EDUCATION PLAN

A. Curriculum and Instruction

Curriculum

Harlem Hebrew Language Academy Charter School (Harlem Hebrew) 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 within a partial immersion model and the integration of service learning and community service across the curriculum.

Our mission drives the design of Harlem Hebrew's curriculum, which is aligned to the 28 New York State Learning Standards, inclusive of the Common Core Standards in ELA and math. Harlem Hebrew has developed curriculum crosswalks for the initial grades K and 1 that the school will serve during its first year of operations. These crosswalks—in ELA, math, science, social studies and LOTE (Hebrew)—are aligned with the New York State Standards inclusive of the Common Core State Standards for ELA and math and thus are also aligned with the NYS Testing Program. After approval of the charter, Harlem Hebrew will develop crosswalks for the core subjects and Hebrew for the remaining Grades 2-5 that will be served by the school during its first charter term as well as for CDOS, Physical Education/Health Education/FACS and Technology for all grade levels. In order to develop the remaining crosswalks, Harlem Hebrew will be able to use the curriculum crosswalk resources of the Hebrew Language Academy Charter School (HLA), the school after which Harlem Hebrew is modeled. HLA's crosswalks were approved by the NYSED in 2009 and Harlem Hebrew will utilize them as the basis for the development of its own crosswalks ensuring alignment with recently adopted Common Core standards in ELA and math.

English Language Arts: Harlem Hebrew's ELA curriculum framework is cross-walked to the New York State P-12 Common Core Learning Standards for English Language Arts (Reading, Writing, Speaking and Listening, and Language). To help build the foundation, the School has chosen to implement the Teachers College Reading and Writing Workshop Project model. Highly structured, predictable, purposeful and well planned, the Teachers College Reading and Writing Workshop Project model allows students to take the initiative to create, work, and learn in a meaningful way. The Teachers College Reading and Writing Workshop Project model advocated by Lucy Calkins and her colleagues from the Teachers College Reading and Writing Project has a proven track record of improving student achievement. The instructional scope and sequence systematically provides, on a three-week cycle, information of students' strengths and weaknesses relative to the standards. Writing units of study will focus on different genres, including personal narrative, nonfiction, and poetry. Students will learn about the characteristics of each genre by reading and studying mentor texts. Through whole class mini-lessons, small group instruction, and individual conferences, students will receive explicit instruction on essential writing strategies and skills. Within Readers and Writers Workshop, the students also participate in a variety of language arts activities including word study, listening to both fiction and non-fiction books on tape, independent reading, and handwriting. Early readers need to practice their reading skills by re-reading familiar texts independently or with partners. Students have the opportunity to choose books for independent reading from the classroom library of leveled books. A systematic scope and sequence of teaching is organized every three weeks to provide important information about students' strengths and weaknesses relative to the standards, and teachers will plan lessons based on their assessments of students' reading and writing abilities.

Harlem Hebrew will also have a strong phonics-based (and research backed) instructional program starting in Kindergarten through Grade 2, the *Read Well* program by Soprist West. Harlem Hebrew, while focusing on phonics and phonemic awareness in the early grades, will also introduce students to the joy of reading with authentic literature. Students will understand that the goal of reading is to achieve comprehension and to obtain information, and the concurrent focus on phonics and phonemic awareness will provide them with the tools to do just that. From the earliest grades, composition and writing will be stressed. Using *Read Well's* companion series, *Write Well*, students will learn to identify themes and sub-themes, and learn to think (and

express their ideas in both written and oral form) about what they have read. The *Read Well* program is a research-based curriculum that rests its foundation on those components and methods of instruction that research^{1 2} has shown to be most effective for early literacy development. The components identified by the research are screening and continuous assessment, phonemic awareness, alphabetic principle, vocabulary, fluent automatic reading of text, comprehension, and motivating students to read. Both *Read Well* and *Write Well* will supplement the Teachers College Reading and Writing Project curriculum which is Harlem Hebrew's overarching curriculum for ELA instruction.

Finally, in order to provide additional support to special learning groups within Harlem Hebrew, for instance Title I students, ELLs and students with disabilities, the School has chosen Wilson's *Foundations* as its academic intervention curriculum. *Foundations* provides teachers and administrators with the tools they need to successfully engage children with language and print. *Foundations* addresses the findings of both the National Reading Council and the National Reading Panel regarding the five essential components of reading: *phonemic awareness, phonics, vocabulary, fluency, and comprehension.*

Mathematics: Harlem Hebrew will offer a K-5 math curriculum that builds student competency over time in the five mathematics strands outlined in the New York State P-12 Common Core Learning Standards for Mathematics (Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry). To help students build the foundation, the School will use a grounded and structured approach to mathematics where concepts are presented in a logical fashion and in incremental steps that build upon each other and allow for the development of a solid base. Students will learn to communicate mathematically using numeric, graphical, symbolic, and written means. They will practice and apply basic skills and critical thinking skills to solve mathematical problems, construct valid arguments, and appreciate the applications of mathematics. It is for this reason that Harlem Hebrew will use the Scott Foresman-Addison Wesley enVisionMATH (2009) text for Grades K-5 math instruction. The curriculum is aligned with the Common Core Standards and is based on scientific research on how children learn mathematics as well as on classroom evidence that validates proven reliability. enVisionMATH supports the Workshop Model and differentiated instruction in a heterogeneous classroom setting. enVisionMATH engages and interests all students with leveled activities for ongoing differentiated instruction. Topic-specific considerations for ELL, special education, at-risk, and advanced students enable the teacher to differentiate for the diverse learners in every classroom. enVisionMATH allows students to use their senses in order to understand math. This involves the use of visual aids, math manipulatives, and other sensory activities to count, add and problem-solve. A systematic scope and sequence of teaching is organized every three weeks to provide important information about students' strengths and weaknesses relative to the standards.

Science: The aim of the School's science curricula is not only to teach science content, principles and practices, but also to train students to use inquiry and scientific methods to learn independently and to solve problems. Teachers guide students to collect and record first-hand data, to represent and analyze it. Accordingly, the School's science education programs will be inquiry-based and rooted in "real world" situations and experiences. To achieve this, all science units are developed to address the process skills identified by NYSED in Standards 1, 2, 6, and 7.

The School's science program will: 1) Develop students' science literacy (infusion of Common Core State Standards) and provide meaningful and engaging learning experiences to enhance students' intellectual curiosity and build students' proficiency in science; 2) Teach students how to manipulate scientific tools as they expand their science vocabulary; and 3) Strengthen students' logical reasoning and critical thinking skills, as well as their abilities to apply scientific methodology and inquiry to make connections between books, and between texts and their own experiences.

¹ Snow, C., Burns, M., & Griffin, P. (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.

² Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: The MIT Press.

Harlem Hebrew plans to use Scott Foresman-Addison Wesley *Science* text for Grades K-5. This series meets the requirements for a successful program in that it (1) complies with New York State curriculum guidelines and frameworks; (2) It provides solid support for teachers in the classroom; and (3) Pre/Post-State Assessment Tests have demonstrated that the program supports achievement in the area of acquisition of science skills and knowledge for all students. The *Science* series is also well suited to the proposed workshop model approach to instruction. It utilizes an Inquiry Approach to learning involving Directed Inquiry, Guided Inquiry and Full Inquiry consistent with the workshop model. Leveled-books allow for differentiated instruction by introducing and exploring identical science concepts at each student's reading level. It further emphasizes active, hands-on explorations in the early grades that help students build their understanding of key concepts and invites students to develop and explain concepts in their own words both orally and by writing and drawing.

Hebrew Language: Hebrew Language instruction will begin in Kindergarten. The curriculum is aligned to both the New York State LOTE standards as well as the American Council for the Teaching of Foreign Languages (ACTFL) Proficiency Standards. ACTFL Proficiency Standards take into account the fact that a learner's ability to perform in the target language develops gradually, often in a non-linear manner. Accordingly, it identifies four main phases, which language learners go through during the language acquisition process, in order to achieve the level equated with that of the native speaker. The four levels are: Novice, Intermediate, Advanced and Superior. The first three levels are further sub-divided into Low, Mid and High. The levels and sub-levels enable precise assessment of the learner's capacity to function in the target language. Ongoing and precise evaluation of the learner's progress as defined by these levels provides the teacher with a clear picture of the learner's strengths as well as those weak areas which need to be addressed. The assessment of the learner uses four interrelated criteria. Each of the four language skills (speaking, listening, reading and writing) is assessed in each level and sub-level in terms of content/context, task, text type, and accuracy.

In order to achieve a high level of functionality in real life settings of a language, learners must be exposed to and learn through the use of authentic language and materials. The curricular materials for the Proficiency Approach are drawn primarily from all genres of texts that were produced by native speakers for native speakers such as children's stories, songs, media clips and objects that represent the target culture such as authentic games, signs and posters. The Proficiency Approach for Hebrew has been adapted by curriculum developers at Hebrew at the Center who are also affiliated with Brandeis University as well as by the Hebrew Charter School Center (HCSC), a non-profit organization described in the Prospectus with the mission to support the development, implementation and sustainability of Hebrew-language focused charter schools nationwide. While Hebrew at the Center has provided a broad framework for the instructional model, materials used in the units of study are developed at the school level through a collaborative process among the Director of Hebrew Curriculum and Instruction and the Hebrew instructional staff. Materials developed at Harlem Hebrew through the same process will also be made available to all HCSC network schools as materials developed at HLA have and will be made available to Harlem Hebrew.

Social Studies: The Social Studies program is designed around the concepts of democracy and diversity. The Social Studies curriculum aims to help students to make sense of the world in which they live, make connections between major ideas and their own lives, see themselves as members of the world community, to understand, appreciate, and respect the commonalities and differences that give the United States character and identity. Study of Modern Hebrew language will also provide a link to the culture and physical land of Israel as well as to the very special archaeological treasures and historical legacy that land represents. Building on this, through the thematic theme of History of World Jewish Communities and Israel (HWJCI), students explore the rich cultural and intellectual traditions of particular communities from around the world. Being exposed to a global perspective early in their studies helps students understand how their own community relates to communities around the world. The focus on HWJCI is aligned not only with the Hebrew language instruction but also to the NYS social studies curriculum, allowing students to understand that history, culture, and language are deeply intertwined in the particular communities studied as well as all communities

around the world. Harlem Hebrew will maintain strict compliance with separation of church and state and will not encourage nor discourage religious devotion in any way.

The HWJCI curriculum begins in the early grades with the treatment of an imaginary street in Israel called “HaOlam” Street, the World Street. Families who emigrated from many countries around the world such as Morocco, Russia, Ethiopia, Yemen, Iraq, Iran, Hungary and Poland, live on HaOlam Street. Children learn about these families, their different customs and memories as a beginning point for eventually understanding the countries those families emigrated from in the third grade social studies exploration of world history. Students will be encouraged to share their own families’ particular stories and histories as part of affirming and exploring their own unique backgrounds and as part of gaining skills of inquiry, research, reporting and understanding. At Harlem Hebrew, we study one particular in order to study and affirm all particulars.

Through its social studies curriculum (as well as throughout other aspects of the School’s curriculum), Harlem Hebrew seeks to infuse its students with values of mutual understanding, appreciation and respect for others—an important component of the School’s mission. Harlem Hebrew will bring to life these values for its students through an integration of a service learning curriculum that promotes social responsibility.

The School will use the Scott Foresman Social Studies program for grades K-5 as its overarching text. This social studies series is directly aligned with the New York State Social Studies Standards. Furthermore it lends itself to the integration of primary source materials, which will be used to integrate the study of HWJCI into relevant areas of American history and world history. The materials to be used in social studies and history will include the use of the following in addition to this standard text: (1) original documents and letters to bring students into direct contact with important documents of American and world history; (2) field trips to museums, exhibits and other historical sites; (3) high quality documentaries that are integrated into classroom instruction; and (4) art and literature to convey historical events and figures. The Grades K-2 curriculum and instructional materials to support HWJCI has been developed by a team of expert consultants under the auspices of HCSC. Materials to support the instructional model for Grades 3-5 are currently under development, which include teacher input, and will be available for classroom use far in advance of the time Harlem Hebrew serves these grades. It is important to note that this curriculum was approved by NYSED for use at HLA and continues to be evaluated and refined.

The Arts: The Arts will be incorporated both as a discrete subject—a designated Music class taught by a specialist and beginning in Grade 3, Visual Arts taught by a specialist—or embedded in other curricula areas, such as Visual Arts and Theatre Arts integrated into ELA, Hebrew and Social Studies while Dance will be integrated into Physical Education, Music and other subject areas where appropriate. Harlem Hebrew will promote the value of the Arts for their own sake, as forms of cognition, as well as for their ability to illuminate other academic subjects, and as ways to exhibit understanding. The Arts provides Harlem Hebrew with opportunities to integrate cultural aspects related to the study of Hebrew and HWJCI into the School’s curriculum. As a guide, Harlem Hebrew will use New York’s *Blueprint for the Arts*.

Physical Education, Health Education and Family and Consumer Science (FACS): In the changing environment outside of school where many children are not engaged in regular physical activity, Harlem Hebrew is committed to ensuring that its children develop sound bodies as well as sound minds. In addition to contributing to students’ physical health, the physical education program at Harlem Hebrew will help its children develop physical skills and athletic skills, make friends, have fun, learn to play as a member of a team, excel on an individual level, learn the rules of playing fair and good sportsmanship and improve self-esteem.

Every day, students make decisions affecting their health and well-being: Health and FACS education gives students the knowledge and skills to thrive physically, mentally, emotionally, and socially. This knowledge helps students meet the challenges of growing up. It helps students to recognize the causes of ill health and to understand the benefits of prevention, good hygiene, good nutrition and healthful eating, and appropriate medical care. Through health education, students become aware of the dimensions of good health: physical

soundness and vigor; mental alertness and ability to concentrate; expressing emotions in a healthy way; resiliency; and positive relations with family and peers. Health education also includes a set of skills to help students be better consumers of information, to manage stress and conflict, and to make better decisions in the face of conflicting messages, thus assisting them to live healthier lives. Students will learn from a planned, sequential, K-5 curriculum based on NYS standards for physical and health education and FACS. FACS and Health will be incorporated into social studies and science as appropriate.

Career Development and Occupational Studies (CDOS): Harlem Hebrew recognizes the importance of exposing children to the careers that are available to them as well-educated people. It is critical to build a connection to the work they are doing in the classroom to the variety of professions that ultimately use those skills. At Harlem Hebrew, children will explore those professions that utilize the skills and knowledge that are being imparted to them in the classroom. Teachers will invite professionals to speak in the classroom about their jobs and what is required educationally to do what they do. These classroom studies and talks will link the myriad of careers to the work the students are doing in school and will provide them with a career roadmap that highlights the link between success in the classroom and success in one’s chosen profession. NYS CDOS standards are integrated into all subjects in content-specific and grade appropriate ways.

Technology: Harlem Hebrew is committed to ensuring that its children are technologically literate. The School’s technology curriculum revolves not only around students’ use of computers and appropriate software but also includes the study of the evolution of technology, engineering design and technology management across appropriate curriculum areas such as math, science and social studies. It is important that students are taught appropriate use of the computer, provided with the proper technique for efficiency on the keyboard and facility with the Internet, word processing, spreadsheet, database and desktop publishing programs. Harlem Hebrew will ensure that students are prepared for a technologically sophisticated world by using software currently being used in the world of work to create their own projects. Technology standards are integrated across the curriculum in content-specific and grade appropriate ways.

Promotion Standards

All Harlem Hebrew students are held to specific promotion criteria in the areas of attendance; comprehensive classroom assessments that include work samples, anecdotal, teacher assessments and observations; and benchmark assessments (i.e., ITBS and NYS Standardized Test scores). Harlem Hebrew reserves the right to make a decision for promotion when standardized test scores do not match previous student achievement as seen through these classroom assessments. Students failing to meet any of the grade level or school expectations as defined by the criteria in the chart below are noted as *Promotion in Doubt* during the winter at which time families are notified in writing of possible retention. If students do not demonstrate improvement by the end of the school year they are identified for retention for the following school year. The following table provides promotion standards for ELA and math for two non-consecutive grades at the school: Grades 1 and 5.

Grade	Attendance	Teacher Recommendation	Benchmark Testing
1	95%	At grade level performance	<i>Fountas & Pinnell Benchmark Assessment System</i> - Benchmark At Grade Level, ITBS Reading and Math—at Grade Level.
5	95%	At grade level performance	New York State ELA and Math—Level 2 and above

Instruction

The Workshop Model: Teachers at Harlem Hebrew will utilize the workshop model to deliver its balanced instruction. The workshop model is consistent with a balanced approach and builds capacity in teachers to differentiate instruction in a classroom of heterogeneous learners. Because it facilitates differentiated and individualized instruction, the workshop model is highly effective with at-risk populations such as ELL students, Title I students and special education students as well as with academically advanced students.

The workshop model will be utilized in instruction across all core subject areas and is consistent with the Proficiency Approach used in the instruction of Hebrew. The workshop model generally consists of the following components: (1) Teacher leads a mini-lesson in which s/he models the skill or strategy that is being taught; (2) Students practice the skill or strategy together with the teacher; (3) Students break out into groups which are formed based on similar needs as identified by teacher observation and assessment; (4) Students work independently or collaboratively on a project/assignment that allows them to employ and develop the particular skill or strategy; and (5) Students have an opportunity to share their work with the class and teacher and engage in class-wide discussion.

Ongoing assessment is a vital part of the workshop model. Teachers will use formative assessment data generated by classroom observations to inform both individual conferencing with students as well as in the groupings of students for guided instruction. This process promotes highly individualized instruction.

The Proficiency Approach: Harlem Hebrew will utilize the Proficiency Approach to teach Hebrew language. In the field of second language teaching, academics distinguish between *learning* a language and *acquiring* a language. When one *acquires* a language one internalizes its structure and its behavior and as a result of this internalization one begins to use its linguistic components automatically to either understand or create meaningful messages. Acquisition allows learners “free access” to the vocabulary and to the language structure and to retrieve them instinctively and automatically. In other words, *acquisition* allows learners to engage deeply with the language and enables the language to become part of the learner.

To date, the most effective tool for enabling students to *acquire* language in a classroom setting is the Proficiency Approach. The approach was developed in the United States during the early 1980s and is today considered by American Council for the Teaching of Foreign Languages (ACTFL) to be the gold standard for foreign language learning for students of all ages. ACTFL, with the help of practitioners and researchers in the field of language acquisition, developed Provisional Proficiency Guidelines (benchmarks) in 1982 for the most commonly taught languages such as French, Spanish, and German. In 1989 the Hebrew Proficiency Guidelines were created by a team of Hebrew language experts at Brandeis University. The new Guidelines paved the way for the articulation of Hebrew proficiency goals for secondary, post-secondary and elementary age learners.

The Proficiency Approach provides powerful tools for the teacher and the learner, enabling them to provide a well articulated learning process for each learning setting or for each student. In particular it: (1) Allows a flexible curriculum; (2) Guides the School in articulating learning goals; (3) Supports language acquisition; (4) Creates a learner-centered environment; and (5) Provides clear and precise tools to assess student performance. The methodology of the Proficiency Approach is consistent with the workshop model. This consistency lends itself to a seamless transition for Harlem Hebrew students, most importantly in the younger grades, from their instruction in Hebrew to their instruction in ELA and other English-driven core subjects.

Co-Teaching and Partial Hebrew Immersion: Harlem Hebrew will leverage the benefits of its instructional model—the workshop model and the Proficiency Approach—by utilizing a co-teaching model in all core subjects and a partial Hebrew immersion model in math, science and social studies. Through Harlem Hebrew’s unique scheduling structure, co-teaching during the Readers Workshop portion of ELA instruction takes on the form of two general education teachers providing instruction to each classroom of students, while in Hebrew language class it means two Hebrew teachers providing instruction solely in Hebrew to each classroom of students. This form of co-teaching provides instructional intensity for students in areas of English language acquisition and Hebrew language acquisition critical to our mission. During instruction in the remaining core courses, co-teaching means both a general education teacher and a Hebrew teacher providing instruction to each classroom of students. The Hebrew teacher supports classroom instruction by serving two important roles: (1) providing instructional support during the small group and independent work portion of the workshop model by monitoring work and supporting students acquisition of concepts with additional examples (for instance, in math the Hebrew teachers may use additional manipulatives and/or modeling to

support small group and independent learning) using only the Hebrew language and/or non-verbal cues and (2) enhancing the lesson by infusing appropriate Hebrew language into the lesson, thus, supporting the partial immersion model and furthering Hebrew language acquisition. Importantly, during Social Studies the Hebrew teacher not only supports instruction and infuses Hebrew language into the lesson but in many cases is leading the integration of HWJCI into the lesson.

Professional Development and Curriculum and Instructional Needs

The process of designing and coordinating the professional development (PD) program will be led by the Director of Curriculum and Instruction (DCI) and supported by the Director of Hebrew Curriculum and Instruction (DHCI). These instructional leaders will work on a daily basis 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. As necessary the DCI and the DHCI may engage outside consultants to provide specific training to teachers. Both instructional leaders will have access to educational consultants from HCSC. Curriculum and instructional professionals from HCSC will not only support Hebrew language instruction, the Proficiency Approach and the implementation and integration of the HWJCI curriculum in the school, but will also provide training and support in core subjects. This support will include but not be limited to: (1) proper implementation of the Teachers College Readers and Writers Workshop; (2) proper implementation of the workshop model; (3) training of teachers in the proper administration of the assessment protocol; and (4) analysis and use of student assessment data to tailor and differentiate instruction; among other areas.

Harlem Hebrew's *embedded* PD is designed to achieve these goals by integrating PD activities into the workday. Harlem Hebrew's view of PD is one in which teachers are engaged in professional learning every day, all day long. PD will be embedded in the assignments and analysis of student learning that teachers perform every day as they continually draw understanding about their performance from student achievement. At Harlem Hebrew teachers will learn together. They will solve problems in teams or as a whole faculty because every teacher will feel responsible for the success of every student in the school community. Rather than looking only outside of the school for expertise, teachers, with the help and guidance of the school's instructional leadership, will work together to build capacity within their own environment. In the process, they will become avid seekers of research and best practices that will help themselves and others.

Effective implementation by the teachers of the school's curriculum aligned to the NYS standards, inclusive of the Common Core Standards for ELA and math, requires ongoing guidance and support. Teachers will know what to teach and when to teach it because the year's curriculum is laid out in a scope and sequence for each subject. In particular, during the two-week pre-opening professional period, teachers will participate in training to map and align materials of the curriculum. The scope and sequence for the first semester of year 1 will be developed by the DCI and the DHCI and provided to teachers prior to the beginning of the first school year. The scope and sequence for subsequent semesters will be a shared responsibility between instructional leaders and instructional staff. The DCI and DHCI will develop each curriculum map directly in response to the New York State Standards and the Common Core Standards. This initial scope and sequence, however, will be honed during the course of the school year to respond to student need. Teachers will collaborate in this refinement based on their experience in the classroom and student assessment data. In all cases, any refinements to the scope and sequence will be guided by the NYS standards as well as the Common Core Standards in response to the process by which curriculum will be reviewed and revised.

Harlem Hebrew will formally review curriculum twice a year. The process is a collaborative one involving the DCI, DHCI and teachers. During semi-annual review, the participants review and reflect on six-week assessment data and their meaning in relation to meeting the standards. A system called "Monitoring for Results" tracks student progress through the use of benchmark sheets. Students are monitored closely to ensure they are meeting benchmarks. A plan of action (POA) is collaboratively developed for students who do not meet these benchmarks so that their needs can be addressed. Scope and sequence and pacing guides are evaluated during this process to determine what, if any, modifications need to be made for the subsequent

semester. The goal of this process is to discuss recommendations for changes in the curriculum that may better allow teachers to meet the needs of all students. The curriculum review process that occurs in the last months of the school year involves the annual review of student data and reflection of teachers, instructional specialists and administrators. This review process may result in recommendations to change the order of the following year's scope and sequence, to enhance or completely replace any published curriculum used by the school, among other potential changes.

Effective implementation of Harlem Hebrew's predominant instructional methodologies requires teachers to assess students and use assessment data to inform instruction. At Harlem Hebrew, teachers will be responsible for administering the assessment protocol and therefore must be highly trained not only in administration in the assessments, but also importantly in analyzing assessment results and using the information gleaned from this data to tailor and differentiate instruction. Thus, PD for teachers has a strong focus on the administration of assessments and the use of assessment data in the classroom. In addition, PD for teachers will focus on creating teacher-developed assessments aligned to state standards and a reliable grading rubric to ensure scoring of those assessments provide an objective and accurate measure of students' progress towards mastery of standards. It is important to note that individuals who administer the end of school year Hebrew language proficiency assessments *must* be certified by ACTFL and the Center for Applied Linguistics (CAL) or the video of the proficiency interview must be spot-checked by a certified assessor to verify accuracy of the assessment if it had been conducted by a non-CAL/ACTFL assessor. At a minimum the DHCI will go through the certification process, and within two years, Harlem Hebrew intends to certify at least two of its Hebrew teachers.

In addition, the collaboration between the general education teacher and Hebrew teacher required in a partial immersion model requires significant planning and seamless implementation of lesson plans. Teachers will be supported in their abilities to collaborate and deliver this type of instruction and the School's model of embedded PD along with designated time in the daily and weekly schedules to engage in this training and planning addresses this need.

At Harlem Hebrew, PD begins prior to the start of the school year and will continue throughout the school year. During the pre-opening PD, time will be spent reviewing the charter with specific emphasis on expectations for student achievement. As part of this charter review process, teachers will be asked to reflect upon their role in supporting student achievement and the direct link between their performance and student achievement. The DCI and DHCI and various topic-specific consultants will prepare teachers to work with all students, including at-risk, ELL and special education students. The topics that will be covered in each year's pre-opening PD activities will support all teachers, including novice teachers and new teachers to the school and include but are not limited to: (1) differentiating instruction through the workshop model; (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 Instruction; (6) effective collaboration in the co-teaching and partial language immersion model; (7) the role of the general education teachers, Hebrew teachers, ESL teacher and special education teachers, and special service providers; (8) forming partnerships - parents, cooperating teachers, and other staff members; (8) analysis of the instructional environment; (9) adapting instruction and adaptive technology; (10) introduction and overview of curriculum materials; and (10) the Monitoring for Results Process; (11) the purpose and role of the Child Study Team (CST); and (12) classroom management.

Hebrew teachers will engage in specific pre-opening PD around the Proficiency Approach. This PD will be overseen by the DHCI who will be supported and advised on a regular basis by professionals from HCSC. Teachers must be provided with ongoing PD and support which 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. The ongoing professional support and development includes mini-workshops and regular classroom observations and consultations with the DHCI who is Harlem Hebrew's expert in the Proficiency Approach.

At Harlem Hebrew, the daily schedules for all teachers include individual prep time and common planning/collaboration time. In addition, each day from Monday-Thursday from 4-5 pm teachers will have a concentrated block of time to (1) engage as a group in comprehensive PD around specific pre-determined topics or topics in response to needs identified by instructional staff or student assessment data; (2) to 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) to convene CSTs around specific students who have been demonstrating needs and challenges; and (4) to plan together to deliver effective and seamless co-instruction in the partial language immersion model, among other important PD activities.

B. School Calendar and Daily Schedules

Harlem Hebrew students will have 190 days of school. Teachers at Harlem Hebrew will have 202 days of school beginning with a 10-day pre-opening PD period prior to the first day of school for students. The school day for students will begin at 8:00 am and end at 4:00 pm. This time is the *entire* school day and *not* two separate programs (i.e. school day and after school program) during which all instruction will take place. Teachers will begin the day at 8:00 am and end each day at 5:00 pm except on Fridays when their day will end at 4:00 pm. Attachment 3 provides a sample daily schedule for students in Grade 2. Attachment 4 provides our school calendar for the first year of operation.

C. Target Population

	Ages	2012-13	2013-14	2014-15	2015-16	2016-17
K	4-6	75	75	75	75	75
1	5-7	75	75	75	75	75
2	6-8		75	75	75	75
3	7-9			75	75	75
4	8-10				75	75
5	9-11					75
Total		150	225	300	375	450

Students eligible for Kindergarten in Harlem Hebrew must turn 5 by December 31st of the year they will enter Kindergarten. The table above illustrates our enrollment plan for the first five year charter term. During the renewal process, Harlem Hebrew will seek to expand to include the middle school grades, 6-8. Thus, Harlem Hebrew’s maximum capacity at full enrollment will be 675 students. Harlem Hebrew would reach its full complement of students in Grades K-8 by the 2019-20 school year.

Harlem Hebrew will accept applications for entering Kindergarten students and students in every grade above kindergarten that the School is currently serving. Harlem Hebrew intends to fill all vacancies in order to avoid the negative economic impact even one unfilled seat will have on the school’s budget. Harlem Hebrew has put in place academic interventions and instructional strategies to address academic needs of students who enroll in our school in the older grades, including intervention strategies to address students who will have had no prior background in the Hebrew language when they enroll in our school at higher grade levels. We believe our enrollment plan is realistic given the waitlists of charter schools currently operating in CSD 3 as well as the interest we received from parents of age-eligible students who will seek to enroll their children in Harlem Hebrew should we be approved. More information related to the demand for Harlem Hebrew is provided in *II.E. Student Recruitment, Enrollment and Evidence of Demand*.

Harlem Hebrew’s founders seek to bring a unique school to the families of elementary-age children in CSD 3 and expect its student population to reflect that of the district. Families who reside in the neighborhoods that comprise CSD 3 represent a diverse racial, ethnic and socioeconomic group. According to the 2009-10 data from the NYSED website³, students in CSD 3 reflected the following racial/ethnic origin: 31% Black or

³ <https://www.nystart.gov/publicweb-rc/2010/44/AOR-2010-310300010000.pdf>.

African American; 36% Hispanic or Latino; 25% White and 7% Asian or Native Hawaiian/Other. Nine percent of CSD 3 students in 2009-10 were classified as limited English proficient and 55% were eligible for free- or reduced-priced lunch. Utilizing the *Schools Demographics and Accountability Snapshot* (the most recent data compiled by School's Comprehensive Education Plan appendices dated June 2009 available on the NYCDOE website⁴), Harlem Hebrew determined students with disabilities comprised 13% of CSD 3's student population.

CSD 3 is in need of strong public school options as reflected in NYS ELA and Math assessment data over the last several years⁵. Over the period from 2006-2010, CSD 3 Grades 3-8 students made little improvement in their performance on the NYS ELA exam. In 2006, 52% of all tested students performed at a Level 3 or 4; in 2010 that percentage rose to only 52.9%. Math scores showed the same stagnant performance, with 59.9% of all tested students scoring at Level 3 or 4 on the NYS math test in both 2006 and 2010.

Harlem Hebrew's founders recognized there was an opportunity to create a unique school of choice in CSD 3 focused on excellence in the core academic subjects with an intensive focus on the acquisition of the Hebrew language. Harlem Hebrew is committed to student socio-economic diversity and to having a student population representative of the district, particularly in terms of economic status, ELLs and students with disabilities. Based on the experience of HLA, the most integrated school in the diverse Brooklyn CSD 22, Harlem Hebrew believes its rich and innovative curriculum will be relevant to all the students who make up the student body and its chosen instructional methodologies and strategies will be effective in addressing their learning needs, enabling them to gain the knowledge and skills necessary to meet and exceed the New York State Standards, inclusive of the Common Core Standards.

Both the workshop model and the Proficiency Approach, supported by our co-teaching and partial immersion structures, will allow our school to meet our mission of producing students with a strong academic foundation—as defined in part by their meeting or exceeding state performance standards—and a high degree of Hebrew language proficiency. Because both methodologies are grounded in ongoing student assessment, they allow teachers to individualize instruction to the needs of individual learners so that at all times, every student's needs are being addressed. For instance in ELA, teachers will administer the Fountas & Pinnell *Benchmark Assessment System* every six-weeks. They will collaborate to analyze results focusing on the cueing systems a student is and is not using. They will also focus on the “word work” necessary to additionally support a student's reading progress. Based upon these analyses, teachers will create a Plan of Action for each of their students. These analyses will enable teachers to set individual student goals, for the six-week cycle, to teach the skills, strategies and “word work” the assessments have identified. Teachers will form their guided reading and guided writing groupings based upon these analyses as well. Students will be grouped by need rather than by reading level allowing teachers to address identified gaps in student knowledge immediately and in a focused way allowing students to make steady progress towards grade level process. This process is replicated in all core subjects using subject-specific formative and summative assessments. It is important to note, in addition to the workshop model and Proficiency Approach, there will be targeted intervention strategies, specialized personnel (i.e. ESL Teacher beginning in year 3, Special Education Teachers, Reading Specialist) and specialized instructional materials to provide intensive academic support to students at-risk of academic failure. The Prospectus describes in detail how our model will specifically address the needs of our expected populations of ELLs, students with special needs and economically disadvantaged students.

Harlem Hebrew will use the workshop model of instruction in the all core subjects. The workshop model is based on Howard Gardner's work and his theory of multiple intelligences and Benjamin Bloom and his work

⁴<http://schools.nyc.gov/Accountability/Reports/Data/Research/CEP%202008%20Demographics%20Data%20-%20Final-20090601v2.xls>

⁵ Harlem Hebrew compiled these performance statistics using data publicly available on the New York City Department of Education website. <http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults>

around levels of mind usage and challenging individuals to engage in the highest levels of thinking: analysis, synthesis and evaluation. By changing the paradigm of teacher-centered instruction to a model where students proactively participate in the instruction through discussion and collaboration, the workshop model allows students to engage more fully in higher order skills. Because it facilitates differentiated and individualized instruction, the workshop model is highly effective in delivering instruction for all learners, including special populations like Title I students, special education students, academically accelerated students and ELLs. The workshop model, furthermore, continues to be successfully implemented in schools nationwide, including New York charter schools and public schools.

The incorporation of an intensive focus on a foreign language in the school’s curriculum supports positive evidence-based learning and developmental outcomes in students engaged in foreign language study. There is ample research that points to the advantages children gain when they begin the study of a foreign language at an early age, not the least of which is their development as individuals who are bilingual and bi-literate. As discussed previously, the Proficiency Approach for Hebrew instruction is considered the gold standard for foreign language learning for students of all ages by AFTCL. There is a large body of research that points to the educational and developmental benefits that flow to students who engage in second language instruction which will have positive impact particularly on our students who are engaging in foreign language study at the start of their formal schooling.

There are many schools successfully utilizing the workshop model of instruction in NYC and nationwide. Many schools in NYC implement this model very successfully with a socio-economically and ethnically diverse population, including charter schools in Brooklyn and Queens who have been fully renewed by their authorizers. And of course, HLA is utilizing the workshop model with its diverse population. Because HLA has only completed one full year of operation and currently serves the K-2 grade span, it cannot point to NYS standardized results at this stage. However, ITBS student assessment data illustrate the early literacy and math success it is having with the general student population as well as disaggregated subgroups. The following table highlights the achievement of HLA students in reading, math and Hebrew language acquisition as measured by the ITBS Reading and Math Test and Hebrew ELLOPA proficiency test.

Percent of HLA Students Performing At or Above Grade Level (Fall 2010)—ITBS Reading and Math
 Percent of HLA Students Performing at Benchmark (Fall 2010)—ECLAS
 Percent of HLA Students Meeting Hebrew Language Accountability Goals (Spring 2010)--ELLOPA

	ECLAS Fall 2010		ITBS Reading Fall 2010		ITBS Math Fall 2010		ELLOPA Hebrew Spring 2010	
	Grade 1 Cohort	Grade 2 Cohort	Grade 1 Cohort	Grade 2 Cohort	Grade 1 Cohort	Grade 2 Cohort	Grade K Cohort	Grade 1 Cohort
All Students	91%	94%	88%	77%	82%	83%	90%	92%
Black	72%	96%	88%	87%	88%	74%	83%	88%
White	100%	97%	93%	75%	84%	94%	96%	100%
Poverty Level	87%	90%	83%	74%	77%	79%	82%	95%

D. Assessment

The following table includes Harlem Hebrew’s assessment protocol which includes both mandated NYS standardized tests and the School’s internal assessments. The PD section in *I.A. Curriculum and Instruction* provides a comprehensive discussion of who will be administering the assessments and their qualifications. Discussed later in this section is how we will ensure reliability and validity of student data.

Name of Assessment	Purpose	Grades and When Administered
ITBS Reading and	Estimate the general developmental level of students, identify each student’s areas of strengths/weaknesses in	1-5, Upon entrance to the School and every Spring

Math	subject area and achievement levels to monitor year to year developmental changes.	thereafter
Fountas & Pinnell Benchmark Assessments	To determine three benchmark reading levels for each student: independent, instructional and recommended 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 in 4-6 week cycles
New York State ELA	Identify students' ability to meet or exceed grade level standards in reading, reading comprehension and writing	3-5, May*
New York State Math	Identify students' ability to meet or exceed grade level standards in mathematical computation, mathematical reasoning and problem-solving.	3-5, May*
New York State Science	Identify students' ability to meet or exceed grade level standards in science content and use of scientific tools	4, April/May*
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 determined when students identified as ELLs become proficient in English and exit ELL status.	K-5, if in ELL status, April/May*
New York State Alternative Assessment	Identify students' ability to meet or exceed grade level standards in all areas for Special Education students	K-5 if needed by IEP, October through February*
Curricular Unit Assessments (Non-Hebrew)	Commercial or teacher-developed summative assessments covering material from an entire unit of study.	K-5, Curricular unit assessments are determined by the length of the unit and vary in length
Teacher Generated Assessments	Teacher-developed assessments (tests, quizzes, homework or other graded and ungraded assignments) administered to assess students' 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 ⁶	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
Written, Reading and Letter Recognition/ Letter Writing Summative	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.

⁶ 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.

Assessments		
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* Harlem Hebrew will administer these NYS Assessments as prescribed by NYS on the dates that are required for each school year.

The School will embrace a data-driven culture where student assessment data will be at the heart of all professional conversations about student work, achievement and PD. The School’s assessment protocol includes assessments to be utilized with the Grades K-2 span in early literacy and mathematics in order to be able to monitor the progress of these students in building foundational knowledge in reading, writing and mathematics to identify whether or not they will be on track to meet proficiency standards beginning in Grade 3 when they will begin to take NYS assessments. The School’s instructional leadership will use various vehicles to assess student needs and provide appropriate PD and student intervention strategies to address any instructional and curricular gaps.

The use of assessment results is the key to the success of the students, teachers, and school. Therefore, assessment at Harlem Hebrew will begin with the administration of the Fountas and Pinnell Benchmark Assessment System for students beginning in kindergarten and grade 1. Beginning in grade 1, students will also take the ITBS in reading and math. Once these assessments have been administered, as well as any initial diagnostics and teacher created tests, the data can be used to confirm baseline starting points, set goals and to facilitate conversations with students and parents about each child’s academic goals. The DCI will also communicate the starting points and goals for the school, each class and teacher, and (in some cases) small similar performing groups within the school. Once the school grows to the tested grades (i.e., grades 3-5), faculty and administrators will use students’ prior-year NYS assessments as well, to understand starting points, deficiencies and baseline performance for individual students.

Throughout the year, teachers will use data from diagnostic assessments and other formative assessments during individual planning time, common planning time and their scheduled meetings with the DCI. At these meetings, the DCI will provide support and guidance to teachers to analyze individual and class level data in conjunction with curriculum to adjust lesson plans where needed. Faculty and administrators will use the data to formulate academic intervention services. Faculty and staff will use the diagnostic assessment data and year to year ITBS assessment data to set and measure individual student growth goals. The formal data conferences will be held throughout the year in order to facilitate and support the consistent and precise use of data by teachers and the DCI. In lesson planning meetings, teachers may collaborate on cross content instructional strategies. All grade level teachers will work from the curriculum ensuring that their lessons are aligned with the curriculum and their generated assessments are aligned with the curriculum and NYSED learning standards.

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 major proficiency assessment in the form of an oral interview: The interview process involved in these assessments enables the assessor to determine the precise proficiency level of the student based on ACTFL guidelines. These results are tracked from year to year. It is important to note that ELLOPA, MOPI and OPI all use videotaped recordings to carefully assess proficiency level. The videos of all students are archived so each year the individual student’s progress can be reviewed. Student achievement data will loop back into the analysis of teacher effectiveness as a means for promoting or correcting instructional delivery techniques.

To ensure validity and reliability of student data, teachers will cross-test students (i.e. assess students other than their own) in the Hebrew language assessments, ITBS and Fountas and Pinnell Benchmark Assessments. The School will utilize a powerful student information management system to not only house the data but to provide users (particularly administrators and teachers) 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 the school in order to tailor instruction to individual, disaggregated or aggregate student needs. In addition, it will allow administrators and teachers to track students’ growth and mastery on 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.

The Harlem Hebrew Accountability Plan will delineate student achievement goals using at least one of three outcome measures—absolute, comparative and growth—that define whether or not we have realized the academic goals of our mission statement. If we have provided our students with the academic foundation they need to pursue advanced studies, if we have created a community committed to academic excellence and if we have graduated students with a high degree of Hebrew language proficiency then our goals for our students must be that they are:

- Proficient readers and writers of the English Language
- Competent in their understanding and application of mathematical computation and problem solving
- Proficient in their understanding and use of science
- Proficient readers, writers and speakers of the Hebrew Language

Our accountability goals delineate the objective assessment-driven measures by which we will monitor and evaluate how well we are progressing towards achieving the academic elements of our mission statement. This monitoring and evaluation process takes place on an ongoing basis throughout the year and culminates with an annual Accountability Plan Progress Report. The Accountability Plan Progress Report results from a process in which the Head of School (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 formative and summative findings from throughout the academic year. Should the school fall short of its goals the staff will engage in a reflective process to determine where instructional gaps exist. 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 during the next and subsequent years. If the school met its goals, the progress report will include a discussion of how the school will enhance curriculum, instruction and PD to ensure continued student progress and achievement. The Accountability Plan progress report will be shared with our authorizer and all our stakeholders, including parents, teachers, board members and school staff.

Throughout the year, student performance data will be shared with the Board and the greater community at Board meetings during which time the Board will review a report of performance indicators that aligns specific data with expected goals. An analysis of this data will allow the Board to objectively assess the school’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 Board, HOS and DCI will develop a reporting format including all NCLB, demographic and outcome data. The DCI or his/her designate will be responsible for reporting to the Board on at least a quarterly basis on the template. We will develop and finalize our Accountability Plan based on feedback and guidance from the NYSED; however, our initial thinking around how we will measure our achievement of our aforementioned student academic achievement goals is summarized in the following tables:

Goal	Outcome Measures								
	Absolute				Comparative		Growth		
	75% of each grade level cohort scores Levels 3 or 4 on	Performance Index meets Annual Measurable Objective	75% of each grade level cohort scores performs at grade level on	75% of each grade level cohort performs at grade level on Fountas & Pinnell Benchmark Assessment	Percent Proficient on NYS Exams Greater than that of CSD 3	School exceeds its predicted level of performance compared to similar schools by small Effect	Each grade level cohort reduces by one-half the gap between	Each grade level cohort reduces by one-half the gap between	Each grade level of students (K-3) who remained in the school for the entire year will show at

	New York State Exams Grades 3-5		ITBS Reading Grades 1-5 75% of each grade level cohort performs at grade level ITBS Math Grades 1-5	System Grades 1-3		Size	previous year's percent at Levels 3 and 4 on NYS Exams and 75%	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.	least 3 levels of growth on the Fountas & Pinnell Benchmark Assessment System between September and June of each school year.
ELA	*	*	*	*	*	*	*	*	*
Math	*	*	*		*	*	*	*	
Science	*				*				
NCLB	School is deemed in "Good Standing" under New York State's NCLB Accountability System.								

Note: Grade Level Cohort is defined by students in each grade who have been enrolled in Harlem Hebrew on BEDS day for two consecutive years.

Period	Students enrolled at the school on BEDS day	Summative Assessment	Goal for students
End of Grade K	one year	ELLOPA	75% at the Novice-mid level in oral skills and Intermediate-low in listening
		Letter Recognition	75% recognize all Hebrew letters in their print form
End of Grade 1	2 consecutive years	ELLOPA	75% at the Novice-high level in oral and Novice-mid in written skills and at the Intermediate-mid level in Listening
		Letter Recognition & Writing	75% write all letters of the Hebrew alphabet in print
		Reading	75% at the Novice-mid level in reading
End of Grade 2	2 consecutive years	OPI and Reading & Writing	75% at the Intermediate-low Levels in oral, reading and writing skills
		OPI	75% at Intermediate-mid in listening skills
		Letter Recognition & Writing	75% recognize all the Hebrew letters in both script and print forms (these are significantly different)
End of Grade 3	3 consecutive years	OPI and Writing	75% at the low Intermediate-mid level in oral and writing skills
		Reading	75% at the Intermediate-mid level in reading
		OPI	75% at the strong Intermediate-mid in listening skills
End of Grade	3 consecutive	OPI and Writing	50% at the low Intermediate-mid level in oral and writing skills and 25% at the strong Intermediate-mid level

4	years	Reading	50% at the Intermediate-mid level and 25% at the strong Intermediate-mid level in reading
		OPI	75% at the strong Intermediate-mid in listening skills with some students moving towards the low-advanced level
End of Grade 5	3 consecutive years	OPI and Writing	50% at the Intermediate-mid level in oral and writing skills
		OPI and Writing	25% at the strong Intermediate-mid level in oral and writing skills
		Reading	50% at the Intermediate-mid level and 25% at the strong Intermediate-mid level in reading
		OPI	75% at the strong Intermediate-mid level in listening skills with some students moving towards intermediate-high level

Promotion Criteria

The following table illustrates the promotion criteria for each grade level.

Grade	Attendance	Teacher Recommendation	Benchmark Testing
K	95%	At grade level performance	<i>Fountas & Pinnell Benchmark Assessment System</i> - Benchmark At Grade Level
1	95%	At grade level performance	<i>Fountas & Pinnell Benchmark Assessment System</i> - Benchmark At Grade Level, ITBS Reading and Math—at Grade Level.
2	95%	At grade level performance	<i>Fountas & Pinnell Benchmark Assessment System</i> - Benchmark At Grade Level, ITBS Reading and Math—at Grade Level.
3	95%	At grade level performance	New York State ELA and Math—Level 2 and above
4	95%	At grade level performance	New York State ELA, Math and Science—Level 2 and above
5	95%	At grade level performance	New York State ELA and Math—Level 2 and above

E. School Climate and Discipline

Harlem Hebrew envisions the school as a learning community that treats children and adults with respect and kindness. Harlem Hebrew will be a place where children value diversity of ideas, develop compassion, and recognize themselves not just as individuals, but citizens of a larger global community. As children mature and participate in communal classroom work—especially related to service learning and community service—they broaden their ability to see things from varied perspectives and to work with people with viewpoints different from their own. They can then take their places in the world as empowered adults who can make good choices in their lives, good changes in the world, and work well with others in their occupational and social communities.

To this end, Harlem Hebrew will work to ensure that school is a place where all students can learn and all staff can teach in a safe, secure and orderly environment. Harlem Hebrew will define discipline as helping children develop self-control and self-motivation in a school community that is safe for all members. Harlem Hebrew has developed a series of rules that address proper student behavior, maintenance of order within the school and while people are engaged in school activities, and a Discipline Code that rewards correct behavioral choices with social affirmation. Our draft Discipline Code is in compliance with all aspects of Section 2851(2)(h) of the NYS Education Law statute governing the rules and procedures by which students may be disciplined. In addition to the discipline procedures applicable to all students, Harlem Hebrew will implement disciplinary policy procedures with respect to students with disabilities. [A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior

which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions.] Harlem Hebrew's disciplinary policies and procedures for students with disabilities will comply with sections 300.519- 300.529 of the Code of Federal Regulations (CFR, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern).

Upon authorization, these policies and procedures, including those for students with special needs, will be examined and reviewed by legal counsel before being ratified by the Board of Trustees (Board) and published in the Student Handbook and distributed to members of the school community. Parents and students will be informed of these policies during student and parent orientation. Consequently, students (and their parents) will not be surprised about what type of behavior is expected of them, and parents will be reassured about the orderly and safe classroom environments maintained at Harlem Hebrew.

We believe classroom management issues are symptoms of ineffective instruction. While there will be exceptions, most issues can and should be resolved through the teacher, with support of the DCI when necessary, by supporting the involvement and engagement of students in their own learning. We believe the workshop model with its various components including mini-lesson, practice, group work and guided instruction, individual conferencing and the sharing of work with the class is an ideal structure to engage students and prevent disruptive behaviors because the model has a high degree of student engagement. Students who are actively engaged in a learning activity as a rule do not disrupt the class.

Teachers will also follow the school's Response to Intervention protocol in order to address ongoing individual student classroom management issues and may include the subject in the Child Study Team (CST). Teachers will be supported in their instructional capacities to ensure that their teaching is engaging and effective. Classroom management will be a subject of the pre-opening PD period and will be revisited throughout the school year through classroom observations and support by the DCI and the DHCI.

At Harlem Hebrew, discipline will be considered a process. The Harlem Hebrew staff will deal with each problem individually, and for each unacceptable behavior there will be a range of consequences and actions a teacher or staff member will take. This is dependent on the frequency of the behavior, progress of the child, age of the child and severity of the behavior. The specific situation dictates which consequences will be used, revisited or skipped. The first step taken in any disciplinary action is to restore a sense of safety and return self-control. This may involve a time out or a sympathetic conversation; whatever will help a child to be able to face a problem rationally. The outcome of the consequences should reinforce not only the essence of what is unacceptable to the group but also how one's behavior impacts on the group and on oneself. Potential consequences include: (1) Speaking to the child individually; (2) Holding a group discussion; (3) Temporarily removing a child from a difficult situation within the class; (4) Sending the child to another class (teachers may not send students unattended into the hall as a disciplinary measure); (5) Informing parent/guardian of behavior; (6) Discussion with parent/guardian and setting up a plan of action with the parent/guardian, articulating what "progress" is; (7) Sending the child to the Main Office to meet with the HOS or other school leadership personnel; (8) Discussion with other school personnel; (9) Formal meeting with the HOS, teacher and parent/guardian; (10) Discussing and initiating other support systems; (11) Guidance hearing; (12) Suspension (Short and Long Term); and (13) Replacement of property or reimbursement. The decision as to which consequence is chosen will be in accordance with guidelines established by the School, which will ensure both consistency and equitable treatment for all students, while enabling the School staff to exercise discretion and educational judgment. In accordance with state law, potential consequences will in no instance include involuntary transfer.

The Discipline Code sets forth the policy of Harlem Hebrew regarding how students are expected to behave when participating in school and in school activities, both on and off school grounds, and how Harlem Hebrew will respond when students fail to behave in accordance with these rules. In all disciplinary matters, students will be given notice and will have the opportunity to present to the staff member imposing such

sanctions their version of the facts and circumstances leading to the imposition of disciplinary sanctions. School officials must consult the Discipline Code in determining what level of discipline to impose. A student's age, maturity, previous disciplinary record (including the nature of the prior misconduct, the number of prior instances of misconduct and the disciplinary measures imposed for such misconduct) and the circumstances surrounding the incident will be considered when deciding the appropriate disciplinary and intervention measures. Where appropriate, school officials will also contact law enforcement agencies.

It is important to note that the School approaches disciplinary matters as an opportunity to engage in reflective practice. Staff is engaged in not just dealing with a discipline problem but analyzing the circumstances around the action. What happens with children who need extra help, who do not progress adequately or show interest in being a member of the community? We look at why this is happening and what is causing it. Our resources for finding out include the child, teachers, social worker and nurse, family, our observations, and outside agencies. We initiate planning and problem-solving meetings with the family. Each meeting will end with a written statement of what was discussed and agreed upon, what actions each party is taking, and when the next meeting will be held.

Parent Involvement

Harlem Hebrew believes that parents must play an integral role in their child's education. Because parents can have a positive impact on their child's success it is incumbent upon Harlem Hebrew to ensure that parents are supported in their role through school-family partnerships. Harlem Hebrew believes that the most important role parents can play vis a vis their child's academic career is focusing on their responsibilities as parents in ensuring that their children are ready and able to learn and participate in school. Harlem Hebrew knows that in order for parents to be effective participants in their children's education, there must be regular communication between staff and parents. On a regular basis, parents will receive notices, memos, phone calls, e-mails and other communications from both the school and their children's teachers indicating the upcoming month's school events, the homework that will be assigned and any planned tests or quizzes. The use of technology at the school will invite parents to follow the progress of their child on a daily basis through the use of web-portals, password controlled websites where teachers can share information about the classroom activities through electronic means (photos, newsletters, videos, etc.). There will be four report cards annually. Harlem Hebrew will hold regular 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. Each teacher, as well as each administrator, will have a voice mail box and a school e-mail address that is made available to parents and students. During the initial year following approval of the charter, the School will establish appropriate policies and procedures to govern the use, maintenance and privacy/security considerations regarding e-mail and phone communication involving school personnel and parents.

Harlem Hebrew plans to have an active role for parents in the governance and administration of the school. The school will facilitate the development of the Parent Organization (PO) to be governed by the parents of the children at the school. The parents, through the PO, will have an opportunity to participate in the Harlem Hebrew Board meetings. At every 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 and any school issues that they would like to bring before the board for their attention or consideration. Parents may also be members of certain standing and ad hoc Committees of the Board. For example, committees may be formed to study and advise on building expansion or student recruitment activities that would assist the board or administration on how best to proceed on vital issues faced by the School. (It also should be noted that formal participation in the PO is not required for parents to participate at public meetings, serve on ad hoc committees, or meet with or make recommendations to the Harlem Hebrew Board and administration.)

II. ORGANIZATIONAL PLAN

A. Governing Body

The Harlem Hebrew Board is the School's oversight and policy-making body. The Board may delegate certain responsibilities and duties to the School's HOS or other staff, under the following conditions: (a) that the school staff will operate with oversight from the Board; and (b) that the Board is ultimately and finally 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. The specific powers and responsibilities of the Board are laid out in the by-laws provided in Attachment 5.

The Board will use data to ensure objectivity when looking at school performance and the use of data will help improve the quality of its decisions. The Board will require school management to prepare reports and/or make Board presentations on a regular basis regarding a variety of data, including assessment results, attendance/disciplinary information and relevant personnel-related data such as daily teacher attendance rates and teacher certification rates. Specifically the DCI will be responsible for developing comprehensive reports of student assessment results in the aggregate as well as in disaggregated student categories (by grade level and broken down by special student populations (i.e. ELLs, Special Education, Economically Disadvantaged) on at least a quarterly basis. The DCI will be responsible for summarizing the results of the data and its implications for student achievement and growth as well as the school's accountability goals. The Education Committee will meet with the DCI on at least a quarterly basis to review the finding of the report and any changes in the educational program that should be explored to support student performance aligned to the School's mission. The Education Committee and the DCI will present this report to the full Board on at least a quarterly basis. This quarterly review process will also inform the setting of budgetary priorities for the next school year.

This data will be used by Board members to help them oversee and support the School's leadership in creating and maintaining a learning environment and instructional program that result in high academic performance and achievement. The Board will use data to: (1) establish priorities; (2) measure whether the School is meeting its mission and goals, particularly those related to student achievement; (3) evaluate the effectiveness of the School's policies and programs; (4) identify new issues or challenges; (5) diagnose problems and revisit proposed or enacted solutions; (6) hold the HOS, instructional staff and other administrators,—as well as the Board itself—accountable for results; (7) “de-personalize” decisions; and (8) make informed budget decisions.

The Education Committee will establish a data-driven process for evaluating the HOS and a data-driven framework for the HOS to use when evaluating the School's administrative and instructional staff. Student achievement data—along with data from interviews and classroom observations—will be analyzed to determine whether individual student, classroom and school-wide targets are being met and how effective the leadership and instructional staff are in helping students achieve academically.

Board members will be committed to ongoing governance training to ensure that every Board member has the knowledge needed to lead an effective charter school. The Executive Committee, working closely with the Board Chair and the HOS will plan a formal program of board training and development for all members.

The Board will be comprised of no less than 5 members and no more than 15 members. According to the by-laws, The Board may elect any person who is not an employee of the School and who is at least eighteen (18) years old and who, in its discretion, will serve the interests of the School faithfully and effectively. The following list includes qualifications beyond the by-laws of Harlem Hebrew that are considered important for board membership: (1) A strong understanding of and personal commitment to the accomplishment of the School's mission; (2) The possession of professional skills, professional/personal experience and/or community-based service experience that would contribute to the success of the Board and the School. The skill sets that will be considered valuable to the School's Board include, but are not limited to, education, law,

finance, real estate, fundraising, technology, nonprofit management, personnel and community/youth development; (3) A commitment to attending Board and Committee meetings; and (4) A commitment to ongoing training and PD to build his or her own capacity as a Board member.

B. Founding Group Composition

We have assembled a highly qualified, experienced and diverse group of individuals on our Founding Group. They have been engaged in the important work of driving the development of the charter school academic and operational design and informing the community of and engaging community stakeholders in the plans for the school’s establishment. Each member of the Founding Group, which includes individuals who were involved with the development of HLA, will continue to serve on its Board should Harlem Hebrew be chartered. Below is a list of the Founding Group members along with their professional backgrounds. All but 4 of these individuals are residents of CSD 3. Attachment 7 contains the resumes/CVs of each of these individuals.

Name	Current Employment	Relevant Experience/Qualifications
Sara Berman, Lead Applicant		Charter school development and implementation, charter school governance, private philanthropy. Resident of CSD 3 and parent of school-age children.
Linda Aristondo, Esq.	Assistant Prosecutor, City of Jersey City	Legal, nonprofit governance experience
Daniel M. Cohen	Real Estate Mortgage Officer, Community Preservation Corporation	Real estate financing and facilities development, finance, nonprofit governance. Resident of CSD 3. Community leader, Democratic State Committeeman
Lisa Lippman Finkelstein	SVP/Director, Brown Harris Stevens	Real estate brokerage, legal, charter school governance. Resident of CSD 3 and parent of school-age children.
Rabbi David Gedzelman	EVP, The Steinhardt Foundation for Jewish Life	Nonprofit leadership and management, fundraising, charter school development and implementation, charter school governance, private philanthropy. Resident of CSD 3 and parent of school-age children.
Daniel Pianko	Founder & Partner, University Ventures Fund/Noah Fund	Finance, charter school development and management (prior Director of Strategy and Planning at LearnNow). Resident of CSD 3 and parent of school-age children.
Eli Schaap	Program Officer for Education and Research, The Steinhardt Foundation for Jewish Life	Charter school development/implementation, charter school governance, program evaluation, research and evaluation, finance and budgeting, real estate.
Basil Smikle, Jr.	Political Strategist/Public Relations Consultant, Basil Smikle Associates	Public relations, political and community outreach, public school development (Eagle Academy, Bronx)
Hindie Weissman	Director of Educational Services, Hebrew Charter School Center	Over 30 years experience in elementary education as teacher and staff developer, extensively trained in Teachers College Reading and Writing Workshop Project model, charter school development and implementation, charter school governance and curriculum development.

Prospective Board members Ms. Berman, Rabbi Gedzelman, Ms. Weissman and Mr. Schaap, have been closely involved with the development and implementation of HLA in Brooklyn. Ms. Berman, Rabbi Gedzelman and Ms. Weissman have been Trustees on the HLA Board and Mr. Schaap has given comprehensive support to the Board as part of his work as an employee of the Steinhardt Foundation. The Steinhardt Foundation, Friends of Hebrew Language Academy Charter Schools (FOHLA)—a nonprofit that was formed in 2009 to provide support to HLA and other Hebrew-language charter schools operating in

New York State—and HCSC provide in-kind staff support to the HLA Board in order to maximize the work of its members. They will continue to do so for Harlem Hebrew with foundation staff assisting the board in its work in a variety of ways from giving careful oversight services of fiscal issues to supporting in the proper implementation of the recruitment plan. More staff positions at the Foundation, FOHLA and HCSC will come online in order to support a greater number of schools.

The Board is cognizant of the need it will have throughout the life of the school to continue to draw new members to the board to fill open seats as well as to plan for board member succession. It is critical that the Board collectively have the requisite experience and network to help the school prosper. These areas include, but are not limited to: finance, accounting, real estate, elementary education, fundraising, community and public relations, marketing, business and strategic planning, legal and human resources. The Board will look for individuals who bring the experience and expertise needed by our school as it grows from a start-up to a maturing academic institution. To facilitate this process, one of the standing committees of the Board will be the Board Development Committee. This committee would engage in prospecting, contacting, recruiting, orienting, supporting, providing ongoing training, and evaluating board members.

Harlem Hebrew is committed to promoting parent participation in school governance. Details regarding parental engagement are provided in *I.E. School Climate and Discipline*. Staff will also be encouraged to participate in school governance. Any and all staff members are free to attend public meetings of the Board and can meet with or make recommendations to the Board or to the administration individually or as a group. The School will encourage teachers to have at least one colleague attend every Board meeting to present issues that are of concern to them. There will be a regular agenda item at each Board meeting for this purpose. The School will promote staff involvement in the Title I School-Wide Planning process and in other school improvement initiatives. School staff may also be requested by the Board to serve on ad hoc committees. School leadership at Harlem Hebrew will be accessible to staff, and the school leadership will seek to minimize bureaucratic impediments to staff access and communication.

The Harlem Hebrew by-laws and code of ethics contained in Attachments 5 and 6, respectively, govern how the Board will conduct business during Board and Committee meetings. As a public school, the actions of the Board are subject to the Open Meetings Law and Freedom of Information Act. Public notice of all Board meetings shall be given in accordance with the Board's adopted procedures which shall incorporate the notice requirements of 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.

C. Management and Operation

Head of School: The Board will appoint a HOS who will be responsible, under the authority of and with oversight by the Board, for management and oversight of the school's academic programs and fiscal and business operations. His/her primary responsibility will be to ensure that Harlem Hebrew fulfills its mission and vision. The HOS will report directly to the Board. An effective working relationship between the Board and the HOS will be built upon the mutual understanding of the appropriate roles of the Board and the staff—i.e. the distinction between the governance responsibilities of the board and managerial responsibilities of the staff. The Board's role will be one of oversight and supervision. The relationship between the Board and the HOS and staff will reflect the distinction between the “ends,” the policy decisions made by the Board, and the “means” used by the HOS and staff to achieve such ends. Appropriate Board decisions include setting the budget, strategic planning, formulating major policy and interpreting laws and regulations with which the school must comply. The HOS and school staff have the authority to do what is required to implement Board policies.

Harlem Hebrew's leadership is one of a HOS to whom the instructional leader—the DCI—reports. The HOS supervises the DCI, and focuses on the school's management, operations, fundraising, student

marketing and recruitment, external relations and other strategic issues. The DCI, who is the instructional leader, focuses solely on the students, teachers and the educational program of the school.

Harlem Hebrew will establish a recruitment, screening and selection process that will ensure the hiring of a highly-qualified HOS with the requisite professional and management experience necessary to oversee the school's academic and operational program and who has an educational philosophy that is consistent with that of the School. Candidates will be recruited through a variety of methods including networking with relevant educational organizations and nonprofit institutions and the posting of advertisements in the Education Jobs Section of the *New York Times* Sunday Week in Review, Education Week, at graduate programs in business and nonprofit management, the National Charter School Center, the New York City Charter School Center, the Foundation Center and on on-line career websites.

Candidates for the HOS position will be assessed and screened through a formal HOS selection process. The recruitment and screening process will be coordinated by the Board's HOS Selection Committee which will be 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 significant value to the interview process.

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, using the HOS's job description (a draft of which is included among the job descriptions at the end of this response) as its guide in assessing candidates' qualifications and experience; (2) establishing a list of finalists based on the initial review and conducting an additional, more rigorous screening of the finalists, including interviews, checking references and conducting background checks; and (3) delivering to the Harlem Hebrew Board a recommendation regarding the candidate who should be hired as HOS.

The full Board will interview the finalist before making the final decision as to whether or not to approve the HOS Selection Committee's recommendation as HOS. Qualified candidates for this position will meet the criteria delineated in the HOS Job Description contained in *Attachment 11 Key Position Descriptions*.

Director of Curriculum and Instruction: The DCI will be the School's instructional leader. The DCI will report directly to the HOS Supporting the DCI will be the DHCI. In Year 2, the School will hire a Special Education Coordinator (SEC) who will report to the DCI (in Year 1, the DCI will have the responsibility for coordinating the special education program). All instructional staff as well as the social worker report to the DCI, with the exception of the Hebrew teachers who report both to the DHCI. By year 2, special education instructional staff will report both to the SEC.

The DCI has responsibility for the implementation, growth and development of the overall curriculum and instructional program of the school, including all areas related to curriculum, instruction, assessment, teacher support, evaluation and PD. All instructional staff report to the DCI. The DCI delegates the day to day management of the Hebrew curriculum and instructional program, including management of the Hebrew instructional staff, to the DHCI. The DCI will delegate to the SEC, when hired, the day to day management of the special education program and the management of special education staff. The DHCI and the SEC both report directly to the DCI.

The DCI has the responsibility to engage and support the instructional staff in developing scope and sequences for the School's curriculum. The DCI and DHCI have an overarching responsibility to guide and support teachers in their delivery of instruction in the classroom and the use of assessment to drive instruction. They will accomplish this through their role in designing and coordinating the PD program at the School. Further, in addition to PD, they will support teachers through observation and model lessons to scaffold teachers in improving their instructional capacity. They will use these observations as opportunities for PD as they provide feedback to teachers to improve their instruction. These instructional leaders will work on a daily basis 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. The DCI is responsible for the overall evaluation of instructional staff, including the DHCI and the SEC. The DCI will provide oversight and consultation to the DHCI on the evaluation of Hebrew instructional staff and with the SEC on the evaluation of special education instructional staff.

Director of Operations: The HOS will be supported by the Director of Operations (DO) who will have overall responsibility for managing all operational aspects of the school, with oversight by the HOS. Specifically, the DO will oversee site management and development; develop and maintain the school’s operational plan in a manner consistent with all applicable local, State and Federal statutes and in compliance with the organization’s by-laws, policies and procedures; establish strong systems for data management (e.g. enrollment and admissions procedures and records; attendance procedures and records); supervise and support all compliance related reporting; develop recommendations regarding human resources policies and under the director of the HOS report those recommendations to the Board; oversee technology needs and operation; ensure that the building is properly maintained as a safe and clean environment; recruit hire, and train administrative & operations personnel—in coordination with the HOS—including annual performance evaluation of administrative and operations personnel; oversee and implement the school’s procurement process; support the HOS in developing, modifying and implementing the school’s student recruitment/outreach plan with a strong focus on enrolling a diverse student population including requirements around targets for low income families and students eligible for free or reduced lunch program as well as ELLs and students with disabilities; lead efforts to ensure effective communication with the parents and the community – including maintaining email lists/groups, an up-to-date web site and newsletters; coordinate and support parent/family education and community events; oversee the performance of contracted service providers: school nurse, security and building maintenance; among other related responsibilities.

Financial Management: Instead of having a Director of Finance on staff, the School will outsource that function to FOHLA. FOHLA will provide an accounting professional (CPA) to manage the day to day financial operations of the school in coordination with and oversight by the HOS with support of the DO. The accounting professional from FOHLA will report directly to the HOS. As described in *III.B. Financial Management*, Harlem Hebrew will develop internal controls policies and procedures vetted and approved by an independent auditor to ensure that the school’s financial assets and financial integrity are protected at all times.

Administrative Support and Other Services: The administrative assistant will support the administrative and 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 to provide the School with the staff to carry out the many day to day discrete administrative tasks required by the School. The School will also arrange for building maintenance, security and nursing services through a contractual relationship with an outside entity as opposed to having personnel on staff to carry out these functions. The School Aides and contracted service providers will be supervised by the DO.

Harlem Hebrew’s organizational chart is provided in Attachment 10. Detailed job descriptions for each employee in the organizational chart are provided in Attachment 11.

C.1. Charter Management Organizations: This is not applicable.

D. Staffing and Human Resources

The following table delineates the staffing plan over the first five year charter term:

	Number 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	150	225	300	375	450

Head of School	1	1	1	1	1
Director of Curriculum and Instruction	1	1	1	1	1
Director of Hebrew Curriculum and Instruction	1	1	1	1	1
Director of Operations	1	1	1	1	1
Special Education Coordinator	0	1	1	1	1
Administrative Assistant	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
ESL Teacher	0	0	1	1	1
Reading Specialist	1	1	1	1	1
Special Education Teacher	1	1	1	2	2
Music Teacher	1	1	1	1	1
Physical Education Teacher	1	1	1	1	1
Art Teacher	0	0	1	1	1
Summer ESL Teacher/Reading Specialist	0	.1	.2	.2	.3
Summer Special Education/Hebrew Teacher	0	.1	.2	.2	.3
Social Worker	1	1	1	1	1
Total	24	31.2	40.4	47.4	54.6

Staffing Alignment with Educational Program and Growth of School: The above staffing table formed the basis for the personnel costs for the charter school's budget. The instructional staffing model reflects the expected needs of the population we intend to serve. Our instructional model and choices of instructional materials to support the curriculum will be highly effective in supporting differentiated instruction for all learners, including special education students and students who are ELLs; however, we will also have targeted instructional support to meet the needs of these special populations of students. We expect approximately 13% of our student population to be designated as special needs. To address this population of students, we will have on staff a special education teacher beginning in Year 1 whose responsibilities will include special education instruction. The special education coordination functions will be carried out by the DCI until the SEC is hired in Year 2. During Year 2 and 3, the SEC, in addition to carrying out administrative duties related to coordination will also provide special education instruction to students. By year 4 we will have hired a second special education teacher so that we will have a designated special education teacher for the K-2 span as well as the 3-5 span along with a SEC.

Regarding ELLs in the Grades K-2 span, we believe that our workshop model of instruction and our classroom teachers' incorporation of sheltered English instructional (SEI) strategies and the training all teachers will receive in second language acquisition will obviate the need for a designated ESL teacher for this younger grade span. We are confident that for grades K-2, the use of the workshop model and the Proficiency Approach, classroom teachers' incorporation of SEI strategies and our choices of general education and academic intervention curriculum will effectively address the needs of young ELLs without a designated ESL teacher.

However, it is our intention to have on staff an ESL teacher by Year 3 recognizing that we may enroll new students who are Grade 3 and older who are ELLs and who will need the support of a designated ELL teacher using the SEI model in both push-in and pull-out settings. For these students, there is an urgency to meet their needs not only in English language development but also to move them to proficiency in content knowledge in all other core courses. The ESL teacher specifically for the older grade levels will be able to provide targeted ESL support to older students we may enroll in our school at older grades.

Our staffing chart also is aligned with the expectation that we will have a population of students who will struggle with reading. To that end, we will have on staff in Year 1 a designated Reading Specialist who will

work with our teachers to implement instructional strategies in the classroom and support them through our imbedded PD model. In addition, the Reading Specialist will also provide direct instruction to targeted students through both a push-in and pull-out intervention model. Our budgets are also aligned with our plan for a 4 week summer academic intervention program for struggling students who are at-risk of not meeting ELA and math proficiency, as well as students who are struggling with Hebrew language acquisition—particularly students who enter our school at the higher grades with no Hebrew language background.

As the school grows, there will be additional teachers hired each year. During year 1 the school will open with 150 students, or six classes (3 kindergarten and 3 grade 1 classes). Each year an additional 3 general education teachers and 3 Hebrew teachers will be hired. New students will be kindergarten children (plus replacement for any attrition which is expected to be small). New teachers will be hired in grades as needed based on the assignment of existing teachers.

Finally, there will be a Social Worker hired in year 1 to support teachers, students, and parents. The Social Worker will be responsible for working with students who are having problem adjusting or are showing behavior issues, including special education students with IEPs which require counseling services. The Social Worker will work closely with parents and teachers to ensure that the learning environment at both the school and at home facilitate learning.

Teacher Recruitment: Harlem Hebrew’s philosophy is that the quality of the professional staff determines the quality of education offered in the school. With consultation and consent of the Board, the HOS and/or his or her designate will recruit highly qualified individuals to fill all staff positions and meet the School’s educational and operational needs. The School will base staff selection 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 Harlem Hebrew’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. Harlem Hebrew’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, Harlem Hebrew 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 right HOS, DCI and DHCI and a talented, passionate, energetic and cohesive team of teachers. Among the most important attributes, skills and characteristics Harlem Hebrew 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 or English/Hebrew) a plus; however for Hebrew teachers it is a requirement to be bilingual in English/Hebrew; (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; (13) A “roll up your sleeves”-approach to work; and (14) Commitment to continuous improvement and learning through PD.

Harlem Hebrew does not intend to hire non-certified instructional staff. However, if the hiring of a non-certified candidate becomes necessary, there will be a rigorous interview process and candidates must have five years of demonstrated quality teaching experience, excellent references, use of data to inform instruction

and a plan to become NYSED certified within a designated period of time. Under no circumstances, will a Special Education Teacher, Reading Specialist or ESL Teacher not possess appropriate New York State certification and meet all other highly qualified standards.

The School will establish a broad and diverse applicant pool for all vacant positions. It will recruit teachers through a variety of means, which may include advertisements in newspapers and educational journals, relationships with colleges and graduate schools of education, teacher recruitment fairs, and email and phone networks. Harlem Hebrew will attempt to promote diversity in its applicant pool by advertising positions in targeted media (e.g. minority newspapers), networking with minority organizations and participating in minority recruitment events. As described in *III.F. Community Involvement*, we have been successful in engaging various stakeholders in the community who have offered support in the student recruitment process by informing their constituencies about our school. Harlem Hebrew will also leverage the relationships and experiences of Board members and supporters to support its outreach, networking and teacher recruitment initiatives. Harlem Hebrew 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.

Retaining Teachers: We will attract and hire high-quality teachers who are attracted to our mission-driven school and our unique model of co-teaching and Hebrew partial immersion. These individuals will believe that all students have a right to a high quality education. They are individuals who believe in accountability. We will be able to retain our high quality teachers because we will support, respect, encourage and motivate them and we will provide them with tremendous opportunities to build their capacities and grow in their professions. They will be drawn to the fact that we will give them a voice in our school, and they will have opportunities to shape our school from the ground up.

Indeed, one of the objectives of the New York Charter Schools Act is to “create new professional opportunities” for staff, as stipulated in Education Law § 2850(2)(d). Harlem Hebrew teachers will have an opportunity to shape how they are compensated through their participation in the performance-based incentive planning process. Working with the DCI, teachers will collaborate with each other and with instructional leadership to research best-practices in teacher incentive pay and the criteria used to determine how teachers and other instructional staff, including the social worker and instructional leaders, will be eligible to earn incentives and the amount of the incentive. This is an exciting opportunity for instructional staff. It is not often in *any* line of work that the employees who earn the bonuses are part of the decision-making process as to how those bonuses are determined. Usually, that is the sole responsibility of management. At Harlem Hebrew, it is a collaborative process and allows for all instructional staff to have a stake in the process and ultimately have buy-in to this innovative aspect of teacher compensation.

Harlem Hebrew is committed to promoting staff involvement in school governance. The HOS will solicit staff input, both formally and informally, on an ongoing basis and may establish advisory groups comprised of staff members to provide input in school decision-making regarding relevant issues. As discussed previously in *II.B. Founding Group Composition*, staff will be encouraged to attend and participate in Board meetings and be invited to participate in school improvement initiatives.

Management and Staff Relationship: Harlem Hebrew intends to build and perpetuate a school culture based on professionalism and mutual respect among all stakeholders, including importantly between management and staff. Just as students need adults to respect and expect great things from them, teachers too need to feel respected and valued by each other and by the administration. Harlem Hebrew will provide its teachers with access to technology, communication systems, curriculum resources and regular PD. Teachers will have dedicated time each day devoted to PD: team meetings, lesson planning, peer observation, mentoring, data analysis, professional reading, and time devoted to workshops and seminars. Harlem Hebrew will emphasize a teamwork approach in developing students’ minds and bodies that will allow teachers to share

observations, compare notes, help each other and coordinate their instruction so that when appropriate, an integration of subject areas can enhance a student's learning.

Harlem Hebrew's approach to teacher supervision and teacher evaluation (one important aspect of the employer-employee relationship) is one of supporting the teacher in building his or her instructional capacity. Supervision and evaluation is tied to teacher observation which is a tool for PD which is a means to provide teachers with support on an individual as well as collective basis. The School will employ a data-driven approach to teacher evaluation. The use of data to inform teacher evaluations ensures to the greatest degree possible, that evaluations are conducted objectively.

Data-Driven Decision Making: At Harlem Hebrew, student assessment data will inform the evaluation, retention and support of the teaching staff. From the moment a potential teaching candidate explores the possibility of working at Harlem Hebrew, he or she will know that the school's culture is one where everyone is expected to internalize the tenet that everyone has responsibility for student achievement and everyone will be held accountable for results.

The DCI and DHCI will be responsible for identifying the needs of teachers throughout the school year through teacher surveys, teacher observations (including those following PD to assess whether strategies are being implemented) and analysis of student assessment data. In addition, certain processes and strategies that will be established in the school may reveal shortcomings in student learning and teacher pedagogical skill and content knowledge which will need to be addressed through targeted PD. In particular, through the ongoing Monitoring for Results system, shortcomings may be revealed as instructional staff analyzes progress against achievement goals for all students, including special student populations. This information may indicate a need to better support teachers in instructional strategies or for the need to implement new strategies to address identified issues. Further, the convening of Child Study Teams (CST), focused on individual students in need may reveal similar information for which targeted PD is needed. The school's ongoing embedded PD model and the daily time structured in teachers' daily schedules that allows for both individual and common planning time facilitates the ability of the instructional leadership to address needs based on student assessment data on a real time basis.

Through the Monitoring for Results system, which occurs at 6-8 week intervals, teachers will be informed of benchmarks that they need to reach. Benchmarks are collaboratively established through the curriculum mapping process described previously in *L.A. Education Plan*. When benchmarks are not reached, teachers with support from the DCI, and the DHCI as applicable must reflect on their curriculum and instruction and must develop a new plan of action. If a teacher continually misses benchmarks, these strategies to overcome these weaknesses will be included in the Professional Improvement Plan. The observations of the DCI and the DHCI will focus on these areas in need of improvement. Regular support meetings will be held with the DCI and DHCI, when necessary, who will report all such activities to the HOS. If the teacher continues to fail to meet benchmarks, they may be in jeopardy of not being asked to return. At Harlem Hebrew, employees are at-will and as such are put on notice when student performance is not on track to meeting end of year goals.

Teacher compensation, performance-based financial incentives and renewal of their annual contract with Harlem Hebrew will be tied to teacher performance evaluations conducted by the DCI or DHCI. These evaluations will place emphasis on each teacher's performance as it relates to teaching responsibility in the following areas: planning and preparation, competency in student assessment, classroom environment, communication with students, parents and other key stakeholders, instruction, participation in PD opportunities and achievement and/or progress towards achievement of student academic goals.

E. Student Recruitment, Enrollment and Evidence of Demand

Harlem Hebrew will engage in an outreach strategy to inform parents about and encourage them to seek admission to the school (which will be carried out in English and other dominant languages of the

community). It will include efforts to promote parental engagement in the academic and social development of their children. Harlem Hebrew's founders recognize that many parents and family members of prospective students, especially those from poverty or immigrant backgrounds, may have limited experience with the educational charter school application process or limited access to information about educational options for their children. Parents who might have low levels of educational attainment and/or little understanding of what happens in their children's schools are less likely than others to be involved in their children's education⁷ and, by extension, to make knowledgeable decisions regarding educational options—including selection of charter schools—for their children. Harlem Hebrew is sensitive to the needs of these families who may need additional support to make educational decisions for their children. Thus, Harlem Hebrew will leverage its relationships and activities with community-based organizations and community leaders, including particularly through members of the founding board (including an individual who is a political strategist and public relations consultant who recently ran for political office representing neighborhoods of CSD 3 and has extensive experience in informing and marketing to all segments of the community) to reach a broad and diverse group of parents, especially those parents of children who are ELLs and eligible for free- and reduced-priced lunch. As part of its awareness-building initiatives, Harlem Hebrew will connect with parents and inform them about the critical importance of being engaged and proactive in decision-making about their children's educational experiences.

Harlem Hebrew believes that one of the reasons that might contribute to the fact that charter school populations traditionally have not been as representative of the CSD's in which they are located, or mirror more closely their neighboring public schools, is that after even just one year, charter schools are able to attract more students than they could even hope to serve simply by word of mouth. The sheer numbers of applications that come in this way has meant that charter schools have not needed to conduct ongoing extensive marketing efforts generally to families of school-age children or specifically targeted to any special student population. The change in the Charter Schools Act does not allow charter schools to become complacent anymore in the student recruitment process and squarely challenges charter schools to proactively re-engage in these efforts every year especially with respect to these special populations. In order to prevent *any* barrier to entry for these families to apply to the school, parents will be provided with *multiple* ways to return a completed application—by regular mail, in person, via fax or e-mail.

The School recognizes that in order to have a demographic reflective of the surrounding CSD, it will be incumbent upon the school to have extensive outreach and marketing efforts particularly to families who might not otherwise seek out information about school options within the district. Further, the outreach and marketing efforts will only be successful if the School can back up its desire to serve these targeted populations with an academic model that has the staffing, programs and interventions in place to truly meet the needs of these special populations and has a school culture that welcomes these special populations and their families. The School's educational program and staffing plan reflects our commitment to attract and successfully serve the needs of a diverse student population.

Harlem Hebrew has the capacity to undertake an extensive student outreach plan to ensure that a broad range of families in CSD 3 are informed each year about the charter school and apply to enroll their age-eligible children. In particular, Harlem Hebrew's founding group grew out of parents in the community with a commitment to establish a diverse learning community in their district. These parents were encouraged by then-Chancellor Joel Klein who after a visit to HLA indicated that South Harlem in CSD 3 would be an ideal location where an HLA-modeled school could be developed. As the founding group expanded, new members were added who have entrée into the different populations represented in the community, including the African-American and Latino populations. Harlem Hebrew will build on the existing relationships it has also developed over the last 12 months and forge new relationships, especially with community-based and social service organizations which serve poverty level families, families who do not speak English and families with special needs children.

⁷ Delgado-Gaitan, C. (1990). *Literacy for empowerment: The role of parents in children's education*. New York: The Falmer Press

Harlem Hebrew will engage in multiple strategies to recruit student applicants. Harlem Hebrew will implement these measures with special consideration for parents of children with special needs, who are poverty-level or who are ELLs. In CSD 3, approximately 9% of students are ELLs, 13% are special education students and 55% are eligible for free- or reduced-priced lunch.

Generally, the outreach plan includes the following components:

1. Harlem Hebrew will blanket the community with information on Harlem Hebrew with flyers about the school and student applications for the upcoming school year. Ads will be placed in local newspapers, including newspapers that cater to non-English speaking populations in CSD 3. These documents will be distributed in housing projects, CBOs, houses of worship, public libraries, and other venues which families, especially non-English speaking parents and low income families with school-age children, frequent. Materials distributed at these venues will provide as much information as needed for parents to complete the application, but will also provide information on the school's website, information to contact the school with questions and any upcoming School Open Houses or local information sessions to attend. Ways by which materials and student applications (inclusion with the Sunday penny-saver, for instance) can be distributed directly under the doors of residents of low-income public housing projects will also be identified and explored. Outreach materials will be developed in English as well as other dominant languages of the community, to ensure that parents whose first language is not English will have opportunities to learn about the school. Harlem Hebrew will mail materials to the full list of age appropriate households in CSD3 provided by NYC DOE to a third party mail-house vendor.
2. School representatives, including but not limited to its HOS, DCI and teachers (especially intervention teachers), will host family information sessions not only at the school, but more importantly in locations *within* the identified communities—such as in houses of worship, local CBOs (especially Head Starts and pre-schools serving low income children), housing project community rooms, etc. These meetings, which will also be accessible to families who speak languages other than English through translators where practicable, will highlight the academic program, curriculum, key design features and welcoming and inclusive school culture, support services, and importantly for families which might live more than walking distance from the school location, transportation options to the school (yellow bus, student-fare Metrocard, local MTA transportation routes). Information materials will also be available at these meetings, including the student application. Parents will be encouraged to complete the student application at the conclusion of the meetings for collection at that time or for return at a later date. It is important to note that HCSC will devote a full time staff member with ties to the Harlem neighborhood to spearhead recruitment in minority communities to support our efforts to ensure a diverse student population.
3. After the first year of operations, the School will seek the support of parents, especially those from economically disadvantaged backgrounds, non-English speaking backgrounds and parents of special needs students, to be volunteer Ambassadors for the School providing entrée to additional community organizations, houses of worship and housing developments that would be fruitful areas in which to engage in the School's marketing and recruitment efforts.

The outreach plan will be comprised of an intensive, targeted and ongoing community information strategy, conducted by the founders group and Harlem Hebrew school staff when hired to: a) build widespread community awareness about Harlem Hebrew; b) demonstrate to parents in the community the importance of education and the critical role of parental involvement in the academic achievement and outcomes of children; and c) inform parents about Harlem Hebrew's curriculum and academic model, especially related to the staff, resources and instructional strategies devoted to supporting ELLs in acquisition of and proficiency in the English language and the staff and resources in which the school will be investing to serve students with disabilities—including the kinds of special education services it will offer on site (resource room, potential CTT, SETSS) and our inclusion model.

Harlem Hebrew will also engage in specific outreach to families with children who are identified as special education and/or ELL students by: (1) reaching out to community-based organizations that serve

populations whose language and ethnic diversity reflect the communities the School will serve, (2) translating documents and materials into other languages spoken in the communities that the School will serve and providing, when necessary and where practical, translators for families who do not speak English during in-person events/meetings for prospective families, (3) leveraging the community-based contacts of Harlem Hebrew's Board and Founding Group to reach into various language minority communities as well as community organizations and agencies that provide services to immigrant families and families of children with disabilities, and (4) advertising in local community newspapers with descriptions of how Harlem Hebrew is a special education-friendly and ELL- friendly school environment. The responsible staff person at Harlem Hebrew who will oversee the communications will be the HOS. The Board will assist the HOS in his/her efforts, as needed.

Harlem Hebrew will implement a media campaign. It has also established a website that will convey information about the School, its curriculum and its events and activities. The outreach activities and materials will stress the following: a) our commitment to educational excellence, strong academic focus with its unique Hebrew language focus, rigorous curriculum and instructional staff; b) our commitment to have a socio-economically diverse student body and the attendant social and academic benefits it will bring to all students; c) our celebration of the diversity of the school and community; d) our extended day and extended year program; e) our partial immersion language model, workshop model and strategy of sheltered instruction for ELLs; f) our low student-teacher ratio; g) the resources devoted to the school's special education program, the inclusion model and the specific services offered to this population; h) the engagement of parents in the school community; and i) the use of data-driven decision-making, innovative instructional practices and comprehensive academic support to help all students achieve.

Harlem Hebrew will adopt the policies, protocols and procedures of the NYSED and the Board of Regents around Admissions Policies and Procedures and lottery guidance once they are available. Harlem Hebrew's admission policy will be non-sectarian and will 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. Any child who is qualified under New York State law for admission to a public school is qualified for admission to Harlem Hebrew. 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.

Our enrollment projections provided in *I.C. Target Population* are realistic. We have conducted extensive outreach into the community and have 227 signatures of parents of students who will be age-eligible to attend our school in August 2012. Further, the waitlist of existing elementary level charter schools in the community show that the demand for elementary level seats in charter schools in the community far exceeds the supply of available seats. Harlem Link had 385 Kindergarten applicants enter their 2010-11 lottery for 54 Kindergarten seats. In addition, Harlem Link had 35, 48, 46, 60 and 31 students on the waitlist that year for Grades 1, 2, 3, 4 and 5, respectively, should seats have opened up in any of the higher grades. Sisulu Walker had 182 applicants enter the 2010-11 lottery for 54 Kindergarten seats, and 30, 30, 29, 28 and 12 students on the waitlist for Grades 1, 2, 3, 4 and 5, respectively. We did not receive a response from the other elementary charter schools in CSD 3 regarding their waitlist data. However, according to documents available on the Charter Schools Institute website, Harlem Success had at least seven applicants for each available seat in 2009-10 for their schools in CSD 3.

F. Community Involvement

Parents and community organizations have been involved in the planning and design of the school. Members of Harlem Hebrew's Founding Group include parents of age-eligible children who were intimately involved in the decision to create a Hebrew-language focused charter school in CSD 3. In addition, the Founding Group created a survey that was available through its website and at community meetings which requested feedback on key design elements of the school and asked community members to identify key elements of school design that were important to them and responsive to the community's needs. The Founding Group

made presentations about Harlem Hebrew at various community forums, including CEC 3, CBs 7 and 10. We had a productive conversation with CEC 3 and expect that our relationship with CEC 3 will help us begin dialogue with traditional public school counterparts in the district and encourage the sharing of best practices, particularly as it relates to dual language instruction. CB 7 enthusiastically supported Harlem Hebrew as evidenced by their vote and resolution on February 1, 2011 to support the creation of Harlem Hebrew. The Education and Libraries Committee of CB 10 has met with us twice and visited HLA; we are committed to an ongoing dialogue and relationship as is the chair of the committee, Ms. Jennifer Prince. This is especially important given some reservations expressed at a public meeting of the full board. The Founding Group also met with a number of elected officials, including Manhattan Borough President Scott Stringer, Assemblymembers Daniel O'Donnell, Robert Rodriguez and Keith Wright, State Senator Bill Perkins, Councilwoman Inez Dickens, and State Senator Adriano Espaillat, who has provided us with a letter of his support for Harlem Hebrew. We have also met with members of the clergy serving churches in CSD 3. Rev. Earl Kooperkamp of St. Mary's Episcopal Church has been very supportive of our efforts and has been instrumental in reaching out to other clergy in the district about our proposed school. Rev. George Brandt of St. Michael's Episcopal Church has also expressed his support of our efforts. Rev. Jesse Williams of Convent Baptist Church has agreed to assist us with outreach to other clergy and promote the school among his congregation to help with student outreach. Rev. Heidi Neumark of Trinity Lutheran Church has also responded positively to our efforts and indicated she would help with student recruitment among her church community as has Rabbi Jeremy Kalmanofsky of Congregation Anshe Chesed. We have also met or spoken with leaders in the Harlem community, including Geoff Canada and William Allen both of whom expressed their support of our school which will serve children in Harlem.

Parents and the community had input into the planning of the charter school and they will have a continued role in the implementation of the school and its governance as described previously in *I.E. School Climate and Discipline*. We believe we have created a comprehensive model that will allow us to address the academic and non-academic needs of our students and have included the requisite personnel on staff and other resources in our model to achieve our student academic goals. However, we recognize that there are a number of community assets that when brought to bear on the school could leverage what we are providing to our students furthering enhancing our students' success. Because we are mission-driven, we will seek out partnerships with community organizations that will: (1) support student learning and development or (2) address personal and family issues that stand in the way of student success. At this stage, Harlem Hebrew has not formalized any partnerships with specific organizations but is rather in the process of first exploring the relationships our Founding Group has with local colleges/universities, nonprofit agencies and health/mental health resources to identify partnerships that could potentially meet these objectives. We believe that it is very important that the HOS and DCI are active participants in determining the types of partnerships that the school needs to forge to support our goals for community partnerships. It is important that their perspectives be heard and considered regarding what community resources can support our existing program and most effectively serve our actual population of students and families once known in furtherance of our mission. One existing relationship we are exploring for potential partnership consideration is with Teachers College since we are committed to the Teachers College Reading and Writing Initiative. We feel a possibility exists to establish a more formal working relationship with Lucy Calkins and her team in supporting our implementation of the model with additional PD resources and potentially as a training ground for education students at Columbia University Teachers College in the model. There are also many community organizations that could support our students' work in service learning and community service. However, it is important that we conduct proper due diligence that involves our school leadership before we commit to any formal community partnership. Community partnerships must be carefully established with a clear understanding of what the roles and responsibilities of community organization are to the school as well as what the roles and responsibilities of the school are to the community organization.

In addition to potential community partnerships, the community will have an opportunity to participate in the governance of the school through attendance at our monthly school board meetings. Per the Open Meetings Law, every Board meeting will begin with a public comment period during which time, any person in

attendance, including representatives from the greater CSD 3 community may present any issues, concerns or ideas they wish to bring before the Board. As with issues, concerns or ideas that are brought before the Board by teachers at the school and parents of children enrolled in the school (a description of how parents will be involved in the governance of the school is provided in *I.E. School Climate and Discipline*), the Board will likewise carefully consider the public comments it receives from the greater community.

F.1. Joint Application: This is not applicable as Harlem Hebrew will not have a Partner Organization.

III. FINANCIAL PLAN

A1. Charter School Budget and Cash Flow Template

Harlem Hebrew's start-up budget plan, first-year budget and the five-year budget plan are sound because we have been conservative in our budget assumptions, have conferred with HLA's financial consultant to reflect prevailing operational and programmatic costs and have endeavored to have our budget aligned with the needs of our robust academic program within the constraints of our known revenues.

The budgets reflect the following conservative revenue assumptions:

- The School assumes a flat \$13,527 per pupil revenue from the District over the life of the charter.
- The School assumes it will receive the New York City Start-up Grant at the current levels of per pupil support for elementary grades in the first year of operation.
- While the School assumes it will have a similar number of students designated as special needs based on the percentages in public schools in CSD 6 (approximately 13% of its student), the School will assume for *revenue* budgeting purposes that 10% of its 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 School is assuming a comprehensive special needs program including two special education teachers, one for each grade span, K-2 and 3-5 and a special educator 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.
- The School assumes it will receive NYSTL, NYSSL and NYSLIBL funds for textbooks, software and library books and that per pupil amount remains flat.
- The School assumes that it will run a net loss on the School Food program. While it will make every effort to ensure that parents of students eligible for reduced priced lunch and of students not eligible for free or reduced priced lunch pay for their children's lunch, we will assume that parents fall short of their obligation—a conservative (but realistic) assumption. The budgets reflect a 55% free and reduced-priced lunch population which is reflective of CSD 3. Based on the experience of HLA where 68% of the students are free- or reduced-price lunch eligible and other charter and public schools, Harlem Hebrew is assuming a net loss on the school lunch program. While every effort will be made to ensure payment from families for their portions of reduced-price or full priced lunch, Harlem Hebrew will expect that parents may fall short of their financial obligations.
- While the School will apply for all eligible Title funding under the Federal No Child Left Behind Consolidated Title, for budgeting purposes, the School is only assuming receipt of Title I and IIA.
- The School assumes that it will receive interest-free loans from FOHLA in its start-up period and first two years of operations to allow it to operate on a balanced budget. A letter from FOHLA outlining its commitment to Harlem Hebrew in the form of loans, facilities support (described later in *III.C. Facility*) and financial services support (described previously in *II.D. Staffing and Human Resources*) is provided as part of *Attachment 17 Budget and Cash Flow Template*.

- While the school will apply for all competitive public grants available for start-up and implementation including CSP and State Stimulus Funds (SSF), we are not assuming these sources of revenue in our budgets so as to present a conservative budget.

The following are the 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 (please see Staffing Table in *II.D. Staffing and Human Resources*. The staffing includes two teachers in each classroom K-5 (General Education and Hebrew). 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 with a SEC beginning in Year 2; a Reading Specialist beginning in Year 1 to focus on struggling students (Title I students) and an ESL Teacher in Year 3 (as discussed in the Prospectus, Harlem Hebrew believes its workshop model of instruction, use of sheltered instruction techniques and strategies, and Reading Specialist will obviate the need for a designated ESL teacher for the K-2 span. In addition, the five year budgets contemplate the need for staffing during the 4 week academic intervention program for struggling students. Furthermore, specialty teachers including art, music, and physical education teachers are assumed within the five year budget.
- The School has received an estimate for the D&O, Property and General Liability, Employee Dishonesty and other coverage for the school from Austin & Co. (See both *III.F. Insurance* and *Attachment 17 Budget and Cash Flow Template*).

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 are increasing 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 budgets include special education expenses, Title I, program expenses for art and music, material supplies and transportation costs due to our extended school year. We have incorporated all possible costs contemplated by the educational program outlined in this charter application.

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* and *Other* and *Management and General* and *Fundraising*. All revenues and expenses have been allocated to each of the main categories and subcategories to the best of the School's ability 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. At this stage, the percentages were our best estimates as to how these expenses would break down. In certain instances, the School assumed that for school operation costs that would benefit all students, we allocated a certain percentage 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 the School will have the background based on operational experience to prepare budgets that reflect these programmatic allocations.

Through the support of FOHLA, Harlem Hebrew will have the start-up and implementation financing it needs, through no-interest loans—to operate on a balanced budget. Harlem Hebrew's loan repayment schedule with FOHLA does not commence until the school's second charter term at which time Harlem Hebrew will be able to generate cash flow from its operations to support its budget and pay down the loan. FOHLA will also provide Harlem Hebrew with a facility solution (see *III.C. Facility*) that allows it to operate in the requisite space it needs while deferring lease payments until such time as it has the operational revenue to cover market rental costs. While the School will have the important financial support from FOHLA through no-interest loans, the Board of Harlem Hebrew will also seek to secure private philanthropy for the School through its own fundraising efforts.

We recognize that we may encounter challenges that could lead to revenue shortfalls and corresponding cash flow challenges. Harlem Hebrew is in the fortunate position to have the support of FOHLA. Its commitment to us is described in a letter they have provided to us that not only reflects the commitment to provide a no-interest loan in amounts necessary to operate on a balanced budget with a repayment schedule only commencing during the second charter term, but also reflects its flexibility in providing resources to meet unexpected budget challenges. As the letter states, “Friends Of would also like to reiterate that flexibility in its relationship with the School is an essential tenet of its commitment to provide support to the School. In that regard, should the School not be able to meet the repayment schedule proposed above or require additional monies to meet budget shortfalls, Friends Of is fully prepared to make additional funding available (whether through loan advances or grants), extend repayment terms, further defer payments and, if necessary, forgive portions of a loan or rent deferral by converting such loan or rent deferral to a donation to ensure that the School continues to maintain a financially balanced, programmatically robust offering for all of its students.”

B. Financial Management

Accounting procedures including the fiscal controls of the school: Harlem Hebrew 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 Harlem Hebrew will implement.

Internal Control Systems: The internal control structure represents those policies and procedures that affect the organization’s ability to process, record, summarize, and report financial information. This structure will be established and maintained to reduce the potential unauthorized use of Harlem Hebrew assets or misstatement of account balances. 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 Harlem Hebrew 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. Harlem Hebrew’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 are the procedures that will be set up to strengthen Harlem Hebrew’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 the 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 and DO) 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 DO). Systems access to make changes in accounting records will be restricted to authorized personnel (Board Treasurer and HOS).
- **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 Harlem Hebrew 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.
- Fraud Prevention: The school will seek to include measures in its banking relationship to deter check fraud by employing Positive Pay.

Harlem Hebrew will adopt a fiscal policies and procedures that would implement the above mentioned control structures. The Board Treasurer will develop fiscal policies and procedures, with support from the FOHLA financial consultant. An 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. These fiscal policies and procedures will be ratified by the School's board and adopted by the School no later than January 2012.

The HOS will have oversight responsibilities over 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 DO and the Administrative Assistant and by the contracted accounting professional from FOHLA. The School's management 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. The School's Board will be responsible for hiring an independent auditor to perform an 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). The School's management will provide complete and timely access to its books and other records as requested by its independent auditor.

Upon completion of the audit, the Finance Committee will have a meeting either in person or via a teleconference, with the independent auditor to discuss the report and any findings. At least a portion of that meeting will be conducted without the management staff's presence to allow for candid communication from the audit team. 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. The School will also submit a complete copy of the independent auditor's report to its authorizer by the November 1st deadline.

The DO will be responsible for the protection of student records under the supervision of the HOS. Harlem Hebrew will have in place a comprehensive insurance policy that indemnifies the school, its board, staff and teachers against tort claims. Please see *III.F. Insurance*.

C. Facility

Harlem Hebrew will locate in a non-DOE facility. Its desired location will be in the South Harlem area of CSD 3. Harlem Hebrew is fully engaged in the process to identify sites that could serve as an incubator space for the first two or three years in addition to sites that could serve the school at capacity. Harlem Hebrew is exploring existing buildings that could be leased or purchased. We are allowing for programming space of approximately 90 square feet per pupil. This means that a suitable building to house the school would be 27,000 square feet by Year 3 and 40,500 square feet by year 5. In addition, the Founding Group and its real estate consultants consider the safety of the location, suitability of location for an elementary school, proximity to public transportation and proximity to local playgrounds in determining ideal school sites.

The Founding Group has developed its own preliminary space plan for Years 1 and 5 which includes: **Year 1:** 3 classrooms for each grade K-1; 1 K-2 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 DO; 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, DO, SEC; Conference Room, Sufficient Storage Space; Janitor's Closet; Nurse's Office; Social Worker's Office; Shared office for DCI and DHCI.

The Founding Group has not yet identified a site for the school. However, through FOHLA, the Founding Group is working closely with Fillmore Commercial, a real estate brokerage firm, and Artimus Construction, Inc., a real estate developer to identify potential sites in the desired neighborhoods of CSD 3. Fillmore Commercial has extensive experience working with charter schools (including with HLA in Brooklyn). Fillmore Commercial is identifying both rental properties that the school could utilize during the first three years of operations as well as potential permanent sites that could house the school through full capacity. The Steinhardt Foundation has also engaged Levien & Co., Inc., a real estate project management and owner's representation firm, to advise FOHLA on the development of any building identified to site the school. We believe given that we have about 16 months until a potential opening, should Harlem Hebrew be approved, we have sufficient time in which to secure a site and prepare it for the opening of the School in August 2012. We are currently exploring a possible space in which the school could incubate for two years with Artimus Construction. Levien & Co., Inc. has also seen two potential properties which could be viable options for the school in the short term and for the longer term.

FOHLA will secure the facility in which Harlem Hebrew will house its school either through a purchase from the owner or a long-term lease with the owner of the building—depending on what facility is agreed upon by both FOHLA and the Board of Trustees of the School. FOHLA would negotiate a long-term triple net lease with a developer which will include all renovations needed in order for it to be suitable to house the school. FOHLA has a similar arrangement with HLA in Brooklyn. FOHLA will provide leasing terms that are favorable to the School recognizing that in the early years of operation the School will not be in the position to reap the benefits of economies of scale that will flow to it when it reaches full enrollment. Recognizing that Harlem Hebrew will not have the financial capacity to undertake these facility payments in the early years of its operations, FOHLA will defer the first four years of lease payments by Harlem Hebrew until its second charter term. During Harlem Hebrew's fifth year of operation, FOHLA will begin charging rent to the school. A letter from the FOHLA Board describing its commitments is included as part of *Attachment 17 Budget and Cash Flow Template*.

D. Transportation

The NYCDOE is responsible for providing transportation services to Harlem Hebrew's students. Harlem Hebrew'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 by and provided by the Office of Pupil Transportation (OPT). After the School submits a Transportation Request Form and uses ATS or NIPSIS to supply the NYCDOE with the necessary information about its students, the NYCDOE will determine the eligibility for transportation of the School's students. This eligibility is based on age and distance from the School, in accordance with the Chancellor's regulations (Regulation A-801). Harlem Hebrew will not guarantee parents that a child will have yellow school bus service or half-fare or full-fare Metrocards until such service eligibility has been confirmed by OPT. With regard to the days that Harlem Hebrew is in session and the regular NYCDOE public schools are not in session, the School will contract directly with its bus service provider assigned by the OPT and will pay for the buses out of its own 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 as well. Their eligibility is dictated by their 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, transportation becomes the responsibility of the child/s parents.

E. Food Service

Harlem Hebrew will receive its meals for students through the Office of School Food (OSF) of the NYCDOE. All students attending Harlem Hebrew are eligible for meals provided at the facility. Breakfast, lunch and an afternoon snack will be served each day that school is in session. Meals will be in compliance with NYCDOE regulations. Students can opt to bring their own lunch and not partake in the school lunch program. Where meals are prepared and served will be determined when the facility is secured.

Although Harlem Hebrew has outlined a plan to utilize the food services provided by OSF, this does not preclude Harlem Hebrew 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. As have other NYC charter schools which have chosen to contract for food outside of the NYCDOE, Harlem Hebrew will investigate other vendors who can provide healthy and appetizing menus for breakfast, lunch and snack to the school's students. The factors that will guide Harlem Hebrew's decision to contract with an outside vendor and/or operate its own kitchen to provide meals will include, but not be limited to, cost, adherence to federal guidelines for free and reduced lunch, health and safety of children and workers, and menu choices.

F. Insurance

Harlem Hebrew will carry insurance that will include 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 Harlem Hebrew with a quote for insurance which includes Property, Employee Dishonesty (i.e. Surety Bond), Business Interruption, Inland Marine, Crime, Automobile Liability, General Liability, Directors and Officers Liability, Umbrella Liability, Workers' Compensation and Employers' Liability, Student Accident and Catastrophic Student Accident. The particulars of the proposal, including insurance amounts, are provided in the following Austin & Co. Insurance Estimate. The insurance quote from Austin Insurance is included as part of *Attachment 17 Budget and Cash Flow Template*.

G. Pre-Opening Plan

The following delineates the Pre-Opening Plan for Harlem Hebrew in the areas of Legal and Organizational, Governance, Fund Development, Human Resources, Student Marketing/Recruitment/Lottery/Admissions/Enrollment, Facilities, Financial and Operational, Educational. Harlem Hebrew's Board will conduct pre-opening activities from the approval of the charter through December 31, 2011 at no expense to the school. From a budgetary perspective, the start-up period will begin January 1, 2012 and end June 30, 2012. The expenses related to this period (for the most part, the personnel expenses related to carrying out pre-opening activities) are reflected in the start-up budget.

Activity	Start Date	End Date	Responsibility of	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 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.
Appoint 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)	
Apply for Consolidated Title Funds	7/2012	8/2012	HOS and DCI	
Research and apply for available competitive public funding opportunities and private grant opportunities	Ongoing	Ongoing	Board and HOS	
Develop and finalize employee benefits package	Upon Approval	12/2011	Board	
Recruit and Hire HOS	Upon Approval	12/2011	Board	HOS should be on staff by 1/1/2012
Recruit and Hire Administrative Assistant	1/2011	2/2012	HOS	The HOS should recruit and hire an admin asst as soon as possible to support him or her in start-up activities
Recruit DCI and DHCI	1/2012	3/2012	HOS	These staff members should be on staff ideally by 3/1/2012
Recruit and hire other administrative and instructional staff required for first year of operations	1/2012	6/2012	HOS, DCI, DHCI	The goal will be to have signed hiring letters with all required administrative, support and instructional staff by 7/1/2012. Task assumes that all necessary background checks and securing of fingerprints have been completed.
Select and engage contracted nursing service	7/2012	8/2012	DO	
Develop evaluation tools for HOS, instructional leader and other administrative, instructional and non-instructional staff	4/2012	8/2012	Board, HOS, DCI	
Conduct Staff orientation activities and pre-opening staff development	8/2012	8/2012	HOS, DCI, DHCI	
Student/Family Outreach Marketing	Upon Approval	3/2012	Board, HOS, Admin Asst, DCI	

	of Charter			
Conduct Student Lottery, generate acceptance list and waitlist	4/2012	4/2012	Board, HOS, Admin Asst	
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	4/2012	Ongoing	HOS, DO (when hired), Admin Asst	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	6/2012	Ongoing	DO (when hired), Admin Asst	This is ongoing as students may continue to be accepted off the waitlist.
Secure School's facility	Ongoing	6/2012	Board, HOS	
Arrange accounts for phone, internet connectivity, utilities as necessary	6/2012	7/2012	HOS, DO (when hired), Admin Asst	
Purchase and accept delivery of all necessary furniture, fixtures, equipment, technology necessary for school operations	5/2012	7/2012	HOS, DO (when hired), Admin Asst	Order all necessary FFE and accept delivery no later than 7/30/2012
Engagement of FOHLA for financial consultant services and selection and engagement of audit firm	11/2011	12/2011	Board	This will occur in time for the school to begin formal start-up 1/2012
Develop and adopt internal financial controls	Upon approval of charter	12/ 2011	Treasurer, HOS (when hired), financial consultant	
Establish all relevant financial systems, payroll, billing, other disbursements as per internal controls policy	11/2011	12/2011	Treasurer, HOS, financial consultant	
Establish checking account with financial institution	Upon Approval of Charter		Treasurer	
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	Upon approval of charter	8/2012	Board, HOS, DCI, DO (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 1/1/2012 as employees are expected to join the staff by

to relevant stakeholders.				1/1/2012.
Communicate with NYCDOE re: transportation and food service	6/2012	8/2012	HOS, DO (when Hired), Admin Asst	
Arrange for required CPR training of staff and obtain defibrillators	7/2012	8/2012	DO	
Secure D&O Insurance Policy	Upon Approval of Charter		Board	This should be in place by the time of the first Board meeting.
Secure umbrella insurance coverage for startup period	1/2012	1/2012	Board	
Research Student Information Systems, select Student Information System (SIS) and purchase, install, train and implement SIS	Ongoing	6/2012	Board, HOS, DCI, DHCI	This will continue after submission of charter application.
Contract with security and building maintenance company (competitive bidding process)	6/2012	7/2012	HOS	HOS 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	4/2012	6/2012	HOS, finance consultant, Treasurer, Board	
Planning for first year academic program, development of assessment protocol, curriculum and instructional resources	3/2012	7/2012	DCI, DHCI	
Develop Full Curriculum for School	3/2012	7/2012	DCI, DHCI	
Select, order and accept delivery of all curriculum, instructional and assessment material	6/2012	8/2012	DCI, DHCI, DO, Admin Asst	
Develop agenda, engage appropriate consultants for pre-opening PD. Develop PD Plan for Year 1	4/2012	8/2012	DCI, DHCI, Teachers, Admin Asst	
Obtain any existing special education records, including IEPs, for all entering special ed students	4/2012	8/2012	HOS, DO (when hired), Admin Asst	
Develop Special Education policies and procedures, including record keeping process, pre-referral and referral process	6/2012	8/2012	DCI and special education teacher	
Create class lists, student schedules and disseminate information to teachers and students/families	7/2012	8/2012	DCI and DO	

Attachment 1: Roster of Key Contacts

Name	Role (Founding Group Member, Proposed Board Member, or Proposed School Employee)
Sara S. Berman	Lead Applicant, Founding Group Member, Proposed Board Member
Linda Aristondo, Esq.	Founding Group Member, Proposed Board Member
Daniel M. Cohen	Founding Group Member, Proposed Board Member
Rabbi David Gedzelman	Founding Group Member, Proposed Board Member
Lisa Lippman Finkelstein	Founding Group Member, Proposed Board Member
Daniel Pianko	Founding Group Member, Proposed Board Member
Eli Schaap	Founding Group Member, Proposed Board Member
Basil Smikle, Jr.	Founding Group Member, Proposed Board Member
Hindie Weissman	Founding Group Member, Proposed Board Member

Attachment 2: Certification Statement

Proposed Charter School Name

Harlem Hebrew Academy Language 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 prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into an agreement with us, as the Board of Trustees, setting forth the terms and conditions under which we, the Board of Trustees, will operate the charter school.

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

Signature of Lead Applicant/
Authorized Person



Date 3/28/11

(Please label the copy that has original signatures)

Print/Type Name Sara S. Berman

Address



Daytime Phone:



Email:



Attachment 3: Daily Schedule

In the first charter term, Harlem Hebrew will serve the elementary grade span K-5. The following is a sample daily schedule for a Grade 2 student, general education teacher and Hebrew teacher in the elementary division.

GRADE 2	Student	General Education Teacher	Hebrew Teacher
8:00-8:30	<i>Breakfast/Hebrew</i>	<i>Breakfast Duty</i>	<i>Breakfast Duty/Hebrew</i>
8:30-9:30	<i>Readers Workshop^{^*}</i>	<i>Readers Workshop^{^*}</i>	<i>Readers Workshop^{^*}</i>
9:30-10:30	<i>Math^{^+}</i>	<i>Math^{^+}</i>	<i>Math^{^+}</i>
10:30- 11:30	<i>Hebrew[*]</i>	<i>Readers Workshop co-teaching</i>	<i>Hebrew[*]</i>
11:30-12:30	<i>Writers Workshop[^]</i>	<i>Writers Workshop[^]</i>	<i>Hebrew co-teaching[*]</i>
12:30-1:30	<i>Lunch/Recess/Hebrew</i>	<i>Lunch</i>	<i>Lunch & Recess Duty/Hebrew</i>
1:30-2:15	<i>Music^{^~}</i>	<i>Planning Time</i>	<i>Lunch</i>
2:15-3:00	<i>Social Studies^{*^#}/Science^{*^#}</i>	<i>Social Studies^{*^#}/Science^{*^#}</i>	<i>Social Studies^{*^#}/Science^{*^#}</i>
3:00-3:45	<i>Physical Ed[~]</i>	<i>Planning Time</i>	<i>Planning Time</i>
3:45-4:00	<i>Homeroom/Dismissal</i>	<i>Homeroom/Dismissal</i>	<i>Homeroom/Dismissal</i>
4:00-5:00		<i>Planning Time</i>	<i>Planning Time</i>

Notes to Schedule:

*In the Grades 2 span, Visual Art and the Theatre Arts will be taught by the classroom teachers and Hebrew teachers.

[^]The CDOS standards will be integrated throughout all subject areas as each subject area lends itself to discussion, research and exploration of careers and occupations that have as their foundations the mastery of each subject area.

[~]Dance will be incorporated at the minimum into Phys Ed and Music as well as in other subject areas as appropriate.

[#]Health/FACS will be integrated into Social Studies and Science.

⁺Technology will be integrated at the minimum into Math, Social Studies and Science. It will be integrated into other subject areas as appropriate.

All 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 further immerse children in the language during the school day—this is an important component of the School’s partial immersion model.

Number of Weekly Minutes of Each Subject Grade 2:

ELA: 5x120=600 Min.

Hebrew: 5x60=300 Min.

Math: 5x60=300 Min.

Social Studies: 4x45= 180 Min.

Science: 3x45=135 Min.

Music: 3x45=135 Min.

Theatre Arts: 1x45=45 Min.

Phys Ed: 4x45=180 Min.

Visual Art: 1x45=90 Min.

Health/FACS: 1x45= 45 Min.

CDOS: 1x45= 45 Min.

Technology: 1 x 45 = 45 Min.

Dance: 1x45=45 Min.

Attachment 4 School Calendar for the 2012-13 School Year

Month	Holidays	Number of Days School is in Session (Students)
August 2012		5
September 2012	September 3: Labor Day September 17: Rosh Hashanah September 26: Yom Kippur	17
October 2012	October 8: Columbus Day	22
November 2012	November 22, 23: Thanksgiving	20
December 2012	December 24-December 31: Winter Break	15
January 2013	January 1: New Year's Day January 21: Martin Luther King Jr. Day	21
February 2013	February 18, 19: Presidents Day Break	18
March 2013	March 26-29: Spring Break	17
April 2013	April 1-2, Spring Break (continued)	15
May 2013	May 27: Memorial Day	22
June 2013		18
Total		190

- The first day of school for teachers will be Monday, August 13, 2012 and they will be engaged in ten days of pre-opening professional development.
- The first day of school for students will be Monday, August 27th, 2012.
- The last day of school for students will be Wednesday, June 26th, 2013.
- The last day of school for teachers will be Friday, June 28th, 2013.
- The school year will be broken into four marking periods:
 - The first marking period ending on or about November 15, 2012
 - The second marking period ending on or about February 15, 2013
 - The third marking period ending on or about April 15, 2013.
 - 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.

Note: The Harlem Hebrew School Calendar may be adjusted to more closely reflect the NYCDOE's holidays once it is released.

Attachment 5: 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 Open Meetings Law), as well as 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 the 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 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. 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.

d. 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.

e. 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.

f. 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 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 senior Trustee, 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. The Executive Committee shall have no less than five (5) members and the Finance, Board Development and Education Committees shall each have no less than three (3) members.

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 be excused 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 (e) have such other powers and perform such other duties as the Board may prescribe.

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 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 6: 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 the provisions of the Education Law.

The Trustees, officers and employees of the Harlem Hebrew shall at all times comply with the letter and spirit of the 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 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 or otherwise; 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 such person.
3. **Representation before the Board.** 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.
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 be excused from the discussion and 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); (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.
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 of 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 \$50 or more, or gifts from the same source having a cumulative value of \$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 \$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.

Attachment 7: Resumes/CVs of Prospective Founding Group Members

Sara 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.

Linda Aristondo, Esq.

[REDACTED]
[REDACTED]
NY, NY 10027
[REDACTED]
[REDACTED]

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

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

DANIEL MARKS COHEN

[REDACTED], New York, NY 10025
[REDACTED]
[REDACTED]

Experience:

9/2010 – Present

COMMUNITY PRESERVATION CORPORATION, New York

Real Estate Mortgage Officer

- Expanded Federal Home Loan Mortgage Corporation (Freddie Mac) financing for affordable and market rate housing in New York City.
- Initiated new lending in the rehabilitation and construction of multifamily transit-oriented developments in Long Island.
- Located and managed new investors for real estate projects in workout or default from initial borrower.

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 400,000 sf, “80/20” mixed-use rental apartment site; 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 project.

9/2005 – 7/2008

ING CLARION PARTNERS, New York

Vice President, Real Estate Acquisitions

- Led capital raising and negotiations of private equity investments for \$2 billion in the acquisition, construction and redevelopment of LEED-certified projects throughout the United States.
- Senior team leader, performed financial analysis for investments in multiple real estate sectors, including residential, hospitality, commercial, office and industrial projects. Closed 10 deals.
- Managed relationships with foreign and domestic institutional clients, REITs, and pension funds.
- Assembled and hired a team of analysts, associates and interns.

1/2003 – 8/2005

NEW YORK CITY ECONOMIC DEVELOPMENT CORPORATION, New York

Vice President, Real Estate Structuring Department

- Advised on the allocation of \$1 billion in Liberty Bond financing for the redevelopment of New York following the destruction from 9/11.
- Conducted financial analysis and due diligence for the investment in 2 million square feet of new LEED-certified office, retail, hotel and mixed-use development projects 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

- Sourced off-market deals, conducted due diligence and direct contract negotiation for the property for 6 new development projects.
- Participated in the development of “80/20” affordable housing projects, including the Hudson East (225 East 6th Street) and The Clinton (520 West 48th Street).
- Managed a staff of analysts and summer associates.

Education:

NEW YORK UNIVERSITY, New York

Leonard N. Stern School of Business - Class of 1999

Master of Business Administration, Finance and Management

Founder, Stern Real Estate Club

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 Brd: 2006-present, Chair: 2007-2010; NY Board: 2008-2010

- Selected for Leadership New York XVI (2004-2005), dedicated to exploring urban issues.

Rabbi David Gedzelman

New York, NY 10025 • [REDACTED]

EXPERIENCE:

EXECUTIVE VICE PRESIDENT, 2003 - Present
The Steinhardt Foundation for Jewish Life

- 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, 1995 - 2002
Makor: The Partnership for Jewish Life, New York City
(A Center of the 92nd Street Y as of June, 2001)

- 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.

- 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 Anshe Chesed in New York City.

Lecturer in Rabbinics,
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.

EDUCATION:

Reconstructionist Rabbinical College, 1991
Rabbinical Ordination and M.A. in Hebrew Letters
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

Lisa Lippman Finkelstein

New York, NY 10025

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

Daniel Pianko

New York, NY 10023

PROFESSIONAL EXPERIENCE

University Ventures Fund/Noah Fund 2008 to Present
Founder/Partner

- Board member, Altius Education
- Board member, New University Holdings
- Advisor to education and related companies
- Partner, Hayground Cove Student Partners

Knowledge Investment Partners 2006-2008
Principal

- Board member, Schiller International University
- Board Member, Educational Resources
- Analyst, Presidium hedge fund

Ameriquest Capital Group 2004-2006
Principal

- Analyze investments across range of industries
- Internal consultant

LearnNow/Edison Schools 2000-2002
Director

- Lead all finance and planning activities for a start up charter management organization
- Grew to 11 schools with over \$40mm of revenue in 2 years
- Acquired by Edison Schools
- Served as Chief of Staff on Philadelphia School District contract process

Goldman Sachs 1998-2000
Analyst

- Advise on over \$1billion of transactions
- Investment Banking Analyst in Financial Institutions Group

EDUCATION

MBA, Stanford University 2002-2004

MA, Education Stanford University 2002-2004

B.A., History Columbia University 1994-1998

ELI SCHAAP

New Jersey 07666

EMPLOYMENT

2008 – present

Program Officer for Education & Research, The Steinhardt Foundation for Jewish Life), New York, NY.

- *Charter School Development* – Member of planning team and of the Finance and Personnel Committees of the Hebrew Language Academy in Brooklyn (HLA), NY. Drafted the blueprint for the 5-year plan for the Hebrew Charter School Center (HCSC). Treasurer and member of the Board of Directors for the Hatikvah International Academy Charter School in East Brunswick, NJ.
- *Early Childhood Education* – Program officer for oversight and support of the Jewish Early Childhood Education Initiative (JECEI) – a change initiative seeking to transform Jewish early childhood centers into centers of excellence.
- *Financial management* – Budget development and monthly review for HLA, HCSC, JECEI and Hatikvah International Academy Charter School.
- *Research and Evaluation* – Oversaw and conducted research on quality, motivation and retention of teachers. Co-drafted and supervised the implementation of an performance based incentive plan for educational staff at HLA that annually pays merit pay of an average of 10% of salaries.
- *Real Estate* – Coordinated and supervised search for incubation space for HLA and for its permanent building.

2007 – 2008

Principal, Jewish Education Organization Development JEOD – Strategic planning, action research and evaluation.
Clients include Partnership for Excellence in Jewish Education (PEJE), JNF, CAJE and the Union of Reform Judaism (URJ).

2001 – 2007

Associate Executive Director, Coalition for the Advancement of Jewish Education (CAJE), New York, NY.

- *Organizational Development* - Initiated and staffed CAJE's new strategic plan. Program Director for Project *Kavod* - an innovative model for engaging community lay and educational leaders in an assessment of the quality of Jewish education in their early childhood schools, identifying needs and gaps, developing an action plan, and making needed improvements.
- *Early Childhood Education* – Negotiated the merger of an independent early childhood Jewish effort (JECEP) into CAJE which led to the establishment of the CAJE Early Childhood Department (2002). The Department is the only trans-denominational organization that focuses both on the educators in the field and on promoting the potential impact of this system on lifelong learning by the parents and their children. Supervised the Department which has raised over \$700,000 in grants from donors and foundations who were new to CAJE.
- *Day School/Early Childhood Conference* – Established a new conference to increase the professional development of day school and early childhood educators supported by over \$400,000 in grants from donors and foundations who were new to CAJE.
- *Administration* - Hire and supervise personnel; Audit the financial records and reorganize the bookkeeping to utilize functional accounting tracking the programmatic efforts; Track investments.
- *Research and Evaluation* – Established multi-year evaluation of conference sessions and overall impact of CAJE's conferences. Researched the demographics and characteristics of Jewish educators who are part of CAJE's membership and who are in specific locales or types of Jewish education.
- *Real Estate* – Conducted search and negotiated for new CAJE offices, planned and supervised move to new quarters including office construction and space allocation.

1981 – 2001

General Manager, Zomax Industries Ltd - Brooklyn, NY. Import and distribution of consumer products.

- *Administration* - Hire and supervise all personnel; Automate the bookkeeping system; Audit the financial records; Track investments.
- *Purchasing* - In charge of all purchasing, interface with suppliers worldwide. Travel internationally.
- *Marketing* - Develop pricing structure and sales promotions; Initiate new packaging including innovations in design; Expand product line; Analyze sales performance by product and by customer to determine most profitable product mix; Computerize all sales literature by producing all literature by means of desktop publishing text and pictures.
- *Sales* - Hire, train and supervise salaried and commissioned sales force; Account manager; Promotions to target customers; Prospect and qualify new accounts; Organize and supervise exhibits at national trade shows.
- *Real Estate* – Conducted search and negotiated for new site; planned and supervised move to new quarters including office construction and space allocation; Optimized layout and flow of goods in the warehouse.

1973 - 1977

Manager and Bookkeeper, Roxy & Du Midi movie Theaters - The Hague, Holland

PUBLICATIONS

- 2007 Schaap, E. and Goodman, R. *Jewish Educational Personnel*. Chapter in “What We Now Know About Jewish Education.” Publication planned for Fall 2007. Torah Aura Publications.
- 2007 Schaap, E., Goodman, R. and Bidol-Padva P. *The Project Kavod Covenant Foundation Grant Final Report*. <http://www.caje.org/interact/files/2007FinalReport.pdf>
- 2006 Schaap, E. and Bidol-Padva P. *Project Kavod: Improving the Employment Culture for Jewish Early Childhood Education*. http://www.caje.org/learn/Winter06/project_kavod.pdf. Jewish Education News Winter 2006, 19-23.
- 2006 Schaap, E., Goodman, R. and Bidol-Padva P. *Community Report on Early Childhood Jewish Educators Culture of Employment 2004-2005. Miami-Dade and Broward Counties, Florida*. <http://www.caje.org/interact/files/2007AppendixC.pdf>
- 2005 Schaap, E. and Goodman, R. *Jewish Educators and the NJPS 2001 Demographic Study: Jewish Educators Are Older, Better Educated, Less Well-Paid Than Other Jews*. <http://www.caje-cbank.org/research-njps01.pdf>
- 2004 Schaap, E. and Goodman, R. *Early Childhood Jewish Education and Profiles of its Educators. The Number of Students and Teachers Within Jewish Education in the United States*. <http://www.caje.org/earlychildhood/ec-survey04.pdf>
- 2004 Schaap, E. and Goodman, R. *Recruitment of college students into the field of Jewish education: A study of the CAJE Schusterman College Program Alumni (1990 – 2003)*. <http://www.caje.org/newhome/schustermanreport.pdf>
- 2003 Schaap, E., Koller-Fox, C., Goodman R. and Rapchik-Levin M. *Hanukat CAJE: Salaries, Benefits, and Education of Jewish Educators*. <http://www.caje-cbank.org/research-hanukat.pdf>. Jewish Education News Winter 2003, 15 – 16.
- 2003 Schaap, E. and Goodman, R. *Hanukat CAJE-Jewish Educator Recruitment and Retention Survey*. <http://www.caje-cbank.org/research-retention.pdf>
- 2002 Schaap, E. *Three CAJE surveys: Number of educators, benefits available to CAJE members, and recruitment and retention facts*. Jewish Education News Summer 2002, 12 – 16.
- 2002 Schaap, E. and Goodman, R. *What are the Numbers of Jewish Educators and Students in Formal Jewish Educational Settings?* <http://caje-cbank.org/caje-cbank.org/research-njps2.pdf>
- 2002 Schaap, E. and Goodman, R. *Job-related Benefits Available to CAJE Members*. <http://www.caje-cbank.org/research-benefits.pdf>

EDUCATION

- 1978 – 1981 Completed Coursework towards PhD in Ecology and Evolution, SUNY at Stony Brook, New York (dissertation not completed)
- 1977 – 1978 Researcher and Exchange student, Psychology Department, SUNY at Stony Brook, New York
- 1976 – 1977 Coursework towards Masters Program in Biology, Leiden Royal University, Leiden, Holland, left for exchange program at at Stony Brook, New York
- 1973 – 1976 B.S. Biology, Leiden Royal University - Leiden, Holland

TEACHING

- 2007 *What do we NOW know about Jewish educators?* Chapter in Goodman, R. L., Flexner, P. A. and Dale Bloomberg, L. (2007). *What We NOW Know About Jewish Education*, Torah Aura Productions
- 2007 *Another Jewish education change initiative? What We've learned so far.* CAJE 32 Conference. Washington University, St. Louis, MO.
- 2007 *What is the role of the researcher in community change initiatives? Project Kavod: A case study of action research in Jewish education.* Network for research in Jewish education. University of Judaism, Los Angeles, CA.
- 2006 *Project Kavod, What We Have Learned So Far.* CAJE 31 Conference. Duke University, Durham, NC.
- 2006 Community Report on Early Childhood Jewish Educators in Southern Florida: The Culture of Employment 2004/2005. Network for research in Jewish education. Hebrew Union College, New York, NY.
- 2006 *Successful Change of Compensation Systems in a School or Community.* PEJE Assembly. Boston, MA.
- 2005 *Project Kavod, What We Have Learned So Far.* CAJE 30 Conference, University of Washington, Seattle, WA.
- 2005 *Project Kavod, How Can You Apply the Lessons Learned to Your School and Your Community.* CAJE Conference for Day School and Early Childhood Educators. St. John's University, Queens, NY.
- 2005 *Recruitment of College Students into the Field of Jewish Education: A Study of the CAJE Schusterman College Program Alumni (1990-2003).* Network for research in Jewish education. Brandeis University, Waltham, MA.
- 2005 *Project Kavod – A Path to Honoring and Improving the Culture of Employment, Salaries and Benefits, in Jewish Early Childhood Education.* CAJE Miami Annual Growth Institute, St. Thomas University, Miami Gardens, FL.
- 2004 *Early Childhood Jewish Education and Profiles of its Educators.* Network for research in Jewish education. Baltimore Hebrew University, Baltimore, MD.
- 2003 *What You Need to Know to Do Your Job Well and How to Negotiate for it.* CAJE 28 conference. Ohio State University, Columbus, OH.
- 2003 *Salary Survey as a Tool in Advocacy.* CAJE 28 conference. Ohio State University, Columbus, OH.
- 2003 *Jewish Educators are Older, Better Educated, Less Well-Paid than other Jews.* Network for research in Jewish education. Hebrew Union College, Cincinnati, OH.
- 2002 *Using Evaluation to Make Decisions: The Case Study of What CAJE has Learned about Recruitment and Retention.* CAJE 27 conference, Trinity University, San Antonio, TX.
- 2002 *The Personnel Crisis in Jewish Education - Recent Studies.* Network for research in Jewish education. Haifa University, Haifa, Israel

Taught classes and lectured on prayer, the relationship between Jews and African Americans, the conflict in the Middle East, Judaism and the environment, and Judaism and evolution.

AWARDS

- 2000 **Hero of Social Conscience Award** presented by the Puffin Foundation of Teaneck, NJ. "In recognition of dedication and activism in the cause of human rights and social justice"

- 1997 **Matthew Feldman Community Relations Award** presented by the Teaneck Town Council and the Teaneck Advisory Board on Community Relations. Annual award given to one who “has demonstrated an ongoing commitment to intergroup and community relations, fosters the spirit of the community and exemplifies volunteerism”
- 1997 **Finalist for The Russ Berrie Prize For Making A Difference** presented by the Russell Berrie Foundation & Ramapo College of New Jersey - Bergen County, NJ. This prize “acknowledges uncommon acts for the common good”
- 1993 **Ethical Recognition Award** presented by the Ethical Culture Society of Bergen County. “For generating mutual understanding among peoples of differing racial, religious and ethnic backgrounds”

COMMUNITY SERVICE

- 2000 – 2009 **Board Member, Jewish Community Relations Council of the UJA Federation of Bergen County and North Hudson.**
- 2000 – 2004 **Editor, Jewish Genealogical Website** - This project is part of the research of the Institute for Research on Dutch Jewry at the Hebrew University in Jerusalem.
- 2000 **Convenor and Moderator, Joint Muslim-Jewish Middle-East effort** - All the Teaneck Rabbis and Muslim leaders met to compose and issue a joint public statement, expressing concern with the violence in the Middle-East and issue a call for non-violence in Teaneck.
- 1998 – 2003 **Leader, Interdenominational Dialogue for Rabbis and Layleaders of the Jewish Community in Teaneck and Environs** - The goal of this group is to create better understanding and respect between Jews of different beliefs.
- 1992 – 2003 **President and Founder, Partnership Fund for Teaneck** - The fund is a broad based, non-partisan, volunteer organization devoted to granting funds for programs that advance intergroup relations in Teaneck. My role as President has been to lead the efforts in the areas of fundraising and education. I act as a spokesperson sensitizing local government and other community leaders to the need to increase government funding for community relations efforts.
- 1991 - 1996 **Leader, Dialogue of African Americans & Modern Orthodox Jews** - I organized this group to bring together two estranged groups to discuss their commonalities, and build long-term relationships to work towards building a better community. This effort led to the founding of the Partnership Fund for Teaneck.
- 1990 - 1991 **Steering Committee, Clergy Council Community Dialogues** - I designed and implemented the format for these dialogues in which over 600 Teaneck residents discussed the sensitive topic of race relations.
- 1990 - 1991 **Steering Committee, Concerned Citizens of Teaneck** – This multiracial group promoted racial harmony and prevented racial unrest.
- 1989 - 1990 **Leader, Dialogue of Arab Americans, Palestinians, American/Israeli Jews**- I organized this group to create a mutual understanding without attempting to come to a political agreement.
- 1985 **Initiator, Discussion Group for Children of Survivors of the Holocaust**
- 1973 – 1977 **National Steering Committee, Workgroup Israel** – This interreligious organization was educating the Dutch public about the Israel-Arab conflict

SPECIAL SKILLS

Extensive computer skills including desktop publishing.
Languages include Dutch, Hebrew, German and French

BIOGRAPHY OF BASIL ANTHONY SMIKLE JR.

2753 Broadway
New York, NY 10025

(917) 521-9711
basil@smikleassociates.com
www.smikleassociates.com

Basil Smikle Jr. is a political and policy analyst recognized as a staunch advocate of public service and education equality. He is widely regarded as part of the next generation of leaders and 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 in the first year the list was compiled.

An oft-quoted commentator, Basil has been featured on local and national television programs giving insights on politics, elections and government. Basil is 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, and prides himself on training new leaders to tackle complex problems as young managers.

Most recently, Basil took a break from his political and public relations consulting firm to run for the New York State Senate representing Harlem, the Upper West Side, and Morningside Heights. Though unsuccessful, his campaign gained national attention in part because of his stance on reforms in education and government. Basil was profiled in the Wall Street Journal, Amsterdam News and was part of 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 as well saying "New York needs such vibrant leadership".

Prior to running for office, Basil worked seven years at the firm he founded, Basil Smikle Associates, which provided political strategy and public relations consulting. His clients included the DNC, New

York City Mayor Michael Bloomberg, The William Jefferson Clinton Foundation, Senator Joe Lieberman, New York City School Chancellor Joel Klein and Microsoft. 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".

Before starting his own company, Basil was a top aide to Hillary Rodham Clinton when she became a US Senator after working on her historic campaign in 2000. He engaged elected officials, labor leaders and community organizations throughout the State and in Washington DC. Mrs. Clinton called Basil a "key advisor and tremendous public servant...who makes sure all voices are heard".

In 1993, Basil graduated with a B.S. from Cornell University in Industrial and Labor Relations. During his years at Cornell, he worked at WVBR FM as an on-air radio personality. For four years, he produced his own show mixing music and talk segments to provide a forum on local and national issues. His work earned him an award from Cornell for Outstanding Community Service.

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. As a student, his research allowed him the unique opportunity to co-author a welfare-to-work initiative currently operating in the City of Indianapolis; and consult on a project to improve efficiency among AIDS/HIV care providers in Philadelphia.

Basil spends a lot of time mentoring young people in schools across this City to promote public service and education. He participates in the Read-Aloud to Kids at a public school in Queens and started a literacy program for 5th graders there to help them become better writers and speakers. He worked with 100 Black Men to start the Eagle Academy in the Bronx and gives his time mentoring young men and women in schools throughout Harlem.

Ms. Hindie Weissman

New York, New York 10022

EDUCATION Hunter College, Bronx, New York—BA English, September, 1970
Lehman College, Bronx, New York—Master of Science in Education,
Developmental, Corrective, and Remedial Reading Specialization, January, 1973
College of New Rochelle—Educational Coursework, Independent Literacy Studies
Columbia Teachers' College—Ongoing Literacy Training

PERMANENT NEW YORK STATE CERTIFICATION Grades 1-6 February 1, 1973

Present-2010 Director of Educational Services for Hebrew Charter School Center

2010---1994 Consultant Elementary School Services for CEI-PEA

(Center for Educational Innovation-Public Education Association)

Moriah Fund Literacy Initiative Israel (ongoing)

Charter School Curriculum Support and Professional Development Consultant (ongoing)

Curriculum Writer "Ben Franklin Tercentenary Project", 2005

Writing Consultant for Scholastic Books, Inc., 2006 (ongoing)

eScholastic Leveling Project (ongoing)

Writer: "Fluency Guide for Read Alouds Grades 5 & 6"—Scholastic Books

"20 Essential Classroom Routines" Quick Tips Teacher Guide—Scholastic Books, Inc. (in process)

Instructor Magazine National Writing Contest Judge Grades 2---8

Public School 1 Core Knowledge Grant Coordinator/Literacy Staff Developer

Core Knowledge Curriculum Alignment with NYC/NYS Curriculum (Science, American History/World History, Geography, Literature, Mathematics, Art & Music)

Extensive professional development –Workshops given (additional workshop titles upon request):

Balanced Literacy, NCLB Guidelines, Values Education, Technology, Writing Process,

Journal Writing, Poetry Initiatives, Rubric Development, W.R.A.P. and DRA & F & P Assessments,

Guided Reading Grades 3-5, Effective Lesson Planning, Behavior Management

Alignment of New York State Literacy, Math, Science, & Social Studies Standards to

Instructional Initiatives

Budgeting/Purchasing

Comprehensive Educational Plan (CEP) Collaborator/Writer

Additional Activities:

Charter Application Collaborator/Writer-HLA Charter School, Brooklyn, New York

Board Member-Hebrew Language Academy, Brooklyn, New York

Hellenic Classical Charter School—Consultant

Brooklyn Charter School--- Consultant

Harlem Day Charter School---Consultant

Yale University training—"Why Kids Can't Read" by Kylene Beers

School Leadership Team Chairperson

School Leadership Financial Liaison

Project Arts Coordinator

District ALE (Alternative Learning Environment) Curriculum Writer

District/Region 9 ELA Scoring Team

Citywide CTB Test Design Rubric Development

Mentor for Newly Assigned Hunter College Teachers

Middle School Choice Coordinator

Ms. Hindie Weissman

New York, New York 10022

- Grants:** PAAP (Parents as Arts Partners) Grant—2006, 2007, 2008
Nike Physical Education Grant---2006
CSR (Comprehensive School Reform)—Core Knowledge Grant (2002---2005)
CSR Renewals Grant Awarded 2003-2004, 2004-2005
REA Grant (Awarded 2003)
Children for Children Grant (Awarded 2003, 2006, 2007)
DonorsChoose Grant Award--2004
Multicultural Education and Interactive Technology Project Grant-1991
- March, 2004** Core Knowledge National Conference Presenter, Atlanta, Georgia, March, 2004
- Present--1999** District 7 Ad Hoc Committee ---Alternative Learning Environment
Collaboratively developed district wide "District 7-Handbook for New and Seasoned Teachers"
- 1994---1989** Technology Coordinator P. S. 1
District, Staff, and Parent technology workshops
- 1989---1970** Classroom teacher grades 1-6

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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



Signature

3/21/11

Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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


Signature

3/25/11
Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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

Daniel M. Cohen
Signature

March 22, 2011
Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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


Signature

3/29/11
Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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


Signature

3/30/11
Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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

Basil A. Suikle Jr.
Signature

March 20, 2011
Date

Attachment 8: Statement of Assurances for Each Board Member Applicant

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

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


Signature

3/24/11
Date

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

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

Name: Sara Berman
(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: _____

New York, NY 10025

Personal E-Mail/Fax: _____

Business Address: _____

Business E-Mail/Fax: _____

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

I would be interested in serving the Board as both an officer and member of one or more committees where I and my fellow Board members believe I could add significant value to the implementation, growth and development of the charter school. As the Chair of the Hebrew Language Academy Charter School (HLA) in Brooklyn for the last two years, I believe I can leverage the experience I have gained in my service on the HLA Board for the benefit of Harlem Hebrew in a leadership capacity. I would also be interested in serving on the 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 would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

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

and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **I am the lead applicant. As a resident of CSD 3 and a parent of school-age children I wanted to be a part of bringing a quality learning environment modeled after HLA into the district.**
5. Please explain why you wish to serve on the board. **As Chair of the Board of Trustees of the HLA, I have seen the tremendous impact this model of education has had on the lives and learning of children in CSD 22 and I want to extend this opportunity to children of 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 dual language education. Studies have shown that the study of a second language especially at the earliest of ages can increase a child's future academic success 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 HLA 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.**
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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 and Eli Schaap. David Gedzelman and I serve on the Board of the Hebrew Charter School Center as well as the Steinhardt Foundation. He and I also serve on the Board of Trustees of the HLA together with Hindie Weissman.**

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 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 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. 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, using a partial immersion proficiency model.**

Our school will also integrate the study of the history of world Jewish communities into New York State's existing social studies curriculum. Students will also learn about the modern-day culture of Israel – the country where Hebrew is the official language.

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 performance-based incentive plan, 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 two teachers in each class of 25 students will better allow for the success of this model.**
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 schools of choice; and in exchange for increased autonomy, they are highly accountable for academic, fiscal and operational success. They are accountable to the authorizer that charters them, the parents that choose them, the students they serve 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 City Charter School Center'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 the 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 have read and understand the charter school application, the by-laws and all proposed policies.**

23. Please provide any other information that you feel is pertinent to the Department's review. **I would like to use this opportunity to affirm my commitment to carrying out my responsibilities as a board member to Harlem Hebrew. While I am also on the Board of HLA, I do not believe that that in any way will prevent me from carrying out my roles at either school. I believe that my serving in a governance capacity at HLA will actually work to the benefit of Harlem Hebrew as I can leverage this experience to the benefit of Harlem Hebrew. I am completely cognizant of the time commitment involved in this important service and I am committed to devoting the time necessary to each school. I, in fact, made the decision to join Harlem Hebrew's board only after careful consideration of what would be required of me. I am also a Board member of FOHLA and HCSC (described in our charter application) which are both organizations with missions to support Hebrew language charter schools. Thus, my role as a board member of Harlem Hebrew is aligned with my interest in supporting Harlem Hebrew's success.**

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

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

Name: Linda Aristondo, Esq.
(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: New York, NY 10027

Personal E-Mail/Fax: _____

Business Address: _____

Business E-Mail/Fax: _____

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

I am eager to lend my time and talents in service of this exciting charter school that we hope to open in CSD 3. As an attorney, I believe I have a skill set necessary to serve the school in a Board leadership capacity and I would be open to being considered by my Fellow Board members for an officer position that we feel will make the best use of my professional experience. I am interested in serving on the Board Development Committee which in addition to identifying new Board members is also involved in ongoing efforts to build the capacity of the Board particularly around appropriate training as stewards of a public institution. As such, given my background in the law I feel I could contribute significantly to the work of this 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 would be charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school.

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members,

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

Background

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

A mutual friend, Analisa Torres, put me in touch with David Gedzelman who informed me about the school and invited me to join the Board.

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

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:

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.

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 dual-language proficiency in 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. Hebrew language instruction will be done by partial immersion and the workshop model. Teachers will follow a student-centered approach to deliver excellent instruction and high student achievement. 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 9: Request for Information from Prospective Charter School Board Members

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

Name: Mr. Daniel Marks Cohen
(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: New York, NY 10025

Personal E-Mail/Fax: _____

Business Address: _____

Business E-Mail/Fax: _____

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

Given my professional background in the area of real estate, I would be eager to lend my knowledge and experience to a facilities-related committee focused on the acquisition of Harlem Hebrew's interim and permanent school building. My work encompasses real estate development and financing and I believe I can add tremendous value to this often difficult aspect of a charter school's development. Similarly, I would have an interest in serving on the Finance Committee of the School. I would be open to serving in an Officer capacity and would be willing to entertain positions that my fellow Board members and I believe I could add the most value to the start-up and development of the school.

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

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members,

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

Background

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

I became aware of the charter school through a conversation with David Gedzelman, whom I have known through my interactions with him in the Jewish 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 UWS 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).

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

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 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 have 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 dual-language education and for the unique usefulness of Hebrew as a lens 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, and I am enthusiastic to see another school established, this time in my neighborhood.

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

Based on my understanding of the school from my visits and many discussions and presentations about the school and its programming, HHLA's primary emphasis is on high educational standards, bilingual education with Hebrew as the supplemental language to English, global Jewish history for context of the Hebrew language, 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.

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 9: Request for Information from Prospective Charter School Board Members

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

Name: Lisa Lippman Finkelstein
(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: _____

New York, NY 10025

Personal E-Mail/Fax: _____

Business Address: _____

Business E-Mail/Fax: _____

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

In addition to becoming a General Board Member of Harlem Hebrew, I feel my professional experience lends itself well to a Facility-related Committee that will be charged with the work around securing the School's interim and permanent facility.

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **I 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.**
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 six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited to: certificates of conviction; any parole and/or probation documentation; any certificates, including any certificate of relief from disabilities; any proof of counseling and/or rehabilitation; any documentation attesting to your good conduct or your good character; and any letters of support from friends, family, co-workers, employers, etc.

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. I also brokered the sale of Daniel Pianko's apartment last year.**

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 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 dual-language program 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 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.**

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

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

Name: Rabbi David Gedzelman
(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: _____

New York, NY 10025

Personal E-Mail/Fax: _____

Business Address: _____

Business E-Mail/Fax: _____

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

As a founder of HLA, Vice Chair of the HLA Board and officer of HCSC, I believe I can serve Harlem Hebrew well as both an officer and member of one or more Committees. I am interested in a leadership role on the Board where I and my fellow Board members believe my skills and experience are best suited. I am particularly interested in serving on the Education, Finance and Board Development Committees.

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

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **I was behind the idea to create an HLA-modeled charter school in CSD 3 where I reside.**
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 sector. 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 Community School District 3 where I have resided for the past sixteen years. 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.**
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., National Center for Hebrew Language Charter School Excellence and Development, The American Pardes Foundation, Hillel International, Jewish Early Childhood Education Initiative, Inc, The Curriculum Initiative, 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).

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

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 I have been working professionally with Eli Schaap and Hindie Weissman for the past 3 years. I also sit on the Board of Hebrew Language Academy Charter School together with Sara Berman and Hindie Weissman.**

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 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 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 both that the Board investigate the matter and that the trustee remove himself from any votes or decisions pertaining to the issue in question and if appropriate (e.g. a Member knowingly violated stated policies and/or the Member's behavior rises to the level of potentially having a material adverse effect on the Charter) request that the Member resign from the Board.**

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. **As a member of the applicant team I have worked on the development of**

the Harlem Hebrew Language Academy Charter School mission and vision and thoroughly embrace what the team has developed together. 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 English studies. Hebrew language will be integrated into the arts and other components of the curriculum as well creating 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 the resources and emphases HLA 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 the history of Israel and world Jewish communities 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 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.

Expanding upon my disclosures in Question 6 above, I currently serve as a Director of Friends of Hebrew Language Academy Charter Schools, Inc. (referred to as "FOHLA" in this Application) which is a New York Not-For-Profit Corporation with the stated purpose to provide support to Hebrew Language public charter schools located in New York State. The relationship between FOHLA and the Applicant is more fully set forth in the application, but briefly, FOHLA provides financial, logistical and professional support to Hebrew Language public charter schools in New York State to primarily assist such schools in their start-up and first charter term phases as their professional staffs and boards develop full capacity and the schools realize full enrollment (and therefore a larger revenue stream).

In addition to my service on the FOHLA Board, I am also the secretary and treasurer of the National Center for Hebrew Language Charter School Excellence & Development, (referred to as "HCSC" in this Application) a nonprofit organization created to support the launching of Hebrew Language public charter schools. Similar to FOHLA's work in New York, HCSC operates on a national scale to provide assistance to Hebrew Language public charter schools throughout the United States. HCSC provides additional assistance to such schools as well through the development of educational tools and support services from education professionals and consultants.

It is the intention for the Applicant, FOHLA and HCSC to work collaboratively at all times to ensure the Applicant's success and I do not believe that my duties to these organizations present a conflict that cannot be waived. Additionally, consistent with the

requirements of the Law and the Applicants by-laws and conflict of interest policies, I shall ensure that on an ongoing basis, any potential conflicts of interest are appropriately disclosed.

Finally, I want to use this opportunity to stress the fact that I believe that while I serve on a number of other boards including another charter school board, I do not believe that will impede my ability to carry out my duties as a Board member of Harlem Hebrew responsibly. I am well aware of the time commitment I will be making in service to each of the nonprofits where I serve as a Board member and in particular the time commitment expected of charter school Trustees. I enter this exciting new opportunity for service with a dedication to commit my time and professional skills necessary to ensure Harlem Hebrew's success.

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

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

Name: Daniel Pianko
(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: _____

New York, NY 10023

Personal E-Mail/Fax: _____

Business Address: _____

Business E-Mail/Fax: _____

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

I am open to serving in an officer capacity of the Board and lending my professional experience which includes a background in charter school development and implementation as well as finance to a leadership position on the Board. I will work collaboratively with my fellow Trustees in making a determination as to where my skill set would be most valuable to the school. In terms of Committees, my background lends itself to service on the Finance Committee. I also have an interest in real estate and would be eager to serve on any Facilities-related Committee of the board.

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

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

and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please 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 spoke with Sara Berman and David Gedzelman about Harlem Hebrew and was impressed with what HLA had accomplished. I was honored to be asked to sit on the board.**
5. Please explain why you wish to serve on the board. **I have lived almost my entire life in CSD 3. CSD 3 is an incredibly cosmopolitan community that would embrace the core values of Harlem Hebrew. Specifically, the strong interest in dual language instruction in an academic environment that does not compromise on quality will be appealing to the community. On a personal basis, I have been a supporter of charter schools and believe in the mission of Harlem Hebrew. In addition, as someone with substantial experience operating schools, I can add value to the Harlem Hebrew board.**
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 as Director of Finance and Strategy for LearnNow, a charter school management organization. When LearnNow was purchase by Edison Schools, I became chief of staff to the team that successfully bid on the contract to operate 20 schools in the Philadelphia School District.**
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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:

Lisa Lippman served as the broker on the sale of my apartment in 2010.

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 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 believed that any board member was working for the benefit of him/herself or the benefit of friends or family, I would immediately raise this issue at the first regular board meeting and call for an investigation. The board member(s) in question would need to remove him/herself from any discussions or votes regarding the issue.**

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 dual language instructional approach. I believe that dual language instruction represents an extremely attractive and under-represented portion of our K-12 and especially K-5 educational system.**
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 in a dual language partial immersion environment and the study of the culture of world Jewish communities integrated into the curriculum. The school will utilize 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 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 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 affirm this fact.**
23. Please provide any other information that you feel is pertinent to the Department's review.

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

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

Name: Eliezer J. Schaap
(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: _____
Teaneck, NJ 07666

Personal E-Mail/Fax: _____

Business Address: _____

Business E-Mail/Fax: _____

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

Given my experience serving on the Board of another Hebrew-language focused charter school in NJ (Hatikvah International Academy Charter School) and on Board committees of HLA, I feel I can add value to the Harlem Hebrew Board of Trustees in a leadership capacity. I am open to serving as an officer of the Board and look forward to working with my fellow Board members regarding which position might be best suited for my skill set and experience. Given my particular areas of interest, professional experience and experience with HLA and Hatikvah, I am eager to serve as a member of the Education and Finance Committees as well as any Facility-related Committee that is established to work towards securing our school building.

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

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members,

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **As part of my work for the Steinhardt Foundation for Jewish Life I am professionally focused on the development of Hebrew-language charter schools in the US. Even before I started my current employment three years ago I was already pursuing research on Hebrew language charter schools.**
5. Please explain why you wish to serve on the board. **I currently serve as the Board Treasurer of the Hatikvah International Academy Charter School in East Brunswick, NJ and I am a member of the Finance Committee, the Education Committee and the Personnel Committee of HLA. I believe that I can contribute from these experiences to the governance and oversight for Harlem Hebrew. I am particularly interested in making sure that the teaching staff's compensation is linked to student and school performance.**
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): **Hatikvah International Academy Charter School, Jewish Community Relations Council of the UJA Federation of Bergen County and North Hudson, Partnership Fund for Teaneck.**
7. Please indicate whether or not you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.
 This does not apply to me. Yes.
If the answer to this question is yes, please provide the following details regarding your conviction(s): (1) the name of the criminal offense(s); (2) whether the criminal offense(s) was a misdemeanor or felony; (3) the facts and circumstances surrounding your conviction(s); (4) the date(s) of your conviction(s); and (5) the date(s) of disposition(s).

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

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 professional relationship with Sara Berman and David Gedzelman at the Steinhardt Foundation and they and I work together on various matters pertaining to Hebrew-language charter schools in connection with the Hebrew Charter School Center and Friends of Hebrew Language Academy Charter School. I have a professional relationship with Hindie Weissman due to our mutual involvement in Hebrew-language charter schools with HCSC, HLA, and Hatikvah.**

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 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 it came to my attention that another member of the Board of Trustees was engaged in self-dealing, I would inform the Board of my suspicions and request both an investigation and that the board member recuse himself from any votes or actions touching the issue in question.**

Educational Philosophy

18. Please explain your understanding of the charter school's mission and/or philosophy. **My understanding of the mission of Harlem Hebrew is that bringing an excellent education to 21st century students is critical to the future of the US. Dual language education as described in the mission is an excellent approach to achieving high academic results. Reaching students at risk of academic failure through an innovative program and in a diverse school (socioeconomically and racially) will allow Harlem Hebrew to achieve its mission.**

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

school. The key to good education is to differentiate teaching so each student succeeds academically. In order to properly differentiate there needs to be both formative and summative assessment of each student leading to better differentiated teaching. I believe the Workshop Model, the teacher student ratio of 2 teachers per classroom, and the Hebrew Proficiency Approach are excellent tools to achieve the goal of each student being academically challenged to achieve their maximum potential.

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. **In order to be successful a charter school needs to achieve the goals delineated in its charter. It is the Board's role to hold the management of the school accountable for achieving those goals. Proper governance requires regular assessment of all aspects of the schools functioning. It will be the role of the Board to regularly measure the effectiveness of the school not only for the academic results but also the other key aspects of a school such as the proper use of financial resources, staying within the approved budget, parent engagement and satisfaction, and maintaining the desired student diversity.**

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. **The proper role of a charter school board member is to provide oversight and raise the big-picture questions. Management sometimes is so focused on the short-term that it is critical to have the Board provide the balance of long-term vision. While the professional leadership of the charter school will have extensive expertise in education they often lack the knowledge of real estate, fundraising, finance and the law. Board members can complement the knowledge and skills of the professional leadership by supporting the school in these areas.**
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.

Though not a director, officer or employee, on behalf the New York Not-for-Profit entity Friends of Hebrew Language Academy Charter Schools, Inc., (referred to in the Application as "FOHLA"), I utilize my professional expertise and experience to provide support to Hebrew Language public charter schools in the State of New York.

Through my role with FOHLA, I provide technical assistance, financial management assistance and professional development/education related guidance to several schools at several different stages of their operations and it is anticipated that I will do so at Harlem Hebrew, too. Given the relationship between FOHLA and Harlem Hebrew and in keeping with the requirements of the Law and the Applicant's by-laws, code of ethics and conflict of interest policies, I will ensure that my continuing relationship with FOHLA is disclosed on all applicable forms and I shall ensure that I abstain from any

Board actions that relate to the Applicant's relationship with FOHLA.

Given my involvement on the Board of Hatikvah and on committees of the HLA Board, I would like to emphasize the fact that I am very aware of the additional responsibility and time commitment I will be taking on as a member of the Harlem Hebrew Board. I am completely committed to devoting the time necessary to carry out my duties as a Harlem Hebrew board member in a responsible and meticulous fashion. My decision to take on an additional Board commitment was only made after I carefully considered what would be asked from me. I further believe that I can leverage my experiences with HLA and Hatikvah (as well as my experiences with FOHLA) to the benefit of Harlem Hebrew and I look forward to having the opportunity to serve Harlem Hebrew in this capacity.

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

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

Name: Basil Smikle
(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: _____

New York, NY 10032

Personal E-Mail/Fax: _____

Business Address: _____

Business E-Mail/Fax: _____

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

I am willing to serve in a leadership capacity of the Harlem Hebrew Board. I look forward to working with my fellow Board members to determine where my professional experience and skills best serve Harlem Hebrew. Given my experience in community engagement, I have an interest in serving on the Board Development Committee as we seek to build a pipeline of qualified future Board members for the school who can lend their professional expertise to the development of the school. I believe I could also add value to any committee that might be formed around media and public relations.

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

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

and/or incomplete information may lead to a withdrawal of the Department's approval, nullifying your appointment to the board.

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **I 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. **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 six may also include any relevant written information that you wish to be considered in support of your application, including, but not limited

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

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 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.
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 culture in a diverse environment. Students will receive excellent instruction with accountability and expectations of high achievement. 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.**
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. As a dual-language program, they will incorporate an immersion model that will produce bilingual (and in some cases trilingual) students fluent in Hebrew and English. Subsequently, the integration of the Hebrew language will involve the serious study of Jewish communities throughout the world – their arts and culture.**

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 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 9: Request for Information from Prospective Charter School Board Members

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

Name: Hindie Weissman
(Include preferred honorific.)

Daytime Telephone: _____

Home Mailing Address: _____
New York, NY 10022

Personal E-Mail/Fax: _____

Business Address: _____

Business E-Mail/Fax: _____

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

I feel that my professional background lends itself best to participation on the Education Committee of the Board. As an educator with over 30 years experience in elementary education, I will add tremendous value in serving on the Board committee that works regularly with the school's instructional leadership in monitoring student achievement as reflected by assessment data and working with the leadership to ensure that curriculum, instruction, professional development and other instructional resources are aligned with identified students' needs as well as the school's mission and academic achievement goals.

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

The Department's consent is required **before** any new member may serve on the board. Accordingly, and in order to properly evaluate potential new board members,

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

Background

1. Please provide your educational and employment history. You may do so by attaching a résumé. Resume Attached
2. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board. I affirm.
3. Please affirm that you have read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. I affirm.
4. Please indicate how you became aware of the charter school and the opportunity to serve as a member of its board. **I was on the Applicant Team for Hebrew Language Academy Charter School in Brooklyn and continue to serve on its Board. In addition, I am Director of Educational Services for Hebrew Charter School Center. Through my affiliations with both entities, I became aware of the desire to create an HLA-modeled school in CSD 3. I was asked by Rabbi David Gedzelman to join the Founding Group and consider serving on the Founding Board. I was eager to take on both roles.**
5. Please explain why you wish to serve on the board. **As an educator with more than 30 years of experience I have a deep understanding of the support necessary for a school to deliver a high quality education. My personal commitment to improving public education both here in the United States as well as abroad is evident in the assignments I have undertaken. I am committed to an educational process that is driven by high expectations for all students. To this end, I believe fully in the potential of a charter school that will address the specific needs of the community and the student body it serves. My expertise in the elementary school curriculum and the instructional model needed to differentiate instruction will support the mission of the school. I was instrumental in the establishment of the Hebrew Language Academy Charter School and have supported the instructional model there since its inception. It is my goal to use my knowledge and experience as a guide to ensure the success of the Harlem Hebrew Language Academy Charter School.**
6. Please indicate whether you have previously served or are currently serving on a board of a school district, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 1, above). In addition, please describe any other experience, knowledge or skills you feel is relevant to service on the charter school board. This does not apply to me. Yes. (Include description here): **I serve on the Board of Trustees of the Hebrew Language Academy Charter School.**

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

This does not apply to me. Yes.

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

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

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 professional relationship with Sara Berman and David Gedzelman at the Hebrew Charter School Center and they and I both sit on the Board of Trustees of Hebrew Language Academy Charter School. I have a professional relationship with Eli Schaap through our mutual involvement in the development of HLA as applicant team members and have a continuing professional relationship through involvement in other projects involving Hebrew language charter schools.**

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 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, as a Board member, believed that another Board member was abusing his or her position and acting for his or her own benefit or the benefit of others, my responsibility would be to raise the issue at the first regular board meeting following my discovery or belief, and to insist that the Board investigate my concern and that the suspect 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 will offer a rigorous curriculum that is standards-based and fully aligned with the New York State Learning Standards. It will be a school of academic excellence and be at the forefront of educational innovation. Upon completion of the 5th grade students will have a high degree of proficiency in the Hebrew language. Students will begin foreign language instruction in Kindergarten through a partial immersion proficiency model. In addition, students at Harlem Hebrew will develop a strong sense of social and civic responsibility through the integration of service learning.**

19. Please explain your understanding of the educational program of the charter school. **Harlem Hebrew will strive for excellence in instruction with expectations for high student achievement in all subject areas. There will be a focus to produce bilingual students fluent in Hebrew and English through a partial dual-language immersion model. To support this there will be an integration of the study of the culture and history of world Jewish communities in the arts and social studies components of the curriculum. A balanced literacy approach that uses the workshop model will be utilized to address individual student needs. Ongoing assessment will monitor progress and will be used to drive the instructional model. There will be an integration of service learning into the curriculum. The educational program will strive for strong parent and community involvement. To support these goals there will be a longer school day and longer school year.**

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 intended to provide an opportunity for experimentation and innovation within the public school system and for that purpose the school's leadership is given a significant amount of autonomy in exchange for a high level of accountability for academic, fiscal and operational success. The first way that a charter school Board can ensure success is to supervise the development and implementation of a rigorous, nurturing, and innovative curriculum. The balance to that autonomy is accountability to ensure that excellent education is provided to the charter school's students. The Board of Harlem Hebrew will provide guidance and support to the school leadership and will expect frequent assessment of both teacher and student performance to ensure that the school not only meets but excels beyond the educational standards of New York State.**

Other

21. Please explain your understanding of the appropriate role of a public charter school board member. **As a public charter school Board member, I will provide oversight functions, promote the charter school's mission, lead planning and policymaking, help to raise funds, and support the school's compliance with the terms of its charter. I will ensure that the school is financially solvent, complies**

with statutory and regulatory requirements, has competent staff and has a successful academic program that will be measured by internal and external assessments.

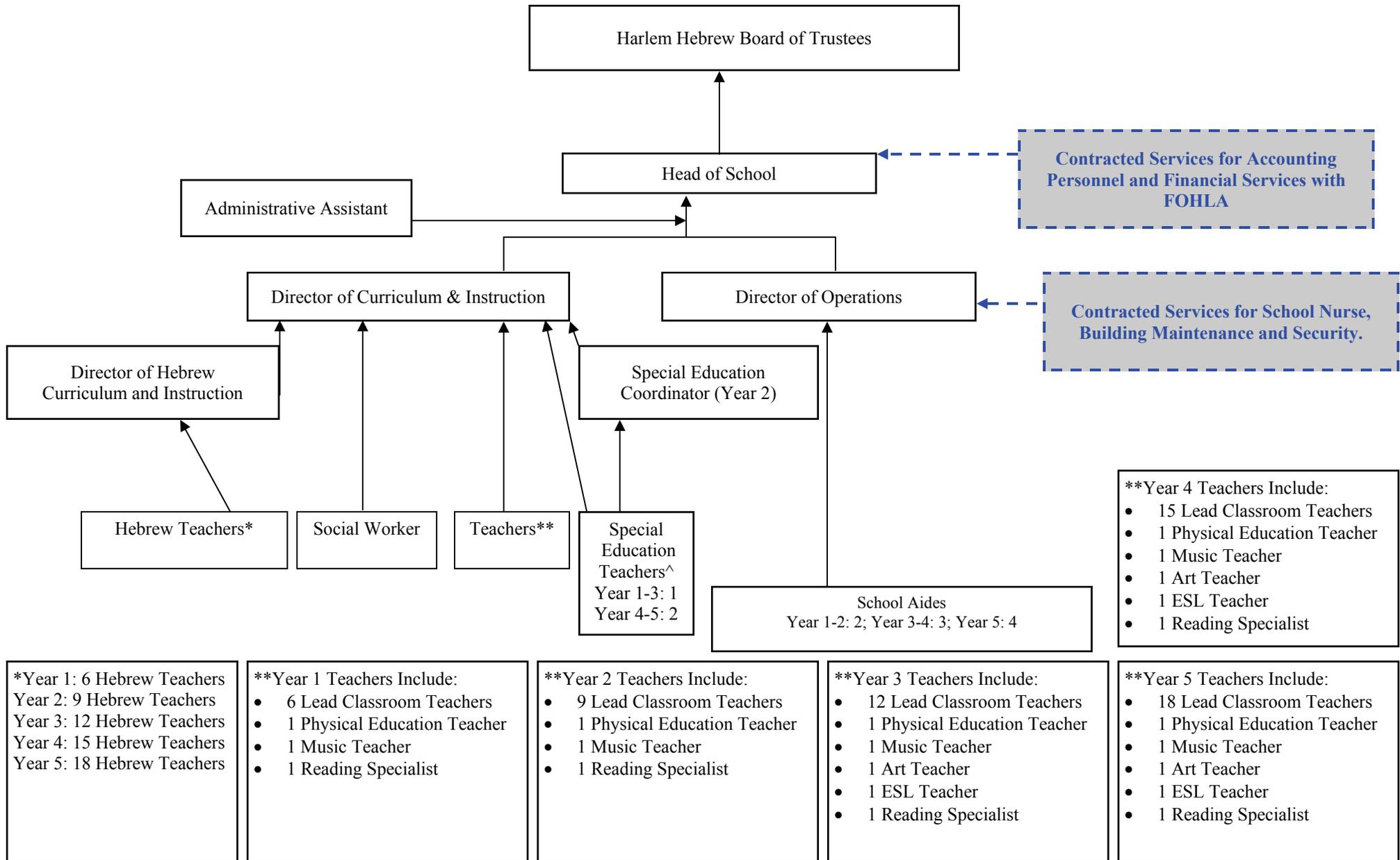
22. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. **I do.**
23. Please provide any other information that you feel is pertinent to the Department's review.

I am an employee of the National Center for Hebrew Language Charter School Excellence and Development, Inc. (referred to as "HCSC" in this Application), a nonprofit organization created to support the launching and operations of Hebrew-language public charter schools. HCSC provides assistance to Hebrew-language public charter schools throughout the United States by supporting the development of educational tools and offering services to support the efforts of building education leaders through consulting and professional development delivered by education professionals.

Through my role with HCSC, I implement certain professional development programs and provide coaching to several schools at several different stages of their operations and it is anticipated that I will do so at Harlem Hebrew, too. My salary is paid for directly by HCSC and no individual school that HCSC supports (and therefore no school which my role supports) has any say in my compensation. I do not believe my employment by HCSC presents any conflict of interest; however, in keeping with the requirements of the law and the Applicant's by-laws, code of ethics and conflict of interest policies, I will ensure that my continuing relationship with HCSC is disclosed on all applicable forms and I shall ensure that I abstain from any Board actions that relate to the Applicant's relationship with HCSC.

Further, I would like to use this opportunity to stress that while I am also a Board member of HLA, I do not see that as an impediment to my carrying out my duties as a Board member to Harlem Hebrew in a responsible and careful manner. I am very aware of the time commitment that will be involved serving on two charter school boards and have only agreed to join Harlem Hebrew after careful deliberation. I feel that there are many synergies in serving on two boards of similarly modeled schools and that my participation on one school board will be to the benefit of the other as I will be able to bring insight and experience from one to the other.

Attachment 10: Harlem Hebrew Organizational Chart (Years 1-5)



^Note: Special Education Teachers report to the Director of 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.

Attachment 11 Key Position Descriptions

Head of School: The Harlem Hebrew Language Academy Charter School (“Harlem Hebrew”) Head of School will serve as a central leadership figure within the school and the local community. The Harlem Hebrew Head of School will work closely with, and report directly to, the Harlem Hebrew Board of Trustees. On a day to day basis, the Head of School will report to the chair and vice chair of the Board. The Head of School 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:

- The Harlem Hebrew Head of School will oversee 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.
- The Head of School will maintain open channels of communication with the school’s authorizer, and be the liaison between the State Education Department and the Board of Trustees.
- The Head of School must also foster a collaborative leadership culture and a shared decision making structure among the school’s leadership team which includes the Directors of Curriculum and Instruction and Hebrew Curriculum and Instruction and the Director of Operations.
- The Head of School will be instrumental in developing a larger vision for the future direction of the school while continuing to support and encourage the mission of Harlem Hebrew in its day to day operations.
- The Head of School will be responsible for the administrative 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.
- The Head of School will be accountable for the achievement results of all of its students and the continual renewal of its charter by its authorizer.
- The Head of School 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 Head of School has overall responsibility for public relations, marketing and overall communication between the School and its key stakeholders.
- The Head of School oversees and, with support of the Director of Operations and Administrative Assistant, implements the parent outreach and student recruitment process.
- The Head of School works directly with the contracted accounting professionals to ensure:
 - Financial stability, sound financial planning, effective asset management and full compliance with government and charter audit requirements.
 - Proper planning for, organizing of and directing of all day-to-day fiscal operations of the charter school.
 - Coordination of fund development, including the creation and implementation of long-term financial development plan, donor management and the acquisition of entitlement and competitive grants and corporate sponsorships.
 - Collaboration with Board Treasurer, outside auditors and charter authorizer to address operational improvements and recommend actions identified as part of the annual audit.
 - Establishment and maintenance of accurate and timely fiscal records and reports for ongoing analysis of the organization’s fiscal condition.
 - Submission of periodic financial reports to Treasurer and Board of Trustees and the submission of all financial reports required by the charter authorizer and New York State Education Department.
 - Monitoring of legislative and policy developments related to fiscal operations, including analysis thereof for legal and administrative compliance
 - Proper maintenance of accounting records for funds received and distributed.
 - Oversight of payroll processing and required tax reporting.

- Periodic audits for adequacy and effectiveness of the charter school's internal financial control and reporting systems.
- Meeting the charter school's specifically assigned ongoing and annual operational and financial objectives.
- Reviewing and advising on all reports that have financial implications.
- Assistance with developing and monitoring the charter school's annual budget.
- Review of financial statements for accuracy of account classification and analyzes activities in various accounts.
- Assumption of overall responsibility of the integrity and adherence to individual and professional standards of all financial activities, including individual school financial recordkeeping.
- Proper oversight of accounts payable for timely payment to vendors.

Vision:

The Head of School will have knowledge and understanding of:

1. The vision and mission of Harlem Hebrew 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.
2. 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.
3. Child and adult learning and development, dual language instruction, the teaching-learning process, and educational change.
4. Relevant research findings and strategies for using data to develop, implement, and maintain the school vision.

Demonstrated capacity and experience in the ability to:

1. Use shared decision-making effectively in the management of the school.
2. Work collaboratively with the school community to develop and maintain a shared school vision.
3. Ensure that decision-making regarding instructional programs and school operations are consistent with and supportive of the school vision.
4. Oversee the Director of Curriculum and Instruction in his or her implementation of the instructional program of the school.
5. Foster a caring, growth-oriented environment for faculty and students, one in which high expectations and high standards for student achievement will be emphasized.
6. Manage fiscal resources responsibly, efficiently, and effectively.
7. 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.
8. Monitor ancillary student services such as transportation, food, health, and extended care responsibly.
9. 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.
10. Facilitate the school's participation in network activities of the Hebrew Charter School Center (HCSC), hosting visitors and participating in fundraising events.
11. Engage in community outreach and marketing to drive student recruitment efforts.

Minimum Qualifications and Training:

- Understanding of and commitment to the mission, goals, educational philosophy and activities of Harlem Hebrew, as described in the school's charter.
- At minimum 5 years' experience in an educational or related organizational setting either as a head of school or as a CEO of a mid-size not-for profit organization, with a strong knowledge of leadership principles and practices gained through work experience and formal education.
- Exceptional speaking and writing skills.
- Strong business and operational knowledge and skills.
- Exceptional interpersonal skills and an effective communicator and strong motivator.

- A visionary who is a strong and confident decision-maker.
- Excellent time management and organizational skills.
- Facility with computer technology in gathering information and coordinating technical resources for students, teachers, and classrooms.
- Knowledge of Hebrew language and culture a plus.

Director of Curriculum and Instruction: The Harlem Hebrew Director of Curriculum is the Instructional Leader of the school who oversees the continued functioning and growth of the educational program. The Director of Curriculum and Instruction reports directly to the Head of School. All Teachers, except Hebrew teachers, in the school will report directly to the Director of Curriculum and Instruction.

Responsibilities:

The Director of Curriculum and Instruction has the primary responsibility to ensure that the school's educational program is enabling all students to meet the School's standards. The Director of Curriculum and Instruction will oversee curriculum planning, student assessment, the professional development of teachers, and the evaluation of teachers. The Director of Curriculum and Instruction will be supported by the Director of Hebrew Curriculum and Instruction. The Director of Curriculum and Instruction delegates the day to day management of the Hebrew curriculum and instructional program, including management of the Hebrew instructional staff, to the Director of Hebrew Curriculum and Instruction who will carry out his or her work under the Director of Curriculum and Instruction's oversight and with his or her support. The Director of Curriculum and Instruction responsibilities include, but are not limited to:

- Observations and performance evaluations of all Teachers, except Hebrew Teachers.
- Recommendations for retention, salary and merit-pay decisions of all Teachers.
- All non-Hebrew Teacher development and supervision: weekly, monthly, annually.
- Organization, implementation and documentation of all work with 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).
- Placement of students.
- Development of teacher profile and overseeing hiring process.
- 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 outside professional developers and other consultants in the development and implementation of the school curriculum.
- Working collaboratively with the Director of Hebrew Curriculum and Instruction in order to integrate Hebrew language and culture appropriately and effectively into the curriculum.
- Working collaboratively with the Director of Hebrew Curriculum and Instruction to develop and implement the integration of service learning into the curriculum.
- Working collaboratively with the Director of Hebrew Curriculum and Instruction in overseeing the development and/or adaptation of specialized curriculum related to the History of world Jewish communities and Israel as well as Hebrew language in general.

The Director of Curriculum and Instruction will have knowledge and understanding of:

- The curriculum and instructional methodology of Harlem Hebrew, as described in the school’s charter.
- Relevant research related to dual language integration, teaching, learning, curriculum development and implementation, and motivating instructional staff.
- Supervisory and observational techniques that promote effective teaching and learning.
- Authentic and research-based methods for assessing student learning.
- Relevant technologies and their use in enhancing student learning.
- Assessing the overall impact of professional development activities on the improvement of teaching and student learning.

Minimum Qualifications and Training:

- Understanding of and commitment to the mission, goals, educational philosophy and activities of Harlem Hebrew, as described in the school’s charter.
- Master’s Degree in Elementary Education or Masters Degree from a Reading Specialist/Literacy Program.
- New York State School Building Leader or School District Leader Certification.
- A minimum of three years experience as an elementary school 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.
- Minimum five years teaching experience in an elementary school setting.
- Minimum three years experience in a staff developer role in an elementary school setting.
- Facility with data analysis.
- Demonstrated experience in working successfully with diverse populations of students, parents and families—including students, parents and families with limited English proficiency.
- Capacity to mentor teachers in reflective practice.
- Demonstrated willingness to be held accountable for student results.
- Commitment to continuous improvement and learning through professional development.

Director of Operations: The Harlem Hebrew Director of Operations is responsible for overseeing school operations. The Director of Operations reports directly to the Head of School.

Responsibilities:

- Assisting in the completion of the school’s annual reports and in the charter renewal process.
- Overseeing site management and development.
- Overseeing technology needs and operation
- Ensuring that the school site is maintained as a safe and clean environment.
- Recruiting, hiring, and training administrative & operations personnel—in coordination with the Head of School—including annual performance evaluation of administrative & operations personnel.
- Developing recommendations regarding human resources policies and reporting such recommendations to the Board.
- Developing and maintaining the school’s operational plan.
- Establishing strong systems for data management (e.g. enrollment and admissions procedures and records; attendance procedures and records).
- Supervising and supporting all compliance-related reporting.
- Overseeing operations in a manner consistent with all applicable local, State and Federal statutes and in compliance with the organization's by-laws, policies and procedures.
- Overseeing and implementing with the support of the administrative assistants and school aides, the school’s procurement process.

- Supporting the Head of School in developing, modifying and implementing the school's student recruitment/outreach plan with a strong focus on enrolling a diverse student population including requirements around targets for low income families and students eligible for free or reduced lunch program as well as ELLs and students with disabilities.
- Leading efforts to ensure effective communication with the parents and the community – including maintaining email lists/groups, an up-to-date web site and newsletters.
- Coordinating and supporting parent/family education and community events.
- Attending all board meetings and working with board members and committees to implement policies.
- Assisting the Head of School with Board development
- Overseeing the performance of contracted service providers: school nurse, security and janitorial services.
- Operate according to the professional standards of the school, which are defined in detail within the schools' staff policies and procedures handbook.
- Performing other tasks consistent with the goals and objectives of this position.

Minimum Qualifications and Training:

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the Harlem Hebrew, as described in the school's charter.
- Demonstrated record of leadership, management and interpersonal skills.
- Bachelors Degree, or higher degree, in Operations Management, Organizational Management, Business or related field.
- At least three years of demonstrated and 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.
- Demonstrated willingness to be held accountable for student results.
- Prior experience as an assistant principal overseeing school operations or school director of operations.
- Commitment to continuous improvement and learning through professional development.

Director of Hebrew Curriculum & Instruction: The Harlem Hebrew Director of Hebrew Curriculum and Instruction oversees the continued functioning and growth of the Hebrew program at Harlem Hebrew. The Director of Hebrew Curriculum and Instruction reports directly to the Director of Curriculum and Instruction. All Hebrew Teachers in the school will report directly to the Director of Hebrew Curriculum and Instruction.

Responsibilities:

- Observations and performance evaluations of all Hebrew Teachers under the oversight and support of the Director of Curriculum and Instructions.
- Recommendations for 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.
- 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).
- Placement of students.
- Development of teacher profile and overseeing hiring process.
- 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 outside Hebrew language consultants in the development and implementation of the Hebrew language curriculum and ongoing teacher professional development and student assessment.
- Working collaboratively with the Director of Curriculum and Instruction in order to integrate Hebrew language and culture appropriately and effectively into the curriculum.
- Working collaboratively with the Director of Curriculum and Instruction to develop and implement the integration of service learning into the curriculum.
- Working collaboratively with the Director of Curriculum and Instruction in the development and/or adaptation of specialized curriculum related to the History of world Jewish communities and Israel as well as Hebrew language in general.
- Operate according to the professional standards of the school, which are defined in detail within the schools' staff policies and procedures handbook.

Minimum Qualifications and Training:

- Understanding of and commitment to the mission, goals, educational philosophy and activities of Harlem Hebrew, as described in the school's charter.
- Master's Degree in Education, Hebrew Language Teaching or Teaching preferred.
- Minimum five years of Hebrew teaching and teacher supervisory experience recommended.
- Experience in the Proficiency Approach or an openness to reframing one's understanding about how a second language is acquired.
- Demonstrated experience in working successfully with diverse populations of students, parents and families—including students, parents and families with limited English proficiency.
- Demonstrated willingness to be held accountable for student results.
- Capacity to mentor teachers in reflective practice.
- Commitment to continuous improvement and learning through professional development.

General Education Teacher: The Harlem Hebrew General Education Teachers are responsible for ensuring that all students in their classes are achieving at high levels both academically and socially. General Education Teachers report directly to the Director of Curriculum and Instruction.

Responsibilities:

- Develop effective, standards-aligned lessons that support student learning and achievement of school academic objectives and benchmarks and of state learning standards.
- Plan purposefully to provide students with opportunities for constructing meaning and developing understandings of new concepts.
- Utilize 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.
- Administer, collect and analyze qualitative and quantitative data gathered from a variety of assessments on each student.
- Reflect 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.

- Collaborate with Hebrew teachers, specialists and other colleagues in designing and co-teaching lessons that integrate especially Hebrew into other content areas, and classroom routines when appropriate, in order to promote the acquisition of the Hebrew language as well as to improve student achievement.
- Collaborate with special education teachers to design and execute individualized instructional plans for students with special needs in order to ensure they achieve academically at high levels, and are fully included in the Harlem Hebrew community.
- Build relationships with families of Harlem Hebrew students through frequent communication about students' progress and ways that families can support their children's learning.
- Create a classroom community that maintains the school's high academic and social expectations for students.
- Actively work to improve 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.
- Operate according to the professional standards of the school, which are defined in detail within the schools' staff policies and procedures handbook.

Minimum Qualifications and Training:

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the Harlem Hebrew, as described in the school's charter.
- Fulfillment of all NCLB "highly qualified" requirements.
- Minimum of three-years teaching in an elementary as a teacher or in other relevant educational positions (e.g. Teach for America corps members).
- Bachelor's Degree, or higher degree, in Education.
- Appropriate New York State certifications.
- Bilingual (including English/Spanish, English/Hebrew) helpful.
- Knowledge of the workshop model.
- Demonstrated and successful record of prior employment in educational environments.
- Knowledge of and experience with assessments and relevant technologies.
- Demonstrated willingness to be held accountable for student results.
- Experience working with diverse populations of students, parents and families.
- Experience working with students at-risk of educational failure.
- Commitment to continuous improvement and learning through professional development.

Hebrew Teacher: The Harlem 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:

- Develop effective, standards-aligned lessons that support student learning and achievement of school academic objectives and benchmarks and of state learning standards.
- Plan purposefully to provide students with opportunities for constructing meaning and developing understandings of new concepts.
- Utilize 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.
- Administer, collect and analyze qualitative and quantitative data gathered from a variety of assessments on each student.
- Reflect 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.

- Collaborate with General Education teachers, specialists and other colleagues in designing and co-teaching lessons that integrate especially Hebrew into other content areas, and classroom routines when appropriate, in order to promote the acquisition of the Hebrew language as well as to improve student achievement.
- Collaborate with special education teachers to design and execute individualized instructional plans for students with special needs in order to ensure they achieve academically at high levels, and are fully included in the Harlem Hebrew community.
- Build relationships with families of Harlem Hebrew students through frequent communication about students' progress and ways that families can support their children's learning.
- Create a classroom community that maintains the school's high academic and social expectations for students.
- Actively work to improve 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.
- Operate according to the professional standards of the school, which are defined in detail within the schools' staff policies and procedures handbook.

Minimum Qualifications and Training

- Understanding of and commitment to the mission, goals, educational philosophy and activities of Harlem Hebrew, as described in the school's charter.
- Fulfillment of all NCLB "highly qualified" requirements.
- Minimum of three-years working in an elementary or secondary environment as a teacher or in other relevant educational positions (e.g. Teach for America corps members).
- Bachelor's Degree, or higher degree, in Education.
- Appropriate New York State certifications preferred or willingness to work towards NYS certification.
- Bilingual, English/Hebrew and native or near-native Hebrew speaker
- Demonstrated and successful record of prior employment in educational environments.
- Knowledge of and experience with assessments and relevant technologies.
- Experience working with diverse populations of students, parents and families.
- Demonstrated willingness to be held accountable for student results.
- Experience working with students at-risk of educational failure.
- Commitment to continuous improvement and learning through professional development.

Special Education Teacher: The Special Education Teacher provides consultation with and support to general education teachers in addressing the needs of their students with IEPs in the general education classrooms 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 Director of Curriculum and Instruction 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:

- Conduct ongoing training for regular and special education teachers and instructional assistants regarding inclusive education practices, curriculum modifications and behavior interventions for special needs students in general education classrooms.
- Assist general education teachers and Hebrew teachers in adapting curriculum for special needs students, and provides modified curriculum and resources as needed by classroom teachers.
- Assist general education and Hebrew teachers with developing daily reports, behavioral schedules and social skills curriculum for special needs students in general education classrooms.
- Model teaching strategies and techniques for regular and Hebrew teachers for special needs students in general education classroom.

- Provide resource room instruction to students whose IEPs require instructional time outside of an inclusion setting.
- Provide consultation and support for parents of special needs students in general education classroom and help to facilitate positive collaboration between parents and teachers.
- Confer frequently with the district of residence special education support staff and administrators to provide needed services regarding inclusive education practices.
- Attend IEP's and staff/parent meetings of students with special needs in general education classrooms, as requested.
- Maintain a data base of inclusion students
- Assist general education teachers in problem solving and program issues related to inclusive education practices.
- Operate according to the professional standards of the school, which are defined in detail within the schools' staff policies and procedures handbook.

Minimum Qualifications and Training:

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the Harlem Hebrew, as described in the school's charter.
- Minimum Masters Degree in Special Education.
- Appropriate state certification as a special education teacher and any other credentialing required
- Knowledge of special education laws and requirements.
- Knowledge of the workshop model.
- At least three years of successful experience in classroom teaching experience with students with special needs is desirable before assignment to this position.
- Demonstrated willingness to be held accountable for student results.

Special Education Teacher Candidates must possess knowledge of:

Principles, practices, and trends, affecting inclusion programs; organization, planning, and program evaluation strategies; techniques and procedures regarding curriculum and instruction design and delivery systems for both special education and core curriculum; human relationships, conflict resolution strategies and procedures; and team building methods and techniques.

Successful Candidates will demonstrate ability to:

- Plan, organize, and coordinate full inclusion program.
- Supervise in the development of strategies for curriculum modifications.
- Develop and present training for teachers in best practices regarding full inclusion.
- Evaluate and analyze complex problems, issues, and concerns, and recommend appropriate alternative solutions.
- Communicate effectively in oral and written form to a variety of audiences.
- Commitment to continuous improvement and learning through professional development.

Reading Specialist: The Reading Specialist is responsible for providing content knowledge and resources to instructional staff regarding learning and teaching literacy. In addition, the Reading Specialist will be responsible for providing reading intervention instruction to struggling students through push-in and pull-out instruction. The Reading Specialist will report to the Director of Curriculum and Instruction.

Responsibilities:

- Works closely with K-5 teachers to provide direct reading intervention to targeted students in both a push in and pull out model.
- Researches and provides content knowledge and resources to staff about learning and teaching literacy – including:

- teaching strategies (e.g. Reading in the Content Area);
- assessment techniques (reading and writing skills);
- interpretation of assessment results; etc.
- Researches and prepares materials for the use by the teachers, including:
 - teaching strategies (e.g. Reading in the Content Area);
 - assessment techniques (reading and writing skills);
 - interpretation of assessment results, etc.
- Research and provide information and guidance regarding a range of effective and innovative literacy practices through various activities such as:
 - individual discussions (informal and formal);
 - coaching sessions;
 - demonstration lessons with pre- and post-discussion/analysis;
 - study groups;
 - staff meetings; and
 - professional development programs
- Maintain paperwork consistently, appropriately and in a timely manner.
- Operate according to the professional standards of the school, which are defined in detail within the schools' staff policies and procedures handbook.

Minimum Qualifications and Training:

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the school.
- Must be “Highly Qualified” under the No Child Left Behind Act, subject to New York State Education Law, Article 56 Certification Requirements.
- Masters Degree from Reading Specialist/Literacy Program.
- Appropriate state certifications.
- At least three years of experience as reading specialist/literacy coach in an elementary school environment.
- Bilingual (including English/Spanish) helpful.
- Demonstrated and successful record of prior employment in educational environments.
- Knowledge of and experience with a variety of reading intervention programs 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 with 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.
- Demonstrated ability to evaluate tests and measures of achievement.
- Demonstrated ability to work effectively and collaboratively with colleagues, parents and community members.
- Demonstrated willingness to be held accountable for student results.
- Commitment to continuous improvement and learning through professional development.

ESL Teacher: ESL Teachers are responsible for the instruction of students with Limited English Proficiency (LEP). They report directly to the Director of Curriculum and Instruction.

Responsibilities

- Providing direct and indirect instruction to LEP students.

- Engaging in long and short-term planning addressing individual needs of LEP students.
- Evaluating LEP students' progress.
- Teaching a multi-model approach.
- Providing an inviting, exciting, innovative, learning environment.
- Establishing and maintaining effective and appropriate classroom management procedures.
- 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 Director of Curriculum and Instruction 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 Director of Curriculum and Instruction and are consistent with the goals and objectives of the position.
- Operate according to the professional standards of the school, which are defined in detail within the schools' staff policies and procedures handbook.

Minimum Qualifications and Training:

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the Harlem Hebrew, as described in the school's charter.
- Must be "Highly Qualified" under the No Child Left Behind Act, subject to New York State Education Law, Article 56 Certification Requirements.
- Understanding of and commitment to the mission, goals, educational philosophy and activities of the school..
- Appropriate state certifications.
- At least two years experience as an ESOL (English for Speakers of Other Languages) or ELL program teacher in an elementary school environment.
- Demonstrated proficiency in sheltered instruction techniques and strategies.
- Knowledge of the workshop model.
- Demonstrated ability to communicate and work effectively with 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;
- Demonstrated ability to evaluate tests and measures of achievement.
- Demonstrated ability to work effectively and collaboratively with colleagues, parents and community members.
- Demonstrated willingness to be held accountable for student results.
- Commitment to continuous improvement and learning through professional development.

Special Education Coordinator: The Special Education Coordinator leads Harlem Hebrew's special education and related programs under the guidance of the Director of Curriculum and Instruction.

Responsibilities:

- Oversee special education and related services, programs and grants, and ensure Harlem Hebrew compliance with state and federal laws and regulations related to the implementation of IDEA.
- Support implementation of NCLB and attainment of State standards.
- Remain current regarding laws, policies, trends and best practices related to education in general and special education programs specifically, and share this knowledge with administrators and staff on a regular basis.

- Interpret, explain, and apply district State and Federal laws, guidelines, policies and procedures for staff, students, parents, and others in a timely and accurate manner.
- Develop systems, tools and policies/procedures for effective implementation of special education services, as needed.
- Expand 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.
- Assist and provide support with complex individualized education plans including facilitating meetings and advising principals for more involved IEP processes.
- Supervise and evaluate classified and certified special education staff, providing support; opportunities, coaching, mentoring, and guidance for professional growth; and assist with timely performance evaluation in a manner that promotes team development and effective work.
- Work to create a collaborative and innovative culture in special education, across the district, and throughout the community.
- Align program development and coordination with the goals of the school and in collaboration with administrators, special education staff and other school staff to ensure the best use of resources in providing services for students.
- Assist in the development of the special needs program budget and planned management of resources to support learning goals.
- Assist with recruiting, screening, hiring, assigning and provide leadership in training special needs staff.
- Apply high-quality problem-solving skills and exercise expert judgment to resolve issues for parents, students and/or staff.
- Serve as a resource and/or consultant to school administrators and personnel on the nature, causes, and solutions to the learning difficulties of children.
- Provide thorough and timely reports, data, and information as requested.
- Operate according to the professional standards of the school, which are defined in detail within the schools' staff policies and procedures handbook.

Minimum Qualifications and Training:

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the Harlem Hebrew, as described in the school's charter.
- 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 the specific needs of individual students.
- 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' unique learning styles.
- Demonstrated ability to evaluate tests and measures of achievement.
- Demonstrated ability to work effectively and collaboratively with colleagues, parents and community members.
- Communication and interpersonal skills, in both oral and written form, that: employ effective listening tools and skills; demonstrate the ability to interact effectively and collaboratively with diverse individuals or groups.
- 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 staff and others as may be assigned.
- Ability to creatively problem-solve.
- Demonstrated ability in identifying staff development needs and planning and delivering in-service training.
- Knowledge of programs that support learning among students with special needs that include special education, behavior, and “at-risk.”
- 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 and district 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 data bases, and ability to learn new programs as needed.
- Demonstrated ability to implement effective prevention, intervention, and disciplinary practices.
- Demonstrated willingness to be held accountable for student results.
- Commitment to continuous improvement and learning through professional development.

Social Worker: The Harlem Hebrew 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 Director of Curriculum and Instruction.

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, such as medical records, or school reports.
- 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 Harlem Hebrew 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 face problems such as disabilities, abuse or poverty.
- 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.
- Operate according to the professional standards of the school, which are defined in detail within the schools' staff policies and procedures handbook.

Minimum Qualifications and Training:

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the Harlem Hebrew, as described in the school's charter.
- A Master's degree or higher degree in Social Work, with clinical and supervisory experience preferred.
- Appropriate New York State Certification.
- Demonstrated and successful record of prior employment as a counselor or social worker in an educational environment.
- 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.
- Demonstrated understanding of issues facing children and youth, especially those from immigrant families and poverty-level families, in urban areas.
- Commitment to continuous improvement and learning through professional development.
- Bilingual (English/Spanish), helpful.
- Demonstrated willingness to be held accountable for student results.
- Commitment to continuous improvement and learning through professional development.

Administrative Assistant: The Administrative Assistant is responsible for managing the Head of School's schedule and calendar and organizing and supervising all the main administrative activities that facilitate the smooth and efficient running of the Harlem Hebrew main office. The Administrative Assistant reports directly to the Head of School, but is expected to carry out tasks as requested by the Director of Operations and all instructional staff.

Responsibilities:

- Answering general telephone and email enquiries, and re-directing calls to appropriate administrators, faculty and staff members.
- Maintaining office appliances including computers, photocopier, fax machine, including interacting with suppliers and service engineers and taking responsibility for contracts and their fulfillment.
- Coordinating internal meetings and appointments, including—
 - Managing meeting room bookings
 - Welcoming guests on arrival
 - Clearing rooms after meetings have finished
 - Collating meeting information
- Overseeing school security procedures, in close coordination with the Director of Operations.
- Managing postal operations, including:
 - Ensuring that all post is collected daily and on time
 - Ensuring that special/recorded delivery items are sent correctly
 - Distributing incoming post to relevant members of staff each morning
 - Preparing and franking large mailings when required
 - Arranging couriers as and when required and signing for incoming deliveries
- Managing personnel-related records and activities, including:
 - Maintaining records of staff holidays and absence
 - Coordinating temporary staff contracts, including liaison with Director of Finance regarding payment

- Formulating general office induction procedures
- Maintaining up-to-date copies of all school supplier contracts, contact lists for staff and committee members and records of all domain names owned by school ensuring that registrations are up to date.
- Distributing papers/information packs for all meetings organized by the school staff.
- Filing, including management of document archiving and organization and maintenance of common files (both hard copy and electronic format).
- Ensuring that school calendar is kept up-to-date with all conferences/meetings.
- Managing/assisting with other assignments or ad hoc tasks as and when required.
- Operate according to the professional standards of the school, which are defined in detail within the schools' staff policies and procedures handbook.
- Overseeing the collection and maintenance of all student records, under the oversight of the Director of Operations, including entering data in the ATS (Automate the Schools) System and the School's internal student information management system.

Minimum Qualifications and Training:

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the Harlem Hebrew, as described in the school's charter.
- Minimum of Associates Degree or secretarial training.
- Demonstrated and successful record of prior employment in an administrative or secretarial capacity in an educational environment.
- Knowledge of and experience with relevant technologies.
- Commitment to continuous improvement and learning through professional development.

School Aides: School Aides are responsible for providing support to the Administrative Assistant in carrying out his or her office and other administrative tasks at the school in support of the Head of School, Director of Operations and all instructional staff.

Minimum Qualifications and Training

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the Harlem Hebrew, as described in the school's charter.
- Minimum of High School Diploma or secretarial training
- Knowledge of and experience with relevant technologies.
- Commitment to continuous improvement and learning through professional development.

Attachment 12: CMO Background Information

This is not applicable.

Attachment 13: Schools Managed by CMO

This is not applicable.

Attachment 14: Academic Performance Data from Schools Managed by CMO

This is not applicable

Attachment 15: Summary of CMO's Fiscal Performance for Past Three Years

This is not applicable

Attachment 16: Template Service Agreement with CMO

This is not applicable



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

Harlem Hebrew Lang. Acad. C.S.

Contact Name:	Eli Schapp
Contact Email:	elischaap@steinhardtfoundation.org
Contact Phone:	212-792-6214

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

Harlem Hebrew Language Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2012-June 30, 2012

Total Revenue	275,057
Total Expenses	275,057
Net Income	-
Actual Student Enrollment	-
Total Paid Student Enrollment	-
	START-UP PERIOD

DESCRIPTION OF ASSUMPTIONS

REVENUE

REVENUES FROM STATE SOURCES

Per Pupil Revenue	CY Per Pupil Rate	
New York City	-	-
School District 2 (Enter Name)	-	-
School District 3 (Enter Name)	-	-
School District 4 (Enter Name)	-	-
School District 5 (Enter Name)	-	-
School District 6 (Enter Name)	-	-
School District 7 (Enter Name)	-	-
School District 8 (Enter Name)	-	-
School District 9 (Enter Name)	-	-
School District 10 (Enter Name)	-	-
School District 11 (Enter Name)	-	-
School District 12 (Enter Name)	-	-
School District 13 (Enter Name)	-	-
School District 14 (Enter Name)	-	-
School District 15 (Enter Name)	-	-
School District - ALL OTHER	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-
Special Education Revenue		-
Grants		-
Stimulus		-
DYCD (Department of Youth and Community Developmt.)		-
Other		-
Other		-
TOTAL REVENUE FROM STATE SOURCES		-

REVENUE FROM FEDERAL FUNDING

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

LOCAL and OTHER REVENUE

Contributions and Donations	-
Fundraising	-
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	275,057
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	275,057

No-interest loan from Friends of Hebrew Language Academy Charter Schools (FOHLA)

TOTAL REVENUE	275,057
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Harlem Hebrew Language Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
January 1, 2012-June 30, 2012

Total Revenue	275,057
Total Expenses	275,057
Net Income	-
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

START-UP PERIOD

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS

	No. of Positions		
Executive Management	0.50	75,000	Head of School on staff January 2012
Instructional Management	0.66	67,650	Director of Curriculum and Instruction and Director of Hebrew Curriculum and Instruction: March 2012
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	-	-	
Administrative Staff	0.50	17,500	Admin Asst on staff January 2012
TOTAL ADMINISTRATIVE STAFF	1.66	160,150	

INSTRUCTIONAL PERSONNEL COSTS

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

NON-INSTRUCTIONAL PERSONNEL COSTS

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

SUBTOTAL PERSONNEL SERVICE COSTS

1.66	160,150
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PAYROLL TAXES AND BENEFITS

Payroll Taxes	16,015	10% of payroll includes FICA, Medicare, SUTA and workers compensation.
Fringe / Employee Benefits	14,940	\$750 per month per employee
Retirement / Pension	2,402	3% of payroll, 50% participation, 5 year vesting policy, 20% increments.
TOTAL PAYROLL TAXES AND BENEFITS	33,357	

TOTAL PERSONNEL SERVICE COSTS

1.66	193,507
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CONTRACTED SERVICES

	25,000	Contracted financial services to set up accounting systems includes contracted fee to cover FOHLA's financial consultant to set up school's accounting systems and day to day tasks related to financial operation of school. Additional fee to an independent auditor to form an opinion on the School's financial controls policies, procedures and systems and any additional work to formulate these policies, procedures and systems.
Accounting / Audit	5,000	Legal counsel retainer fee.
Legal	-	
Management Company Fee	-	
Nurse Services	-	
Food Service / School Lunch	-	
Payroll Services	400	Payroll processing fee
Special Ed Services	-	
Titlement Services (i.e. Title I)	-	
Other Purchased / Professional / Consulting	-	
TOTAL CONTRACTED SERVICES	30,400	

SCHOOL OPERATIONS

Board Expenses	10,000	Fee for Board Training Consultants
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	-	
Telephone	1,000	6 months of telephone usage expense.
Technology	4,000	\$1000 per laptop for each staff person during start-up period.
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	3,750	\$625 per month in office supplies
Staff Development	1,200	Travel expenses related to staff conferences and other workshops and seminars that are relevant to charter school start-up and implementation.
Staff Recruitment	10,000	Advertisements and Recruiting Expenses for Staff Positions
Student Recruitment / Marketing	20,000	Advertisements and Recruiting and Marketing Expenses for Students
School Meals / Lunch	-	
Travel (Staff)	-	
Fundraising	-	
Other	-	
TOTAL SCHOOL OPERATIONS	49,950	

FACILITY OPERATION & MAINTENANCE

Insurance	1,200	Pro-rated D&O Insurance
Janitorial	-	
Building and Land Rent / Lease	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities	-	
TOTAL FACILITY OPERATION & MAINTENANCE	1,200	

DEPRECIATION & AMORTIZATION

-

DISSOLUTION ESCROW & RESERVES / CONTINGENCY

-

TOTAL EXPENSES

275,057

NET INCOME

-

**Harlem Hebrew Language Academy Charter School
 PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
 January 1, 2012-June 30, 2012**

Total Revenue	275,057
Total Expenses	275,057
Net Income	-
Actual Student Enrollment	-
Total Paid Student Enrollment	-

DESCRIPTION OF ASSUMPTIONS

START-UP
PERIOD

ENROLLMENT - *School Districts Are Linked To Above Entries*

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

REVENUE PER PUPIL	-
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EXPENSES PER PUPIL	-
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Harlem Hebrew Language Academy Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
 January 1, 2012-June 30, 2012

Total Revenue	275,057	-	-	-	-	-	275,057
Total Expenses	51,915	29,215	50,557	46,557	45,257	51,557	275,057
Net Income	223,142	(29,215)	(50,557)	(46,557)	(45,257)	(51,557)	(0)
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	223,142	(29,215)	(50,557)	(46,557)	(45,257)	(51,557)	(0)
	January	February	March	April	May	June	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
School District 1 (Enter Name)	-	-	-	-	-	-	-
School District 2 (Enter Name)	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	-	-	-	-	-	-	-
Special Education Revenue	-	-	-	-	-	-	-
Grants							
Stimulus	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developm.)	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	-	-	-	-	-	-	-
Title I	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-
OTHER	275,057	-	-	-	-	-	275,057
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	275,057	-	-	-	-	-	275,057
TOTAL REVENUE	275,057	-	-	-	-	-	275,057

Harlem Hebrew Language Academy Charter School
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
 January 1, 2012-June 30, 2012

	2012	2013	2014	2015	2016	2017	2018
Total Revenue	275,057	-	-	-	-	-	275,057
Total Expenses	51,915	29,215	50,557	46,557	45,257	51,557	275,057
Net Income	223,142	(29,215)	(50,557)	(46,557)	(45,257)	(51,557)	(0)
Cash Flow Adjustments	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-
Net Income	223,142	(29,215)	(50,557)	(46,557)	(45,257)	(51,557)	(0)
	January	February	March	April	May	June	TOTAL
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management	No. of Positions						
Instructional Management	0.50	12,500	12,500	12,500	12,500	12,500	75,000
Deans, Directors & Coordinators	0.66	-	-	16,913	16,913	16,913	67,650
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	1.66	2,917	2,917	2,917	2,917	2,917	17,500
	15,417	15,417	32,329	32,329	32,329	32,329	160,150
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	1.66	15,417	15,417	32,329	32,329	32,329	160,150
PAYROLL TAXES AND BENEFITS							
Payroll Taxes	1,542	1,542	3,233	3,233	3,233	3,233	16,015
Fringe / Employee Benefits	1,500	1,500	2,985	2,985	2,985	2,985	14,940
Retirement / Pension	231	231	485	485	485	485	2,402
TOTAL PAYROLL TAXES AND BENEFITS	3,273	3,273	6,703	6,703	6,703	6,703	33,357
TOTAL PERSONNEL SERVICE COSTS	1.66	18,690	18,690	39,032	39,032	39,032	193,507
CONTRACTED SERVICES							
Accounting / Audit	4,167	4,167	4,167	4,167	4,167	4,167	25,000
Legal	-	-	-	2,500	-	-	5,000
Management Company Fee	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-
Payroll Services	67	67	67	67	67	67	400
Special Ed Services	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	4,233	4,233	4,233	6,733	4,233	6,733	30,400
SCHOOL OPERATIONS							
Board Expenses	5,000	-	-	-	-	5,000	10,000
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Telephone	167	167	167	167	167	167	1,000
Technology	2,000	-	2,000	-	-	-	4,000
Student Testing & Assessment	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-
Office Expense	625	625	625	625	625	625	3,750
Staff Development	-	-	-	-	1,200	-	1,200
Staff Recruitment	5,000	3,000	2,000	-	-	-	10,000
Student Recruitment / Marketing	15,000	2,500	2,500	-	-	-	20,000
School Meals / Lunch	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	27,792	6,292	7,292	792	1,992	5,792	49,950
FACILITY OPERATION & MAINTENANCE							
Insurance	1,200	-	-	-	-	-	1,200
Janitorial	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	1,200	-	-	-	-	-	1,200
DEPRECIATION & AMORTIZATION							
DISSOLUTION ESCROW & RESERVES / CONTINGENCY							
TOTAL EXPENSES	51,915	29,215	50,557	46,557	45,257	51,557	275,057
NET INCOME	223,142	(29,215)	(50,557)	(46,557)	(45,257)	(51,557)	(0)
CASH FLOW ADJUSTMENTS							
OPERATING ACTIVITIES							
Example - Add Back Depreciation	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES							
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-
FINANCING ACTIVITIES							
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-
NET INCOME	223,142	(29,215)	(50,557)	(46,557)	(45,257)	(51,557)	(0)
Beginning Cash Balance	-	-	-	-	-	-	-
ENDING CASH BALANCE	223,142	(29,215)	(50,557)	(46,557)	(45,257)	(51,557)	(0)

Harlem Hebrew Language Academy Charter School PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE July 1, 2012-June 30, 2013							DESCRIPTION OF ASSUMPTIONS
Total Revenue	2,004,002	348,207	-	-	619,049	2,971,258	
Total Expenses	1,720,318	305,217	151,594	61,084	733,044	2,971,257	
Net Income	283,684	42,990	(151,594)	(61,084)	(113,995)	-	
Actual Student Enrollment	130	20				150	
Total Paid Student Enrollment	130	20				150	
	PROGRAM SERVICES		SUPPORT SERVICES				
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	CY Per Pupil Rate						
New York City	13,527	1,758,510	270,540	-	-	2,029,050	\$13,527 per pupil
School District 2 (Enter Name)	-	-	-	-	-	-	
School District 3 (Enter Name)	-	-	-	-	-	-	
School District 4 (Enter Name)	-	-	-	-	-	-	
School District 5 (Enter Name)	-	-	-	-	-	-	
School District 6 (Enter Name)	-	-	-	-	-	-	
School District 7 (Enter Name)	-	-	-	-	-	-	
School District 8 (Enter Name)	-	-	-	-	-	-	
School District 9 (Enter Name)	-	-	-	-	-	-	
School District 10 (Enter Name)	-	-	-	-	-	-	
School District 11 (Enter Name)	-	-	-	-	-	-	
School District 12 (Enter Name)	-	-	-	-	-	-	
School District 13 (Enter Name)	-	-	-	-	-	-	
School District 14 (Enter Name)	-	-	-	-	-	-	
School District 15 (Enter Name)	-	-	-	-	-	-	
School District - ALL OTHER	-	-	-	-	-	-	
TOTAL Per Pupil Revenue: (Average Districts Per Pupil Funding)	13,527	1,758,510	270,540	-	-	2,029,050	
Special Education Revenue	-	77,667	-	-	-	77,667	13% SpEd population of which 70% - 20% services, 20% between 20% and 60% and 10% greater than 60%. Reimbursement rates are \$10,390 per SpEd student between 20% and 60% and \$19,049 per SpEd student greater than 60% services
Grants	-	-	-	-	-	-	
Stimulus	-	-	-	-	-	-	
DYCD (Department of Youth and Community Developm.)	109,650	-	-	-	-	109,650	Fixed and Variable Grant from NYC DYCD
Other	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES	1,868,160	348,207	-	-	-	2,216,367	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs	-	-	-	-	-	-	
Title I	47,850	-	-	-	-	47,850	\$580 per Title I student, 55% Title I population
Title Funding - Other	4,950	-	-	-	-	4,950	\$60 per Title I student
School Food Service (Free Lunch)	71,792	-	-	-	-	71,792	Calculated using prevailing reimbursement rate for Full, Free and Reduced Price Lunch and assuming 45% of our students do not qualify for Free and Reduced price lunch, 55% are eligible for free and 20% are eligible for reduced.
Grants	-	-	-	-	-	-	
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
Other	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	124,592	-	-	-	-	124,592	
LOCAL and OTHER REVENUE							
Contributions and Donations	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	
Erate Reimbursement	-	-	-	-	-	-	
Earnings on Investments	-	-	-	-	-	-	
Interest Income	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	-	
Text Book	11,250	-	-	-	-	11,250	\$75 per student
OTHER	-	-	-	-	619,049	619,049	No Interest Loan from FOHLA
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	11,250	-	-	-	619,049	630,299	
TOTAL REVENUE	2,004,002	348,207	-	-	619,049	2,971,258	

**Harlem Hebrew Language Academy Charter School
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE
July 1, 2012-June 30, 2013**

DESCRIPTION OF ASSUMPTIONS

	2,004,002	348,207	-	-	619,049	2,971,258
Total Revenue	2,004,002	348,207	-	-	619,049	2,971,258
Total Expenses	1,720,318	305,217	151,594	61,084	733,044	2,971,257
Net Income	283,684	42,990	(151,594)	(61,084)	(113,995)	1
Actual Student Enrollment	130	20				150
Total Paid Student Enrollment	130	20				150
	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
ENROLLMENT - *School Districts Are Linked To Above Entries*						
New York City	130	20	-			150
School District 2 (Enter Name)	-	-	-			-
School District 3 (Enter Name)	-	-	-			-
School District 4 (Enter Name)	-	-	-			-
School District 5 (Enter Name)	-	-	-			-
School District 6 (Enter Name)	-	-	-			-
School District 7 (Enter Name)	-	-	-			-
School District 8 (Enter Name)	-	-	-			-
School District 9 (Enter Name)	-	-	-			-
School District 10 (Enter Name)	-	-	-			-
School District 11 (Enter Name)	-	-	-			-
School District 12 (Enter Name)	-	-	-			-
School District 13 (Enter Name)	-	-	-			-
School District 14 (Enter Name)	-	-	-			-
School District 15 (Enter Name)	-	-	-			-
School District - ALL OTHER	-	-	-			-
TOTAL ENROLLMENT	130	20	-			150
REVENUE PER PUPIL	15,415	17,410	-			19,808
EXPENSES PER PUPIL	13,233	15,261	-			19,808

**Harlem Hebrew Language Academy Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2012-June 30, 2013**

Total Revenue	1,047,825	10,560	360,888	7,179	366,168	33,766	360,888	7,179	375,160	7,179	387,288	7,179	2,971,258
Total Expenses	403,388	240,193	222,635	236,425	216,925	227,258	224,925	215,925	217,425	209,931	215,845	340,381	2,971,257
Net Income	644,437	(229,633)	138,253	(229,246)	149,243	(193,492)	135,963	(208,746)	157,735	(202,752)	171,443	(333,202)	1
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	644,437	(229,633)	138,253	(229,246)	149,243	(193,492)	135,963	(208,746)	157,735	(202,752)	171,443	(333,202)	1

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL	
REVENUE	* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Column N) on tab '4.' Year Budget & Assumptions'.													
REVENUES FROM STATE SOURCES														
Per Pupil Revenue	CY Per Pupil Rate													
New York City	13,527	338,175	-	338,175	-	338,175	-	338,175	-	338,175	-	338,175	-	2,029,050
School District 2 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-	-	-	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	338,175	-	338,175	-	338,175	-	338,175	-	338,175	-	338,175	-	2,029,050
Special Education Revenue	-	-	15,533	-	15,533	-	15,533	-	15,533	-	15,533	-	15,533	77,667
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Stimulus	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)	109,650	-	-	-	-	-	-	-	-	-	-	-	-	109,650
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	447,825	-	353,708	-	353,708	-	353,708	-	353,708	-	353,708	-	2,216,367	
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Title I	-	9,570	-	-	4,785	-	-	-	9,570	-	23,925	-	47,850	
Title Funding - Other	-	990	-	-	495	-	-	-	990	-	2,475	-	4,950	
School Food Service (Free Lunch)	-	-	7,179	7,179	7,179	7,179	7,179	7,179	7,179	7,179	7,179	7,179	71,792	
Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	-	10,560	7,179	7,179	12,459	7,179	7,179	7,179	17,739	7,179	33,579	7,179	124,592	
LOCAL and OTHER REVENUE														
Contributions and Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-	
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-	
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-	
Text Book	-	-	-	-	-	7,538	-	-	3,713	-	-	-	11,250	
OTHER	600,000	-	-	-	-	19,049	-	-	-	-	-	-	619,049	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	600,000	-	-	-	-	26,587	-	-	3,713	-	-	-	630,299	
TOTAL REVENUE	1,047,825	10,560	360,888	7,179	366,168	33,766	360,888	7,179	375,160	7,179	387,288	7,179	2,971,258	

**Harlem Hebrew Language Academy Charter School
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 2012-June 30, 2013**

Total Revenue	1,047,825	10,560	360,888	7,179	366,168	33,766	360,888	7,179	375,160	7,179	387,288	7,179	2,971,258
Total Expenses	403,388	240,193	222,635	236,425	216,925	227,258	224,925	215,925	217,425	209,931	215,845	340,381	2,971,257
Net Income	644,437	(229,633)	138,253	(229,246)	149,243	(193,493)	135,963	(208,746)	157,735	(202,752)	171,443	(333,202)	1
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	644,437	(229,633)	138,253	(229,246)	149,243	(193,493)	135,963	(208,746)	157,735	(202,752)	171,443	(333,202)	1

	July	August	September	October	November	December	January	February	March	April	May	June	TOTAL
EXPENSES													
ADMINISTRATIVE STAFF PERSONNEL COSTS													
	No. of Positions												
Executive Management	1.00	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	150,000
Instructional Management	2.00	17,083	17,083	17,083	17,083	17,083	17,083	17,083	17,083	17,083	17,083	17,083	205,000
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-
CEO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	90,000
Administrative Staff	3.00	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	7,083	85,000
TOTAL ADMINISTRATIVE STAFF	7.00	44,167	44,167	44,167	44,167	44,167	44,167	44,167	44,167	44,167	44,167	44,167	530,000
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	12.00	-	62,182	62,182	62,182	62,182	62,182	62,182	62,182	62,182	62,182	62,182	684,000
Teachers - SPED	1.00	-	5,182	5,182	5,182	5,182	5,182	5,182	5,182	5,182	5,182	5,182	57,000
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	4.00	-	14,273	14,273	14,273	14,273	14,273	14,273	14,273	14,273	14,273	14,273	157,000
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	1.00	-	4,545	4,545	4,545	4,545	4,545	4,545	4,545	4,545	4,545	4,545	50,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	18.00	-	86,182	86,182	86,182	86,182	86,182	86,182	86,182	86,182	86,182	86,182	948,000
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	25.00	44,167	130,348	130,348	130,348	130,348	130,348	130,348	130,348	130,348	130,348	130,348	1,478,000
PAYROLL TAXES AND BENEFITS													
Payroll Taxes	4,417	13,035	13,035	13,035	13,035	13,035	13,035	13,035	13,035	13,035	13,035	13,035	147,800
Fringe / Employee Benefits	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	18,000	142,120	340,120
Retirement / Pension	1,848	1,848	1,848	1,848	1,848	1,848	1,848	1,848	1,848	1,848	1,848	1,848	22,170
TOTAL PAYROLL TAXES AND BENEFITS	24,264	32,882	32,882	32,882	32,882	32,882	32,882	32,882	32,882	32,882	32,882	157,002	510,090
TOTAL PERSONNEL SERVICE COSTS	25.00	68,431	163,231	163,231	163,231	163,231	163,231	163,231	163,231	163,231	163,231	287,351	1,988,090
CONTRACTED SERVICES													
Accounting / Audit	6,250	6,250	6,250	32,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	101,000
Legal	-	-	-	-	2,500	-	-	-	-	-	-	-	5,000
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	55,000
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	280	280	280	280	280	280	280	280	280	280	280	280	3,360
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	5,617	67,400
TOTAL CONTRACTED SERVICES	12,147	17,147	17,147	43,147	19,647	17,147	17,147	17,147	17,147	17,147	17,147	17,147	231,760
SCHOOL OPERATIONS													
Board Expenses	-	-	5,000	-	-	-	5,000	-	5,000	-	-	5,000	20,000
Classroom / Teaching Supplies & Materials	-	23,625	788	788	788	788	788	788	788	788	788	788	31,500
Special Ed Supplies & Materials	1,000	119	119	119	119	119	119	119	119	119	119	119	1,950
Textbooks / Workbooks	94,500	375	375	375	375	375	375	375	375	375	375	375	97,500
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	88,000	-	-	-	-	-	-	-	-	-	-	-	88,000
Telephone	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	1,030	12,360
Technology	44,000	-	-	-	-	-	-	-	-	-	-	-	44,000
Student Testing & Assessment	-	8,000	-	-	-	2,000	-	-	-	-	-	-	1,250
Field Trips	-	-	100	100	100	100	100	100	100	100	100	100	1,000
Transportation (student)	-	7,210	7,210	-	-	-	-	-	-	-	-	-	14,420
Student Services - other	500	-	-	-	-	-	-	-	-	-	-	-	500
Office Expense	2,808	2,808	2,808	2,808	2,808	2,808	2,808	2,808	2,808	2,808	2,808	2,808	33,700
Staff Development	2,420	2,420	2,420	2,420	2,420	2,420	2,420	2,420	2,420	2,420	2,420	2,420	24,200
Staff Recruitment	-	-	-	-	2,500	2,500	2,500	2,500	2,500	2,500	2,500	2,500	7,500
Student Recruitment / Marketing	-	-	-	-	4,000	4,000	7,000	3,000	2,000	2,000	2,000	2,000	20,000
School Meals / Lunch	-	-	8,179	8,179	8,179	8,179	8,179	8,179	8,179	8,179	8,179	8,179	81,792
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	234,258	45,587	28,029	15,819	19,819	24,319	30,319	21,319	22,819	15,325	12,905	19,155	489,672
FACILITY OPERATION & MAINTENANCE													
Insurance	15,490	-	-	-	-	-	-	-	-	-	-	-	15,490
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	4,429	4,429	4,429	4,429	4,429	4,429	4,429	4,429	4,429	4,429	4,429	4,429	53,150
Equipment / Furniture	50,500	-	-	-	-	-	-	-	-	-	-	-	50,500
Security	3,893	3,893	3,893	3,893	3,893	3,893	3,893	3,893	3,893	3,893	3,893	3,893	46,720
Utilities	5,906	5,906	5,906	5,906	5,906	5,906	5,906	5,906	5,906	5,906	5,906	5,906	70,875
TOTAL FACILITY OPERATION & MAINTENANCE	80,219	14,229	14,229	14,229	14,229	14,229	14,229	14,229	14,229	14,229	14,229	14,229	236,735
DEPRECIATION & AMORTIZATION													
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	8,333	-	-	-	-	-	8,333	-	-	-	-	8,333	25,000
TOTAL EXPENSES	403,388	240,193	222,635	236,425	216,925	227,258	224,925	215,925	217,425	209,931	215,845	340,381	2,971,257
NET INCOME	644,437	(229,633)	138,253	(229,246)	149,243	(193,493)	135,963	(208,746)	157,735	(202,752)	171,443	(333,202)	1
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	644,437	(229,633)	138,253	(229,246)	149,243	(193,493)	135,963	(208,746)	157,735	(202,752)	171,443	(333,202)	1
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	644,437	(229,633)	138,253	(229,246)	149,243	(193,493)	135,963	(208,746)	157,735	(202,752)	171,443	(333	

Harlem Hebrew Language Academy Charter School

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

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

DESCRIPTION OF ASSUMPTIONS

Total Revenue	2,971,258	3,632,945	4,605,858	5,682,330	6,816,960
Total Expenses	2,971,257	3,632,946	4,605,860	5,502,999	6,716,072
Net Income (Before Cash Flow Adjustments)	1	(1)	(2)	179,331	100,888
Actual Student Enrollment	150	225	300	375	450
Total Paid Student Enrollment	150	225	300	375	450

	Year 1 2012-13	Year 2 2013-14	Year 3 2014-15	Year 4 2015-16	Year 5 2017-18
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***Year 1 should tie to Totals for Year 1 on Tabs 4 and 5**
Per Pupil Revenue Percentage Increase

	0.0%	0.0%	0.0%	0.0%	0.0%
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REVENUE						
REVENUES FROM STATE SOURCES						
Per Pupil Revenue		CY Per Pupil Rate				
New York City	13,527	2,029,050	3,043,575	4,058,100	5,072,625	6,087,150
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Average Districts Per Pupil Funding)	13,527	2,029,050	3,043,575	4,058,100	5,072,625	6,087,150
Special Education Revenue	77,667	116,500	155,333	194,166	233,000	
Grants						
Stimulus	-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)	109,650	-	-	-	-	
Other	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES	2,216,367	3,160,075	4,213,433	5,266,791	6,320,150	
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs	-	39,078	52,104	65,130	78,156	\$1,336 per SpEd student, remains flat
Title I	47,850	71,775	95,700	119,625	143,550	\$580 per title I student, remains flat
Title Funding - Other	4,950	7,425	9,900	12,375	14,850	\$60 per title I student, remains flat
School Food Service (Free Lunch)	71,792	107,687	143,583	179,479	215,375	School assumes same percentage of students receiving full price, reduced priced and free lunch as in Year 1 and assumes reimbursement rates for each category remains flat.
Grants						
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	
Other	-	-	-	-	-	
Other	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES	124,592	225,965	301,287	376,609	451,931	
LOCAL and OTHER REVENUE						
Contributions and Donations	-	-	-	-	-	
Fundraising	-	-	-	-	-	
Erate Reimbursement	-	10,185	10,490	10,805	11,129	The School assumes 80% of its monthly telephone and internet usage costs reimbursed through E-rate during each of the last four years of operation.
Earnings on Investments	-	-	-	-	-	
Interest Income	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	
Text Book	11,250	16,875	22,500	28,125	33,750	\$75 per student, remains flat
OTHER	619,049	219,845	58,148	-	-	No-interest loan from FOHLA
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	630,299	246,905	91,138	38,930	44,879	
TOTAL REVENUE	2,971,258	3,632,945	4,605,858	5,682,330	6,816,960	

Per pupil remains flat at \$13,527

School assumes the same percentage of special education students in each range of services (less than 20%, between 20% and 60%, and greater than 60%) as in Year 1 and assumes no increase in reimbursement rates for services per special education pupil.

\$1,336 per SpEd student, remains flat

\$580 per title I student, remains flat

\$60 per title I student, remains flat

School assumes same percentage of students receiving full price, reduced priced and free lunch as in Year 1 and assumes reimbursement rates for each category remains flat.

The School assumes 80% of its monthly telephone and internet usage costs reimbursed through E-rate during each of the last four years of operation.

\$75 per student, remains flat

No-interest loan from FOHLA

Harlem Hebrew Language Academy Charter School

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

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DESCRIPTION OF ASSUMPTIONS

Total Revenue	2,971,258	3,632,945	4,605,858	5,682,330	6,816,960
Total Expenses	2,971,257	3,632,946	4,605,860	5,502,999	6,716,072
Net Income (Before Cash Flow Adjustments)	1	(1)	(2)	179,331	100,888
Actual Student Enrollment	150	225	300	375	450
Total Paid Student Enrollment	150	225	300	375	450

Year 1	Year 2	Year 3	Year 4	Year 5
2012-13	2013-14	2014-15	2015-16	2017-18

ENROLLMENT - *School Districts Are Linked To Above Entries*

New York City	150	225	300	375	450
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
School District 6 (Enter Name)	-	-	-	-	-
School District 7 (Enter Name)	-	-	-	-	-
School District 8 (Enter Name)	-	-	-	-	-
School District 9 (Enter Name)	-	-	-	-	-
School District 10 (Enter Name)	-	-	-	-	-
School District 11 (Enter Name)	-	-	-	-	-
School District 12 (Enter Name)	-	-	-	-	-
School District 13 (Enter Name)	-	-	-	-	-
School District 14 (Enter Name)	-	-	-	-	-
School District 15 (Enter Name)	-	-	-	-	-
School District - ALL OTHER	-	-	-	-	-
TOTAL ENROLLMENT	150	225	300	375	450

REVENUE PER PUPIL	19,808	16,146	15,353	15,153	15,149
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EXPENSES PER PUPIL	19,808	16,146	15,353	14,675	14,925
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CASH FLOW ADJUSTMENTS

OPERATING ACTIVITIES					
Example - Add Back Depreciation	-	-	-	-	-
Other	-	-	-	-	-
Total Operating Activities	-	-	-	-	-
INVESTMENT ACTIVITIES					
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-
Other	-	-	-	-	-
Total Investment Activities	-	-	-	-	-
FINANCING ACTIVITIES					
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-
Other	-	-	-	-	-
Total Financing Activities	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-
NET INCOME	1	(1)	(2)	179,331	100,888
Beginning Cash Balance	-	1	0	(2)	179,329
ENDING CASH BALANCE	1	0	(2)	179,329	280,217

March 23, 2011

Founding Group
Harlem Hebrew Language Academy Charter School
244 Madison Ave, Suite 2820
New York, NY 10016

Re: Financial Commitments

Ladies and Gentlemen:

This letter shall confirm the financial commitments recently approved by the Board of Directors of Friends of Hebrew Language Academy Charter Schools, Inc. ("Friends Of") in support of Harlem Hebrew Language Academy Charter School's (the "School") operations, upon its anticipated receipt of a charter from the New York State Board of Regents.

Specifically, Friends Of has approved the following commitments:

1. A no-interest loan in the original principal amount of \$1,172,099.00 (the "Loan") which is the amount as of the date of this letter that the budget prepared by the Founding Group indicates is necessary to account for the budgetary shortfall the School will experience during the start-up (pre-opening) phase and years one through three of operations to fully implement its programs and plans. The Loan shall be disbursed to the School as follows: \$275,057 upon granting of the charter for use during the start-up phase, \$619,049 during year one of operations (2012-13), \$219,845 during year two of operations (2013-14) and \$58,148 during year three of operations (2014-15). As we have previously discussed, the first installment of repayment of such loan shall not be required until year six (upon charter renewal) at which time it is anticipated that the School, which shall be closer to full enrollment capacity, will have sufficient funds to make payments on the Loan;
2. Securing a physical facility in which the School will operate. With input from the School's Board, Friends Of shall identify a facility and then negotiate a lease between Friends Of and the landlord (whereby Friends Of shall be the tenant and be responsible for the payment of rent) and thereafter sublet the facility to the School at a market rate, but deferring payment of any rent (for the same reason set forth in paragraph one above) until year five of the School's operations, when it is expected (and provided for in the School's budget) that the Board shall pay to Friends Of rent in the amount of \$300,000; and
3. The provision of financial management services in lieu of the School hiring a full time director of finance on its staff. Friends Of and the School shall execute a contract for such services upon the School's receipt of its charter at the following annual rates (which are included in the School's budget) which shall reimburse Friends Of for its actual costs (including appropriate allocations): \$25,000 in the start-up phase, \$75,000 in year one of operations, \$77,250 in year two of operations, \$79,568 in year three of operations, \$81,955 in year four of operations and \$84,413 in year five of operations.

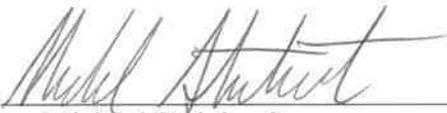
Friends Of has received a generous challenge grant of \$800,000 from philanthropist Roger Hertog which he has stipulated should go towards FOHLA's revolving loan fund to specifically benefit Harlem Hebrew.

Friends Of would also like to reiterate that flexibility in its relationship with the School is an essential tenet of its commitment to provide support to the School. In that regard, should the School not be able to meet the repayment schedule proposed above or require additional monies to meet budget shortfalls, Friends Of is fully prepared to make additional funding available (whether through loan advances or grants), extend repayment terms, further defer payments and if necessary, forgive portions of a loan or rent deferral by effectively converting such loan or rent deferral to a donation to ensure that the School continues to maintain a financially balanced, programmatically robust offering for all of its students.

On behalf of Friends Of, I wish you luck through the balance of the application phase and I look forward to sharing with the School and the community the first of many celebrations, beginning with the School's anticipated opening in the fall of 2012.

Sincerely,

**FRIENDS OF HEBREW LANGUAGE
ACADEMY CHARTER SCHOOLS, INC.**

By: 
Michael Steinhardt
Director

For: Harlem Hebrew Language Academy Charter School		Date Prepared: 2/14/11	
		Limits	Estimated Premium
1	Property - Choice Form		
	Business Personal Property(BPP) incl Improvements Replacement Cost & Agreed Value Private School SPICE Equipment Breakdown	400,000	\$2,600
	<i>Property Deductible:</i>	1,000	
	<i>Wind Deductible:</i>	N/A	
2	Business Interruption Business Income with Extra Expense	500,000	Incl. in 1
3	Inland Marine Computerized Business Equipment Hardware/Software	Included in BPP Definition	Incl. in 1
4	Crime		
	Employee Dishonesty	250,000	Incl. in 1
	Forgery Computer Fraud	250,000 250,000	
5	Automobile Liability Hired & Non-Owned Liability	1,000,000	Incl. in 1
6	General Liability		
	Any One Occurrence	1,000,000	\$6,000
	Annual Aggregate Limit	3,000,000	
	Abuse & Molestation Coverage Employee Benefits Liability	Included	
	<i>Each Claim</i>	1,000,000	
	<i>Aggregate</i>	1,000,000	
	<i>Student Enrollment</i>	150	
7	Directors & Officers		
	Including Educators Legal Liability & Employment Practices Liability Fiduciary Liability	1,000,000 1,000,000	\$2,700
	<i>Deductible</i>	3,500	
8	Umbrella Liability		
	Each Occurrence	5,000,000	\$3,500
	General Aggregate	5,000,000	
	<i>Attach to Directors & Officers</i>	Yes	
	<i>Attach to Abuse & Molestation Coverage</i>	Yes	
	Fiduciary Liability	2,000,000	
	<i>Retention</i>	10,000	
9	Workers' Compensation & Employers' Liability	Statutory Limits	
	Experience Modification	N/A	\$11,000
	Estimated Payroll - Code 8868: School/Prof & Clerical	1,500,000	(not including dividend returns)
	Code 9101: School All other	0	
10	Student Accident		
	Accident Medical Expense	25,000	\$390
	Accident Dental Expense	Included	
	<i>Deductible</i>	0	
	Accidental Death	15,000	
	Accidental Dismemberment ⁽¹⁾	50,000	
	AD&D Aggregate, Per Accident	500,000	
	Benefit Period	3 years	
	Type of Coverage	Excess	
	Emergency Medical Evacuation	25,000	
Territory - Domestic Repatriation of Remains	25,000		
11	Catastrophic Student Accident		
	Accident Medical Expense	1,000,000	\$300
	Home Health Care	30,000	
	Accident Dental Expense	Included	
	<i>Deductible</i>	25,000	
	<i>Deductible Satisfaction Period</i>	2 years	
Benefit Period	10 years		
Type of Coverage	Excess		
Total Annual Estimated Premium			\$26,490

This Insurance Estimate does not constitute a contract between the issuing Insurer(s), authorized representative or producer, and the insured, nor does it affirmatively or negatively amend, extend or alter the coverage afforded by the policies listed.

(1) Dismemberment benefits vary based on "Schedule of Covered Losses" up to the maximum shown above.