FULL APPLICATION COVER PAGE

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PROPOSED CHARTER SCHOOL NAME: Staten Island Hebrew Public Charter School

1.My applicant group is best described as: 1) *a new operator* applying to establish a new charter school or 2) *an existing BOR-authorized education corporation*/*management company seeking to replicate or add to a network* of existing charter schools?

Existing BOR Ed Corp/CMO or EMO/Network Seeking to Replicate or Add to Network of Schools

1a. What is the name of the existing education corporation, CMO/EMO or Network?	National Center for Hebrew Language Charter School Excellence and Development, Inc (D/B/A "Hebrew Public")

1b. If applicable, please name the schools being replicated and/or operated by the existing education corp, management organization, or network?

1.	Hebrew Language Academy Charter School
2.	Hebrew Language Academy Charter School-2
3.	Harlem Hebrew Language Academy Charter School
4.	(No response)
5.	(No response)
6.	(No response)
7.	(No response)
8.	(No response)
9.	(No response)
10.	(No response)

2. If applicable, what is (are) the name(s) of the proposed Partner Organization(s)?	not applicable

3. Proposed Board Chair and Public Contact information

	Proposed Board Chair Name	Email Address	Phone Number
	Leticia Remauro	[redacted]	

	Public Contact Name	Email Address	Phone Number
	Kay Lodge	[redacted]	

4. District/Community School District of Location

	Preferred District/CSD	2nd Choice	3rd Choice
	CSD 31 (Staten Island)	N/A	

5. Charter schools authorized by the Board of Regents in June or November 2018 should plan to open for instruction in 2019. If issued a charter, the initial 5 year charter term begins on the first day the school opens for instruction and ends on June 30, 2024 of 5th year of operation.

Start date of initial term (1st day of school) 09/03/2019

End date of initial charter term

06/30/2024

6. Projected Enrollment Table Over the Charter Term

(Leave unused cells blank)

	Ages	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
K	4-6	87	87	87	87	87
1st	5-7	75	87	87	87	87
2nd	6-8		75	87	87	87
3rd	7-9			87	87	87
4th	8-10				87	87
5th	9-11					87
6th						
7th						
8th						
9th						
10th						
11th						
12th						
Ungraded						
Total		162.0	249.0	348.0	435.0	522.0

7. Mission Statement

A school’s mission statement provides the foundation for the entire charter application and for the full term of the school’s charter. All elements of the school design should align with and support achievement of the proposed mission. Schools must also determine how they will evaluate and be held accountable for achievement of their mission. Schools must present the goals they intend to use to measure student achievement, the overall educational program, and the key components of the school design in alignment with the mission.

Staten Island Hebrew Public Charter School (SIHP) is an exceptional, diverse public charter school that teaches Modern Hebrew to children of all backgrounds and prepares them to be successful global citizens.

Proposed Charter School Name[1]	Staten Island Hebrew Public Charter School
Application History	N/A: This is the first application for a charter school submitted by this applicant team and its members, and the first application for a charter school on Staten Island submitted by HP
Name of Existing Education Corporation	Hebrew Public: Charter Schools for Global Citizens
Current Board Chair Name	Leticia Remauro
Current Board Chair Email Address	[redacted]
Current Board Chair Telephone Number	
Public Contact Name	Kay Lodge
Public Contact Email Address	[redacted]
Public Contact Telephone Number	
District of Location	CSD 31
Opening Date	September 2019
Proposed Charter Term[2]	5-year term
Proposed Management Company or Partner Organizations	Hebrew Public
Name of Replication Schools	Hebrew Language Academy, Harlem Hebrew Language Academy, Hebrew Language Academy 2

Projected Enrollment and Grade Span for Indicated Years

Year	Grades	Enrollment
1	K-1	162
2	K-2	249
3	K-3	348
4	K-4	435
5	K-5	522

Mission Statement:
Staten Island Hebrew Public Charter School is an exceptional, diverse public charter school that teaches Modern Hebrew to children of all backgrounds and prepares them to be successful global citizens.

[1] N.Y. Education Law § 2851(2)(k)

[2] N.Y. Education Law § 2851(2) (p). Typically, the charter term requested should be five years of operation.

SIHP Executive Summary

Mission Staten Island Hebrew Public (SIHP) is an exceptional, diverse public charter school that teaches Modern Hebrew to children of all backgrounds and prepares them to be successful global citizens.

Key Design Elements SIHP will be grounded in several key design elements, which it shares with other Hebrew Public (HP) schools. These are: *Hebrew language instruction through the proficiency approach and experiential Israel studies:* An integral part of SIHP's mission is the study of Modern Hebrew, a language undergoing a contemporary revival. Studying Modern Hebrew offers students the opportunity to learn and understand a second language and to witness its growing use across varied communities. Research points to the advantages children gain when they begin the study of a foreign language at an early age, not least of which is their development as bilingual, bi-literate, and cross-culturally competent, better preparing them to be active participants in the global community. Hebrew is taught five times per week using a curriculum developed by Hebrew Public in consultation with Dr. Vardit Ringvald, Director of the Institute for the Advancement of Hebrew and the School of Hebrew at Middlebury College, Middlebury, VT. *Academic differentiation for every learner, including robust supports for students with disabilities*: SIHP will expect all students to do rigorous, grade-level work. At the same time, SIHP will ensure all students, including those with special education needs and those who are working below grade level, have the individualized support they need to succeed. SIHP will achieve this through intensive, consistent scaffolding and the flexible, hands-on, fluency-building opportunities built into its academic program. *Diverse by design school community:* Creating a school that is racially and economically integrated with significant diversity is core to SIHP's mission. HP has demonstrated success in achieving diversity- among our three schools, 65.3% of HP students qualify for FRPL, 22.4% are SWDs, and 9.0% are ELLs. 2% are Asian, 42% are Black, 13% are Hispanic, and 42% are White. *Social-emotional learning:* SIHP will feature three signature SEL practices, based on Collaborative for Academic, Social, and Emotional Learning (CASEL)[3] best practices: global citizenship values will provide common purpose (respectful, open-minded, helpful); welcoming rituals and group agreements will ensure every student and community members feels seen and contribute community cohesion; and the building and use of "feelings vocabulary" in both English and Hebrew will help students identify and express emotions. *Developing the traits of global citizens such:* SIHP infuses global citizenship values across the curriculum through a cycle of action and reflection. Students apply what they learn to community problems and plan community service projects using the Asia Society's Global Competence Framework. *Support from CMO, including frequent and in-depth professional development and philanthropic support*: SIHP has a strong partner organization in HP, described in detail later in this summary.

Objectives SIHP will prepare its students academically and personally to reach their full potential in life. To accomplish this, we have the following objectives: Students will be proficient readers, writers and speakers of the English language; Students will demonstrate competency in their understanding and application of mathematical computation and problem solving; Students will

[3] https://casel.org/what-is-sel/

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

Curriculum and Instructional Features We believe that students learn best when they are in a context of diversity, surrounded by clear, consistent systems of support, and when given opportunities to learn individually and together. Staten Island Hebrew Public will be part of a unique charter management organization that combines research-based elements in its program design, including: a partial immersion program in Modern Hebrew; racial and economic diversity; and a rigorous academic program. The school's instructional model relies on gradual release of responsibility and frequent small group instruction. Curriculum includes ELA, Math, Modern Hebrew Language, Social Students/Global Studies, Science, Music, Art, and Physical Education.

Instructional Staffing and Leadership/Management By the end of the charter term, SIHP will be headed by a Head of School who reports to the Board of Trustees and is managed and coached by Hebrew Public's Chief Schools Officer, a Director of Operations, Directors of Literacy and Math, a Director of Hebrew Curriculum and Instruction, and a SPED Coordinator. All leadership team members will report to the HoS and will be managed and coached by HP counterparts.

Relationships with Management or Other Partner Organizations HP is a national not-for-profit organization which manages three public charter schools in New York and will open a school in Philadelphia in 2019. HP is a leading network in the emerging movement of "diverse-by-design" charter schools: schools that are intentionally designed to be racially and economically diverse and to help reduce patterns of racial and economic isolation in America's public schools. HP will support SIHP in creating and delivering its academic program, student recruitment, facilities and operational management, philanthropy, financial management, creating a productive and positive school culture, and more. SIHP's students are the ultimate beneficiaries of the human, financial and other resources that HP will provide to SIHP.

Student Communities to be Served We believe all families should have access to high-quality public-school options that meet the unique needs and interests of their children. According to NYC DOE's 2017-18 Demographic Snapshot, CSD 31 is composed of 9.7% Asian students, 13.5% Black, 28.9% Hispanic, 2.2% Multiracial, and 45.7% White. 25.9% are designated as SWDs, 6.2% are ELLs, and 58% qualify for FRPL. As SIHP will be a diverse by design community and will not offer preferential treatment to any group, we anticipate that the school's demographics will look like the Staten Island's. From the beginning of its exploration on Staten Island, HP has made community engagement its highest priority. In analyzing publicly available data and feedback from local leaders and community members obtained through meetings, get-togethers, an online survey, social media, and public forums, we've determined that the North Shore, and particularly the areas around Rosebank and Clifton, would be the ideal location for the school. Those neighborhoods would serve a population lacks significant school choice options, high quality elementary schools, and foreign language learning at the elementary level. Residents and leaders of those neighborhoods have expressed their excitement about SIHP, and the area would draw a racially and socio-economically diverse community of Staten Islanders. We hope to concentrate our facility search efforts in those neighborhoods.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name:	Staten Island Hebrew Public Charter School
Proposed School Locations (District):	NYC CSD 31
Name of Existing Ed. Corporation (If applicable):	National Center for Hebrew Language Charter School Excellence and Development, Inc (D/B/A "Hebrew Public")

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

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

The applicant group also makes the following assurances pursuant to Section 7221b of the United States Code (USC), which will be incorporated into, and made a part of, the Charter School's charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be

[1] N.Y. Education Law § 2854(2)(a)

required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application; [2]

- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted;[3] and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.[4]
- That the school will follow any additional procedures required by NYSED to ensure an orderly closure and dissolution process, including compliance with the applicable requirements of Education Law §§2854(2)(t), 219 and 220 and any Closing Procedures specified by NYSED.

I, Leticia Remauro hereby certify that the information submitted in this Full Application to establish Staten Island Hebrew Public Charter School is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.
Signature of Proposed BOT Chair: Letitia Remauro
Date: 8/15/2018

[2] 20 USC § 7221b(b)(3)(J)
[3] 20 USC § 7221b (b)(3)(K)
[4] 20 USC § 7221b (b)(3)(N)

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I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY

A. Mission Statement, Objectives, and Goals

Mission Statement: Staten Island Hebrew Public is an exceptional, diverse public charter school that teaches Modern Hebrew to children of all backgrounds and prepares them to be successful global citizens.

The creation of the proposed school will further this mission by offering an academically rigorous K-5 curriculum, which includes immersive instruction in Modern Hebrew. A diverse student body will also develop a strong sense of social and civic responsibility through the integration of service learning across the curriculum. This mission statement is the same as HLA2, the school being replicated.

Charter Schools Act: The proposed school will materially further all six objectives specified in the Charter Schools Act: SIHP will offer students from all backgrounds an academically rigorous education, featuring proven curricula and educational methods; create opportunities for professional development of teachers, leaders, and other personnel at SIHP and throughout Staten Island (see II.D and III.E); and create a new educational option for parents- a desperately needed resource in the borough with the fewest charter schools.

Objectives and Goals: SIHP will prepare its students academically and personally to reach their full potential in life. To accomplish this, we have the following objectives:

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

To achieve these objectives, SIHP has set forth the following goals. These goals are grounded in research around best practices in education, described in II.A, Educational Philosophy, and in the successful practices of the three operational HP schools, described briefly in I.B, Key Design Elements, and described in depth in the Business Plan.

Student Performance Goals:

ESEA accountability: Each year, SIHP will receive an ESEA Accountability Designation of at least "Good Standing."

K-2 NWEA-MAP: NWEA-MAP Performance at or above grade level on the spring administration of the NWEA-MAP exam. Note: first and second grade benchmarks refer to students who have been enrolled at SIHP for two or more consecutive years.

Grade	K	1	2

Goal percent at or above grade level	55%	55%	65%

NYS Common Core ELA and Math Exams

Trending Towards Proficiency

1. **All students**: Each year, 75% of all SIHP students in each grade (4th and 5th) who took the NYS ELA and Math assessments in the previous year (the Matched Cohort) will maintain or increase their previous year's proficient score (Level 4→Level 4, Level 3→Level 3 or Level 4) or trend towards proficiency from their previous non-proficient score (Level 2→Level 3 or Level 4, Level 1→Level 2, Level 3 or Level 4) in the current year's NYS ELA and Math test administrations
2. **Subgroups:** Each year, 75% of SIHP students in each subgroup (ELL, SWD and FRL) (the Matched Cohort) will maintain or increase their previous year's proficient score or trend towards proficiency from their previous non-proficient score in the current year's NYS ELA and Math test administrations.

Proficiency

1. **All Students:** Each year, the aggregate percent of all SIHP students in Grades 3-5, who scored at least a Level 3 on the NYS Math and ELA assessments will exceed the aggregate percent of CSD 31 students and NYS Students, and subgroups within CSD 31 and NYS, in Grades 3-5 who scored at least a Level 3.
2. **Subgroups**: Each year, the aggregate percent of all SIHP students within each subgroup (ELL, SWD and FRL), who scored at least a Level 3 on the NYS Math and ELA assessments will exceed the overall percent in the subgroup across CSD 31 and NYS, in Grades 3-5 who scored at least a Level 3.
3. **Grade Level**: Each year, the percent of all SIHP students in each grade level, Grade 3-5, who scored at least a Level 3 on the NYS Math and ELA assessments, will exceed the percent of students in each grade level, Grade 3-5, in CSD 31 and NYS who scored at least a Level 3.

NYS Common Core Science Exam: Each year, the percent of all SIHP Grade 4 students who scored at least a Level 3 on the NYS Grade 4 Science Assessment will exceed the percent of students in Grade 4 in CSD 31 and NYS who scored at least a Level 3.

Hebrew Language Achievement: Hebrew proficiency is determined through a variety of formal and informal metrics. The formal assessments used are the ACTFL Oral Proficiency Interview (OPI) and STAMP tests. These are benchmarked against the number of years a student has been enrolled in the school and may differ across grade levels. Students take OPI in the 3rd and 6th years they're enrolled at SIHP. The school's achievement benchmark is that 50% of students who take this exam in their 3rd year and 6th years in the program meet ACTFL proficiency benchmarks in the speaking domain. The same achievement benchmarks have been established for students who take the STAMP in the 5th year they are enrolled.

B. Key Design Elements

Overview of School and Past Success of Model: SIHP, to be located in Staten Island (CSD 31), is modeled after three NYC charter schools and one Philadelphia charter school: NYCDOE-chartered Hebrew Language Academy Charter School (HLA), opened in 2009 in CSD 22; NYSED-chartered Harlem Hebrew Language Academy Charter School (HHLA) opened in 2013 in CSD 3, and recently renewed with an expansion to middle school; NYSED-chartered Hebrew Language Academy

Charter School-2 (HLA2) opened in 2017 in CSD 21; and Philadelphia Hebrew Public (PHP), opening in 2019. SIHP will be managed by the charter management organization (CMO) Hebrew Public (HP). SIHP's academic model is grounded in research and successfully implemented in schools nationwide, including New York charter schools. These key design elements have led HP's three current schools to academic, operational, and fiscal success, described briefly below, and described in full in our Business Plan.

Academics: Since HP schools start by serving Kindergarten and first grade and gradually serve increasingly older students, only HH and HLA administered state tests in 2017. HLA and HH have a strong record of success, despite serving a high needs population. For example, in 2016-2017, 20% of HLA and 27% of HH students were SWDs. These rates are significantly higher than the city and state rates, where only 19% and 17% of students respectively were classified as SWDs. Notwithstanding, as the chart below demonstrates, HP students and subgroups within HP achieved proficiency rates on par with or exceeding those of the city and state. While these scores speak to the strength of our model, we have also implemented reforms in 2017-2018, including but not limited to enhanced professional development, increased emphasis on social-emotional learning (SEL), improved curricula, and an increased emphasis on academic data analysis to inform instruction. These reforms will help all HP students meet their potential.

English	NYS	NYC	HP	Math	NYS	NYC	HP
SWD	9%	10%	14%	SWD	13%	13%	28%
ELL	6%	6%	18%	ELL	14%	16%	46%
Low Income	28%	32%	28%	Low Income	31%	33%	35%
All students	42%	41%	38%	All Students	46%	38%	48%

Student Recruitment and Enrollment:

Recruitment: HP schools received over 3000 applications for approximately 600 seats in 2018-2019, which equates to over five applications per seat. This reflects the strong demand for our model: rigorous academics, foreign language learning, and a diverse by design community. Each school received a similar number of applications: HLA and HHLA, which are accepting new students in grades K-6 for 2018-19, received over 1200 applications each. HLA2, which will only serve grades K-2 in 2018-19, received over 550 applications for all three grades.

Enrollment and Retention:

HLA2: In its inaugural year of operations, HLA2's September enrollment was 84% of its maximum enrollment. We are optimistic that HLA2 will be enrolled well within 85% of its projected enrollment in 2018-19: the school has received over 500 applications for 2018-2019 and we anticipate that it will retain 92% of current Kindergarteners and 85% of current first graders.
HLA: HLA has demonstrated consistent success in meeting enrollment targets: HLA's enrollment has been within 15% of its chartered maximum for the entirety of this charter term (2015-16 to present) and has been within 15% of its chartered maximum during most years since its opening in 2009. HLA's retention rate was 85% going into 2017-2018, and we anticipate upwards of 90% retention schoolwide going into 2018-2019.
HHLA: Harlem Hebrew's retention rate was 88% going into 2017-2018. We project 90% retention of current K-4th graders going into 2018-2019. Due to the timing of Harlem Hebrew's

authorization to expand to middle school, most fifth grade families had already applied to and been accepted at some of the best middle schools in Manhattan. We therefore anticipate significantly lower retention among our current fifth grade families.

Financial: Per state regulations, HP schools are audited on a yearly basis. Our audits have been clean since the schools' inceptions. In addition, HP schools were awarded upwards of $1,000,000 in grant awards in 2017, including a $325,000 Walton startup award. Each year, HP fundraises about $4.5M towards its operations. HP received a competitive federal CSP grant in 2016, which awards each replication school $800,000 throughout its startup year and first two years of operation. The grants and philanthropy are vital to our fiscal success but are also a valuable vote of confidence from leaders such as the Walton Foundation and the Federal DOE.

Key Design Elements: The following describes core aspects of SIHP's design, which are closely aligned to our mission and will support our students' attainment of NYS and Common Core State Standards (CCSS). While the wording of SIHP's key design elements differs from that of HLA2, the school to be replicated, all six elements are embodied by HLA2 and all HP schools. The Key Design Elements below reflect the most clear and concise description of the underlying supports at HLA2 and other HP schools.

Modern Hebrew language instruction through the proficiency approach: An integral part of SIHP's mission is the study of Modern Hebrew, a language undergoing a contemporary revival. Studying Modern Hebrew offers students the opportunity to learn and understand a second language and to witness its growing use across varied communities. Research points to the advantages children gain when they begin the study of a foreign language at an early age, not least of which is their development as bilingual, bi-literate, and cross-culturally competent, better preparing them to be active participants in the global community. A preliminary findings report of a 4-year randomized trial of dual language-immersion programs in Portland, Oregon, reinforced the long-term literacy benefit of these programs. The study, performed by RAND, the American Councils for International Education and the Portland school district, demonstrated that students enrolled in dual language-immersion programs since kindergarten not only scored significantly higher on state assessments, but outperformed their peers in English-reading skills by a full year's worth of learning by the end of middle school. The Proficiency Approach (PA) provides the framework for our Hebrew language instruction. Our pedagogy seeks to maximize the language acquisition process, and it derives from the fields of language acquisition theories, linguistics and child language development research, as well as foreign language practices over recent decades of language instruction.

Academic differentiation for every learner, including robust supports for students with disabilities: SIHP will expect all students to do rigorous, grade-level work. At the same time, SIHP will ensure all students, including those with special education needs and those who are working below grade level, have the individualized support they need to succeed. SIHP will achieve this through intensive, consistent scaffolding and the flexible, hands-on, fluency-building opportunities built into its academic program. Teachers will use students' Individualized Learning Pathway plans to integrate data from MAP assessments and classroom performance, as well as more personal information relating to students' lives at home (or homelessness), to ensure that all students at risk of failure or disengagement are identified and supported to succeed. Through frequent and centrally-supported systems of data analysis, teachers will identify students whose needs are not being met by the core curriculum and then use the multiple opportunities built into the daily

schedule to provide differentiated instruction. SIHP will have a strong Response to Intervention (RtI) process to identify struggling students through data and classroom observations and establish collaborative, evidence-based interventions supported by special education staff, ELL and reading specialists, and social workers. SIHP's schedule is designed for intervention services to occur in addition to, rather than in lieu of, core instruction.

Diverse by design school community: Creating a school that is racially and economically integrated, with significant linguistic and special needs diversity is core to SIHP's mission. NYC's public schools are among the most segregated in the nation, with black and Latino students in particular attending, in large proportions, schools that are "hyper-segregated." As schools of choice, when thoughtfully designed, located, and marketed, charter schools can achieve levels of integration and diversity that are difficult for district schools to achieve—as has become starkly clear recently in NYC as battles have ensued over the proposed changing of neighborhood school attendance zones and middle school admissions criteria. HP has demonstrated success in achieving diversity- among our three schools, 65.3% of HP students come from low income households, 22.4% are students with disabilities, and 9.0% are English Language Learners. 2% are Asian, 42% are Black, 13% are Hispanic, and 42% are White. A full explanation of why diverse by design schools are important, including the underlying research, is available in II.A, Educational Philosophy.

Emphasis on social-emotional learning: Hebrew Public has selected three signature SEL practices for adults and students to build their SEL skills.

1. Global citizenship is the theme for values statements that unite the Hebrew Public community. Each school community will choose 2 unique characteristics of global citizens in addition to the 3 network-wide values such as: respectful, open-minded, helpful. From these characteristics, SIHP will define what each of those characteristics looks like. The process for defining these values belongs to SIHP and is part of building shared understandings that reflect the diverse communities.
2. Use welcoming rituals and group agreements to help community members link global citizenship values with concrete behaviors. The rituals and agreements will be developed fully by SIHP staff and faculty, in a process that will build cohesion and ownership. However, welcoming will include every student and member of the community in making them feel welcome and building a sense of belonging
3. Build and use feelings vocabulary (in both English and Hebrew) to increase both self and social awareness. Being better able to express one's emotions in both English and Hebrew combines the importance of learning another language and being skilled in emotional awareness and communication.

Emphasis on developing the traits of global citizens such as empathy, cross cultural communication, and civic engagement: SIHP infuses global citizenship values across the curriculum through a cycle of action and reflection. Students apply what they learn to community problems and plan community service projects using the Asia Society's Global Competence Framework. This helps students develop the Global Citizenship values of empathy, citizenship, community, and social responsibility, which are critical to thriving in the global 21st century. These values are also brought to life in school community and local service-learning projects in which students in all grades engage each year.

Support from charter management organization, including frequent and in-depth professional development and philanthropic support: SIHP has a strong partner organization supporting the delivery of its academic program. HP is a national not-for-profit organization which provides select Hebrew-language charter schools with supportive services, including curriculum development, professional development and coaching, leadership capacity building, technical assistance, start-up and other programmatic grant opportunities. There are also be opportunities among member schools to participate in shared learning experiences. SIHP's students are the ultimate beneficiaries of the human, financial and other resources that are available from HP to support SIHP. The resources HP will provide to SIHP are detailed in the business plan and in III.C.1.

C. Community and Students to be Served

Description of CSD 31: According to NYC DOE's 2017-18 Demographic Snapshot, CSD 31 is composed of 9.7% Asian students, 13.5% Black, 28.9% Hispanic, 2.2% Multiracial, and 45.7% White. 25.9% of students are designated as Students with Disabilities (SWDs), 6.2% are English Language Learners (ELLs), and 58% qualify for Free or Reduced-Price Lunch (FRPL). CSD 31 also reflects wide linguistic diversity. CSD 31 also reflects wide linguistic diversity. According to the 2016-2017 English Language Learner Demographics Report[1], 57.6% of ELLs on Staten Island speak Spanish at home, 11.2% speak Arabic at home, 10.1% speak Chinese, and 4.8% speak Russian. We plan to conduct outreach in these common languages.

Educational Options: CSD 31 needs strong public-school options. Staten Island has the fewest charter schools of any NYC borough. There are currently only three charter schools in operation on Staten Island, one due to open in 2018, and two due to open in 2019. One of the three in operation and one of the schools due to open in 2019 are elementary schools. However, we do not anticipate overlapping markets: the school in operation is on the western shore of Staten Island, while we seek to locate near the eastern shore, and recently approved school (Bridge Prep) specifically serves students with special needs, while we serve all students. Therefore, SIHP will be the first elementary charter school choice serving all students in Staten Island's most heavily populated region. Staten Island is home to 50 NYCDOE elementary schools, of which only 4 (9%) are choice schools. CSD 31 is also home to 40 private schools: seven non-parochial schools, three Jewish schools, one Muslim school and 29 Catholic or other Christian schools[2].

Target Student Population: Within CSD 31, **SIHP will serve all students**. Students with particular backgrounds or learning needs will not receive preferential treatment in the lottery. As an intentionally diverse charter school, we will recruit students from all demographics on Staten Island. Therefore, we anticipate that the school's makeup will mirror that of CSD 31, described above. SIHP's population will be similar to the populations at HP's three current schools:

	SWDs	ELLs	FRPL	Asian	Black	Hispanic	Multiracial	White
HLA	22%	6%	68%	2%	49%	5%	1%	44%
Harlem Hebrew	22%	12%	59%	1%	35%	31%	0%	33%
HLA2	25%	20%	80%	3%	25%	8%	5%	60%

[1] http://schools.nyc.gov/NR/rdonlyres/3A4AEC4C-14BD-49C4-B2E68EDF5D873BE4/223369/201617DemographicReportFINALSpring20191.pdf

[2] https://www.greatschools.org/new-york/staten-island/schools/?gradeLevels%5B%5D=e&st%5B%5D=private

SIHP (anticipated)	26%	6%	58%	10%	14%	30%	2%	46%

Needs of the Community: CSD 31 families lack academically rigorous schools, foreign language instruction in elementary school, diverse schools, and school choices. The need for school choice is described above.

Diverse Schools Need: While CSD 31 is a diverse district, it is geographically divided, with North Shore schools typically performing worse than their South Shore counterparts (see "Academic Need" below). At two recent town hall meetings on Staten Island, parents expressed their desire for diverse schools across the Island and for rigorous schools on the North Shore[3][4]. Gap in readiness increased by 1.6% between 2016 and 2017. SIHP will offer a diverse, rigorous option for North Shore families. See II.A, Educational Philosophy, for a description of the importance of diversity and how charter schools in general, and Hebrew Public schools specifically, can create diverse school communities.

Foreign Language Need: Stapleton and Rosebank each contain more foreign-born residents than New York City overall: across the city, 23%[5] of residents are foreign born, while in Stapleton and Rosebank, 30.4%[6] and 36%[7] respectively, are foreign born**. Despite this, there are no public elementary schools that include foreign language learning as a core curricular program.** HP will be a much needed unique and high-quality school choice on Staten Island's North Shore

Academic Need: In 2017, students in Staten Island schools had higher rates of proficiency than the City overall[8]. However, that trend is reversed in the communities of Stapleton and Rosebank, where all but one (PS 65) of the elementary schools underperformed the City in both ELA and Math 2017[9]**. HP schools overwhelmingly outperform Stapleton/Rosebank elementary schools**. In math, HP schools outperformed all but one Stapleton/Rosebank school. In ELA, Harlem Hebrew outperformed six Stapleton/Rosebank schools, achieved the same proficiency rate as one, and underperformed one; while HLA outperformed five schools and underperformed two:

	State Test Proficiency Rates: 2017[10]												
	HH	HLA	NYC	NYS	CSD 31	PS 13	PS 16	PS 31	PS 45	PS 57	PS 74	PS 78	PS 65
ELA	41%	35%	41%	42%	47%	37%	18%	10%	41%	21%	24%	12%	57%
Math	49%	47%	38%	46%	41%	43%	18%	9%	29%	18%	21%	12%	57%

Rationale: CSD 31 is underserved in terms of school choice and diverse schools, the North Shore in underserved in terms of rigorous schools and foreign language instruction in elementary

[3] https://www.silive.com/news/2018/05/key_takeaways_on_school_divers.html
[4] https://www.silive.com/news/2018/03/inequity_in_staten_islands_ele.html
[5] http://www.city-data.com/neighborhood/Rosebank-Staten-Island-NY.html
[6] http://www.city-data.com/neighborhood/Stapleton-Staten-Island-NY.html
[7] http://www.city-data.com/neighborhood/Rosebank-Staten-Island-NY.html
[8] http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults
[9] http://schools.nyc.gov/NR/rdonlyres/595B5BA0-C1A1-4520-B71C-22428ADC9E6B/0/2018NYCKindergartenDirectoryStatenIslandENGLISH.pdf
[10] https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/test-results

school. Since HP schools are diverse by design, we seek diverse districts in which to locate. CSD 31 offers that diversity (see "CSD 31" above). HP schools are uniquely diverse, rigorous, and feature foreign language learning in elementary school. After extensive outreach to gauge interest (see below and I.E, Public Outreach and associated attachments and tables), we determined that Staten Islanders are eager for SIHP and would welcome the school.

Community Support: HP received **overwhelmingly positive feedback from the 500+ Staten Islanders who we've heard from** via canvassing, social media, email, in person events, meetings, and our school design survey. We've received over 250 responses to our survey, met with six civic groups in public meetings, discussed SIHP with more than 200 prominent Staten Islanders, distributed more than 1000 flyers, have knocked on 250 doors, and have a following of more than 160 supporters on social media.

Parents and community leaders are eager to see an academically rigorous, diverse school with a strong foreign language component. Our survey feedback, summarized in attachment 2b and table 2, supports this enthusiasm for our model: more than 95% of respondents support each key design element. We received the most support for the following elements of our design, in ascending order: a school that promotes helping others and community involvement; curriculum that teachers about cultures around the world; a school community that explores cultural diversity and promotes tolerance and mutual understanding; arts education; a school community in which students of all backgrounds feel comfortable; and extended and expanded literacy education.

We have gotten some parent feedback that encouraged us to rethink parts of our model or our outreach strategy: in response to questions around whether we are a religious institution (we are not), we are emphasizing in our outreach that SIHP will be a secular public school; some parents and community leaders have asked that we explore a mid-island location. The applicant team is therefore actively considering that option. Most parent feedback has been enthusiastic support for our model or requests for programmatic elements which we are already implementing, such as music and gym classes and increased time in class. Several community members expressed intense opposition to any charter schools and/or any foreign language education. In these cases, we clarified misconceptions as necessary, but determined that these individuals did not reflect prevailing attitudes on Staten Island, since we received far more support than opposition.

We have received input and support from elected or appointed officials and community leaders on Staten Island. The support from these individuals is detailed in Attachment 2c and Table 2. This input enables us to ensure that SIHP truly meets the needs and desires of Staten Islanders.

D. Applicant Team

Three applicant group members: Selina Grey, Ernest Paige, and Noemi Zibuts, have been added since the submission of the letter of intent. They are included in Table 1 and Attachment 5a.

Applicant Group members: The applicant team consists of Leticia Remauro, Shelley Jain, Yelena Skylar, Mark Fink, Noemi Zibuts, Angela Olsen, Selina Grey, and Ernest Paige. Brief bios, proposed roles, and pre-existing relationships are as follows:

Leticia Remauro: Ms. Remauro has over 30 years of experience in public relations. A long time Staten Island resident, Ms. Remauro's life has been devoted to her community. As President and CEO of the Von Agency, she is engaged in local politics and community organizing, and has worked with many local politicians. Aside from her vocation, she is actively involved in a number

of nonprofits including the American Red Cross of Greater New York and the Junior Chamber of Commerce. Ms. Remauro recommended Ms. Grey, Ms. Jain, and Ms. Olsen to the board. All three met with HP employees and toured HLA before both parties agreed that the SIHP board was a good fit.

Ms. Remauro was initially a paid consultant who assisted Hebrew Public with community outreach on Staten Island. As Leticia learned about the Hebrew Public model, she became interested in serving on the board, and as Hebrew Public staff members got to know Leticia, we saw that she would be an excellent fit and leader for the board. Leticia was never a paid consultant of SIHP, and her contract with Hebrew Public has now expired. We will not renew Leticia's contract.

Mark Fink: Mr. Fink is an attorney with over 10 years of experience. Having worked at Hebrew Public for over 7 years first as a Senior Operations Manager and then as Chief of Staff/Assistant Counsel, he has extensive experience and knowledge in board governance and compliance in both legal and operational matters. Mr. Fink supports and helps to organize the work of HP's national board and the boards of its managed schools. Mr. Fink does not sit on any other HP board or the boards of any of its affiliates. His background combines both the intellectual and practical sides of charter school management. If authorized, he will continue to work for Hebrew Public while serving on the SIHP board. In his role overseeing HP's National Board, Mr. Fink became acquainted with Ms. Zibuts several years ago.

Selina Grey: Like Ms. Olsen, Ms. Grey is dedicated to improving the quality of life of others. Raising an autistic grandson and devoted to his needs, Ms. Grey knows the ins and outs of special education services. As the campaign manager for a Council member, Ms. Grey is deeply knowledgeable about the needs and wants of Staten Islanders. Her charitable nature and community knowledge are great assets to the board as it seeks to serve a diverse community with different needs and wants. As mentioned above, Ms. Grey was recommended to the board by Ms. Remauro, and toured HLA and met with HP employees.

Shelley Jain: Ms. Jain is a dynamic and passionate advocate. As founder and CEO of Students Partnering and Reaching Kids, Inc., Shelley has devoted herself to improving not only the quality of education for students K-12, but also their self-worth and self-awareness. A lifelong student, Shelley is also enrolled in SUNY Downstate Medical Center as a candidate for a coordinated MD-BA program. Her vigor, dedication and devotion to students will help the board as it concentrates on the needs and wellbeing of its charges. As mentioned above, Ms. Jain was recommended to the board by Ms. Remauro, and toured HLA and met with HP employees.

Angela Olsen: A seasoned business professional with over 30 years in real estate banking and structured finance experience, Ms. Olsen manages over 100 million dollars in multifamily portfolio assets. As the mother of a blind child, Ms. Olsen has navigated the special education segment of the public-school system for many years to get her child the services he deserves and needs. Generous in both nature and time, she also is a board member of the SI YMCA. Ms. Olsen brings a can-do ethic, strong business acumen and a compassionate and empathetic nature to the board. As mentioned above, Ms. Olsen was recommended to the board by Ms. Remauro, and toured HLA and met with HP employees.

Ernest Paige III: Mr. Paige is a community activist bar none. A licensed social worker and alcohol and substance abuse counselor, Mr. Paige is also a community board member. He has dedicated his career and personal time to improving the lives of those in need. Mr. Paige has worked in a charter school as a Dean of Discipline as well as for the NYC Administration of Child Services (ACS). Such substantial experience and knowledge make Mr. Paige an excellent candidate for the school board. His ability to connect with a wide range of families, experience in the charter sector, and social work experience will help SIHP serve its community.

Yelena Skylar: Ms. Skylar is an education insider. As the director of operations for Bambi Schools, four private pre-k-8th grade schools, she is deeply knowledgeable around running successful schools. Having lived on SI for decades, Ms. Skylar is deeply enmeshed in the community with a knowledge of local demographics and the wants and needs of her neighbors. Ms. Skylar brings with her a fusion of school operations and community that will help the board as it oversees the school's growth.

Noemi Zibuts: Ms. Zibuts comes to the SIHP board with vast experience in banking governance and protocol. Ms. Zibuts leads teams around the world for international finance titans such as Citibank and Barclays. A member of the HP national board since 2016, Noemi has helped that board oversee the implementation of a network of national dual language immersion Hebrew charter schools. As a national board member coupled with her background in global affairs, Ms. Zibuts is a natural fit to help the board create and manage a successful school in her community. Her experience on the national board gives her the ability to help the school board focus on mission alignment and attain its charter goals. If authorized, she will continue to serve on both the national and SIHP boards. As a member of the HP national board, Ms. Zibuts is acquainted with Mr. Fink, an HP employee.

Board Roles: Leticia Remauro, Shelley Jain, Yelena Skylar, and Mark Fink are the proposed Chair, Vice Chair, Treasurer and Secretary, respectively. These members expressed enthusiasm to play a leadership role on BOT and demonstrated a deep commitment to the establishment of the school. Secondly, each member brings relevant professional and education experience to their roles on the BOT as mentioned above in their bios.

Applicant/Founding Group Origin: Community outreach began in late 2017 to assemble a team, including individuals with ties to the CSD 31 community that would together have a range of skills and expertise necessary to launch and lead SIHP.

Applicant group members played key roles in developing this application, particularly around community outreach: proposed Chair Leticia Remauro spearheaded much of our outreach and has proved to be an invaluable team member; proposed trustee Selina Grey connected us with the NAACP and the Nigerian Civic Association; proposed Secretary Mark Fink drafted large portions of this application; and proposed Treasurer Yelena Sklyar and proposed Chair Leticia Remauro sought and collected letters of support. All proposed trustees were consulted on questions of location, community outreach, and meeting the needs of Staten Islanders.

Primary Authors*:* This application was primarily written by Hebrew Public employees Kay Lodge and Mark Fink with input and review from members of the HP staff including but not limited to the CEO, CFO, and Chief Schools Officer. As this is a replication application, applicable sections

are closely modeled after HLA2's application, submitted in 2016, with updates to reflect community feedback in CSD 31 and improvements to Hebrew Public's program since 2016. Cliff Schneider, Esq. from Cohen Schneider O'Neill LLP provided legal review. In addition, the founding group members were asked to provide input, review, and comment on aspects of the charter application based on their areas of expertise. Pertinent members worked closely on facility planning and supported the community outreach work. Members of the founding group communicated frequently by phone and e-mail throughout the entire process. The founding group convened by phone and in person as needed, and six applicant team members have seen the Hebrew Public model first hand by visiting one or more of our schools. As stated above, Leticia Remauro was a paid consultant engaged by Hebrew Public and not SIHP.

E. Public Outreach

Since 2017, members of our Applicant Group and HP staff have been engaged in a thoughtful community engagement process to inform a wide variety of CSD 31 stakeholders about SIHP and to seek their input and feedback regarding the educational and programmatic needs of students in the community and our design to meet those needs. **Outreach is carried by** the following members of the Applicant Team and Hebrew Public employees: Mark Fink, Selina Grey, Shelly Jain, Roger Katz, Valerie Khaytina, Aaron Listhaus, Kay Lodge, Angela Olsen, Ernest Paige, Leticia Remauro, Yelena Sklyar, and Noemi Zibuts. Michael Tobman, an HLA and HLA2 board member with knowledge of Staten Island, also participates in outreach.

Summary of outreach: A brief summary of our outreach is below. Table 2 provides a complete summary of our outreach activities to date; Attachment 2b provides detailed evidence of the public review process and includes examples of our informational brochure, parent survey, public notices; and Attachment 2c provides letters of support from elected officials and community leaders. The means we have used and are continuing to use to inform the community and seek public input include:

1. **A website** (www.sihebrewpublic.org) containing information about SIHP, including a comment form, an overview of our curriculum, and an on-line survey that allows for community input and comment on SIHP and its school design.
2. Presenting at **public community meetings** in CSD 31. The purpose of the meetings was to inform a wide range of stakeholders about the plans for SIHP and seek their input and support. Hard copies of the brochure and surveys were made available to attendees at all these information sessions.
3. Engagement of **Elected or Appointed Officials** representing CSD 31, including Councilmembers, Assembly members, CEC President and members, Borough President staff, CB1, CB2, and CB3 leaders and staff, PTAs, and civic organization leaders.
4. Meetings with representatives of **existing district and charter schools**, as well as district school umbrella organizations, such as the Community Education Council and the Association of School Supervisors and Administrators.
5. Canvassing throughout CSD 31. Canvassing included **informing** Staten Islanders about the school by distributing SIHP flyers with information about the school, website, and survey and engaging Staten Islanders in discussion about the school; **seeking feedback** about the school by asking questions; and **addressing comments** by replying to questions on the spot

or taking individuals' information and replying at a later date. Canvas sites included the following:

- **Door to door** canvassing in targeted neighborhoods
- Canvassing at **businesses** (e.g., restaurants)
- Canvassing at **community-based organizations** (e.g., YMCA, JCC, churches, and events hosted by CBOs)
- Canvassing at **popular public events** (e.g., parades, street fairs)

6. A **Facebook page** with upwards of 160 likes and followers
7. Continuing engagement with the 240+ survey respondents via a **monthly newsletter**
8. Disseminating information about SIHP and **encouraging Staten Islanders to join us at community meetings and share feedback in our survey** via:
    - Facebook posts on Staten Island specific Facebook pages,
    - Advertisements in the Staten Island Advance that reached approximately 175,000 Staten Islanders, and
    - Including information about the school, upcoming events, and links to the survey in Staten Island specific newsletters and listservs that collectively reached over 3,000 Staten Islanders.

All our meetings, online materials, and printed materials communicate the essential elements of SIHP: we will open with K-1 and expand to K-5 within our first charter term; we intend to locate on Staten Island's North Shore; we will serve all students, including by offering SPED and ELL services.

SIHPs key design elements resonated with the community based on the feedback we received from our information sessions, general community meetings, meetings with elected officials, and survey responses. Staten Islanders expressed particular enthusiasm for our foreign language program and for our plan to create a rigorous school on the North Shore, where high quality school choices are sorely lacking.

Notable public input: There were very few suggestions about modifications to the SIHP educational program. Among the comments of note were an interest in having us offer (1) an after-school program after regular school dismissal, (2) middle school grades with the dual language Hebrew focus, (3) a mid-island location, and (4) Judaic studies. In response to the interest in after school programs, we will look to identify after school partners, like the Staten Island YMCA which could partner with SIHP if chartered and provide high quality programming for the children of families who are interested in this opportunity. In response to the desire to expand to middle school, our model would not be able to support this modification in our first charter term. As detailed in I.F, we will explore the viability of an expansion to middle school along with our first charter renewal. In response to the desire for us to locate on the mid-island, we will expand our search to include mid-island locations, provided they still serve underserved communities. We will also consider commuting ease from mid-island for all locations we consider. Finally, we have told all stakeholders that we are a public school and will never offer Judaic studies, nor will we ever invite or allow a third party to offer Judaic studies on site.

Continuing public outreach: Our public outreach will not end with the submission of this application; we will continue to reach out to community stakeholders and seek community support through partnership building and stakeholder identification. In addition, we will seek

out more community-based, civic and educational partners in our target community which can support our school and the families who will make up our school community.

F. Enrollment, Recruitment, and Retention

The chart below shows the maximum enrollment for each year of the school's initial term. Note that this reflects a slight change from the Letter of Intent, which had included an enrollment of 75 in the oldest grade for each year in the first charter term, leading to a maximum enrollment of 510 in year 5. The change to 87 students in the oldest grade in years 3-5 more accurately reflects our commitment to backfilling, described below.

Grades	Ages	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
K	4-6	87	87	87	87	87
1st	5-7	75	87	87	87	87
2nd	6-8		75	87	87	87
3rd	7-9			87	87	87
4th	8-10				87	87
5th	9-11					87
Total	**4-11**	**162**	**249**	**348**	**435**	**522**

Rationale for this enrollment plan: SIHP will initially serve students in Grades K-1 and grow to serve students in Grades K-5 in the first charter term. By beginning instruction in Grades K and 1, SIHP will have greater impact on its students' futures by engaging them from the start of their formal schooling. SIHP believes it is important to set positive and high expectations for children at the earliest of ages so they can exceed proficiency standards in all core subject areas. In its first year, SIHP will accept 87 students in Grade K and 75 students in Grade 1, resulting in 3 classes of 29 students in Grade K and 25 students in Grade 1. In each successive year, SIHP will accept a new class of 87 students in Grade K and will seek to replace any students lost through attrition in grades K-5.

Across Staten Island, 50 NYC DOE schools serve the elementary grades. Of those, 36 serve pre-K-5th, six serve K-5, with the remainder serving other grade ranges. However, many these school tend to serve far more kindergarteners than Pre-K students: the average NYCDOE Kindergarten on Staten Island serves 88 students, while the average Pre-K serves just 43. Therefore, we do not anticipate that offering Pre-K would put us at a competitive disadvantage. Including fifth grade as the terminal grade is in line with the prevailing schooling pattern on Staten Island. As described above, the clear majority of elementary schools terminate in grade 5. SIHP will have a maximum enrollment of up to 510 students in Grades K-5 in its first charter term.

When SIHP applies for renewal, it will assess interest in and viability of a SIHP middle school. If a middle school is deemed viable, we will include a request to expand to grades 6-8 in our first renewal application. We would reach grade 8 in 2026-2027.

Recruitment/Outreach Plan: SIHP will be marketed across CSD 31, with an emphasis on the neighborhoods immediately surrounding the school. Recognizing that some prospective families, especially those of economically disadvantaged and immigrant backgrounds, may be unfamiliar with or have limited access to information regarding their children's educational options, we will leverage our relationships with community-based organizations (CBOs) we have engaged such as the Broadway YMCA. The YMCA has preschool and afterschool programs serving children representing this demographic. In addition, we will draw on the community leaders

with whom we have developed relationships during our outreach process, including elected officials, nonprofit leaders, directors of preschools and Head Start programs, and other stakeholders who serve a non-English speaking and/or economically disadvantaged and/or SWD constituency. Recruitment and application materials will be available in the predominant languages of the community (see I.C).

SIHP will employ many strategies to publicize its program and appeal to a diverse population. These include posting flyers in multiple languages and placing notices in local newspapers, supermarkets, communities of faith, community centers and apartment complexes, particularly NYCHA public housing developments where many low-income families reside; conducting open houses in after-school programs, youth centers and CBOs serving youth and families in CSD 31; recruiting students from a diverse array of pre-schools and Head Starts, including ones that serve ELLs, poverty level families or have a focus on children requiring early intervention services for SWD; engaging in outreach to relevant media outlets including minority and foreign language media; canvassing CSD 31 neighborhoods to further reach interested families. We will also conduct mass mailings of our marketing materials and applications to targeted zip codes where a predominance of low-income and immigrant families reside.

Family information meetings will highlight the academic program, curriculum, inclusive school culture, academic support and intervention services, and personnel specifically focused on children identified as ELLs, SWD, and Title I. Our assessment of community interest suggests we will reach our anticipated enrollment, including enrollment targets for special populations.

Evidence of Interest: Based on the enthusiastic support we have received from leaders of CBOs, civic groups, and elected officials there is ample evidence that the number of eligible applicants for SIHP will ensure adequate enrollment. Evidence of interest is described more fully in I.E and associated attachments.

SIHP will use the same **application, admission, enrollment, and lottery process** as current HP schools: an online HP specific application will be available, SIHP will participate in the NYC Charter Center's Common Application, and paper applications will be available in the school and CBOs. Applications from all three sources will be compiled using SchoolMint (HP is a current client of SM, and all HP schools use SM), a similar service, or an internal database. Should the number of applicants exceed our capacity, a lottery will be used to admit students. Remaining students will be placed on a waiting list. In order, **preferences will be offered** to applicants with a sibling enrolled at or offered a seat to SIHP, applicants with a parent on the staff or board of SIHP[11], and residents of CSD 31. No other preferences will be offered. The lottery will be public, with the date and location advertised to all applicants, and will be held in accordance with §119.5. Once admitted, SIHP will contact parents/guardians to accept or decline the seat. If accepted, parents/guardians will complete enrollment forms. SIHP's Admission Policy and Procedures in *Attachment 1* provides further details regarding the application, admissions and enrollment process, and a plan for a public lottery. **Should vacancies arise throughout the school year** in any grade, SIHP will offer seats off the waiting list, in order. Please note that SIHP will accept applications throughout the year, adding such students to the waiting list, in order. This policy is

[11] Provided that such students do not exceed 10% of the total student population.

aligned with our commitment to serving the community by welcoming new students to our school community.

Enrollment and Retention Targets (at full scale)[12]		
	Enrollment #/%	**Retention #/%**
Economically Disadvantaged	307/60%	296/96%
Students with Disabilities	117/23%	38/96%
English Language Learners	39/7%	114/96%

Retention Plan*:* Our commitment to parental support and engagement in SIHP's academic and school life will help us retain our students, including those at-risk. We will ensure all parents, particularly parents of at-risk students, feel welcomed as an integral community member. We will be sensitive to the needs of parents (for instance who may have work or have childcare constraints due to their socioeconomic circumstances) by offering a flexible schedule to attend parent teacher conferences, Parent Organization (PO) meetings and other events that engage them in the school community. We will also ensure these meetings and events are accessible to non-English speaking parents through translators as needed. More detail on parent engagement is discussed in III.I. Family and Community Involvement. Furthermore, as discussed in I.B Key Design Elements and II.D. Special Student Populations/Related Services, our highly responsive school model includes specialized staff and instructional supports that will promote academic growth and achievement of ELLs, SWD and Title I students. As children experience success in our environment we will maintain a high rate of student retention as parents' confidence in our program will continue to be bolstered. Our commitment to parent support and engagement coupled with an educational program with robust intervention staffing, supports and services will ensure that we will meet or exceed houses in after-school programs, youth centers and CBOs serving youth and families in CSD 31; recruiting students from a diverse array of pre-schools and Head Starts, including ones that serve ELLs, poverty level families or have a focus on children requiring early intervention services for SWD; engaging in outreach to relevant media outlets including minority and foreign language media; canvassing CSD 31 neighborhoods to further reach interested families. We will also conduct mass mailings of our marketing materials and applications to targeted zip codes where a predominance of low-income and non-English speaking families reside. Family information meetings will highlight the academic program, curriculum, inclusive school culture, academic support and intervention services and personnel specifically focused on children identified as ELLs, SWD and Title I. Our assessment of community interest suggests we will reach our anticipated enrollment, including enrollment targets for special populations.

G. Programmatic and fiscal impact

An overview of existing educational options in CSD 31 is included in I.C, Community to be served. SIHP will most likely appeal to families of students whose only current option is to send their children to the neighborhood's public district schools. Depending on where SIHP is sited,

[12] Calculated with the NYSED Charter School Enrollment and Retention Targets calculator available at http://www.p12.nysed.gov/psc/enrollment-retention-targets.html

families with children at the remaining private schools may consider SIHP as an option. However, it is unlikely we would significantly impact their enrollment.

SIHP looks forward to continuing to build collaborative relationships with existing district and charter schools to improve educational opportunities for all children. An overview of outreach to date to existing district and charter schools is available in sections I.E and III.I, in Table 2, and in attachments 2b and 2c. Through sharing of best practices, SIHP hopes all CSD 31 public schools, both district and charter, have the opportunity to learn from each other and collaborate with each other. As we will use the Proficiency Approach to teach Hebrew, an approach considered to be the gold standard for foreign language learning, we believe we have much to share with our fellow educators than can raise the bar for how students learn foreign languages in a public school setting. Additional plans for collaboration are described in III.I. **SIHP will have minimal fiscal impact** on NYC public schools as indicated in the table below. **SIHP will have a positive programmatic impact** by sharing best practices with existing schools and offering families a rigorous school option, an opportunity for foreign language learning in elementary school, and a unique model which integrates SEL and global citizenship.

Projected Fiscal Impact upon District of Location							
Year	# of Enrolled Students	Charter School Basic Per Pupil Tuition Rate[13]	Total Charter School Per Pupil Cost to District[14]	Estimated Additional Costs to District (e.g. SPED funds)	Total Projected Funding from District[15]	Total District General Fund Budget[16]	Projected Impact on District Budget
2019-20	162	$15,307	$2,479,734	$929,000	$3,408,734	$25,596,000,000	0.013%
2020-21	249	$15,307	$3,811,443	$1,348,000	$5,159,443	$25,596,000,000	0.020%
2021-22	348	$15,307	$5,326,836	$1,835,000	$7,161,836	$25,596,000,000	0.028%
2022-23	435	$15,307	$6,658,545	$2,294,000	$8,952,545	$25,596,000,000	0.035%
2023-24	522	$15,307	$7,990,254	$2,724,000	$10,714,254	$25,596,000,000	0.042%

The figures in this table are aligned with our five year budget plan in *Attachment 9.* For purposes of this analysis, SIHP assumes the projected charter cost is equal to the total dollar amount transferred to the charter from the following sources: DOE, the DYCD startup grant, Special Education Revenue and Facilities Funding in each year of the charter term. According to information on the NYCDOE website, the NYC school district budget will be $25,596,000,000

[13] 2018-2019 NYS per pupil reimbursement for NYC charter schools

[14] Maximum per pupil revenue, product of maximum enrollment and basic per pupil tuition rate. Actual may be higher or lower, depending on actual enrollment and per pupil revenue changes. Assumes SIHP students will have otherwise attended district schools.

[15] Sum of SPED revenue and Facilities Assistance from 5 year budget

[16] Per NYC DOE preliminary FY19 budget https://council.nyc.gov/budget/wp-content/uploads/sites/54/2018/03/FY19-Department-of-Education-Expense.pdf

for FY 2019. The fiscal impact calculation assumes the NYC School District budget and per pupil revenue remain constant. Over the course of its first charter term, SIHP will grow to serve up to 510 students in Grades K-5 and the financial impact remains minimal throughout this period.

II. EDUCATIONAL PLAN

A. Educational Philosophy

The Founders of Staten Island Hebrew Public Charter School believe that students learn best when they are in a context of diversity, surrounded by clear, consistent systems of support, and when given opportunities to learn individually and together. When students from different socioeconomic, racial, and cultural backgrounds come together, the bar is kept high for everyone; students learn together and from one another, and they learn also to celebrate and understand different cultures and viewpoints. As our students progress through the academic program, their learning is guided by both individual needs (via data-based action plans and progress monitoring), and values of empathy, citizenship, community, and social responsibility. Our students learn to see themselves as global citizens and to act as global citizens.

To serve these goals and philosophy, our curriculum is aligned to New York State Standards, Next Generation Science Standards, American Council on the Teaching of Foreign Languages ratings, and the Asia Society's Global Competencies. The school day is organized to provide extended time for foundational math and literacy skill instruction, small group learning, and individual practice. Students get 135 minutes daily to learn and practice ELA skills, and 100 minutes daily for math. Students' learning pathways are informed by both formal and informal assessments; teachers create individualized learning pathway plans for each child based on systematically analyzed performance data on the NWEA Measures of Academic Progress (MAP) assessment, as well as observation and performance on homework and classwork.

Teachers receive ongoing coaching in data analysis in their grade teams. They also get 1:1 support using data to create each student's educational pathway. The Hebrew Public model includes ten full days of pre-opening professional development, two full days of PD throughout the school year, three half days of PD, and embedded PD during the school day and in weekly staff meetings. All SIHP teachers' schedules are designed to support reflective practice, as well as individual planning and collaboration with their colleagues within and across grade levels.

Our instructional model is grounded in differentiated instruction, supported by the following teacher planning instructional practices: gradual release of responsibility; inclusion; targeted intervention; data based instructional planning system (including frequent progress monitoring, robust systems of data collection and analysis, levelled instruction for all, and individualized learning pathways); modern Hebrew language instruction; and global citizenship values. These practices are described in detail in throughout section II.

Diverse by Design Charter School: SIHP will be part of an emerging movement of diverse by design public charter schools. Like other schools and networks that have joined the 2-year old Coalition of Diverse Charter Schools[17], Hebrew Public intentionally strives to create schools that draw from multiple or diverse neighborhoods and whose student body reflects significant diversity of race, national origin, socioeconomic background, culture, language, and special need.

[17] More information available at www.diversecharters.org

Our network's schools in New York City are among the most integrated in the city. For example, Harlem Hebrew's student body is 35% African American, 25% Latino, 33% White, and 7% multiracial; 21% of its students have special needs; 5% are learning English as a new language; and 51% come from backgrounds of economic disadvantage.

Our emphasis on diverse schools is rooted in research which describes and quantifies the deep and enduring benefits of school diversity. Students of all backgrounds who attend diverse schools tend to benefit academically and socially.

Academic Benefits: Students in diverse schools tend to benefit from stronger test scores, increased rates of college attendance, and enhanced critical thinking skills.

- Stronger Test Scores: Students in mixed-income schools are 30% more likely to be academically proficient- as defined by standardized test scores in math, reading, science, and history- than students in schools with concentrated poverty. These benefits persist even after controlling for students' socioeconomic backgrounds. [18]
- Reduced Achievement Gaps: On the 2007 and 2009 National Assessment of Educational Progress, the achievement gaps between White students and their Black and Hispanic counterparts were smaller in integrated schools than in high-poverty ones.[19]
- Increased Rates of College Attendance: Students from economically disadvantaged backgrounds who attend schools with higher levels of socioeconomic integration are more likely to enroll at a 4-year college than their peers of similar background who attend schools that are economically segregated.[20]
- Enhanced Critical Thinking Skills: When students engage with peers of different backgrounds and perspectives, their ability to collaborate, communicate, and think critically improve. [21]

Social Capital Benefits for Students: School integration mitigates a common challenge for low income students as they transition to college and the workforce: navigating social environments and creating a network with those of different backgrounds and communication styles. Students who attended more integrated high schools tend to navigate collegiate academic and social spheres with greater ease, especially at selective colleges.[22] These social networks can help graduates enter and rise within the workforce. Indeed, Gary Orfield, a school segregation scholar,

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[18]Palardy, G. (2008). Differential school effects among low, middle, and high social class composition schools. School Effectiveness and School Improvement 19, 1:37.

[19] Mantil, A., Perkins, A. G., & Aberger, S. (2012). The challenge of high-poverty schools: How feasible is socioeconomic school integration? In R. D. Kahlenberg (Ed.), The future of school integration: Socioeconomic diversity as an education reform strategy (pp. 155–222). New York, NY: Century Foundation Press.

[20] Palardy, G. J. (2013). High school socioeconomic segregation and student attainment. American Educational Research Journal, 50(4), 714–754, p. 714.

[21] Antonio, A. L., Chang, M. J., Hakuta, K., Kenny, D. A., Levin, S., & Milem, J. F. (2004). Effects of racial diversity on complex thinking in college students. Psychological Science, 15(8), 507–510. Brief of Amicus Curiae 553 Social Scientists, Parents Involved v. Seattle School District 551 U.S. 701 (2007) (No. 05-908). Marin, P. (2000). The educational possibility of multi-racial/multi-ethnic college classrooms. In Does diversity make a difference? Three research studies on diversity in college classrooms (pp. 61–68). Washington, DC: American Council on Education & American Association of University Professors.

[22] Anthony Abraham Jack, "What the Privileged Poor Can Teach Us," New York Times, September 12, 2015, http://www.nytimes.com/2015/09/13/opinion/sunday/what-the-privileged-poor-can-teach-us.html

writes that "the networking effects of desegregation may be far more important than the cognitive effects." [23]

Scarcity of Diverse Schools and the Charter Sector's Unique Position: Despite these benefits, and even as America has grown more diverse, today's public schools are more segregated than in the 1970s[24]. Several trends contribute to this re-segregation: throughout the country, charter schools often emphasize serving neediest students[25], parents of means move to privileged areas or opt for private school to ensure that their child receives a superior education[26], and education policies, even those ostensibly supporting diversity, often have the opposite impact, rewarding schools for academic growth and achievement while implicitly undermining efforts to diversify student populations[27]. These organizational, individual, and governmental decisions sacrifice diversity for what they perceive as the greater good. Cumulatively, they silo students with those who are demographically like them, forfeiting the benefits of diversity described above.

Charter schools are positioned to promote school diversity when they choose to prioritize it as part of their mission. Charter schools can offer districtwide enrollment rather than drawing from a single attendance zone, do not have selective admissions, and enjoy increased autonomy and opportunities to innovate. Hebrew Public uses these structural benefits in concert with its mission to create high quality, diverse charter schools.

B. Curriculum

Selection and Development Process: Staten Island Hebrew Public's educational plan uses the effective practices of Hebrew Public's existing schools and tailors them to Staten Island students' needs. All subject area curricula are aligned to NYS Learning Standards, inclusive of the CCSS. Individual subject areas are aligned to additional subject-specific standards. Hebrew Public's three existing schools feature substantially similar models. The specific rationales for choosing each curriculum and the research which undergirds those decisions is described below.

Vertical alignment: SIHP's curriculum will be horizontally and vertically aligned. Apart from Wilson Fundations, Core Knowledge, and Expeditionary Learning, most of our curricula remain consistent from K-5. Our second and third grade ELA curricula ensure a smooth transition from Wilson Fundations and Core Knowledge to Expeditionary Learning.

Subject	Curriculum	Grades
ELA	Wilson Fundations	K-2
	Core Knowledge	K-2

[23] Quoted in Richard D. Kahlenberg, All Together Now: Creating Middle-Class Schools through Public School Choice (Washington, DC: Brookings, 2001), p. 30.

[24] https://tcf.org/content/report/a-new-wave-of-school-integration/

[25] Hill, Paul T., & Lake, Robin J. (2010) The Charter School Catch-22. The Journal of School Choice, 4(2), 232–235. Retrieved online October 25, 2017, from www.tandfonline.com/doi/abs/10.1080/15582159.2010.483925.

[26] Renzulli, L.A., & Evans, L. (2005). School Choice, Charter Schools, and White Flight, Journal of Social Problems. 52(3), 398-418. Retrieved online October 25, 2017 https://academic.oup.com/socpro/article-abstract/52/3/398/1631762

[27] Halley Potter, "Why are Charter Schools Missing from New York City's School Diversity Plan?" The Century Foundation, September 13, 2017. Retrieved on October 25, 2017 from https://tcf.org/content/commentary/charter-schools-missing-new-york-citys-school-diversity-plan/

	Expeditionary Learning	3-5
	ThinkCERCA	3-5
	Compass Learning (extensions and intervention)	K-5
	Fountas and Pinnell's Leveled Literacy Intervention (Guided Reading)	K-5
Math	Eureka Math/ Engage NY	K-5
	Compass Learning (extensions and intervention)	K-5
	Achievement First's Number Stories	K-5
Social Studies	Pearson's My World	K-5
	Internally created Israel studies units to complement My World	K-5
Science	Houghton Mifflin Harcourt's Science Dimensions	K-5
Hebrew	Internally created curriculum using the Proficiency Approach	K-5

Horizontal Alignment: SIHP's curriculum will be horizontally aligned. Content and skills in ELA and Social Studies and in Math and Science will be matched, so knowledge and skills are transferable across subject matter.

Review and revision: SIHP will formally review curriculum on a quarterly and annual basis. The process is collaborative, involving administrators and teachers with support from HP instructional staff and the data scientists with whom HP works. Directors of Math and Literacy meet weekly with grade level teachers to plan instruction and review curriculum. Additionally, they hold regular after school PD to allow for vertical planning. Student data is formally reviewed at each quarter with student report cards as well as each trimester after each round of MAP testing. This 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.

Alignment with state standards: SIHP's curriculum is aligned to the NYS Learning Standards, inclusive of the CCSS. In accordance with the CCSS, SIHP has set high learning standards and has chosen curricula to prepare students to master the skills and understandings required for college and career readiness. All staff will have ongoing PD to understand how the standards are aligned with CCSS and include rigorous content and application of knowledge through high-order skills. To ensure curricular and instructional alignment with NYS and CCSS, teachers will use a scope and sequence for each subject to determine the content and progression of instruction. During the pre-opening PD (Induction Weeks) and throughout the year, teachers will map and align the curriculum to NYS learning standards and CCSS under the direction of their Director of Math, Director of Literacy, or Director of Hebrew Curriculum and Instruction. These school based leaders, in turn, are supported by HP's Directors of Curriculum and Instruction for Math and for Literacy and Director of Hebrew Studies (DHS). The scopes and sequences will be flexible documents and will be reviewed and honed during the school year through a collaborative process between teachers and instructional leaders supported by the HP instructional team. During designated common planning periods, teachers will refine the sequence based on their experience in the classroom and information gathered from assessment data. All refinements will be guided by the NYS learning standards, inclusive of CCSS.

Meeting the needs of all students:

At risk students: These curricula - and critically, the data-based, instructional approaches developed to support them - have been shown to be quite effective for students at risk in other

Hebrew Public schools. For example, the chart below shows the percent of students with disabilities (SWD), English learners (EL), and economically disadvantaged students achieving proficiency in 2017 on New York State's (NYS) Common Core assessments of Hebrew Public students compared with their NYS and New York City (NYC) peers. Notable, all three HP subgroups outperformed their NYC and NYS counterparts in both ELA and Math:

English	NYS	NYC	HP	Math	NYS	NYC	HP
SWD	9%	10%	14%	SWD	13%	13%	28%
ELL	6%	6%	18%	ELL	14%	16%	46%
Low Income	28%	32%	28%	Low Income	31%	33%	35%
All students	42%	41%	38%	All Students	46%	38%	48%

In choosing research-based core curricula that expects all students to do rigorous grade level work, SIHP keeps standards high for all students. As the instructional approaches described above show, these demanding curricula are made accessible for all students, including those with special education needs, and/or those who are working below grade level, through intensive, individualized scaffolding and the programs' built -in flexible, spiraled, hands-on, fluency-building opportunities. Using students' Individualized Learning Pathway plans, teachers pull together data from MAP assessments and classroom performance, as well as more personal information relating to students' lives at home (or homelessness), to ensure that all students at risk of failure or disengagement are seen and supported to succeed. Through frequent data analysis, teachers identify students whose needs are not being met by the core curriculum and then use the multiple opportunities built into the daily schedule to provide differentiated instruction. ELs benefit especially from learning Hebrew through the proficiency approach. According to Genesee (2005), double language-learning immersion in two languages -- In this case, English and Hebrew-- is proven to be effective in improving proficiency in both languages.

Accelerated Learners: Students are considered accelerated learners when they exceed proficiency standards in ELA and Math as measured by MAP. Exceeding proficiency is defined as achieving at or above the 80th percentile. Students may also be advanced in Hebrew language as determined by the foreign language assessments. SIHP teachers are explicitly trained and supported to differentiate their lessons to address the needs of all learners, including accelerated learners, and SIHP classrooms are designed to encourage and serve the needs of more advanced students (see supplemental education below).

Like all students at IHP, accelerated students have Individualized Learning Pathway plans that detail not just goals, but benchmarks and assignments to engage students in their own learning. Grade-level teacher teams meet regularly to discuss strategies to continue to accelerate the advanced students' learning. Throughout the year, with oversight and support from the instructional leadership, teachers meet to evaluate accelerated students' progress. Analysis of assessment data shows whether academically accelerated students are being continually challenged. In addition, leveled classroom libraries support accelerated readers in continuing to advance their reading and comprehension skills. Each classroom will also be equipped with appropriate resources and tech-based learning platforms and programs including Compass Learning and ThinkCERCA that will facilitate accelerated students' engagement in their work. Teachers may set these students up to work during station time on individualized research projects that help them to develop Internet research capacities to obtain and read more

advanced treatments of a specific subject. In addition, the proficiency approach also supports the acceleration of students who demonstrate advanced skills in Hebrew. Finally, SIHP seeks out additional outside partnerships that can provide afterschool opportunities particularly suited to accelerated students (see supplemental education below).

Curriculum Organization and Resources and Curricular Materials: The Head of School and Directors of Literacy and Math, with support from HP, will work with teachers on pacing calendars, mapping curricula, curriculum implementation and support, instructional strategies, service learning projects, reviewing lesson observations, student case management, and analyzing student data. The following curricula and materials are used for our core subjects:

English Language Arts: ELA instruction has been designed intentionally to serve the school's mission. It ensures that all students gain proficiency with reading and writing through a balanced literacy approach, providing emerging and young readers (K-2) with explicit phonics instruction (through Wilson's Fundations), as well as work in comprehension, speaking, and listening (Core Knowledge). This balanced approach continues in grades 3-5 with Expeditionary Learning curricula, supplemented with daily time for individualized literacy development through Guided Reading, Independent Reading, and Compass Learning. These core, text-based curricula are recognized nationally as effective, comprehensive and rigorous programs [28,29]. As recommended by the National Reading Panel, SIHP classrooms are set up to teach balanced literacy, allowing time for text-based instruction, explicit phonics instruction, independent reading, and integrated writing[30]. SIHP will organize the daily schedule and staffing to allow for increased time on task and flexible student-teacher groupings. These two practices enable multiple strategy instruction, which has been shown to increase engagement and gains in literacy, and which help students feel known and connected at school[31,32]. Our frequent assessments enable the development and adaptation of individual student plans, another effective strategy for improving literacy outcomes[33]. Research supports a multi-sensory instruction approach in the early grades to improve phonemic awareness, phonics, and reading comprehension skills in K-2 classrooms; hence SIHP's adoption of Wilson's Fundations program[34]. In grades 3-5, students use ThinkCERCA, with which students have made two years' growth in a single year on the MAP[35]. All students K-5 also engage in Close Reading. The Close Reading for Meaning approach gives students the tools to understand both the literal and deeper meaning of any nonfiction or fiction

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[28] https://www.coreknowledge.org/about-us/

[29] https://edexcellence.net/articles/engagenys-ela-curriculum-is-uncommonly-engaging

[30] National Reading Panel (US), National Institute of Child Health, & Human Development (US). (2000). *Report of the national reading panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. National Institute of Child Health and Human Development, National Institutes of Health.

[31] Blum, R. W., & Rinehart, P. M. (1997). Reducing the risk: Connections that make a difference in the lives of youth.

[32] Guthrie, J. T., Wigfield, A., Humenick, N. M., Perencevich, K. C., Taboada, A., & Barbosa, P. (2006). Influences of stimulating tasks on reading motivation and comprehension. *The Journal of Educational Research*, *99*(4), 232-246.

[33] Armbruster, B. B., & Osborn, J. (2002). *Reading instruction and assessment: Understanding the IRA standards*. Allyn & Bacon.

[34] Hobe, J. J. (2016). Integrating Teaching Literature and Writing.

[35] McCarthy, B., Schauer, W. K., Joint, G., & Elementary, U. (2017). Journey to Personalized Learning.

text, examine craft and structure, and develop evidence-based ideas. These programs and approaches were chosen not because they work for some students, but because they are organized to naturally accommodate the kind of scaffolding that allows all students to access grade level standards, to provide all learners varied opportunities to show what they know, and most importantly, to allow all students to express and understand themselves and the world.

To enrich these programs, students in grades K-5 spend 30 minutes a day in reading rotations where they work in small groups for Guided Reading and other targeted literacy instruction; engage in Independent Reading; and complete practice on Compass Learning online modules for targeted intervention, individual practice, and enrichment. With students whose MAP reading performance shows a need for additional intervention, SIHP follows up with Fountas and Pinnell's Leveled Literacy Intervention program.

English Language Arts is aligned with the NYS standards and is taught in a rigorous and balanced literacy program. Students get at least 135 minutes of reading and writing instruction five times per week. Beginning in grade 2, writing time is used for extended composition and typing practice. Reading, writing, listening, and speaking skill activities are sequenced intentionally during these times in the instruction and practice of meaning-making.

Math: SIHP's math program includes 100 minutes of math instruction every day. This instruction occurs in varying modes, with different programs serving as anchors in each mode. We use Eureka Math (Engage NY) in whole group and small group instruction, supplemented by Achievement First's Math Stories, and Compass Learning for targeted intervention, individual practice and enrichment. Manipulatives, applications, and other hands-on practices are instrumental to students' learning. Accordingly, all grades - especially K and 1 - begin the year learning and practicing math routines and procedures. All teachers gauge student understanding and adjust instruction based on daily tracking through exit tickets for each lesson and through mid- and end-of-unit assessments. Students are assessed both through independent pencil-and paper unit assessments (in the early years, these are done 1:1), and additionally in culminating performance tasks often performed in stations. In addition, all grades K-5 engage in math stories, student guided in-depth study of real-world math problems, with deep exploration of students' strategies. Math stories build on children's natural problem-solving strategies. Through questioning and modeling teacher facilitate rich classroom discourse where students justify their thinking and critique the reasoning of others.

Our choice of Eureka Math is also based on the experience of Hebrew Public's NY schools, as well as charters in other states who seek to support learners from similar backgrounds. SIHP chose Eureka also because it is a balanced program, combining both conceptual understanding of math and stressing mastery of key algorithms. With Eureka, students get the benefits of purely conceptual math programs - that is, they learn not just to memorize procedures, but also to think and wonder and construct understanding. This is balanced with straightforward, direct instruction and hands-on practice with manipulatives. Eureka Math is also aligned with the Standards for Mathematical Practice and therefore provides lessons that include math fluency, procedures, application, practice, and work toward concept mastery.

Science: Grades K-5 integrate STEM with investigations in engineering, physics, biology, ecology, and astronomy; anchoring these studies is Houghton Mifflin Harcourt's Science Dimensions program. The science curriculum is aligned with NYS science standards and Next Generation Science Standards, to cover both disciplinary core content (e.g., Life Sciences) and NGSS's

crosscutting concepts (e.g., cause and effect). SIHP's science program teaches students to investigate the world using their senses, inquiry, investigation, analysis, and problem-solving strategies. Science at SIHP is hands-on. Students conduct investigations and solve problems while engaging in science and engineering practices. Students keep science journals and engage in reading and writing activities throughout each lesson. Each science lesson begins with a problem to solve or a situation to explain. Students generate questions and then engage in active, team-based learning activities including experiments and model-building; they also explore virtual worlds created by Google Expeditions.

Global Studies/ Social Studies: Global Studies provides the critical, foundational school-wide lenses, tools, and values which lie at the heart of students' work in Social Studies, Hebrew, and Character Education. In all grades, students study civics and government, history, geography, and economics, with a strong focus on global citizenship. SIHP's Social Studies K-5 curriculum is aligned with both the NYS Social Studies Standards. Using Pearson's K-5 My World series, elementary grades focus on civics, community, and culture.

Israel Studies is integrated into social studies: as students are introduced to people, places, and cultures of Israel as case studies and models, aligned with the NY State standards. Grades 4 and 5 use a global competencies protocol (investigate/ recognize perspective/ communicate/ take action) to study world issues, which has been adapted from the Asia Society. To explore the global connections of issues within our community, students in each grade engage in a service-learning program tied to the curriculum and in a school culture project meant to strengthen the school community.

Hebrew Language: American K-12 schools lag in the teaching of foreign languages, putting U.S. students at a competitive disadvantage in the 21st Century global workplace. SIHP's choice of Modern Hebrew is connected to students' study of Israel as an industrialized, diverse democracy. Foreign language learning is a springboard for students to more easily pursue additional languages in the future, in addition to becoming proficient in Hebrew in all language domains. Studying foreign languages also helps foster a greater depth of understanding of the English language with reinforcement of concepts such as grammatical construction, noun-verb agreement, and vocabulary expansion. An intensive focus on a foreign language curriculum supports positive evidence-based learning and developmental outcomes. Research points to the advantages children gain when they begin the study of a foreign language at an early age:

- It correlates with higher academic achievement on standardized tests and benefits both monolingual English speakers and ELs in bilingual and two-way immersion programs. There are correlations between second language learning and increased attention, memory , brain growth, increased cognitive flexibility and increased linguistic awareness; between foreign language learning and students' ability to hypothesize in science; between children's second language development and the development of print awareness; and between early language study and higher scores on the SATs and ACTs.
- There is a correlation between bilingualism and attention control on cognitive tasks, intelligence, meta-linguistic skills, memory skills, and problem-solving ability.
- Studying Modern Hebrew offers students the opportunity to learn and understand a second language and to witness its growing use across varied communities. Research points to the advantages children gain when they begin the study of a foreign language at an early age, not

least of which is their development as bilingual, bi-literate, and cross-culturally competent, which better prepares them to be active participants in the global community.

- A preliminary findings report of a four-year randomized trial of dual language-immersion programs in Portland, Oregon reinforced the long-term literacy benefit of these programs. The study, performed by RAND, the American Councils for International Education, and the Portland School District, demonstrated that students enrolled in dual language-immersion programs since kindergarten not only scored significantly higher on state assessments, but outperformed their peers in English-reading skills by a full year's worth of learning by the end of middle school.
- The Proficiency Approach (PA) provides the framework for our Hebrew language instruction. Our pedagogy seeks to maximize the language acquisition process and it derives from the fields of language acquisition theories, linguistics, and child language development research, as well as foreign language practices over recent decades of language instruction.

  In addition to these general benefits of foreign language study, Hebrew helps students understand how language helps shape and sustain culture. Hebrew is a language that has gone through a profound revitalization over the past century and a half, from classical to a living language. The modernization and secularization of the language and its transformation to a spoken, cultural medium has been central to the development of a secular Hebrew speaking society and culture in the land of Israel. This unique cultural occurrence – the renaissance of a language and its role in the creation of culture and society – is deeply instructive, offering meaningful opportunities for students to explore the evolution and purpose of language and its function in building and sustaining communities worldwide.

The Hebrew language is taught 5 times a week. Studying modern Hebrew offers students the opportunity to learn and understand a second language and to witness its growing use across varied communities. SIHP's Hebrew language curriculum has been developed by Hebrew Public in consultation with Dr. Vardit Ringvald, Director of the Institute for the Advancement of Hebrew and the School of Hebrew at Middlebury College, Middlebury, VT, and has been adapted to align with NYS Academic Standards for World Languages. It uses a proficiency-based approach to teach conversational Hebrew through varied, authentic opportunities. Students are assessed via classroom-based written assessments; the American Council on the Teaching of Foreign Language (ACTFL)'s Oral Proficiency Interview metrics, which are recognized as the "gold standard" for reliable language assessment; and through Avant's STAMP assessments. Curricular materials are drawn from all genres of texts that were produced by native Hebrew speakers for native Hebrew speakers, such as children's stories, songs, and media clips, and objects representing the target culture such as authentic games, signs and posters. Hebrew teachers teach entirely in Hebrew and use Hebrew during informal interactions (e.g. to redirect behavior and facilitate transitions and during non-classroom activities such as lunch or recess).

Social-Emotional Learning: SIHP's social-emotional framework will be embedded in the Collaborative for Academic, Social, and Emotional Learning (CASEL) best practices[36]. In Morning Meetings and throughout the day, students discuss, engage in learning games and activities, and are supported to practice the five Core Competencies of Social and Emotional Learning: Self

[36] https://casel.org/what-is-sel/

Awareness, Self-Management, Social Awareness, Relationships Skills, and Responsible Decision-Making. Younger students use the Conscious Classroom Framework in this effort; older students use Restorative Practices. All students are also supported in academic classes to develop the dispositions identified by the Asia Society required for 21st century global leadership: (1) investigating the world to envision a future; (2) understanding and mobilizing across cultures; (3) maximizing human development, growth and innovation. SIHP will root its social-emotional practices in welcoming rituals and group agreements, building and using feelings vocabulary, and global citizenship (respectful, open minded, and helpful, plus two additional values that the SIHP community will determine internally as part of its initial community building practices).

Specials: Once the school is fully grown in SIHP plans to offer the following specials: physical education, art, and music. In the first year of operation, it will provide physical education, with art and music being incorporated into other subject areas such as Social Studies and Hebrew language instruction. Specials instruction is active and engaging, providing students with opportunities to develop and practice motor skills, language, decision-making, social skills, visual learning, and cultural awareness.

Unique and Innovative Aspects: SIHP's model and educational philosophy includes several unique elements, all of which are described above and discussed in Section A, Educational Philosophy: Hebrew instruction; diverse by design school population; individualized learning pathways; and a focus on educating the whole child by including social-emotional learning.

Alignment with Benchmark 1: SIHP's instructional program will support the academic growth and achievement of our students so that we can meet Benchmark 1 of NYSED Charter School Performance Framework. To ensure that all students are meeting state performance standards and performing at or above grade level, SIHP will have a comprehensive assessment and evaluation program in place to identify potential problems early in the child's academic career. SIHP's data-driven environment provides the foundation for instructional leaders and teachers to be able to ensure student work, resulting from high-quality instruction and the deliberate use of data to inform practices, indicates student preparation for success on state assessments. To ensure student work products resulting from instruction indicate student preparation for success on state assessments, it will be critical to implement an assessment system that will track the learning of CCSS benchmarks, performance indicators and key ideas in the months and years leading up to the NYS examinations. The careful analysis of assessment data by teachers and administrators, facilitated through Progress Monitoring, allows for continually assessing students' attainment of the standards throughout the course of the school year and assessment of student performance at the end of the school year. This means SIHP's teachers and administrators can continually measure the "effect" of the SIHP educational program on students and monitor student progress towards meeting performance expectations on state assessments.

Hebrew Public uses the NWEA-MAP assessment, proven to predict with a high degree of accuracy predict student performance on the NYS tests. Starting in 2nd grade, MAP can use a comprehensive linking study to predict an individual child's performance. These predictions coupled with the other reports detailing each individual child's strengths and areas of weakness allow teachers to target their instruction towards meeting performance expectations on state

tests. Hebrew Public students take the MAP test 3 times a year. The use, dissemination, and storage of results is described in II.E, Assessment System.

Supplemental Curriculum: As part of its emphasis on differentiated instruction, SIHP's schedules includes a "What I Need" (WIN) block 3-5 times a week. Advanced students, as determined by MAP, can receive a variety of enrichment during this time, such as Lego Robotics and advanced writing, while those in need of targeted enrichment received the needed services. For students at the 95th percentile or higher we offer additional Gifted and Talented options through a partnership with the Center for Talent Development from Northwestern University, including in-school alternative course work, in-school specialized programing, and after school and summer programs.

For greater detail regarding our intervention, assessment, Professional Development, and evaluation programs, please see II.D. Special Populations and Related Services, II.E. Assessment System, III.D. Staff Supervision and Development, and III.E. Evaluation.

C. Instruction

Gradual release of responsibility (GRR): SIHP instructors use the "I-We-You" model of instruction, providing scaffolding, moving students gradually toward independence, and shifting the cognitive load slowly and purposefully so students assume increasing responsibility for their learning. This approach encourages higher-order thinking by challenging students to engage in analyzing, evaluating and creating; it also supports the underlying premise of teaching for understanding promoted by Wiggins and McTighe's Understanding by Design approach[37].

The peer learning aspect of GRR is highly effective in working with classrooms of heterogeneous students, including students with disabilities and English earners. GRR allows teachers to differentiate instruction by using comprehensive and ongoing formal and informal assessment data to identify students' needs, tailor instruction, and determine flexible small group composition. All chosen curricula accommodate this approach. Lesson planning templates require teachers to map out how they shift from teacher-directed instruction to student-processing activities.

Inclusion: Each grade has at least one classroom section with both a Special Education and General Education teacher. In keeping with the Diverse by Design model, we plan for classrooms that are racially and economically integrated and which also reflect significant linguistic and special needs diversity. More time has been built into the schedule to support struggling students and to provide opportunities for accelerated learners to extend learning. Evidence-based intervention occurs in addition to, rather than instead of, core instruction. Differentiation is strongly supported through a variety of teacher planning and instructional practices (see below).

Targeted intervention: SIHP uses a standard protocol to determine needs and provide targeted intervention to both at-risk and accelerated learners. The steps in this protocol are: (1) Diagnose, (2) Instruct, (3) Target, (4) Monitor, and (5) Follow up with additional intervention as needed.

Data-based instructional planning system: Teachers rely on the following core components to design and sequence instruction for all students:

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[37] Wiggins, G. P., Wiggins, G., & McTighe, J. (2005). *Understanding by design*. Ascd.

Frequent progress monitoring: Students take MAP online three times a year and are also assessed regularly via classroom-based assessments to measure progress toward individual and grade-level goals. Progress monitoring is adapted or modified on an as-needed basis (e.g., for students with visual or auditory impairments; and for students who are learning English as a new language).

Robust systems of data collection and analysis: Data fluency is an essential ingredient at SIHP. Teachers analyze data from MAP using performance analysis templates individually, in grade-level teams, in regular PD sessions, and in weekly meetings. After each MAP session, teams are led through analysis and reflection routines that help identify student strengths, weaknesses, and learning gaps. Teachers are then able to sort students by level to create groups for small group instruction, and to note specific needs of each group.

Leveled instruction for all students: Teachers develop short-term instructional plans throughout the year using performance data, detailing multiple ways for students at all levels to practice and master new skills and concepts. These include classroom stations (where students may use Compass Learning), small group instruction, and additional intervention.

Individualized Learning Pathway Plans: Every student at SIHP has an individualized learning plan, informed by MAP data, progress on Compass Learning, and other interventions.

Modern Hebrew language instruction: Research points to the advantages children gain when they begin the study of a foreign language at an early age, not least of which is their development as bilingual, biliterate, and cross-culturally competent. These traits better prepare them to be active participants in the global community. All students learn Hebrew through a partial immersion proficiency approach. Since nearly all students are Hebrew language beginners, this approach "levels the playing field" and provides all students opportunities to engage in "productive struggle" [38].

Students learn Hebrew in 40-50 minute blocks. SIHP's Hebrew instruction relies on the Proficiency Approach (PA). This pedagogy seeks to maximize the language acquisition process. It derives from the fields of language acquisition theories, linguistics, and child language development research, as well as foreign language practices over recent decades of language instruction. Proficiency approach recognizes a learner's ability to perform in the target language develops gradually, in a nonlinear manner. It is fully consistent with Gradual Release of Responsibility, providing a seamless transition for students from Hebrew instruction to other core subject instruction. Teachers create an environment rich with meaningful conversational Hebrew by giving students varied, authentic opportunities to hear, practice, and engage in the language throughout Hebrew class and throughout the day. For example, in addition to classroom instruction, Hebrew teachers speak Hebrew in informal interactions (e.g. to redirect behavior and facilitate transitions and during non-classroom activities such as lunch or recess). The proficiency approach allows a flexible curriculum and promotes a learner-centered environment, giving teachers room to articulate clear learning goals and appropriate instructional tools to support each student's learning. SIHP incorporates robust assessment tools for both formative and summative evaluations, relying on ACTFL's Proficiency Guidelines, which

[38] Hiebert, J., & Grouws, D. A. (2007). The effects of classroom mathematics teaching on students' learning. *Second handbook of research on mathematics teaching and learning*, *1*, 371-404.

identify five main phases toward achieving the level of the native speaker: Novice, Intermediate, Advanced, Superior, and Distinguished. Ongoing evaluation of the learner's progress along these levels provides a clear picture of each learner's stage of functioning in all language areas. Evaluation uses four interrelated criteria: content/context, task, text type, and accuracy.
Teachers will create an environment rich with meaningful conversational use of Hebrew through varied, authentic opportunities to hear, practice and engage in the language throughout the day. For example, Hebrew teachers will speak Hebrew in informal interactions (e.g. to redirect behavior and facilitate transitions, and during non-classroom activities such as lunch or recess), and may strategically participate in science and social studies instruction, integrating Hebrew in ways that allow students to build facility and capacity in the language

Global citizenship values: SIHP infuses global citizenship values across the curriculum through a cycle of action and reflection. Students apply what they learn to community problems and plan community service projects using the Asia Society's Global Competence Framework. This helps students develop the Global Citizenship values of empathy, citizenship, community, and social responsibility, which are critical to thriving in the global 21st century. These values are also brought to life in school community and local service-learning projects in which students in all grades engage each year.

D. Special Student Populations and Related Services

Rationale and alignment with mission and education philosophy HP schools are founded on the principle that all students can succeed with the appropriate support, that diverse school communities are inherently beneficial, and that academic differentiation for all enables more students to succeed. Our special student populations and related services are created with these principles in mind. By opening our doors to all students, welcoming the diverse skills and needs our learners bring, and acknowledging that a pre-packaged curriculum will never work for all learners, we create the conditions for academic success.

Identifying and Serving Special Populations, including applicable research

Struggling academically/at risk of academic failure/ Students with Special Needs

SIHP will follow a systematic process to identify a range of student needs and ensure those students receive the appropriate supports. SIHP will use a multi-tiered system of supports (MTSS) to differentiate between the level of student need ranging from Tier 1 to Tier 3[39]. **General Education** staff will receive training in the RtI process and provide proactive accommodations to all students in the Tier 1 general education environment. To understand what accommodations might be required, or if a student needs Tier 2 or Tier 3 supports, SIHP will engage in regular assessment cycles, with an emphasis on the MAP assessment[40]. As a nationally-normed assessment measuring proficiency and growth in math and reading, staff can use the data

[39] Benner, G. J., Kutash, K., Nelson, J. R., & Fisher, M. B. (2013). Closing the achievement gap of youth with emotional and behavioral disorders through multi-tiered systems of support. *Education and Treatment of Children*, *36*(3), 15-29.

[40] Wang, S., McCall, M., Jiao, H., & Harris, G. (2013). Construct validity and measurement invariance of computerized adaptive testing: Application to Measures of Academic Progress (MAP) using confirmatory factor analysis. *Journal of Educational and Developmental Psychology*, *3*(1), 88.

collected in both the fall and spring to determine whether additional diagnostic assessment is required, whether to provide additional Tier 2 or Tier 3 interventions, and whether the student is showing progress over time. While small group instruction is built into the elementary schedule for all students, if a student demonstrates a need for more intensive supports, he/she may be recommended for either additional periods of supplemental instruction or be referred to the CSE for further information-gathering. The grade level team consists of all classroom teachers and support staff for each grade level. RtI will be conducted throughout the school year as part of the SWD identification process, and to ensure non-SWDs are not misclassified. SIHP will conduct screening services including vision, hearing, academics, behaviors, and speech as necessary. SIHP will also ensure that parent outreach will inform the parental community about SIHP's Special Education program and provide information to parents on how to access services when parents suspect a disability may be affecting their child's performance.

SIHP will provide instruction to students in special education in the least restrictive environment possible to the maximum extent appropriate and subject to the requirements included in each student's IEP in accordance with all applicable federal and state laws and regulations (e.g. IDEA)[41]. Students with disabilities will also be expected to participate in, and receive credit for, non-academic, extracurricular (including field trips), and ancillary programs and activities with all other students to the extent allowed by the IEP and any accommodations required will be effectuated.

SIHP will provide inclusive co-teaching in each grade, and resource room instruction as needed. Each inclusion classroom will be staffed by a general education teacher and a special education teacher during ELA and Math class. SIHP will ensure that the special education programs and services will be provided directly to the student during school hours. SIHP will provide support services to students to ensure that IEP mandates and measurable goals are met. SIHP will have a licensed social worker to provide IEP-mandated counseling to students. SIHP will provide for all required related services. Students with disabilities will receive their adapted curriculum work and specialized therapies in a setting in accordance with their IEPs. A special education teacher, paraprofessional, or aide may sit with students to help implement the goals of their IEPs. If SIHP is unable to provide services in accordance with the student's IEP, it will reconvene the IEP team to discuss a reevaluation, and only after exhausting all supplemental aids and services, potentially a change of placement.

All teachers will receive ongoing training regarding the education of students with disabilities. This will occur during induction weeks (2 weeks prior to the start of the school year) as well as sessions added as needed throughout the school year. PD will also address the needs of these students by emphasizing differentiation and ongoing assessment of work. For example, teachers will be fully trained to use the Response to Intervention Process, be informed about the CSE procedures, and be familiar with the special education referral process. SIHP's embedded PD model provides additional time for ongoing training, planning, and collaboration specifically related to the education of students with disabilities[42]. SIHP has selected instructional materials

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[41] Rozalski, M. I. C. H. A. E. L., Miller, J. A. S. O. N., & Stewart, A. N. G. I. E. (2011). Least restrictive environment. *Handbook of special education*, 107-119.

[42] Bradley, R., Danielson, L., & Doolittle, J. (2005). Response to intervention. *Journal of Learning Disabilities*, *38*(6), 485-486.

that will be utilized to provide academic interventions to students with disabilities including Wilson's Fundations, Leveled Literacy Intervention (LLI) by F&P, and the intervention components of Eureka Math. The research underlying these curricular choices, including their appropriateness for students who are struggling academically, at risk students, and students with disabilities, is available above.

Students may be identified as at-risk if they demonstrate challenges with academics or behavior or fail to respond to interventions. Teachers may refer students to the CST, which consists of an administrator, classroom teachers, social worker, special education teacher, reading specialist and ESL teacher if necessary. Classroom teachers will provide records of observation, assessment data, consultation with parents, administration and special education staff, and at-risk intervention data for review. A member of the CST will also observe the student in the classroom to inform their evaluation. The CST will use the Pre-Referral Intervention Manual (PRIM) to guide the identification of Response to Intervention (RtI) strategies. The CST has the responsibility to review any challenges (academic/developmental, behavioral, social/emotional) interfering with a student's performance; brainstorm solutions, make recommendations to meet the child's needs and monitor/review results of the implemented recommendations, which may include small group instruction, conferring, scaffolding through partnerships, and/or the intensive support of an intervention specialist. Students may also be identified to receive AIS or Title I services.

English language learners SIHP will follow the *English Language Learners (ELLs) Screening, Identification, Placement, Review and Exit Criteria* process required by NYSED as published by the Office of Bilingual Education and World Language[43]. Until the SPED Coordinator is hired, the ESL Teacher, supervised by the HoS, will conduct the process. As required, the screening through placement process must be completed within 10 days of a student's enrollment date into SIHP. Of note are regulations around ELL screening particularly related to SWD who may have second language acquisition needs. SIHP will form a Language Proficiency Team (LPT) made up of the SPED Coordinator (when hired) ESL teacher, special education teacher, classroom teacher and social worker to determine if a SWD has or does not have second language acquisition needs with the HOS' responsible for the ultimate approval of such recommendation. Parents of any student who is entitled to bilingual services will be informed in writing of their right to have the student placed in a bilingual program. If the parent chooses to have the student remain at SIHP, they will receive an explanation as to how English as a New Language (ENL) services will be provided at SIHP. The student will be provided a special language instructional program that is designed to teach English, as well as the general curriculum as outlined in the ENL standards.

To move ELLs to English proficiency as quickly as possible, SIHP will have a certified ESL teacher beginning in Year 1. The ESL teacher will use Sheltered English Immersion (SEI) strategies in both a push in and pull-out model. SEI is an approach for teaching content to ELLs in strategic ways that makes the subject matter comprehensible by addressing different modalities of learning, while promoting English language development. In the push-in model, the ESL teacher plans and works collaboratively with the classroom teacher to integrate language and content and infuse

[43] http://www.p12.nysed.gov/biling/docs/ELLIDCHARTrev.pdf

socio-cultural awareness to scaffold instruction. The ESL teacher will guide students to construct meaning from texts and classroom discourse and to understand complex content concepts by scaffolding instruction—beginning instruction at the current level of student understanding and moving students to higher levels of understanding through tailored support. All instruction is in English; however, the level of English used for instruction, will be modified if necessary. Eureka Math has a highly visual learning instructional approach that has embedded ELL strategies and activities to ensure ELLs' learning is scaffolded and differentiated. Teachers will be supported with PD to use SEI strategies for delivering content to ELLs in the English language. ELLs will receive instruction from their classroom teacher and, as needed, discrete ENL instruction from the ESL teacher. SIHP will use the new ENL standards document entitled, *The Teaching of Language Arts to Limited English Proficient/English Language Learners: Learning Standards for English as a Second Language* as a guide to ensure that ELLs meet the same standards as the general student population[44].

SIHP's ELA instructional materials will support ELLs' English language development. They have strong phonics-based approaches with rich content and are ideal for an SEI approach. F&P LLI, for example, provides specific information about a student's language development and control of English. Wilson's *Fundations* and F&P LLI provide teachers with the tools needed to successfully engage children with language and print. As described previously, GRR and RWW are supportive instructional models for ELLs. These unifying instructional approaches consist of a mini-lesson, independent work time and a share session.

Eureka Math uses visual models throughout its program to help students to make sense of problems. ELL strategies such as visual learning, modeling, partner talk, use of repetition, reporting back, and rephrasing support ELLs throughout their math experience. Science and social studies materials are replete with visual learning examples that include drawings, photographs, diagrams and the use of common objects, which will help our ELLs "connect" abstract concepts to language. GRR and RWW will allow teachers the opportunity to meet with ELLs before or during independent work and while they are working with a peer. Teachers will strategically partner ELLs with other students during science, math, and social studies to scaffold ELLs further, provide language role models and offer additional social and emotional supports.

ELLs and Hebrew Instruction: Because Hebrew is taught by the Hebrew teacher solely in the Hebrew language, there is no need for an ESL instructor to support instruction. All SIHP students, English-only speakers and non-Hebrew ELLs alike, will be "Hebrew Language Learners." SIHP teachers will be aware of the processes involved with the acquisition of a new language. ELLs are on a level playing field with other "Hebrew Language Learners" and can succeed in the acquisition of Hebrew, giving them confidence in their language acquisition abilities.

SIHP will include PD for teachers who are directly involved with ELLs as a part of the annual PD plan. PD will enhance staff appreciation for students' native languages and cultures; provide information on the instructional techniques, methods, strategies and support services for ELLs; and introduce techniques to improve communication with parents of ELLs. PD will also address the needs of ELLs by emphasizing differentiation and ongoing assessment of work. SIHP will

[44] https://eric.ed.gov/?id=ED485752

administer the NYS ELA assessment to ELLs who have been enrolled in school in the United States (excluding Puerto Rico) for one year or more. ELLs who meet exit criteria on the NYSESLAT will exit ELL status, but be entitled to 2 years of Former ELL services and testing accommodations on NYS assessments (including IEP accommodations if also an SWD).

Gifted and Advanced students: Students are considered gifted or advanced when they exceed proficiency standards in ELA and math as measured by the NYS ELA and Math test and/or NWEA reading and math. Students may also be advanced in Hebrew language as determined by the Hebrew language assessment. During independent work time teachers may engage accelerated students on individualized research projects that require their developing internet research capacities to obtain and read more advanced treatments of a specific subject. Leveled classroom libraries support accelerated readers in continuing to advance their reading and comprehension skills. Each classroom will be equipped with appropriate resources and technology that will facilitate accelerated students' engagement in their work. The PA also supports the acceleration of students who demonstrate advanced skills in Hebrew.

SIHP's embedded PD model will support teachers in differentiating their lessons to address the needs of all learners, including accelerated learners. The CST and teacher teams will also engage in conversations around strategies to continue to accelerate the advanced students. Eureka Math provides lesson plan guidance on three levels: intervention, on level and advanced. Enrichment activities are also provided to further extend beyond the advanced level.

Response to Intervention: Aligned with the School's emphasis on SEL, SIHP will implement a rigorous Response to Intervention (RtI) process. Prior to referral to the CST, General Education students who are struggling academically and/or behaviorally will be referred to the RtI committee to identify a specific and concrete goal for the student, along with several intervention strategies that may support the student in reaching their goal. Teachers will work with the student and family to implement interventions and track progress. After 6-8 weeks of implementing these strategies, the team meets again to determine if the goal was fully met, if the student has made some progress, or if no progress towards the goal was made. At that point, the team decides if a referral to CST would be appropriate.

Staff members and their qualifications: All instructional staff will be involved with providing instruction to struggling students. The HOS, DLMs, DHCI and the SPED Coordinator will provide support and guidance to all teachers to ensure all students meet or exceed SIHP's learning standards. SIHP will have the following intervention specialists: (1) reading specialist, who works collaboratively with the classroom teachers in both a push-in and pull-out model; (2) special education teachers, who are devoted to meeting the needs of struggling students with IEPs; (3) ESL teacher, who is dedicated to meeting the needs of struggling students who are also classified as ELLs; and (4) social worker who provides counseling to students and families with personal and family issues and to SWDs in accordance with the requirements of their IEPs. When the SPED Coordinator is hired, he or she will have oversight of the SIHP intervention program and intervention staff. All teachers will receive ongoing training regarding the education of students with disabilities. This will occur during induction weeks (2 weeks prior to the start of the school year) as well as sessions added as needed throughout the school year. PD will also address the needs of these students by emphasizing differentiation and ongoing assessment of work.

All specialized instructional support personnel who will implement these services (including special education teachers, SPED Coordinator, and Intervention Teachers) will be NYS certified and highly qualified; additional minimum requirements for these positions are provided in *Attachment 8a: Hiring and Personnel Policies.*

In addition to the school-based personnel, SIHP faculty will be supported by HP's Special Education Coordinator and Director of Social and Emotional learning. The Special Education Coordinator will manage caseloads and compliance, including IEPs; the Director for Social and Emotional Learning will manage and coach SIHP's SPED Coordinator and support its social-emotional climate. SIHP faculty will also be supported by the SPED Collaborative, a project of the NYC charter center. The SPED Collaborative will provide observations, coaching, professional development, and compliance aid.

SIHP will hire appropriately certified special education staff and may contract with certified or licensed individuals and/or organizations to provide related services, under the supervision of the Special Education Coordinator and, when hired, the Director of Student Supports (DSS). SIHP will employ a minimum of two full-time special education teachers in its first year. One of the special education teachers will serve as special education coordinator until Year 3, at which time the DSS will be hired to provide special education coordination, and to supervise and evaluate all instructional intervention staff. Coordination involves overseeing SIHP's special education program, which includes, but is not limited to, managing IEP record-keeping, ensuring compliance with all IEP requirements and regulations, managing the review and referral process, ensuring provision of services as mandated on IEPs, progress monitoring, and submitting all required compliance reports. The Head of School (HOS) will help to oversee this process.

Coordination with general education instruction SIHP teachers' daily common planning time further supports special student populations' achievement of CCSS. SIHP's embedded PD model provides additional time for ongoing training, planning and collaboration between general studies teachers, Hebrew teachers, and intervention specialists, ensuring effective coordination and communication among instructional staff. SIHP's school culture is also a critical factor in ensuring the success and achievement of all students, including those at-risk. SIHP promotes a community where all students feel safe to take the risks necessary to thrive. SIHP provides assurances that any after school and extra-curricular programming offered will be accessible to all students, including special student populations. For instance, SIHP will offer scholarships to afterschool programs. Information on all SIHP after school and extra-curricular offerings will be provided to all parents, including in the languages spoken by our non-English speaking parents, so that all parents are given the opportunity to enroll their children.

SIHP's special education staff and outside related service providers will support classroom teachers, work in the general education classrooms with students individually and in small groups, provide resource room services, and serve as consultants to the overall school community. This staff will work with general education, Hebrew, ESL, specials teachers, and the social worker to support the education and social-emotional well-being of students with disabilities in a manner consistent with and supportive of the students' IEPs. All teachers will be provided a copy of the student's IEP and corresponding information, training, and support by the

special education staff to ensure their understanding of the student's needs and their responsibilities to implement required modifications or accommodations.

Ancillary services: As referenced throughout this application, SIHP will employ a social worker and will partner with local CBOs to offer after school. These services will be valuable to all, but particularly to the populations addressed in this section: the social worker will help families living in poverty, those with students with disabilities, and new immigrants navigate NYC's social services, the afterschool's additional English immersion will be valuable to ELLs and its additional childcare will be valuable to families living in poverty.

Evaluation: SIHP is committed to *data-driven instruction*. Teachers will continually use data, both formal and informal, to inform their instruction. Ongoing formal and informal assessments are an integral part of GRR allowing teachers to address student needs on a real time basis within the construct of the model. Teachers will use data to inform individual conferencing and goal setting with students as well as in the groupings of students for guided instruction. Through PD, use of appropriate technologies and ongoing analysis of and communication about student assessment data, SIHP will systematically and effectively identify the needs of individual students, and especially of at-risk students, and tailor instruction to address them.

SIHP, with support from HP's Chief Schools Officer and staff, will engage in a consistent process for the evaluation of its programs and services for all students, including those programs and services specifically for its special populations. Progress Monitoring described in III.E., Evaluation enables SIHP to adjust and revisit goals and expectations of our programs for SWDs, ELLs, students at-risk of academic failure and academically accelerated students. These programs and services will be assessed on an ongoing basis using disaggregated student performance data. For SWD and ELLs, SIHP will use this information to determine student progress against not only IEP goals or level of English language acquisition but against SIHP's overall accountability goals and will modify programs and services. The special education teacher serving as SEC and then the SPED Coordinator, when hired, will provide a report to the HOS twice a year on the academic progress of SWD. Progress will be compared to their goals set forth on their IEPs.

For students at-risk of academic failure and for students who are academically advanced, SIHP will use this information to determine student progress against SIHP's overall accountability goals; will modify Title I and academic intervention programs and services, and its programs and supports for advanced students, respectively, where necessary. This information will be shared with the SIHP Education Committee. Efficacy measures of special programs and services will be a part of the academic dashboard that the BOT will review at its meetings. These performance indicators will indicate whether student data is aligned with expected goals, which the BOT will use to review a report of performance indicators that aligns specific data with expected goals. In addition, semi-annually, the HOS, and the SPED Coordinator when hired, will conduct a comprehensive review of the participation of special student populations in extracurricular activities to identify any impediments to their full participation. The results of this review along with recommendation for improvement if necessary will be presented to the Education Committee of the BOT.

SIHP will continually assess academic programs and services for ELLs at all levels using multiple, fair, and equitable measures. SIHP will use this information to determine student academic

progress, as well as the level of English language acquisition. This information will also be used to modify program services to ELLs, where necessary, determine if exit criteria has been met, and to report outcomes. Throughout the year, teachers and intervention specialists with oversight and support from the instructional leadership will evaluate accelerated students' progress. Analysis of assessment data will allow us to determine if academically accelerated students are being continually challenged.

E. Assessment System

Our assessment choices are based on validity, reliability and alignment with both CCSS and our expectations to provide our students with a strong academic foundation in the core curriculum. SIHP's assessment protocol consists of all NYS-mandated assessments, teacher- developed and commercially developed formative and summative assessments, and Hebrew formative and summative assessments as delineated in the table below.

Grades	Assessment	Description	Frequency
3-5	NYS ELA	Identify students' ability to meet or exceed grade level standards in reading, reading comprehension and writing.	Yearly
3-5	NYS Math	Identify students' ability to meet or exceed grade level standards in mathematical computation, mathematical reasoning and problem-solving	Yearly
4	NYS Science	Identify students' ability to meet or exceed grade level standards in science content and use of scientific tools	Yearly
K-5	NYS Alternate Assessment	To assess progress toward the NYS standards in alternate learning methods for students whose IEP mandates their taking the NYSAA.	Yearly
K-5	Home Language Questionnaire	Identify those students who may be eligible for ENL (English as a New Language) programs as identified by home language	Once, upon enrollment in SIHP
K-5	NYS Identification Test for ELLs (NYSITELL)	To measure English language proficiency; to determine entitlement to ENL/Bilingual programs for students whose home language is not English.	Once, upon matriculation at SIHP, if required by the HLQ
K-5	NYSESLAT	To measure student progress in developing English language proficiency & determine if an ELL's proficiency has been met to be removed from ENL services	Yearly
K-5	NWEA MAP (Reading and Math)	NWEA MAP will be used for two purposes: (1) benchmarking to determine progress of students towards benchmarks and to modify instruction to address identified gaps and (2) to monitor year-to- year growth.	3 times a year

K-5	Engage NY (Core Learning) Assessments	To help teachers identify needs and for students to self-assess, set goals for themselves, and deliberately work to improve their writing.	Baseline, prior to each unit of study
K-5	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.	The teacher determines the administration.
K-5	End of Unit Assessments (non-Hebrew subjects)	Commercial or teacher-developed summative assessments covering material from an entire unit of study.	Dependent upon the length of the units
K-2	MAP Fluency	Nationally normed progress monitoring tool used to measure growth, plan for differentiation, and predict NYS test scores. Administered along with NWEA MAP (Reading and Math), measures decoding and fluency when reading.	3 times a year
K-5	Eureka Math End of Unit Assessments	Summative assessments embedded in curriculum. Used to inform instruction, differentiation, and review needs.	Dependent upon the length of the units
3-5	ThinkCERCA Writing assessments	Writing essays, graded by the teacher, such as document-based questions.	4 times or more a year
K-5	Close Reading Main Idea and Short Response Assessments	Summative assessments embedded in Lavinia Close Reading curriculum. Used to inform instruction, differentiation, and review needs.	Dependent upon the length of the units
2, 5	Oral Proficiency Interview	To assess students' proficiency in speaking and understanding Hebrew	Spring of grades 2 and 5
3	STAMP	To assess students' proficiency in all four foreign language modalities (listening, speaking, reading, writing)	Spring of grade 3
K-5	Hebrew End of Unit Assessments	To determine students' achievement and performance levels in all four language skills. To group students for instruction, plan efficient and effective instruction, and identify students who need intervention and to document student progress across a school year.	Dependent upon the length of the units.

School based data teams will work under the direction of the HOS and the DLMs. The HP Senior Director, Curriculum and Instruction will support compiling the data and analytics and providing

them to SIHP personnel. SIHP senior leadership will be responsible for coaching teachers on the appropriate use of data to drive instructional next steps.

Assessments will begin each year with the administration of the NWEA in Reading and Math for grades K-5. SIHP is using NWEA, a nationally-normed standardized assessment, for its benchmark assessments supporting student growth and achievement by providing the data necessary to enable teachers adjust instruction based on student performance. NWEA Skills Navigator is also used for interim assessments at select intervals. Following these assessments, teachers meet individually with students to set personal goals that are supported through lesson planning, flexible grouping, text choices, etc. This data (with data from the HLQ and NYSITELL) along with prior year student data will be used to establish baseline starting points, analyze deficiencies, set goals and facilitate conversations with students and parents about each child's academic goals. 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 DLMs who is supported by the HP Senior Director, Curriculum and Instruction. At these meetings, the DCI will support and guide teachers in individual and class level data analysis to adjust lesson plans as needed. Faculty and administrators will use the data to formulate AIS. Faculty will use the diagnostic assessment data and year-to-year NWEA and NYS assessment data to set and measure individual student growth goals. Progress Monitoring occurs every 6-8 weeks and facilitates and supports the consistent use of data by teachers and instructional leaders. All grade level teachers will work from the curriculum ensuring that their lessons and assessments are aligned with the curriculum and NYS learning standards and CCSS. Data analysis will occur bi-weekly to ensure that instruction targets needs identified by data. Teachers will engage in this data analysis at grade level meetings facilitated by the DLMs.

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

Collection and Dissemination of Student Data to Parents and Students: As part of the management support from HP, SIHP will have access to and use a powerful student information management system, PowerSchool, or similar system, to house data, allowing faculty to view, analyze and report on a real-time basis, and track over time the performance of individual students, classrooms of students, NCLB accountability groups and all students in SIHP to tailor instruction to individual, disaggregated or aggregate student needs. It will allow leaders and teachers to track growth and mastery of content standards and make classroom or school-wide modifications as needed. School administration will use this data to determine teacher effectiveness as well as gaps and weaknesses in the curriculum and instruction, and to drive necessary programmatic modifications. SIHP will use PowerSchool, to store and share student data. The student report card it produces indicates mastery of CCSS goals. During orientation, parents will learn about SIHP's reporting system so they can support their children. Weekly communication will be sent home with the child in the form of reports, results from assessments, and newsletters. Report cards will be distributed to parents at the end of each trimester at parent

teacher conferences. Parents can also request progress reports during the marking period. PowerSchool also comes with a portal allowing a parent/guardian to follow their child's academic performance and progress in real- time. For parents without home access to the Internet, computers will be available for parent use on site. SIHP will work with the PO holding trainings and group activities on assessment results and its implications. Teachers will meet individually with students and parents to review their student growth plans and provide progress updates based on assessment data. Teachers and other support staff will share strategies to help parents support their children's growth goals at home.

Analyzing Data: Data fluency is essential to academic differentiation at SIHP. Teachers analyze data from MAP using performance analysis templates individually, in grade-level teams, in regular PD sessions, and in weekly meetings. After each MAP session, teams are led through analysis and reflection routines that help identify student strengths, weaknesses, and learning gaps. Teachers are then able to sort students by level to create groups for small group instruction, and to note specific needs of each group.

A number of quantitative and qualitative assessments, anchored by the MAP, provide data which fuel our analysis and response to academic achievement. Students take MAP assessment online. Results are available in 24 hours and then each teacher works with leadership to analyze and plan with MAP data. MAP data are used throughout the year to monitor students' academic achievement and progress and to differentiate, customize, and inform all students' customized learning plans. In addition, these data inform IEP goals and are used in student-parent conferences, promotion, and to monitor whether students are on track for college readiness. All students K-5 take MAP math and reading assessments three times a year. In addition to MAP, grades 3-5 take the NYS Tests, grades K-5 take classroom-based assessments in most subjects including Hebrew (at the end of each unit), and ELLs take the NYSESLAT annually. These assessments provide individual student achievement data and measure the "effect" of educational programs on students. Each student's individual learning plan, informed by data (formal and informal classroom-based assessments, in addition to the MAP) is adjusted constantly throughout the year. Individual growth and assessment results are discussed with teachers monthly (see Data Fluency Initiative below) and inform all Math and ELA instruction, especially small, instructional groups. Details on assessments are available in II.E, Assessment System.

HP partners with Atlantic Research Partners (ARP) to establish a Data Fluency program in its schools. After students take the MAP in September and December, the school's daily schedule is organized to allow teachers release time to attend regular daily workshops to understand MAP data and link it back to instruction. Teachers collaborate to create MTSS plans at these workshops. They are also trained at this time to look closely at subgroup performance to narrow and eliminate achievement gaps. They determine students' proficiency groups for use in small group instruction rotations and to design instruction to meet the needs of each proficiency group, determine pull-outs for ELs and students with special education needs, plan whole-class instructional shifts, and plan for intervention and enrichment with Compass Learning. While MAP is emphasized in this initiative, student progress is measured by a broad range of quantitivate and qualitative data.

This initiative is designed to grow capacity and sustainability. Hebrew Public's central office sends a team to the school to work with individual teachers to analyze data and coach, and to train

leadership and teacher leaders. Each June these trainers meet with school leaders to review disaggregated data and make plans for the coming year. In year 2, the initiative is designed to emphasize whole-group review of data and trends and school leadership takes on some individual coaching. Hebrew Public academic data support specialists will mentor school leaders and support June data reviews. In year 3, all workshops, data review, and coaching are done in-house.

In addition to IEPs, SIHP uses academic, behavioral, and attendance monitoring to ensure no student falls through the cracks. This monitoring serves as an early warning system for students at risk as they transition from elementary to middle school. In alignment with NYS Learning Standards, SIHP will monitor subgroup performance for the following categories: Race/Ethnicity (broken out by subgroup), Students with Disabilities, English Learners, and Economically Disadvantaged, any of which might put a student at risk.

Use of data by stakeholders: Working with data is a SIHP signature element. All- school, grade, and class data, aligned to goals as well as national benchmarking data, are discussed regularly at staff, school leadership, CMO, and board meetings. These data determine which academic programs are retained, modified, or abandoned. Our data dashboard is presented to the Board of Trustees as well as the Board's Education committee and to the Hebrew Public education team for multilayered assessment of student progress and outcomes.

The Education subcommittee of the local board reviews SIHP's data dashboard quarterly and the data dashboard is available to the full Board of Trustees as well. This dashboard will include data - broken down by race, Free and Reduced Lunch status, Special Education status, and English Learners status - relating to enrollment, MAP scores, NYS tests, and ELL testing results. The board also reviews parent, teacher, and student surveys. These data are used annually to evaluate curriculum programs, teacher- and school leader effectiveness, recruitment plans and processes, and school culture initiatives as well as the CMO's compliance with the management agreement in its oversight role. In addition to this local review and decision-making, the national HP board reviews the data from the school data dashboard annually and supports schools' local leadership to make recommendations to their local boards as well as to self-assess its own performance in accordance with the management agreement.

Accountability Plan and Dissemination of Data to the Board of Trustees (BOT): The annual Progress Towards Goals Report results from a process in which the HOS, DCI, DHCI and other instructional staff, with support from HP's CAO and academic staff will assess student academic performance data against the performance indicators in the Accountability Plan. Through a collaborative process, administrators, teachers and HP staff discuss findings throughout the academic year. Should SIHP fall short of its goals, the staff will engage in a reflective process. In the Progress Towards Goals Report, the HOS, or designee, working with HP staff, will summarize the data, and performance indicators and will discuss what changes will be implemented in curriculum, instruction and PD to ensure that student achievement improves. If SIHP met its goals, the progress report will include a discussion of how SIHP will enhance curriculum, instruction and PD to ensure continued student progress and achievement. The Progress Towards Goals Report will be shared with all our stakeholders. Throughout the year, student performance data will be shared with the BOT through a report of performance indicators that aligns specific data with expected goals. An analysis of this data will allow the

BOT to objectively assess SIHP's progress towards its charter goals and make informed decisions regarding changes to the program, structure and resource allocation. Prior to the first BOT meeting of the new school year, the BOT Education Committee, HOS, DCI, DHCI and HP's CSO and his or her instructional team will work together to develop a reporting format that will include all NCLB, demographic and outcome data. The reporting format will be presented to the BOT for approval. The HOS or designee will be responsible for reporting to the Education Committee on at least a bi-monthly basis and to the BOT on at least a quarterly basis.

F. Performance, Promotion, and Graduation Standards

SIHP takes a holistic approach towards promotion. Graduation standards are included as Attachment 3c. SIHP will not serve grade 12.

To be promoted, a student must have demonstrated readiness in the following areas. As alluded to above, none of these areas determinative, all will be considered holistically.

Attendance: Attendance rates below 95% are an indicator, but not a hard criterion, for retention

Reading & Math Skills: Students must achieve grade-level skills, as measured by the NWEA MAP test

Classroom-based Assessments: Students must demonstrate satisfactory performance on classroom-based assessments including Eureka Math and Core Knowledge-provided module / unit assessments, comprehensive teacher-made assessments, and work samples

General Readiness: Teachers' observations inform promotion decisions

SIHP will not retain students based on Hebrew language achievement. Students who do not meet ACTFL benchmarks in Hebrew language will receive interventions during the year. The Head of School reserves the right to make a promotion determination when attendance falls short of criteria, but academic benchmarks are achieved. When students do not meet grade level expectations in reading or math, parents are notified during the winter that promotion is in jeopardy. An intervention plan is created and shared with parents. If students do not meet promotion criteria they are encouraged to attend summer school. Students not meeting benchmarks at the end of summer school may be retained if it is determined to be in the child's best interests by school leadership in collaboration with the parents. Students with IEPs have the option to be promoted based on successful completion of their IEP goals, which are monitored via progress reporting three to four times per year and adjusted as needed. If an IEP team feels that a student with an IEP should be retained, the decision is made in conjunction with the parent. We anticipate that our robust Response to Intervention program and our Individualized Learning Pathways will enable the early identification of and provision of services to students who are at risk of academic failure, greatly reducing the number who are flagged for retention.

G. School Culture and Climate

SIHP will cultivate a safe, secure and orderly environment. We will create and maintain a school community grounded in mutual respect and fairness, the core tenets of a successful democracy. As we are committed to creating a socioeconomically integrated school, we believe that there is an array of additional benefits for all students from attending diverse schools in terms of social capital, cross-cultural communication, empathy, and appreciation of difference.

As we promote problem solving, honesty and responsibility, we will give our students ample opportunities to reflect on their choices, consider the perspectives and experiences of others, and make safe and appropriate decisions.

SIHP believes that discipline issues are best prevented by effective instruction by which all students are engaged in learning. The GRR approach holds students accountable, with teacher guidance and modeling, for being active learners and producing evidence of rigorous work. Beyond necessary academic engagement, positive role modeling is also critical. SIHP's commitment to partnering with parents, to support both the academic growth and social/emotional well-being of our students, will enhance SIHP's ability to create a safe environment conducive to learning. (See *III.I. Family and Community Involvement* for a detailed discussion of SIHP's parent engagement approach).

Learning about, honoring and celebrating the diversity of cultures and languages in our community will occur routinely, through the building of authentic connections with families. Through the conscious development of trusting relationships, we will be better equipped to overcome any challenges that may arise as a solution-oriented team.

Further, through service learning experiences, students will learn to recognize themselves as citizens of a local and global community. The approach to service learning emphasizes eight standards for quality practice, as described in *II.A. Curriculum and Instruction*. For example, there are many opportunities for guided reflection, as activities "prompt deep thinking about oneself and one's relationship to society." It highlights the value of diversity and youth voice, promoting understanding of others and encouraging sharing and expression. Finally, partnerships are often formed to teach students that collaboration is needed to address community needs. A dress code further supports our culture of learning by helping students feel like active and united members of our learning community. Our dress code will decrease distractions and increase academic focus among students.

We define discipline as helping children develop self-control and self-motivation in a school community that is safe for all. To this end, SIHP has developed a series of rules, the Discipline Code, that address proper student behavior, maintenance of order, and a code of conduct. During Induction Weeks, staff will review the Code and be trained in its implementation. Parents and students will be informed of these policies during orientation. Discipline is a process; infractions are addressed individually with an established range of consequences. The first step in any disciplinary action is to restore a sense of safety and student's self-control. Communication with the student is critical to ensure a productive process. The outcome of the consequences should reinforce the essence of what is unacceptable and the repercussions thereof. *Attachment 4, Student Discipline Policy,* includes rules and procedures by which students may be disciplined, including but not limited to expulsion or suspension from SIHP which is consistent with the requirements of due process and with federal laws and regulations regarding the placement of SWD and the Dignity for All Students Act. This attachment includes provisions for students with disabilities. This draft reflects the NYCDOE Citywide Standards for Intervention and Discipline. Our Discipline Code will be further developed and refined by SIHP's leadership and BOT, with support from HP's CSO, and reviewed by legal counsel before ratification. To ensure staff, students and parents are aware of all expected standards of behavior; the discipline code will be distributed at the beginning of every school year. Infractions are grouped into 5 levels, from insubordinate behaviors to seriously dangerous or

violent behaviors and the Code provides a corresponding range of possible disciplinary responses. Whenever possible, interventions begin with the lowest level of disciplinary response. This Code provides graduated penalties for repeated misbehaviors. Dignity for All Students Act (DASA): SIHP is committed to the requirements of DASA which gives public school students an educational environment free from discrimination and harassment, particularly from harassment based on a student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. DASA will prohibit activities that create a hostile environment at school and school-sponsored events. SIHP will follow all DASA guidelines. All staff will receive training on DASA during pre-opening PD that focuses on SIHP's framework for promoting a positive school culture. SIHP's social worker will be the designated contact for handling violations of the DASA, especially bullying. The social worker will receive appropriate training to recognize and respond effectively to harassment and bullying and implement strategies to prevent it.

Evaluation of School Climate: SIHP will formally evaluate its stakeholders' perception of the school climate annually through the NYCDOE School Survey distributed to parents and school staff. There will be an additional school-developed parent survey administered to parents that focuses more closely on their satisfaction with SIHP's unique features—including Hebrew language curriculum and instruction. SIHP's leadership will evaluate the survey results which will be discussed in SIHP's annual accountability goals. SIHP will comply with VADIR data collection requirements and disciplinary data reported to NYSED will become a part of SIHP's Annual Report Card. The Social Worker will keep a record of all student disciplinary incidents. This data is analyzed to determine consistency across teachers and grades and to identify topics for staff development. SIHP leadership and staff will also regularly analyze school-wide behavioral and disciplinary data, including disaggregating by gender and ethnicity to look for patterns of disparate impact, and evaluate the school environment to ensure it is safe and conducive to learning.

H. School Schedule and Calendar

School Calendar: Attachment 4c provides SIHP's Proposed First Year Calendar including designated PD days for teachers and summer school. SIHP will have an extended school year (185 days of instruction), 5 more days of school than that in the traditional public schools.

Student Schedules: The school day for students will be from 7:50 am–3:30 pm. All students will have 6 1/2 hours of daily instruction, or 1 hour more of instructional time per day than traditional public elementary schools. Instruction begins at 7:50 am and dismissal is at 3:30 pm. Further details available at Attachment 4a. On a weekly basis, students will have: 50 minutes morning meeting; 500 minutes math; 135 minutes physical education; 90 minutes music/art; 675 minutes ELA; 225 minutes Hebrew language (plus additional Hebrew dosage during mealtimes and potentially specials, pending staffing); 150 minutes "What I Need" intervention and enrichment; 100 minutes science; and 100 minutes social studies.

Teacher Schedules: The school day for teachers begins at 7:30 am and ends at 4:30 pm (on Fridays, their day ends at 4:00 pm). Further information included in Attachment 4b.

Planning/PD Time: Induction Weeks (10 full days of PD) occur prior to the first day of school. In year two and thereafter, the 10 full days of PD will be preceded by two pre-training days for new hires. Induction Weeks will address SIHP's key design elements, use of data and

assessment, special populations, classroom management and other relevant topics. In addition, there are two full day PD sessions scheduled throughout the school year as well as weekly designated staff development sessions following student dismissal, and preparation time embedded within the school day. The after-school PD time is designed for collaborative planning with colleagues, grade team meetings and data meetings, as well as targeted PD topics and coaching. Teachers will meet weekly in grade-level teams to review student data, and in co-teaching teams to collaboratively plan lessons. The DLMs and DHCI with support from HP will work with teachers on pacing calendars, mapping curricula, curriculum implementation and support, instructional strategies, service learning projects, reviewing lesson observations, student case management and analyzing student data.

Summer School: SIHP will have a 4-week summer school program beginning after the third school year to support students (particularly later for students in the testing grades) who are not meeting expectations in ELA and math. Children will receive half day instruction provided by General Studies teachers and intervention specialists. Summer school attendance is not mandatory, but parents of struggling students will be encouraged to have their child attend.

Teacher and Instructional Groupings: SIHP students will be grouped by grade level into three heterogeneous classrooms of approximately equal number. SIHP's use of GRR and RWW facilitates individualized and small-group instruction to target identified student needs. Our faculty consisting of General Studies teachers, Hebrew teachers and instructors, specials teachers, and intervention specialists will be grouped in grade level teams or by content areas, although there will be times when teachers will meet across grade levels. Teachers' schedules include common planning time, team meetings, PD, and student data analysis with the DLMs DHCI, SPED Coordinator (beginning Year 2), and the HOS. Assessment data including teacher observation will drive the instructional groupings for guided instruction within the classroom, which may include groupings by need, level or modality of learning. These classroom instructional groupings are flexible and will change based on the lesson and the results of ongoing student assessment.

Supplemental Instruction/Intervention: Our longer school day, extended instructional blocks, and summer program provide increased time on task so that students, especially those at risk of academic failure, can meet proficiency standards. The schedules of intervention specialists will include targeted instruction (push-in and/or pull-out as required) for identified students. Our supplemental instructional and intervention program is designed specifically for special populations of students. Detailed information on these programs is provided in II.D. Special Student Populations and Related Services, II.B Curriculum, and II.C Instruction.

III. ORGANIZATIONAL AND FISCAL PLAN

A. Organizational Structure

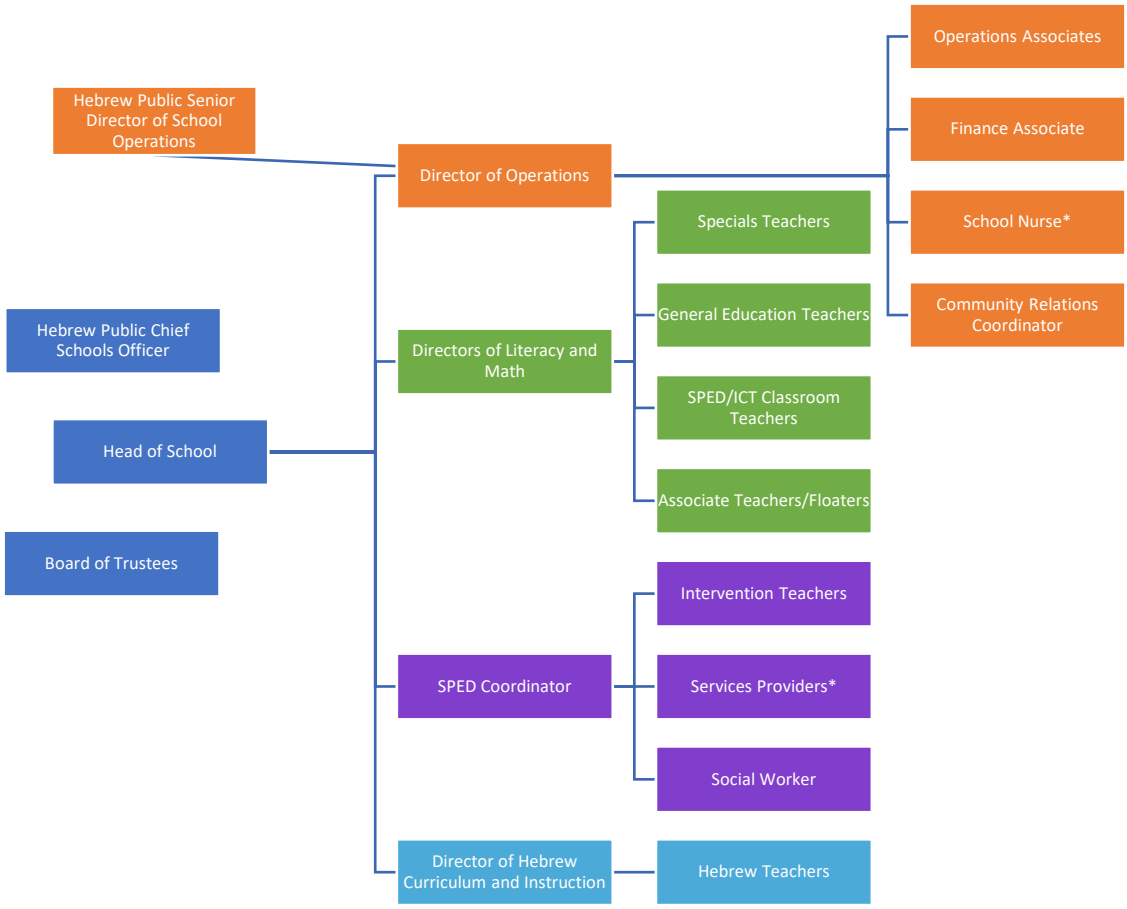
The organizational chart illustrated below establishes clear reporting lines and accountability and ensures that the instructional leaders and teachers have the support they need to focus on delivering an excellent academic program. The staffing plan is informed by the best practices in school management, along with best practices and lessons learned from HP's existing schools.

The roles and responsibilities of the BOT are described in III.B Board of Trustees and Governance and Attachments 5b and 5c. The BOT will engage HP as the school's CMO. The BOT appoints a

HOS who is managed and supervised by the HP CSO. The HOS is responsible for management of the school's academic programs and fiscal and business operations. The HOS and school staff, with support from the HP educational and operational staff, will be responsible for implementing the educational, operational and fiscal programs in accordance with BOT policies and SIHP's charter. The HOS is the school's leader, setting the academic and cultural expectations. HP's CSO's annual evaluation of the HOS is presented to and reviewed by the BOT which uses this evaluation as the basis for its decision to renew the HOS' contract the following year. (More detail on the evaluation of the BOT, HOS, staff and HP are provided in III.E Evaluation and includes information on how these processes are driven by relevant performance data, including student assessment data and the role of staff evaluation in contract renewal and compensation.) The HOS will oversee the administration of SIHP and be supported by a leadership team composed of the DLMs, DHCI, SPED Coordinator and Operations Director**. The BoT retains ultimate oversight for all SIHP operations and outcomes:** the BoT oversees the HoS and evaluates HP and enters into a contract with it. The Hebrew Public Chief Schools Officer coachers and evaluates the HoS only insofar as the BoT has empowered HP.

Please note the following:

- The SPED Coordinator will be hired in Year 2. In year 1, the intervention teachers, services providers, and social worker will report to the HoS.
- The Director of Math will be hired in year 2. In year 1, the HoS will perform the functions of the Director of Math. The Director of Literacy will be hired in year 1.
- The school nurse and services providers will be contracted via NYCDOE, and will not be SIHP employees. The oversight described below reflects their supervision at SIHP and coordination with the school overall.
- Directors of Math and Literacy will play a coaching role. Specials teachers, general education teachers, ICT teachers, and associate teachers/floaters will be evaluated by the HOS and the HOS will make hiring and termination decisions.
- The Community Relations Coordinator will be hired in year 3. In years 1 and 2, the Operations Associates will perform the duties of the Community Relations Coordinator.



B. Board of Trustees and Governance

Table 1 Applicant Group Information contained in our Letter of Intent provides the required information for each member of the proposed SIHP founding BOT, and section I.D, Applicant group and Capacity, contains information about the applicant team.

As is evident by each member's relevant skills and experience, which includes charter school governance, legal, charter school start-up and implementation, K-12 education, youth development, fundraising, charter school management, finance, real estate and community engagement, the founding group has the requisite skills and experience to successfully launch and oversee the start-up and implementation of SIHP.

The proposed by-laws provided in Attachment 5b provide more detail regarding Board Terms (Article III, Sec. C, Paragraph 4) as well as the Procedure for Conducting BOT Meetings including Public Notice (Articles V and VI), Public Notice of Charter School BOT Meetings (Article V Sec. H) and the Method of Appointment or Election of Trustees (Article III Sec. C). **Roles and Responsibilities of the Board and Its Officers:** The BOT is SIHP's oversight and policy-making body. The BOT may delegate certain responsibilities and duties to its CMO (HP), SIHP's HOS or other staff directly related to the School's daily operation, under the following conditions:

(a) that the school staff and HP will operate with oversight from the BOT; and (b) that the BOT is ultimately responsible and accountable for the actions of any person to whom or entity to which responsibility has been delegated, and for any and all obligations, programs and policies of the school. A more complete discussion of the organizational structure of the school is provided in III.C. Management and Staffing. BOT responsibilities include setting the budget, determining annual priorities, formulating major policy, overseeing SIHP's compliance with relevant laws and regulations and School charter, and raising funds to support the growth of SIHP. The BOT will receive support from HP in undertaking its responsibilities as part of its management agreement with HP (see Attachment 6b Proposed CMO Agreement). Specifically, among the BOT's responsibilities are:

- Ensuring that SIHP implements its programs in a manner consistent with the mission, goals, terms and conditions of its charter, including all applicable state and federal laws and regulations.
- Operating at all times in compliance with SIHP's Code of Ethics and overseeing the implementation of all policies governing the operation of the school.
- Overseeing implementation of the educational program to ensure the charter school operates in an educationally sound manner including approving and ensuring that SIHP progresses toward and fulfills its goals and objectives set forth in the charter and Accountability Plan.
- Conducting the annual evaluation of HP.
- Overseeing and giving final approval for hiring the HOS and the evaluation of his or her performance annually by HP.
- Overseeing the evaluation of the staff by the HOS or his or her designee.
- Approving SIHP's annual budget, reviewing regular financial updates, and ensuring that the school operates in a fiscally sound manner, including adequate internal financial controls.
- Providing support to SIHP as necessary with fundraising, marketing and other services.
- Hearing and making determinations regarding complaints submitted to the BOT in a timely manner pursuant to SIHP's complaints process.

See Attachment 5b, By-Laws, for further details on the roles and responsibilities of the BOT.
The BOT will use data to help ensure the quality of its decision-making. Student assessment and achievement data will be collected, managed and stored in a secure data warehouse that provides online access to data and presents it in comprehensive and understandable reports. The BOT will require HP and SIHP's management to prepare reports and/or make BOT presentations on a regular basis regarding a variety of data, including ongoing assessment results, state test results, attendance/disciplinary information and relevant personnel-related data.

Administrative Relationship between Trustees and the Board of Regents: The charter agreement is between SIHP's BOT and the Board of Regents, and all decisions will be guided by the approved charter agreement. The Trustees must seek approval from the Board of Regents prior to making any decision that is materially different from any provision in the charter. SIHP expects to receive in each year of the charter term inspection visits conducted by NYSED staff and external consultants contracted by NYSED. SIHP will submit an annual report to the Board of Regents detailing the academic and fiscal performance of SIHP. This includes but is not limited to: (1) information related to student academic performance; (2) a description of SIHP's progress in

achieving its Charter Goals; (3) a certified financial statement and SIHP's most recent independent audit report; and (4) a demonstration of SIHP's success in meeting enrollment and retention targets of special populations. SIHP's BOT and leadership team will also ensure that all reports and data required by the authorizer will be delivered accurately and in a timely manner.

Governance Practices:

Board Size: The BOT will be comprised of no less than 5 and no more than 15 members

Qualifications for Board Membership: All prospective board members must have experience in either: business, legal, educational, governmental or community affairs. All members must be free from a criminal record and have ties to the community and/or demonstrate an interest in the community's growth and welfare.

Board Recruitment and Selection: The BOT is cognizant of the need to continually recruit new members. The Executive and Nominating Committee will ensure that BOT composition reflects the needs of the growing school and the community it serves, including representing the community's diversity and key community groups. Board members will be selected on the basis of the qualifications described above, with attention to the Board's reflection of the community and diversity of skills and professional backgrounds. Prospective board members are recruited based on community outreach and liaising with local professionals to find high caliber candidates.

Board Member Appointment or Election: Except for the Initial Prospective Board which will be composed based on the criteria mentioned above and whose election need be approved by the authorizer, future proposed board members will be put forth by the Executive and Nominating committee at the Annual Board Meeting which will take place every June. The board will then vote on the proposed nominee(s). Should the board approve the proposed member, said member may sit on the board once their candidacy is approved by the authorizer. Should there be a vacancy due to the departure of a board member, a new proposed member will be put forth as soon as practicable and voted on at the next board meeting where a quorum is present. Should the board elect the new member, subject to authorizer approval, the board member will assume the remaining term of the recently departed member.

Member Terms: Each Board Member will serve a three (3) year term. The terms of the initial board will be staggered into three classes to ensure that the entire board will not be up for election at the same time.

Positions: The Board shall include the following Officer positions: Chair, Vice Chair, Secretary, Treasurer (see by-laws for full position descriptions).

Structure of the Board (Committees): Much of the work of the BOT will be conducted at the Committee level, and HP will support the work of each Committee. Initially, the BOT will have three standing committees, each consisting of at least three members, except for the Executive and Nominating Committee, which shall have at least five members. Per the bylaws, the BOT may establish ad hoc committees as needed. The standing committees are:

The Executive Committee, chaired by the BOT Chair, will facilitate effective decision-making by the BOT. Comprised of the Chair and officers, the Executive Committee is responsible for: a) planning BOT meeting agendas; b) making decisions on behalf of the full BOT in keeping with good corporate governance practice or otherwise as specifically authorized; and c) serving as a communication link with other BOT members

The Governance Committee will serve to staff the board of trustees and fill any board vacancies by soliciting prospective board members from existing board member's personal networks.

Additionally, the committee will ensure that the board is in compliance with the mission, charter agreement and all pertinent local, state and federal laws and regulations.

The Finance and Audit Committee, chaired by the Treasurer, coordinates the BOT's financial oversight responsibilities. This Committee is responsible for partnering with HP and the HOS to develop annual budgets. After the budget is developed, it is presented to the BOT for review and vote. Additional responsibilities include oversight of the school's auditing, facilities and financial management initiatives.

The Education and Accountability Committee works to ensure the school is meeting its accountability goals related to student achievement, helps ensure the academic quality and credibility of the school as an academic institution and supports the HOS in the maintenance, promotion and improvement of the academic standards set forth in the charter. The primary responsibilities of this Committee include: a) Review of student performance data b) Monitoring of teacher recruitment and retention data; c) Annually reviewing proposed school calendar and PD plan; and The Executive and Nominating Committee will ensure that BOT continue to build their capacities to serve the school and that there will be a pipeline of qualified individuals to serve on the BOT. This committee, supported closely by HP, would engage in prospecting, contacting and recruiting new individuals to serve on the BOT and orienting, supporting, providing ongoing training and evaluating SIHP BOT members. This committee will nominate new individuals for BOT membership and nominate members for officer positions.

Conduct of board and committee meetings: Board meetings will be presided on by the Chair. In his/her absence by the Vice-Chair and his/her absence by the Treasurer and in his/her absence by the Secretary. The Secretary shall record the board minutes which shall be voted upon at the next meeting where a quorum is present and placed on the school's website. Parents/guardians, staff and community members will be afforded the right to speak at any board meeting, but must sign up to speak at the beginning of that meeting.

Committee meetings may take place in person or via conference call but need not be publicized or open to the public unless a quorum of board members will be present. The Executive and Nominating committee will be chaired by the board chair; the Finance and Audit committee shall be chaired by the Treasurer. The committee chair can schedule committee meetings as needed. As needed, the board chair may appoint an ad hoc committee as needed.

Process to govern multiple schools under one educational corporation: SIHP will be the fifth school managed by HP. HP's history, resources, and support is described in the Business Plan. The SIHP board will not manage any other schools, and no member of the SIHP board is a trustee for any of HP's other schools.

Parent and Staff Involvement in School Governance: SIHP will facilitate the development of a Parent Organization (PO). BOT meetings will include a regular agenda item for the PO to report on their work or any school issues. Parents may also participate as members of standing and ad hoc committees. More detail on parent involvement in the school is provided in III.I. Family and Community Involvement. A regular agenda item will be reserved for teacher feedback. The HOS and the BOT will promote staff involvement in school improvement initiatives such as the Title I School-Wide Planning process and on ad hoc committees.

Adherence to Open Meetings Law: Pursuant to the open meetings law, all board meetings shall be open to the public and notice of such meetings will be publicized in a local newspaper as well as on the school's website. Board members may attend in person or via videoconference but as

pursuant to the open meetings law, any member who attends via videoconference must do so in area that is accessible to the public and identified as such. Any time the board meets whether at an official board meeting or in another capacity to discuss board business, the meeting shall be open to the public and publicized in a local newspaper. Additionally. should a quorum of board members meet to discuss board business, the same public notice will be given.

Board Training and Development: With the support of HP, this Committee will also plan a formal program of BOT training and development for all members. In addition to new BOT member orientation, the Committee will be responsible for planning an annual and ongoing BOT education and training program for all Trustees, including preparing Trustees to take officer positions. PD service providers will be identified and contracted by HP to support SIHP's BOT training needs.

For the expertise and background of proposed members, please see I.D, Applicant Team and Capacity. To see the authority retained and delegated, please see Business Plan Narrative Part B, History and Growth Plan. For the ways in which the Board will hold SIHP Leadership and HP accountable, please see the CMO agreement in Business Plan attachment E.

C. Management and Staffing

The SIHP HOS will be responsible for implementing and coordinating the following:

● Coach and develop the leadership team and teachers by providing regular, ongoing instructional feedback, support, and formal evaluations
● Build an active, engaged professional learning community among the school's staff
● Partner with the Hebrew Public and school leadership teams to provide high-quality professional development based on identified school and teacher needs
● Set rigorous instructional goals and build a culture of continuous improvement
● Actively monitor the progress of student and staff growth through collection and analysis of formal and informal data
● Develop and sustain a strong, positive, rigorous, nurturing school culture
● Manage relationships with key stakeholder groups, including parents, teachers, students.
● Partner with the Hebrew Public's Chief Talent Officer to recruit and select a team of talented educators
● Partner with key staff to recruit students
● Collaborate with the Chief School's Officer to oversee the school's operations, finances and compliance functions
● Partner with the Chief School's Officer to develop both long-term and short-term strategic plans to support school development, growth, and improvement

The Director of Operations will lead a team in the design and execution of operational support with responsibility for the following key functional areas: school operations, enrollment, budget, compliance, purchasing, facilities, nutrition, and transportation. The Director of Operations also leads these non-instructional functions in support of academic outcomes and school leader management.

SIHP will hire teaching staff to support three sections of students as well as an ICT teacher to support on the grade level. If students enter the school with an IEP, the Head of School and school social worker will review the Plan to ensure that the school has relevant staff to provide

all needed services. Students who are English Language Learners will take all relevant tests to determine placement, and staff will be allocated accordingly.

We will recruit using the methods described above, our goal is to build a culture of community through the following regular teacher feedback, teacher appreciation, an articulation of a career pathway, and regular professional development.

In providing these regular on-site opportunities it is our belief that we will enable a high level of teachers in year one. Teachers will be hired at competitive rates and provided a full package of benefits offerings. Each year compensation will be evaluation and teachers will receive increases in salary as deemed appropriate in consultation with the CEO, Chief Schools Officer, Chief Talent Officer and Head of School.

Proposed Staffing Chart						
Positions	Avg. Starting Salary	FTE				
		Yr 1	Yr 2	Yr 3	Yr 4	Yr 5
Head of School	$150,000	1	1	1	1	1
Director of Operations[45]	$80,000	1	1	1	1	1
Director of Hebrew Curriculum & Instruction	$80,000	1	1	1	1	1
Director of Math	$70,000	0	1	1	1	1
Director of Literacy	$70,000	1	1	1	1	1
Social Worker	$70,000	1	1	1	1	1
General Education teachers	$60,000	6	9	12	15	18
SPED/ICT classroom teachers	$60,000	2	3	4	5	6
Specials Teachers	$60,000	2	2	3	3	3
Hebrew Teachers	$58,000	4	6	8	10	12
Associate Teachers/Floaters	$50,000	3	3	3	3	3
Intervention Teachers	$60,000	1	1.5	2	3	3
Community Relations Coordinator	$50,000	0	0	1	1	1
Finance Associate	$60,000	1	1	1	1	1
Operations Associates[46]	$35,000	3	3	3	3	3
SPED Coordinator[47]	$60,000	0	.5	1	1	1

Explanation and rationale of staffing plan, including delegation of duties, and roles and responsibilities of Head of School and Key Administrators:

The organizational chart in III.A establishes clear reporting lines and accountability and ensures that the instructional leaders and teachers have the support they need to focus on delivering an excellent academic program.

The roles and responsibilities of the BOT are described in III.B Board of Trustees and Governance and Attachments 5b and 5c. The BOT will engage HP as the school's CMO and will hire and have oversight of a HOS.

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[45] The DO will also supervise contracted custodial, security, IT, and maintence agents, and the school nurse.

[46] Operations Associates include Bus Matrons.

[47] SPED coordinator/second intervention teacher splits time in year 2, full time coordinator in years 3-5. The SPED Coordinator will supervise contracted service providers.

The HOS is responsible for management of the school's academic programs and fiscal and business operations. The HOS and school staff, with support from the HP educational and operational staff, will be responsible for implementing the educational, operational and fiscal programs in accordance with BOT policies and SIHP's charter. HP CSO's annual evaluation of the HOS is presented to and reviewed by the BOT which uses this evaluation as the basis for its decision to renew the HOS' contract the following year. More detail on the evaluation of the BOT, HOS, staff and HP are provided in III.E Evaluation and includes information on how these processes are driven by relevant performance data, including student assessment data and the role of staff evaluation in contract renewal and compensation. As the primary instructional leader, the **HOS is responsible for** all aspects of curriculum, instruction, assessment, teacher support, evaluation and PD. **The HOS delegates** the management of the General Studies and Hebrew curriculum and instructional program to the DLMs and DHCI, respectively, management of finance and operations to the Director of Finance, and management of Special Education to the SPED Coordinator. The HP Directors of Literacy and Math, Director of Hebrew Studies, Senior Director of School Operations, and Special Education Coordinator will provide support to their school based counterparts.

The HoS sets the school's priorities aligned with the charter and BOT's goals. At all times, discussions will be supported by quantitative and qualitative student, operational and fiscal data. The school leadership team will make recommendations to the HOS that will increase performance outcomes in areas of their purview. HOS working with the HP CSO will evaluate recommendations, prioritize against budgetary limits, staffing capabilities and other constraints and make key decisions regarding evaluation, retention and PD. The HOS will determine organizational changes necessary to implement recommendations. The HOS will discuss the above with HP's CSO outlining those recommendations with supporting evidence. HP's CSO will engage his or her team for additional data analysis, research into best practice, experiences from network schools and seek input from DES and DHS based on their observations at the school. Plans will be referred to BOT and/or legal counsel if necessary. The HOS ensures that SIHP and its programs operate responsibly and in full compliance with all regulations that apply.

The DLMs, DHCI, and SPED Coordinator, with oversight from the HOS and support from HP's DES and DHS, have the responsibility to engage and support their respective instructional staff in developing a rigorous state standard aligned curriculum, assessments, PD, and pacing guides for their respective areas. The DLMs, DHCI and SPED Coordinator, with support from HP's educational staff, have an overarching responsibility to guide and support teachers in their delivery of instruction in the classroom, including by using assessment to drive instruction. They will accomplish this through their role in designing and coordinating the SIHP PD program, details of which are provided in III.D Staff Supervision and Development.

The HOS works closely with the **Director of Operations** who, with support from HP's Director for School Operations, New York Region has the overall responsibility for managing all operational aspects of the school, including building maintenance and security through a contractual arrangement with an outside entity. Specific responsibilities of staff are provided in Attachment 8a.

SIHP will contract with Charter Schools Business Management (CSBM), or similar organization, to manage day to day financial operations, which will be implemented by the school's full time **Finance Associate**, in coordination with and oversight by HP's Director for School Operations,

New York Region, the HOS and BOT Treasurer. CSBM (or like organization), with support from the Finance Associate, HOS and HP's CSO and staff, will prepare the school's annual operating and capital budgets, balance sheet, and cash flow projections. The network CFO will approve and present to the Finance and Audit Committee and the BOT. The process for and roles involved in preparing and approving the school budget is provided in III.E Evaluation.

The budget presentation in Attachment 9 provides detail regarding the staffing plan (specific staff positions and FTE) over the first charter term. Our staffing structure over the five years is aligned with our educational and operational model and fully addresses the needs of the students we expect to serve. Our budget plan in Attachment 9 incorporates this staffing plan in addition to the other than personnel costs associated with implementing all aspects of the school.

Recruitment of the Head of School: SIHP has not yet identified a school leader. **In our search, we will select for the following criteria**:

Belief and Urgency: We are seeking a leader who believes that every child can be successful and that is their job to identify and remove barriers that might inhibit student success

Instructional Expertise: Can lead an instructional vision in their school and can coach and develop teachers to enact that vision.

Adult Leadership: Can lead adults and can motivate them to take on ambitious challenges, remain flexible in their thinking and maintain a growth mindset.

Vision and Strategic Planning: Can set a vision and develop a comprehensive plan to execute it

Personal Responsibility: Believes that the success of their school is reliant upon their leadership choices. Has the desire to be reflective about their own performance and is eager to grow and develop as a leader.

Communication: Has stellar written and verbal communication. Considers all stakeholders when working to convey a message.

This individual must be a certified administrator and educator. We are seeking someone with at least three years of experience as a classroom teacher and at least 2 years as a building, district or CMO administrator.

Candidates must have their bachelor's degree and a master's is preferred. A desire to work in urban settings with diverse students and faculty is necessary. This individual should be entrepreneurial and thrive within start up environments.

We will be recruiting in the following ways: posting on our website; using LinkedIn; using various other job boards; internal and external referrals; and working with the other leadership pipelines to advertise (e.g., New Leaders, Teach for America, TNTP, Broad, and Relay). We will engage local university partners that have embedded leadership development programs. The Head of School will oversee literacy and math coaches that are directly responsible for the oversight of English/Language Arts, Math, Social Studies and Science.

The recruitment, retention and development of the school leader are matters of great importance because effective leadership is vital to improving and advancing student learning. Staff recruitment efforts will be driven by HP's Chief Talent Officer (CTO) and the talent office. HP's CTO has already begun the initial stages for the recruitment of the SIHP HOS. Please see Attachment 8a for a detailed HOS's job description and the minimum qualifications and experience. Working in close partnership with the SIHP BOT and using a wide array of recruitment tools (higher education partnerships, advertising, search firms for key positions,

personal and professional networks, word-of-mouth, website, social media, etc.), HP is well positioned to recruit highly qualified candidates for the SIHP HOS position.

To ensure HP has the systems, cultures and the capacity to cultivate diverse teams of staff and SIHP and HP believe that creating a thriving, sustainable workplace for a diverse team will generate greater impact for students and more durable relationships with the communities we serve. HP has demonstrated capacity in supporting the recruitment of high quality leadership and staff for its network schools. The CTO has developed a set of core competencies for each role, leading to a job description reflecting these requirements. She will work with a variety of sources to create a dynamic pipeline of diverse applicants for the role of HOS. She will work through HP's networks, identifying connectors in the education community, online sourcing, posting on job boards and mainstream media outlets.

The CTO's initial eligibility screen involves a preliminary assessment of each candidate's basic eligibility for the HOS position (as well as other instructional leadership positions) without making any further determination as to the individual's actual competency as a school leader. A screening follows, which includes an essay stage and a phone screen. The candidate is evaluated against an objective set of core competencies for school leadership and either recommended to move forward or dismissed from the process. Selection panel interviews follow, during which a diverse group of network representatives, with possibly the addition of key advisors whose insight and experience with charter schools and nonprofit leadership will add value to the process. The selection panel will narrow down the candidates to 2-3 finalists. These finalists will be interviewed by the HOS Search Committee which will in turn refer the final 1 or 2 candidates for consideration to the full BOT which will formally interview, consider and make the final selection regarding the appointment of the candidate to assume the HOS position. Upon the hiring of the HOS, the CTO will engage in a similar process for the recruitment and hiring of the DLMs and DHCI in collaboration with of the HOS, with consultation of the CMO. Minimum qualifications for these positions are provided in Attachment 8a.

Teacher Recruitment and Retention: The recruitment, development, and retention of great teachers are top priorities for the school and HP. HP's CTO will employ a comprehensive strategy that includes extensive advertising and outreach to top schools of education. All teachers will meet the federal guidelines for highly qualified teachers, and HP will ensure that teachers meet applicable certification requirements. HP will target teachers with a minimum of three years of classroom experience.

Under the direction of the SIHP instructional leadership, HP will recruit highly qualified candidates to fill teacher positions. Staff selection shall be based on skills outlined in the relevant teacher job description contained in *Attachment 8a.* In selecting and hiring teachers, the school will comply with state laws regarding certification and with the requirements of the Every Student Succeeds Act (or its successor laws, if applicable) including not exceeding the proportion of uncertified teaching staff allowed by law should such teachers be top candidates. The CTO created criteria for what it means to be a successful Hebrew Public teacher, and screeners review each candidate through that lens. The teacher recruitment and hiring process will include the following phases:

Resume submission, review, and resume screen: HP candidates submit a résumé, and HP screeners review the resume for basic criteria. If criteria is met, candidate moves onto phone screen. If the candidate successfully completes the phone screen, he or she is moved to the

eligible pool. Heads of School can interview any candidate from the pool. The screening process will comply with all applicable law and school policy.

Interviewing: HP's interview process is designed to help the HOS, in collaboration with the CTO, determine whether a candidate possesses the necessary skills to be a productive staff member, agrees with and can work in a manner consistent with the school's instructional philosophy and culture and is prepared and capable of working cooperatively with colleagues, administrators, parents and students. The CTO recommends candidates to the HOS, who has been delegated all teacher hiring and retention decisions. Candidates will provide a sample lesson and/or portfolio and will teach a demonstration lesson at the school (or other network school prior to SIHP's opening) and be observed and interviewed by the HOS, DLMs, and/or DHCI.

Checking References: SIHP has an absolute policy of calling references provided by the employee, as well as contacting former employers.

Offering Employment: The HOS will offer employment through a job offer letter and a phone call. The SIHP job offer letter will include at least the following: job title or position offered; salary, benefits and perks offered; instructions to accept or decline the job offer; and where appropriate, a statement that the employment will be at-will.

Fingerprinting: Before employees can begin working, they must clear the SED fingerprint screening process. SIHP will hire highly qualified teaching staff for all subjects, including intervention. SIHP will comply with NYS laws and limits around hiring uncertified teachers and will, with support from HP, will work with any uncertified teacher to develop a plan to become NYS certified in their respective areas within a designated period of time.

SIHP will comply with all federal, state and local laws and requirements regarding the hiring of staff and will not discriminate in hiring, employing, contracting, or retention for reasons of race, sex, age, religion, disability, sexual orientation or other reasons prohibited by law.

Retaining Teachers: SIHP's PD program including its focus on Career Pathways, described in *III.E. Professional Development* will be a central strategy for developing and retaining effective teachers. Our PD program gives teachers the opportunity to develop their instructional craft, to take leadership and ownership of their own learning and that of their colleagues, and to be recognized for excellence through taking on teacher leadership opportunities through SIHP's Career Pathways. While all teachers are encouraged to take ownership of appropriate instructional and programmatic decisions through grade-level teams, SIHP will promote formal and informal opportunities for teachers to participate in schoolwide planning, as well as having a standing item on SIHP BOT meeting agendas for teachers to present.

Compensation and benefits: To ensure that SIHP attracts and retains its high-quality teacher staff, as reflected in our budget, we will offer competitive compensation, as well as medical and retirement benefits, commensurate with that other similarly situated NYC charter schools. Contract renewal and subsequent increases in individual teacher's compensation will be based upon performance evaluation (please see *III.E Evaluation* for a discussion of the use of student assessment data in the evaluation process and thus in retention decisions), and best practices in teacher retention. At this stage compensation decisions will be based on a Broadband System. The Broadband System consists of three overlapping salary bands, giving administrators more flexibility in offering differentiated salaries related to workload, performance, and reward systems. The benefit of this approach is that each band can be defined by differing expectations for workload, performance and skill-set. To further encourage the long-term retention of our

teachers, SIHP will offers a longevity increase in salaries at three to five-year intervals for teachers who continue their careers at SIHP over time. This longevity increase is in addition to the expected annual salary increases based on cost of living adjustments. The budget reflects all aspects of this compensation package. Additional details regarding the school's personnel policies and procedures, including job descriptions for all staff members are found in Attachment 8a. Additional information on the role of HP in staff recruitment is provided in III.C.1. CMO, and Attachments 6a and 6b.

As the school grows to capacity, there may be human resource challenges that the school faces in attracting the high-quality candidates needed to support its expanding enrollment. We believe we will be well-positioned to address these challenges for several reasons. First, SIHP will have the support of its CMO Talent and Recruitment staff which has an established network to cast a wide net for candidates for all positions at the school. HP's CTO has formed and will continue to form partnerships with universities to have student teachers to grow network school's own staff. SIHP will offer bonus/incentives for staff recommendations. This strategy has been successful at existing HP schools. HP and SIHP will visible at job fairs and on social media, offer competitive salaries and incentives, ensure there is a career lattice, provide ongoing coaching and support. As discussed in Attachment 6a, our CMO has also implemented specific strategies with respect to offsetting the challenges of finding qualified Hebrew teachers, including a partnership with Middlebury College's Language Schools whereby Hebrew teachers are selected to enter a master's Program paid for by one of HP's philanthropic supporters to become eligible for NYS certification as Teachers of a Second Language.

Using Student Assessment Data to inform Human Resource Decisions: Student assessment data plays a role in the support, evaluation and retention of staff as described in III.E Evaluation and III.D Staff Supervision and Development. It also plays a role in staff recruitment as the HP CTO and SIHP look to hire leaders and teachers with proven track records of closing the achievement gap and realizing significant student growth and achievement on measurable assessments.

Serving students with disabilities and English language learners: To identify SWDs, SIHP will utilize a robust Response to Intervention (RtI) strategy, to include formative assessments. To identify ELLs, all students whose Home Language Questionnaires indicate non-fluency in English, or whose teachers identify as potentially non-fluent in English, will take the New York State Identification Test for English Language Learners (NYSITELL), which will identify ELLs.

To serve SWDs and ELLs, SIHP will employ the following faculty:

- A SPED Coordinator, whose roles and responsibilities are detailed above.
- At least one ICT teacher per grade, who will be a part of the team serving SWDs in integrated co-teaching classrooms.
- 1-3 Intervention Teachers who will provide ELL instruction and push in/pull out services.
- A social worker, who will provide SWD and ELL services.

SIHP will contract with DOE occupation, physical, and speech therapists to provide relevant services. SIHP faculty will work closely with HP's Coordinator of Special Education to maintain compliance with state law and to work with the CST on the development of IEPs. See sections II.D for more information.

C.1: Charter Management Organization

As discussed throughout this application, SIHP will be managed by Hebrew Public (HP), a charter management organization. SIHP will be fifth school operated by HP. An overview of the schools operated by SIHP is available in I.B, Key Design Elements, and the attached Business Plan.

Delineation of Roles and Responsibilities: Attachment 6a includes provides a delineation of the roles and responsibilities of the school and CMO with respect to educational and operational services. As a school managed by a CMO, SIHP will be governed and managed by its BOT, HP and the HOS. To ensure clear lines of responsibility and accountability, the following represents the SIHP's expectation regarding how the BOT, HP and HOS will work together to govern and manage SIHP:

Board of Trustees. The BOT is ultimately responsible and accountable for SIHP's success and the body that will determine the overall strategy and approach SIHP will adopt to properly fulfill the requirements of its charter. The founding BOT, along with its professional advisors, is comprised of successful individuals that have the diverse sets of experience and skills required to exercise their role as the governing body of SIHP. The BOT's duty is to oversee and hold accountable HP (to whom it will delegate management authority by contract) as well as the HOS, who will report directly to the BOT and will be co-supervised by HP. In addition to an annual review of HP and the HOS's performance, the BOT will routinely receive updates on the SIHP's overall performance, generally, and HP and the HOS's performance, specifically, at Board meetings, committee meetings and through other reports and at other times as the BOT believes necessary to effectively carry out its duty.

Hebrew Public. As the SIHP BOT-designated CMO, HP will be responsible, along with the HOS, for managing the day-to-day operations of SIHP. As per the Educational Services Agreement (ESA), HP will deliver a broad range of services (e.g. finance, human resources, PD and coaching, real estate support, curriculum selection and implementation, etc.) and routinely report to the BOT on its operations and SIHP's progress. As a CMO, HP's role is to provide access to best practices and allow SIHP to leverage a team of seasoned education and business professionals who can support the HOS in his or her efforts from both an educational and operations perspective so that SIHP has the best possible opportunity to succeed. HP is ultimately accountable to the BOT and will be evaluated by the BOT as set forth in the ESA.

Head of School. The HOS is the BOT's most senior employee and only direct report at the School-level. S/he will be delegated the authority—along with HP—to carry out SIHP's mission and commitments that it makes in all areas throughout this charter application. All SIHP employees ultimately report up through their chains of command to the HOS. While HP will work closely with and help guide the HOS's efforts, ultimately s/he is accountable to the BOT, who will supervise and evaluate his or her performance.

Board Capacity to Oversee HP: The proposed members of the SIHP BOT have the requisite capacity to oversee, monitor and effectively evaluate the performance of HP that is consistent with the school's accountability requirements.

First, the proposed BOT members have a range of professional backgrounds and experiences (please see Attachment 5a New Applicant and Prospective School Trustee Background Information and III.B Board of Trustees and Governance) that are necessary for effective governance over a charter school including oversight of HP that its governance responsibilities will entail. As such, the BOT has the capacity to effectively evaluate the HP services that support the school's academic, operational and fiscal programs as delineated in the ESA.

Second, the ESA which governs the relationship between HP and SIHP clearly defines the duties and obligations of HP well as the duties and obligations of SIHP within the CMO relationship to ensure clarity and transparency. The range of services that HP is to provide to SIHP have been carefully considered and negotiated to align specifically not only with the required performance outcomes of SIHP aligned with Benchmark 1 of the Charter School Performance Framework but also with the performance objectives expected by HP of all its CMO-managed schools. Thus, the interests and objectives of the SIHP BOT and the HP BOT in the HP- SIHP CMO relationship are intimately aligned. The ESA further provides a clear framework by which the SIHP BOT will assess the annual performance of HP and the timeframe in which the evaluation will occur.

Third, SIHP's governing policies ensures that the BOT objectively evaluates the performance of HP. SIHP's by laws and Code of Ethics ensure that all transactions are at arm's length and that, if a less-than-arm's length agreement might occur, proper and timely disclosures are made, and any interested parties recuse themselves from the decision- making process. Thus, these recusal requirements, specifically speak to SIHP BOT members who may be interested parties in HP discussions and must recuse themselves from any and all processes involving the engagement of HP, evaluation of its services and renewal of its contract.

Fourth, the BOT's Committee structure ensures that the work of HP in the various operational realms of the school (Academic, Operational, Fiscal) are always at the forefront of discussions at the Committee level around school performance. The focus at the Committee level on HP performance ensures that the BOT is regularly informed of any shortfalls in the provision of services and can address any gaps in a timely manner.

Finally, SIHP's BOT is committed to continually building its governing capacity through board training. This openness to continual improvement and implementation of best practices at the BOT level will ensure that the SIHP BOT has the capacity to not only oversee HP but oversee and lead the growth and development of a high function, successful charter school.

Performance Expectations for HP: The BOT determined to delegate the performance of certain functions of the school to HP. HP will be held accountable for performing the services, responsibilities and duties set forth in the ESA. The ESA clearly delineates HP's duties and responsibilities, and where appropriate, the time frame during which the services must be performed. The BOT will expect leaders from HP to attend the BOT's monthly board meetings and provide verbal, and when appropriate, written reports on the status of the services being provided to the school by HP. HP will also report to the BOT on network performance as a whole and SIHP's performance compared to other schools in the HP network.

In addition, on an annual basis, the BOT will evaluate HP's performance during the previous year, identifying strengths and opportunities for improvement relative to HP's services. SIHP expects that HP will meet and exceed all requirements set forth in the ESA, including, but not limited to, meeting all performance expectations in timeliness, accuracy, responsiveness, efficiency and with integrity. However, in the event that HP fails to meet the BOT's expectations or has otherwise failed to perform satisfactorily, the BOT will inform HP of any such deficiencies, expecting that HP will take clear and decisive actions to address them. The sample ESA in Attachment 6b provides detailed provisions on termination and the causes by which the school or BOT may terminate its relationship with HP, which includes a right to terminate the agreement if HP materially breaches any of the material terms and conditions of this ESA.

C.2: Partner Organization Not applicable.

D. Staff supervision and development

Training, Supervising, Supporting, and Developing Staff: At SIHP, professional development is the vehicle through which teachers acquire and/or refine their skills and capacity to implement instructional practices that will lead to increased student achievement and continued school improvement. To start the year off strong, all SIHP staff report back to school for Induction Weeks, 10 days prior to the first day of school for students. Induction allows for the delivery of sessions to address SIHP's key design elements, use of data and assessment, meeting student needs, classroom management, and other relevant topics. In addition, there are two full day and three half-day PD sessions scheduled throughout the school year as well as daily designated staff development time following student dismissal, Monday through Thursday, between 3:40 and 4:30 and preparation time and PD embedded within the school day. The after-school PD time is designed for collaborative planning with colleagues, grade team meetings and data meetings, as well as targeted PD topics and coaching. Teachers will meet weekly in grade level teams to review student data and in co-teaching teams to collaboratively plan lessons. The Head of School and Directors, with support from HP, will work with teachers on pacing calendars, mapping curricula, curriculum implementation and support, instructional strategies, service learning projects, reviewing lesson observations, student case management, and analyzing student data.

SIHP also believes that professional development should not be isolated to a meeting or workshop. The most effective way to develop its staff is to embed PD into the workday. SIHP views PD as working best when teachers are engaged in professional learning daily. Through co-teaching opportunities, leadership structure, and common planning time, PD pervades the classroom and the school. It is embedded in the analyses that teachers perform as they draw understanding about their performance from their students' performance. At SIHP, teachers learn together by solving problems in teams and as a whole faculty, reflecting the ownership each teacher feels for each student's success. Rather than looking outside of the school for expertise, teachers, with guidance from the school's leadership and HP, work together to build capacity within their own environments. In the process, they become avid seekers of research and best practices that will help themselves and others. Our PD model will serve to develop strong leadership skills in our teachers, many of whom, as a result, will become experts in various areas of instruction, allowing them to move along the career pathway SIHP will have established for them. This career pathway, discussed later in this section, will be an important factor in retaining our best teachers while allowing us to build a pipeline of future leaders.

Topics included in Induction Week PD include, but are not limited to: (1) differentiating instruction; (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) teaching ELs; (6) the role of the general education, Hebrew teachers, ESL teacher and special education teachers, and special service providers; (7) forming partnerships with parents, cooperating teachers, and other staff members; (8) analysis of the instructional environment; (9) adapting instruction and adaptive technology; (10) introduction and overview of curriculum materials; (11) progress monitoring; (12) the purpose and role of

the SAP team; (13) classroom management; and (14) compliance with all laws and state regulations.

At SIHP, teacher schedules will include common planning time within the school day. In addition, each Monday-Thursday from 3:40-4:30 teachers will have a concentrated block of time to: (1) engage as a group in comprehensive PD; (2) break out into smaller groups by grade level or across grade levels to cross-plan how each grade will cover similar topics in different and increasingly advanced ways; (3) convene Intervention teams around specific students who demonstrate needs and challenges; (4) allow for planning and collaboration between general studies and Hebrew teachers and intervention specialists (ESL teacher, Reading Specialist, Special Education staff) so that the capacities of all teachers to address the needs of special populations can be strengthened; and (5) plan together to allow for effective and authentic integration of the Hebrew language in science, social studies, art, music, and physical education. Finally, SIHP's school calendar has two designated full days of PD, three half-days, and PD embedded in the school day and in weekly staff meetings. These PD opportunities provide grade teams with concentrated time to break down quarterly benchmark assessment data to see which CCSS standards are being addressed by the curriculum and which ones the students are failing to meet.

Building Human Capital Within Staff SIHP's PD model is aligned with the school's commitment to build teachers as leaders. SIHP's embedded PD model develops strong leadership skills in its teachers through the support they receive in explicit training, coaching and mentoring. Through this process, SIHP teachers have the opportunity to emerge as experts in various areas of instruction: grade level experts, subject specific experts, data experts, or mentor teachers. To provide these expert teachers with increased opportunities to grow within the school, SIHP will develop career pathways. Teachers identified with instructional expertise as well as leadership skills by school leadership will be offered opportunities to become Teacher Mentors, Subject Mentors, Grade Team Leaders, or Data Leaders. These teacher-leaders become in-house experts who have strong knowledge of their content and good rapport with their colleagues. They take a leadership role in the design and delivery of the school's PD and mentor their colleagues, particularly teachers new to the profession or new to SIHP. In this role teacher-leaders could lead one afternoon PD session per week in which they share information about their area of expertise. They might facilitate a "book study club" exploring identity, race, and equity, analyze and discuss a video, facilitate observations or review data. These teachers will receive an additional stipend in recognition of the leadership roles they are taking on. These experiences will enable teacher-leaders to move on to possible administrative roles in the school. Developing such career pathways for teachers will support teacher retention by providing opportunities for high-quality teaching staff to grow within the school while also providing mentorship opportunities for less experienced staff.

Recruiting, retaining, and promoting high-quality leadership and staff are critical to successful student outcomes. HP will support the instructional leadership in identifying, designing, and implementing SIHP's PD. HP and SIHP embrace the concept that PD must be integrated throughout the school day. At SIHP, this means that the leadership team will coach teachers and provide training and guidance every day. SIHP has set aside resources and time in the school day, in addition to Induction Week PD and designated full and half-day PD sessions during the school year, for teachers to engage in reflective practice, and individual planning and

collaboration with their colleagues within and across grade levels. SIHP will also include school-based career pathways that incorporate roles of increasing leadership responsibility for staff, particularly teachers. In doing so, SIHP will succeed in retaining high-quality staff while building a future leadership pipeline from within.

Professional Development Alignment with School's Mission & Curriculum SIHP will plan sessions that will ensure alignment amongst its teaching staff around instructional pedagogy, school culture and discipline, and policies and procedures. Staff will receive formal and informal training in all curricular materials they are expected to teach, either during Induction Weeks PD, or sessions throughout the school year. As the school grows, these sessions will become more differentiated and responsive to teacher experience levels.

Professional Development Program Goals: At SIHP, evaluation of the PD program has two important goals: To improve the quality of the program and to determine its overall effectiveness. Formative evaluation will be used to modify and/or improve the PD program and will take place at intervals during the year. Instructional staff will be asked for feedback and comments through surveys. Progress Monitoring will provide student data that will inform the need for mid-course corrections and fine-tuning by the instructional leaders and teachers. Our model of ongoing and embedded PD allows the school to implement these modifications on a real-time basis. Summative evaluation is used to determine the overall effectiveness of the PD program and will be conducted at the end of the year. The two different levels of data used to conduct summative evaluations are: (1) teacher instructional practice and (2) student outcomes. Summative evaluations are used to assess the effects of PD on instructional practices. Through questionnaires, observations, self-assessment instruments, and analysis of teacher evaluation records, instructional leaders will analyze how the PD programs have improved teacher and student practices. This process involves teachers describing changes in how they think, what they believe, and what they do in the classroom. Teachers describe their own professional growth and evaluate the program in meeting their personal and professional goals. Summative evaluation is also used to determine the effect of the PD process on student outcomes. HP will work with the instructional leadership to analyze student assessment data including standardized assessments, interim assessments, and teacher-generated summative and formative assessments. Student assessment data will be evaluated in the aggregate and by sub-groups. Evaluation of student assessment data is fundamental to determining if the school has met or is making progress towards its annual goals. HP and the HOS will draw conclusions regarding the efficacy of the PD program data and make recommendations for program modifications to improve teacher practice and student outcomes. These recommendations will be presented by HP and the HOS to the BOT's Education Committee, which will present a report to the full BOT.

Process for Improvement/Intervention for Teachers and Leaders: Staff supervisors (HOS or other Leadership Team members) will be responsible for identifying the needs of teachers throughout the school year through surveys, observations, and analysis of student assessment data. In addition, certain processes and strategies that will be established in the school, including Progress Monitoring described earlier, may reveal shortcomings in student learning and teacher pedagogical skill and content knowledge that will need to be addressed through targeted PD. The convening of the SAP team, which focuses on individual students in need, may reveal similar information for targeted PD. The job embedded PD model, combined with

teachers' schedules that allow for both individual and common planning time, facilitates the ability of the instructional leadership to address needs on a real-time basis. PD sessions are collaboratively designed by school leadership and HP staff and may include external resources. Curriculum and instructional professionals from HP will work with the HOS and school leadership to provide training and support in areas around curriculum and instruction in core subjects, Service Learning, the implementation and integration of the Israel Studies curriculum, and support for Hebrew language instruction. HP will provide training and support in assessment around these specific instructional elements. The professional climate that results from this PD supports SIHP's investment and commitment to build the instructional and professional capacities of our teachers and staff and will attract the quality teachers we hope to recruit and retain. The process of designing and coordinating HP-led PD programs in collaboration with the HOS. School leadership will work daily during designated planning periods to coach the school's instructional staff and provide training and guidance in their work with all learners, including special populations of ELLs, students with disabilities, at-risk students, and academically advanced students.

E. Evaluation

Programmatic Audits*:* SIHP shall submit to NYSED an Annual Report by August 1 each year, which will include the state-mandated School Report Card. The Annual Report will include a Progress Report, which evaluates the school's progress in meeting its approved Accountability Plan goals. See *Section II.C. Achievement Goals* for information on the data we will use to measure SIHP's progress towards student achievement goals and overall educational program. SIHP expects to undergo programmatic audits related to any federal entitlement grants and competitive public grants it receives.

School Leader and Administrator Evaluation: The BOT will delegate the formal evaluation of the HOS to HP. HP's annual evaluation of the HOS is presented to and reviewed by the BOT and the BOT uses this evaluation document as the basis for its decision to renew the HOS's contract the following year. HP's CSO will carry out an annual evaluation of the HOS that uses key instructional benchmarks, progress towards accountability goals, operational benchmarks, staff and parent satisfaction surveys and other criteria that measure the overall health of the school based on the *2015 Professional Standards for Education Leadership* published by the National Policy Board for Educational Administration. The evaluation process involves the cycle of (1) assessment, (2) feedback and (3) action. As part of the evaluation process, the HOS will create his or her Performance Plan (PP) with the HP CSO. The PP is a set of goals created through a collaborative process between the HOS and the HP CSO to promote PD and professional learning. The PP provides an opportunity for the HOS to express his or her needs for professional growth that is aligned with successfully achieving the school mission by meeting and exceeding identified academic, operational, fiscal, school climate and other outcomes. Frequent reference and review of the PP throughout the evaluation process ensures that the HOS is positioned to achieve his or her annual goals. Should the goals of the HOS's PP not be realized, the HP CSO will establish a performance improvement plan with the HOS to include mentoring, PD, increased monitoring and a timeline for improvement. The executive committee of the BOT will be apprised of HP's progress or the lack thereof.

During the school's start-up period, the HOS and HP CSO supported by HP education and operational staff will work with the BOT and HP to design evaluation processes and tools that use data-driven measures, designated academic and/or operational and fiscal benchmarks (as appropriate to the position), and clear rubrics to assess the performance of other administrative staff (DLM, DHCI, SPED Coordinator, Director of Operations) and non-instructional staff. As with the HOS evaluation, the evaluation process for other administrators and non-instructional staff is designed as part of a continuous improvement model in which all staff, including leadership, will be continually identifying areas for growth. Deficiencies identified through the evaluation process inform the development of performance improvement plans and targeted support, PD and training to build the capacities of staff members to achieve growth goals. This philosophy is consistent with the evaluation model for the HOS and the Danielson Framework for Teacher Evaluation for teaching staff described next. The Academic Committee of the Board is kept abreast of the performance of instructional administrators throughout the school year while the Finance Committee is apprised of the progress of non-instructional administrators. SIHP staff members will receive ongoing advice and support from the HP CSO and his or her respective staff in the educational and operational realms in their staff evaluation functions.

Teacher Evaluation: SIHP's teacher evaluation process will be based on The Danielson Framework (Framework) which involves reviewing a researched-based set of components of instruction and is an approved rubric for teacher evaluation aligned with the NYS standards of teacher practice. In the Framework, components of teaching are clustered into four domains of teaching responsibility: planning and preparation, classroom environment, instruction and PD opportunities. There is a clear rubric that defines and describes each component and provides a roadmap for improvement of teaching. Evaluation begins the first day of school and is continuous throughout the year. Teachers will be observed informally 3 times per year and formally observed twice a year. The HOS will delegate responsibility for the evaluation of the teachers to the DLM, DHCI and SPED Coordinator, when hired, who will formally evaluate and supervise their respective instructional staff under the supervision of the HOS. As mentioned previously, HP's CSO along with his or her instructional staff will support these staff members in carrying out their staff evaluation functions.

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

The PP is an important element of this evaluation process. As described previously, the PP is a set of goals created through a collaborative process. In the case of teachers, the collaborative process is between teachers and their direct supervisors to promote PD and professional learning. The PP provides an opportunity for the teachers to express their needs for professional growth that is aligned with better student outcomes, school mission and initiatives in content, and pedagogy. Frequent reference and review of the PP throughout the evaluation process ensures that the teacher reaches the goal of improved teaching quality and improved student outcomes.

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

Ultimately, the annual renewal of their positions and their compensation and will be tied to performance evaluations. These evaluations will place emphasis on each teacher's performance as it relates to the four domains of teaching responsibility as well as his or her students' achievement of academic goals and/or students' progress towards the achievement of academic goals. Feedback from parents, received through surveys will also be considered.

Board Evaluation: The Governance and Nominating Committee will be responsible, with support from HP, for the BOT's annual evaluation. It will develop a self-evaluation instrument and use it to check the BOT's performance. Domains include member attendance and participation, communication with stakeholders, regular review and revision of key policies and procedures, financial oversight, oversight of HP, handling of grievances, and adherence to the mission of the school. The BOT uses the results of these evaluations to inform the development of strategic goals and action plans as well as areas for BOT development and training. The BOT also monitors its composition to maintain adequate skill sets with which to govern the school as well as diversity to ensure a variety of perspectives. HP will support the BOT with BOT recruitment, strategic planning and training

Evaluation of CMO: The BOT will evaluate HP's performance under the terms of the ESA to ensure that HP is providing its contracted services and complying with its duties as set forth in the management contract. In addition to routine, regular feedback and evaluation in day-to-day interactions and at BOT meetings, the BOT and HP will complete a formal written evaluation of HP's performance on an annual basis and the parties' working relationship. The BOT will evaluate the quality of service provided by, HP, in the following domains: Education & Instruction-Related Services, Business Operations, Human Resources and Employment-Related Services, Budgeting and Financial Services, Student Recruitment, Governance and Leadership, Marketing and Communications, Fundraising, and Research and Evaluation. The draft ESA in *Attachment 6b Proposed Management Contract with CMO* provides information on the BOT's performance evaluation of HP.

Academic Progress Monitoring: Progress monitoring will occur throughout the academic year to ensure that SIHP is on target to meet its Accountability Plan goals. Continual progress monitoring towards meeting the Accountability Plan goals will be addressed at four different levels: student level with the teacher using individual, aggregate and disaggregated assessment data to inform instruction; classroom level by administrators and teacher leaders using individual, aggregate and disaggregated data to evaluate the effectiveness of the curriculum and instruction; school-wide level by the BOT and school leaders using aggregate and

disaggregated data to make programmatic and resource allocation decisions; and by the authorizer.

SIHP will use data to inform instruction on a regular basis through a process of Progress Monitoring whereby student data is formally reviewed every 6-8 weeks. A Plan of Action is collaboratively developed for students who do not meet benchmarks. Shortcomings will be revealed as the instructional staff analyzes progress against achievement goals for all students, including special student populations. As discussed in *Section III.E. Professional Development*, this process plays an important role in informing the school's PD program. SIHP's assessment protocol includes assessments used to monitor foundational knowledge in reading, writing and math, to determine if students will be on track to meet proficiency standards beginning in Grade 3. SIHP's instructional leadership will use various tools to assess student needs and provide appropriate PD to address any instructional and curricular gaps.

Attendance, demographic, student assessment and student enrollment data will be collected. SIHP will use PowerSchool to house data and provide users with the capability to view, analyze and report on a real time basis regarding the performance of (1) individual students, (2) classrooms of students, (3) grade levels of students and (4) all students to tailor instruction to individual, disaggregated or aggregated student needs. This system allows staff to track growth and mastery of content standards and make individual, classroom, or school-wide modifications as needed. The student information management platform will be provided to SIHP by HP as part of its ESA. School administrators will use data to determine teacher effectiveness as well as to identify areas of need in the curriculum and instruction. The gaps and weaknesses will inform the reallocation or addition of human and financial resources to identified areas.

Family and Student Satisfaction: SIHP will formally gauge parent and teacher satisfaction through the NYC School Survey and HP School Survey. SIHP will gauge student satisfaction through conversations with parents during parent teacher conferences. All parents will receive both surveys during the third trimester of the school year. The results of the surveys will be analyzed and made public in the SIHP School Report Card which will be posted on our website. Additionally, survey results will be published in our Annual Report to the NYSED. Since the NYCDOE parent survey does not disaggregate results by individual classroom teachers, SIHP will conduct its own survey of parents that will reflect family satisfaction with their children's classroom teachers. Finally, satisfaction data will be reviewed in a public BOT meeting. The data will be used to inform any changes to the school's operations, if necessary.

Evaluation of School Climate: SIHP will formally evaluate its stakeholders' perception of the school climate annually through the NYC School Survey distributed to parents and school staff. SIHP's leadership will evaluate the survey results, which will be discussed in SIHP's annual accountability goals. SIHP will comply with VADIR data collection requirements and disciplinary data reported to NYSED will become a part of SIHP's Annual Report Card. The Social Worker will keep a record of all student disciplinary incidents. This data is analyzed to determine consistency across teachers and grades and identify topics for staff development. Leadership and staff will also regularly analyze school-wide behavioral and disciplinary data, including disaggregating by gender and ethnicity to look for patterns of disparate impact, and evaluate SIHP's environment to ensure it is safe and conducive to learning.

Operational and Fiscal Health: The BOT is committed to ensuring that it holds itself and the leadership accountable for the operational and fiscal health and viability of the organization.

This includes sound budgeting practices. The work to develop a budget will begin each January. HP will work with SIHP's back office provider, Charter School Business Management (CSBM) (or a similar organization), the SIHP leadership team and bookkeeper to prepare the annual operating and capital budgets as well as cash flow projections, after working together to identify and prioritize needs. The group will prioritize needs based on how they will support student achievement and fiscal and operational efficiency. The draft budgets will be reviewed and revised by the Finance Committee. The Finance Committee will present the budgets to the full BOT for approval by mid-spring. The adopted budget totals are entered in the accounting software by the bookkeeper with oversight from CSBM for the new fiscal year, to prepare the budget to actual reports. CSBM will be responsible for preparing monthly budget presentations, including updated annual budget information, monthly budget information, monthly actual against budget, and projected year end against budgeted year end. HP, the HOS and CSBM will review these presentations with the Treasurer prior to each BOT meeting. All material deviations will be documented and explained by the HOS. The Finance Committee will discuss any expected deviations in a budget category of more than $5,000 and +/-10% of the budget amount. If necessary, the Finance Committee would bring the deviation to the BOT's attention to discuss any impact that deviation may have on the school's cash flow and financial position. Section III.J. Financial Management provides further detail on the process for independent fiscal audits—an integral part of the process to verify the school's fiscal soundness.

F. Facilities

	Year 1	Year 2	Year 3	Year 4	Year 5
General Education Classrooms	4	6	8	10	12
ICT Classrooms	2	3	4	5	6
Counseling/Guidance Offices	1	1	1	1	1
Administrative Offices	1	1	1	1	1
Cafeteria	1	1	1	1	1
Gymnasium	1	1	1	1	1
Auditorium	1	1	1	1	1
Conference Rooms	1	1	1	1	1
Other: Bathrooms	4	4	4	8	8
Other: IT closet	1	1	1	1	1

SIHP is not seeking residential facilities. We have not yet identified a facility to house the school and are currently exploring both co-location in a NYCDOE facility as well as a private facility solution. SIHP will submit a request to NYCDOE to secure NYCDOE-provided space in either a public or private facility in CSD 31. If none is available or suitable, SIHP will request reimbursement for its facility costs in accordance with the New York Charter Schools Act. While we are looking to secure space from the NYCDOE under the provisions of the 2014 NYS amended charter law, SIHP is also working actively on a parallel track to identify potential private space that could house the school should no suitable space be identified for our use by the NYCDOE. Under this scenario, per the 2014 NYS amended charter law, the NYCDOE would be required to provide SIHP with a per pupil funding allocation to cover the cost of the facility, currently 30% of AOE or the annual rent, whichever is less.

In the event SIHP needs to pursue such a non-NYCDOE route, SIHP assures that the space that ultimately houses the school will be programmatically accessible, meet NYC Department of Buildings requirements, and meet the requirements of all applicable laws and regulations.

SIHP 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. 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 14,580 square feet by Year 1 and 44,010 square feet by year 5. In addition, we also consider the safety of the location, suitability for an elementary school, proximity to public transportation and proximity to local playgrounds in determining ideal school sites. Ideally, the location of the school will be one that draws families from the many different neighborhoods of CSD 31 to ensure we secure the diverse student body we desire. The preliminary space plan for Years 1 and 5 include at minimum:

- **Year 1:** 3 classrooms for each grade K-1; 1 special education resource room; 1 K-2 music room; food prep and storage area (In K-2, students eat in their classrooms); 1 gym/auditorium space; 1 faculty room; administrative space (includes main reception with separate offices for HOS and OM); conference room; sufficient storage space for supplies; janitor's closet; nurse's office; social worker's office; bathrooms; IT room; shared office for Literacy and Math Directors and DHCI.
- **Year 5:** 3 classrooms for each grade K-5; 2 special education resource rooms (K-2 and 3-5); 1 music room; 1 cafeteria with food prep/serving area and storage area; 1 gym/auditorium space; 1 faculty room; admin space (includes main reception with separate offices of HOS, OM, SPED Coordinator); conference room, sufficient storage space; janitor's closet; nurse's office; social worker's office; bathrooms; IT room; shared office for Literacy and Math Directors and DHCI.

To have the most realistic facility scenario in our budget presentation we are assuming that we will have to pursue the private facility route described above and would incur all personnel and other than personnel costs related to being housed in a non-NYCDOE building. However, given the recent precedent of charter schools receiving positive decisions by the NYSED Commissioner that they are entitled to facilities funding from NYCDOE, we are also assuming that we will receive the mandated revenues (30% of per pupil funding or the cost of annual rent, whichever is less) to offset the cost of the private facility solution. *Attachment 9 Budget and Cash Flow Template* assume these revenue and expense assumptions

G. Insurance

SIHP will carry insurance that includes adequate coverage for liability, property loss and personal injury to students. We have consulted with the insurance broker of HLA, HLA2, and HHLA, Austin & Co., Inc., which has provided SIHP with a quote for the annual premium for insurance that includes: Business Personal property ($250K); Crime Coverage including Employee Dishonesty ($350k), Computer Fraud ($250K) and Forgery ($275K); Business Interruption ($750K); Automobile Liability ($1M); General Liability including Employee Benefits Liability and Sexual Abuse/Molestation ($1M per occurrence/$3M aggregate), Directors and Officers Liability including Employment Practices Liability, Educators Legal Liability and Fiduciary Liability ($1M), Umbrella Liability ($10M), Excess Educators Legal Liability ($10M); Workers' Compensation and Employers' Liability (statutory limits), Student Accident ($50K) and

Catastrophic Student Accident ($1M). The particulars of the proposal are provided in the Austin & Co. Insurance estimate, to be made available upon request, and are reflected in the budget.

H. Non-Academic Operations

Health Services: SIHP shall comply with all health services requirements applicable to other public schools including, but not limited to, all immunization requirements and diagnostic testing requirements. SIHP will provide on-site health care services the extent that such health services are available to children attending other public schools in CSD 31. This will be done, if possible, through a contractual arrangement with the NYC Department of Health. HLA, HLA2 and HHLA have a NYCDOH nurse on site. However, there is a line item in the budget for a nurse should placement be denied. The school nurse is responsible for supervising the disbursement of medication, treating students who are sick or injured, and maintaining records and correspondence in secure facilities in accordance with §2853(4)(a) and §912 of the Education Law. SIHP's health services program ensures that each student has a certificate of immunization that complies with §2164 of the Public Health Law at the time of registration or within the acceptable time frame after enrollment (subject to exceptions permitted under the law for medical contraindications and religious exemptions). Prior to the first day of school, SIHP staff will receive training regarding school health policies and procedures, including policies on the storage and administration of students' medications, first aid provisions, and protocols for health emergencies. All faculty and staff have access to first aid resources with at least two staff members being certified in First Aid and cardiopulmonary resuscitation. The school also maintains appropriate access to automated external defibrillators (AED) as required by §917 of the Education Law and ensures that two or more staff members are certified in their operation and use. Prior to beginning each school year, SIHP will secure parental consent to identify students with health risks and provide accommodations to faculty and staff when appropriate.

Food Services: SIHP will participate in the Federal school breakfast and lunch program and will receive its meals for students through NYCDOE's Office of School Food (OSF). All students attending SIHP will be eligible for meals provided at the facility. Breakfast, lunch and an afternoon snack will be served each day school is in session. Meals will comply with NYCDOE, state and federal regulations. Although SIHP has outlined a plan to use the OSF food services, this does not preclude us from exploring outside food vendors to provide food service to SIHP nor does it preclude the school from operating its own kitchen and providing its own meals. SIHP may investigate other vendors, which can provide healthy and appetizing menus for breakfast, lunch and snacks to the school's students. The factors that will guide. SIHP's decision to contract with an outside vendor and/or operate its own kitchen to provide meals will include cost, adherence to federal guidelines for free and reduced lunch, health and safety of children and workers, and menu choices which will be informed by parent surveys.

Transportation: NYCDOE is responsible for providing transportation services to SIHP's students. SIHP's students will receive the same transportation services as other NYC public school students. Eligibility for busing and half-fare or full-fare MetroCards is determined and provided by the Office of Pupil Transportation (OPT). Eligibility for transportation is based on age and distance from the School. SIHP 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. On days when the regular public schools are not in session but SIHP is, SIHP will contract

directly with a bus service provider and will pay for the buses out of the school budget. Funds have been allocated for this transportation need in the school's budget projections and will be an annual SIHP budgetary item. SIHP will also earmark funds for student transportation for field trips and other extracurricular programming and events.

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

Managing Non-Academic Operations:

Facility: The facility is managed by the Director of Operations along with his/her team. The DO selects and manages contractors that maintain the facility, such as custodial contractors security contractors, information technology contractors, maintenance/inspection contractors, and food service contractors. The DO engages in daily meetings with the security and custodial teams, described below.

Technology: SIHP will have staff and student facing internet usage policy, and will work with IT to block dangerous and/or inappropriate sites. SIHP will manage hardware inventory by tracking each item by its unique serial number. Student individual technology items will be checked in and checked out at the beginning and end of each day in which they are used, and will be evaluated each month for defects and repaired or replaced as needed. The DO will manage the relationship with the IT vendor.

Student Information and Other Record Keeping: As discussed in III.J, Financial Management, and II.D, Assessment System, SIHP will use PowerSchool to house student academic and cultural data and disseminate it to parents. HP's existing schools use PowerSchool successfully and HP will oversee staff PowerSchool training. Operations staff will ensure parents are trained in use of PowerSchool, and teachers and operations staff will input student data.

Procurement: The DO, upon consultation with HP, manages procurement. In the pre-opening year, he or she receives lists of necessary items from HP and orders them from appropriate vendors, ensuring that the inventory list remains up to date throughout. In subsequent years, the DO purchases new or replacement items based on need and budget.

Compliance and Reporting: The DO, his or her staff, and HP will manage compliance and reporting: HP will manage state annual reports, operations staff will manage ATS reporting and compliance, HP will manage board and charter compliance.

Security: Fire and lockdown drills are conducted as mandated by New York State. Two security guards are on duty at all times, with one posted by the front door and the other either posted elsewhere or conducting walkthroughs. The DO manages the security guards and conducts daily meetings to review visitors and arrival/dismissal. The security guards mange a visitor log and enforce visitor check in and check out procedures.

Custodial Operations: The DO will manage the custodians and will conduct facility walkthroughs with them daily to inspect the building for leaks, ensure egress routes are clear, and check for other safety and cleanliness items.

I. Family and Community Involvement

Through numerous meetings at public forums, CBOs, and other venues, members of the applicant group presented plans to community stakeholders, including families. Stakeholders, including parents of school-age children, were sought for their input and comments on the plans and school design. Surveys were distributed widely seeking input about SIHP's plans. Community stakeholders and parents supported SIHP's design as described in this application. We will continue to engage community stakeholders in SIHP's implementation if chartered.

SIHP's framework for family and community involvement centers around six elements of school-family partnerships promoted by Joyce Epstein of Johns Hopkins University[48] to help all students succeed in school. They are:

Families*:* SIHP's social worker will be knowledgeable about the community resources available to help parents create a home environment supportive of their child's education. Parents will be encouraged to: work with their child(ren) on their homework; limit the amount of their child's screen time; and take advantage of family counseling referrals to support them in their role as parents. SIHP offers a variety of community- and family-based activities which rely on and enable community, family, and student voice. These include an annual Back to School Night, Family Picnic, and student publishing showcases. There are two formal parent/teacher conferences during the year and parents receive progress reports after every MAP test report. Teachers and administrators send out newsletters regularly with information about what's going on in school. As SIHP grows, we expect to see the kinds of drama productions currently in place in other Hebrew Public schools, including Hebrew-language musicals. Depending on parent and family interest, we might also expect to see events such as school-wide culture nights, shared International Feasts, Family History Day, and parent-child heritage dance nights. To round out and enable responsive adjustments to these programs, SIHP anticipates a thriving Parent Organization, a hallmark of other Hebrew Public schools, and will seek ongoing input from parents and staff regarding all cultural practices.

Communication*:* There will be ongoing communication between staff and families- families will have teachers' contact info and school faculty place a high value in building relationships with students' families. Faculty devote considerable time during PD and throughout the year to building these relationships. There will be three report cards and three parent/teacher conferences annually when report cards are released. Parents will come to school and classroom celebrations. All written materials for parents and families will be translated into the dominant language(s) required by our parent community, and translators will be available during individual parents' meetings as well as during meetings of the parent body. SIHP's website will provide updated information for parents on important school matters, including SIHP's NYS test scores, and will be a means by which the PO can provide information to its members. Computers dedicated for parent use will be available on-site. There will also be weekly newsletters where parents can stay abreast of what is happening in the school.

SIHP will evaluate its stakeholders' perceptions of the school climate annually through the NYC DOE family survey, to learn of students', teachers', parents', and community partners' perceptions of Social Emotional Learning, Student Support, High Expectations and Academic Rigor/Challenge, and Safe and Respectful School Climate. Additional school-developed surveys

[48] Epstein, J. L. (2018). School, family, and community partnerships: Preparing educators and improving schools. Routledge.

may be administered to parents; these surveys focus more closely on satisfaction with SIHP's unique features, including Hebrew language curriculum and instruction. The school will keep a record of all student disciplinary incidents. These data are analyzed regularly to determine consistency across teachers and grades and to identify topics for staff development. SIHP leadership and staff will also regularly analyze school-wide behavioral and disciplinary data, including disaggregation by gender and ethnicity, to look for patterns of disparate impact and evaluate the school environment to ensure it is safe, welcoming to all students, and conducive to learning.

Volunteering: We will establish ways parents can volunteer including inviting parents to read to students, to join the PO or to help plan school events.

Learning at Home: Parents will receive a Parent Handbook that contains information about SIHP's standards, curriculum, discipline policy; homework policy; and other items important to our academic and school culture. SIHP will host orientation sessions for parents to review the materials as well as workshops that focus on, for instance, how parents can monitor and discuss school work. The Parent Handbook will also be available on the school's website.

Decision Making*:* Families and community members will actively contribute to decision making at the school's highest levels. For more details, see III.B. Board of Trustees and Governance and I.D, Applicant Team.

Collaborating with Community: SIHP is committed to bringing community resources into SIHP to support student learning as well as to address personal and family issues. Families in the community clearly stated the importance of having afterschool programming to help them with childcare needs as well as with providing their children with productive activities after the school day ends. SIHP will explore partnerships with such CBOs as the Broadway YMCA and funding streams like 21st CCLC or Out of School Time. The community outreach discussed in previous sections highlight the relationships the school has with many community stakeholders. These relationships will continue to be cultivated around mutual needs, interests and resources, resulting in a portfolio of community assets that SIHP can draw on for the benefit of its children, parents and families and academic program.

Collaborating with Local Public Schools: HP schools are committed to improving the caliber of education for all, not just for HP students. Towards this end, SIHP will seek partnerships with local district and charter schools in the neighborhood in which the school is located. Thus far, the applicant team has received feedback and support from the following individuals who are associated with Staten Island district or charter schools:

- Kenneth Byalin, President of Integrated Charter Schools
- Michael Reilly, President, Community Education Council 31
- Sandy DiTrapani, Vice President, Council of School Supervisors and Administrators
- Joseph Carroll, Trustee, Integrated Charter Schools
- Rose Kerr, Director of Education for Staten Island Borough President, Lead Applicant for Bridge Prep Charter School
- Laura Timoney, Staten Island Borough President's Appointee to CEC 31
- Several PTA members and teachers (see Table 2 and Attachment 2c for full list)

We greatly appreciate this support and feedback, and have integrated advice from these individuals throughout this application. Once SIHP is open, we hope to share best practices

around foreign language instruction, supporting individualized learning, social-emotional learning, and global citizenship.

J. Financial Management

The HOS will have oversight responsibilities for SIHP's financial management and thus will be responsible for the protection of the school's financial records with oversight from the BOT Treasurer. The HOS will be supported in implementing all financial matters by HP's Director for School Operations, New York region, Director of Operations, the Finance Associate and CSBM. CSBM with oversight from the outside auditors [see below] 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. Hebrew Public's CFO will provide guidance as needed regarding all financial matters.

Independent Audit: The SIHP BOT will be responsible for hiring an independent auditor to perform an annual audit of the financial statements prepared by the management. The BOT Finance Committee will have the ultimate responsibility to oversee the audit process. The audit will be performed by the independent auditor in accordance with the Generally Accepted Auditing Standards (GAAS). Upon completion of the audit, the Finance Committee will meet with the independent auditor to discuss the report and any findings. A corrective action plan will be 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 BOT and NYSED by the November 1st deadline.

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

Internal Control Systems: The internal control structure is composed of two basic elements:

The Control Environment reflects the importance SIHP 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. SIHP's BOT will review the fiscal reports as a part of its BOT meetings; the BOT will also ensure that the organization's structure allows for sufficient checks and balances.

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

Segregation of Duties: In general, the transaction approval function, the accounting/reconciliation function and the asset custody function would be separated among employees (HOS, Director of Operations) and CSBM (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). Systems access to make changes in accounting records will be restricted to authorized personnel (BOT Treasurer and HOS) with changes and explanation for changes documented as a safeguard.

Document Controls ensure that all documents are captured by the accounting system. To do so all documents will be pre-numbered with appropriate reconciliations to insure all documents are accounted for.
Processing Controls will be designed to catch errors before they are posted to the general ledger. Processing controls SIHP expects to implement are the following: source document matching; clerical accuracy of documents; and general ledger account code checking.
Reconciliation Controls such as reconciling selected general ledger control accounts to subsidiary ledgers, will be designed to catch errors after transactions have been posted to the general ledger. **All bank statements will be reviewed by the Treasurer**.
Fraud Prevention will include measures in its banking relationship to deter check fraud such as Positive Pay. All purchases over $5,000 will require approval by the Finance Committee.
Cash Handling Controls requires cash receipts to be handled exclusively by the Finance Associate or in his/her absence, the Director of Operations. On a periodic basis, CSBM performs unannounced review, at least bi-monthly, of cash involving reconciling cash on hand and the expected balance using the opening cash balance and accounting for the receipts and disbursements of cash.
The BOT Treasurer will develop fiscal policies and procedures (FPP) with support from CSBM. SIHP will adopt those fiscal policies and procedures and implement the above-mentioned control structures. The independent auditor will be engaged to form an opinion about the proposed internal controls policies and procedures. Adjustments will be made to the policies and procedures based on any weaknesses identified by the auditor. FPP will be ratified by the School's BOT and adopted by the School no later than 1/ 2016.
Student Records*:* SIHP will have trained personnel on staff who are responsible for managing student information. The Director of Operations, with oversight from the HOS, will be responsible for tracking enrollment and attendance, maintaining school lunch program records, and special education services records. The OM will work closely with the DCI, who will serve as the School's Title I Coordinator until such time as the SPED Coordinator is hired, to ensure all data relevant to Title I services is collected and maintained for accuracy in program reporting and reimbursement. The OM will use PowerSchool to store, analyze and produce needed reports on all relevant student data. The OM will be responsible for the protection of student records under the supervision of the HOS. Until the SPED Coordinator is hired, the OM will be responsible for submitting all required reporting on SWD and services provided to SWD in accordance with their IEPs to appropriate agencies including necessary reporting for reimbursement. SIHP understands its obligations to comply with FERPA and will follow all appropriate procedures to comply fully with the NYS Freedom of Information law (Article 6 of the NY Public Officers Law).
Annual Budgeting Process*:* The annual budgeting process will begin approximately 4 months before the end of the school year. Hebrew Public's network leadership team [CEO, CFO, CSO] will work closely with the HOS to develop an appropriate staffing plan in conjunction with developing reasonable enrollment projections. The CFO will work with the Director of Operations and CSBM to develop appropriate budget scenarios based upon enrollment and staffing. In June, the CFO and HOS will present a draft budget to the Finance Committee for review and approval to present to the BOT. A final, approved budget will be in place by June 30 of the previous school year.

K. Budget and Cash Flow

We have prepared a sound and conservative budget (*Attachment 9)* that supports the mission and educational plan of SIHP, including its key design elements. SIHP's start-up budget plan, first-year budget and the five-year budget plan use conservative assumptions.

Narrative Description of the Budget: Please see *Attachment 9* for detailed revenue and expense assumptions for budget line items for each year of the five-year charter term. SIHP's budgets were informed by the experience of HLA, HHLA, and HLA2. We based the budget assumptions on the revenues and expenditures of these schools. While we intend to seek public space, our decision to build the budget with the assumption of private space was driven by our desire to project conservatively, as well as our experience with our three current NYC schools, none of which could be accommodated in public space. **SIHP's primary sources of revenue** will be per pupil revenue; Facilities aid (if SIHP cannot be accommodated in a public building); DYCD automatic grant from NYC (year 1); CSP grant (planning year through 2); SPED per pupil revenue from the federal government; Hebrew Public start-up grant (planning year only). These sources of revenue account for over 90% of total revenue. **The primary expenditures** will be salaries/benefits and, if SIHP is unable to be accommodated in a public building, rent. These expenditures account for over 90% of total expenditures.

All costs necessary to meet the educational, fiscal and operational goals and program have been included in the budget. The Year 1 budget reflects the allocation of costs among the school's programs, (General, Special Education and Other [ESL, Title I]), Fundraising and Management. The school will develop formal tracking procedures and systems to accurately track the allocation of all school costs among those categories. The school is solvent throughout the five years presented and will have a healthy cash surplus at the end of Year 5.

Pre-Opening Budget: As indicated in *Attachment 9,* SIHP will use $130,000 of the Federal DOE Charter School Planning grant and a $75,000 start-up grant from HP, to include significant staff time and support (see HP's grant commitment letter and the CSP Grant Award Notification in *Attachment 10*) to cover expenses incurred prior to SIHP's opening. The funds will be used to cover 2-6 months of compensation and benefits for staff needed to get SIHP up and running as well as supplies, equipment, phone, board training, and student recruitment. The school will be solvent at the end of the Pre-Opening Year with an anticipated $15,000 to carry over to Year One.

Net Income: SIHP's yearly net income will be $15,000 in the planning year, $177,000 in the first operational year, $249,000 in the second year, $253,000 again in the third year, $622,000 in the fourth year, and $930,000 in the fifth year.

Alignment with Key Design Elements: SIHP's budget supports all the School's key design elements:

Modern Hebrew Language Instruction: Budget includes funding for Director of Hebrew Curriculum and Instruction, Hebrew Teachers, and Hebrew curriculum and assessments.

Academic Differentiation: SIHP's budget includes funding for Intervention Teachers, a SPED Coordinator, ICT teachers, professional development to help teachers differentiate instruction, NWEA-MAP implementation, personal student technology, and consultants for individualized curricula.

Diverse by design community: SIHP's budget includes funding for professional development to support creating a diversity community, student and faculty recruitment, and a Community Relations Coordinator.
Social and Emotional Learning: SIHP's budget includes funding for expert SEL consultants such as Ramapo for Schools, and supports a full time Social Worker. In addition, professional development will be devoted to cultivating a social-emotionally aware and responsive school.
Global Citizenship: SIHP's budget includes funding for student Israeli dance classes, special global citizenship events (e.g. Israeli Scouts Song and Dance Performance, Family Heritage Night), and global studies curricula.
Support from CMO: The SIHP budget includes a grant from HP and, beginning in Yr 1, fees to HP.
Contingency Plan: In the event of budgetary shortfalls, we will work with HP to maintain the integrity of our academic program. We will consider modifications to reduce expenses and increase grant or loan opportunities from HP until we reach a more sustainable enrollment size. Furthermore, we budgeted conservatively to mitigate the need for mid-course cutbacks: we assumed a constant per pupil revenue across the five years; we budgeted for a private space; and our budgets projects fewer students than the maximum enrollment in years 2-5.

L. Pre-Opening Plan

Please see SIHP's pre-opening plan in Attachment 11.

M. Dissolution Plan

As required, SIHP will put $100,000 in escrow in order to have sufficient designated funds to cover legal, auditing and other expenses related to the dissolution and closure of the school if that event were to occur. In the event of closure and dissolution of SIHP, SIHP shall follow all procedures required Education Law §§2854(2)(t), 219 and 220 and any Closing Procedures specified by SED (together, the "Legal Requirements"). The BOT shall delegate to the HOS and the OM, with support from HP, the responsibility to manage the dissolution process in accordance with the Legal Requirements. The dissolution process will begin with a meeting of the leadership team that will include at least the BOT Chair, HOS, OM, CSBM (or other contracted back office provider if not CSBM), the HP President and CEO and SIHP's legal counsel. The purpose of this meeting is to review and confirm a dissolution plan and timeline developed by SIHP's administrative staff that will be used to guide the dissolution process. Upon approval of the plan and timeline, the HOS and the BOT Chair will meet with representatives from the NYSED Charter School Office, NYCDOE charter school office or other appropriate staff to review and discuss the dissolution plan and timeline. The outcome of this meeting shall be the adoption of a detailed final dissolution plan and timeline that will be used to manage the dissolution process of SIHP that shall cause the school to comply with all Legal Requirements including without limitation, ensuring that families/guardians of to-be-displaced students are notified and provided with information regarding placement, notice of closure to the NYCDOE and NYCDOE principals likely to receive the to-be-displaced students, transfer of student records to NYCDOE, developing and implementing a plan to complete payment all of SIHP's outstanding debts (if any) and transfer all of SIHP's remaining assets (with support from CSBM and legal counsel).

Attachment 1: Admissions Policy and Procedures

Introduction: SIHP's admission policy is non-sectarian and does not discriminate against any student on the basis of ethnicity, national origin, gender, disability or any other ground that would be unlawful if done by a school. Admission to SIHP will not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry. Any child who is qualified under New York State law for admission to a public school is qualified for admission to SIHP. The School will ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school.

For admission to SIHP during the school's initial year, a child must be eligible to enter Kindergarten or 1st grade in August 2019. Eighty-seven (87) Kindergarten and seventy-five (75) 1st grade students will be accepted in the inaugural lottery. Every year thereafter, SIHP will have 87 new Kindergarten seats available in the school. SIHP's admissions will be open to both entering Kindergarten students as well as students in each grade above Kindergarten that the school is currently serving up to and including grade 2, in the event that seats are available in those grades. Admission to SIHP will be limited each year to pupils within the grade levels to be served by the school. The law provides explicit preference for siblings of students and students residing in CSD 31 in Staten Island. All applicants must be residents of New York City.

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

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

Enrollment Period, Admissions Lottery, Registration, and Withdrawal: Formal recruitment of incoming students will begin after the charter school is authorized. It is important to note that this process will be carried out in English, Hebrew, Russian, and Spanish (and any other dominant language in the community, as necessary). Beginning on or before January 1 of each year, the charter school will advertise open registration and provide families, if they choose, with opportunities to meet staff and learn more about the School.

SIHP will determine and publicize the number of spaces available each year by grade level. Families may submit applications beginning on or before January 15 through April 1 or thereafter (the date will be set and publicized each year). If as of the application deadline, the number of applicants to the charter school exceeds capacity, a random selection process (lottery) will be used to admit students. This lottery, if necessary, will be held annually on or about April 15. At least one week notice will be given prior to the lottery, the lottery will be open to the public, and the notice of the enrollment lottery will include the number of spaces available each year by

grade level. A disinterested party will draw the lottery. Students who do not secure a seat through the random lottery will be placed on a waiting list in the order that their names were drawn.

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

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

- First preference (after the first year) will be given to returning students, who will automatically be assigned a space at the School and whose families will be formally contacted prior to the beginning of the school year to confirm automatic admission of their child.
- Second preference will be given to siblings of students already enrolled in the charter school or siblings of a student whose name is drawn in the lottery whose names are also in the current year's lottery.
- Third preference will be given to children of employees of the charter school or charter management organization, provided that such children of employees may constitute no more than fifteen percent of the charter school's total enrollment.
- Fourth preference will be given to residents of CSD 31.

Lottery Process In the event that a lottery process is necessary, names will be drawn randomly by grade to fill available seats (87 seats in Kindergarten and 75 seats in Grade 1 for the inaugural lottery. For each subsequent year, 87 seats in Kindergarten and expected vacancies in the grades that are served through Grade 2). After those names are drawn, names will continue to be drawn in order to form a waiting list at each grade level (K-2) for the school. This waiting list will be the only official, legal document identifying the names of grade-eligible students with applications to the charter school pending acceptance when vacancies arise, based upon the order of random selection from the lottery. The previous year's waiting list will expire annually at the lottery drawing. SIHP will keep accurate records of their waitlist containing the names, home addresses, telephone numbers, and grade levels of students who entered the lottery but did not gain admission.

Procedures for Student Registration and Parental Intent to Enroll Once the lottery has been conducted, SIHP will notify parents and guardians of applicants by mail and email whether their child has been granted a seat at the School or if they are on the waiting list. The mailing will include an admission acceptance form that each parent of a child who has been selected for admission will fill out to confirm his or her intent to enroll the child in SIHP. For those accepted in the lottery, the admission acceptance form shall be due ten business days after notification that the child is admitted.

The admission acceptance form may be submitted by mail, in person, or online. SIHP shall make reasonable and multiple attempts to contact parents and guardians who do not submit the admission acceptance form by the deadline, including phone calls, emails, and mail. Families and students who decline an offer of admission will be removed from the list of accepted students, and SIHP staff shall retain records of all guardians' and applicants' contact information and of all contact with the guardian.

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

Except in the case of homeless students, proof of address may be verified by any two of the following containing the address of residence:

- NYS Driver's license or learner's permit
- A residential utility bill (gas or electric) in the resident's name dated within the past 60 days.
- Documentation or letter on letterhead from a federal, state or local government agency including the Internal Revenue Service (IRS). City Housing Authority, Human Resources Administration, the Administration for Children's Services (ACS), Board of Elections or an ACS subcontractor indicated the resident's name and address dated within the past 60 days
- An original lease agreement, deed. or mortgage statement for the residence
- A current property bill for the residence
- A water bill for the residence dated within the past 60 days.
- A landlord affidavit – if a parent/guardian is subletting an apartment of home, or if more than one family shares a living space, the parent/guardian must present an affidavit or notarized letter from the leaseholder or homeowner and attach any of the above proofs of address, such as the lease, deed or utility bill

All families of students currently enrolled in SIHP will be sent a renewal form by February of each year in order to indicate whether or not they will re-enroll their child for the next academic year. Reasonable and multiple attempts will be made to reach parents regarding their decision to re-enroll their children and parents will be given a reasonable amount of time to re-enroll their child before the School determines that they do not intend to enroll. This process will inform the school as to any planned vacancies in Grades 1-2 that will need to be filled through the current year's application and lottery process.

Waitlist Process Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, SIHP will contact the parents of the student next on the appropriate waiting list via mail and email. For those accepted from the waitlist, the admission acceptance form shall be due five business days after notification that the child is admitted. Reasonable and multiple attempts will be made to contact the family of the student on the top

of the waiting list and get confirmation of whether the student is still interested in enrolling at SIHP before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents are unsuccessful, then the School may remove that student from the waitlist. The School will maintain documentation of the attempts made to contact the parents of any student removed from the waitlist and will keep accurate records of their waitlist containing, the names, home addresses, telephone numbers, and grade levels of students who entered the lottery but did not gain admission. Waiting lists will not be carried over from year to year. Instead, the annual admission lotteries will be used to create new waiting lists.

Voluntary Withdrawal SIHP is a public school of choice, both for application and withdrawal. At any time, a parent may wish to transfer their child to a different school. A parent wishing to withdraw his/her child from the School will be asked to complete a request for student withdrawal form. SIHP personnel will offer to meet with the family and discuss their reasons for withdrawing from the School, as well as to seek solutions to any problems that arise from these discussions. If the parents still wish to transfer their child to another school, SIHP staff will make every reasonable effort to help the student find a school that better serves the family's desires. SIHP will ensure the timely transfer of any necessary school records to the student's new school. Upon withdrawal of any student in grades K-5, SIHP will seek to fill that vacancy in a timely manner with the next student on the relevant grade's waitlist.

Staten Island Hebrew Public Table 2: Public Outreach Information

Date	Target Stakeholder	Description of Outreach	Location	Input Obtained	Action Taken on Input	# of Attendees
November 28, 2017	District and Charter Schools Elected Officials	Meeting with Rose Kerr, Director of Education for in Borough President's office and lead applicant for Bridge Prep CS, and Laura Timoney, the Borough President's Appointee to CEC 31.	Borough Hall, 10 Richmond Terrace, Staten Island	Very supportive of the school, agree that it will be a positive force for Staten Island. Discussed partnering with Bridge Prep.	Article written about the meeting; set up follow up meeting with Ms. Kerr (see 1/11 entry)	3
December 13, 2017	Russian Staten Islanders Education professionals	Meeting with Yelena Sklyar, network level operations director for four pre-K-8 schools in Brooklyn and a Staten Island resident and engaged community member.	Max Café, 1003 Brighton Beach Ave, Brooklyn, NY 11235	Said that the school would likely be met with eagerness among Staten Islanders- Yelena has seen a hunger for foreign language learning and rigorous academics. In light of our commitment to diversity, indicated that finding a location where individuals from different communities across SI would travel to might be challenging. Suggested Rosebank. Said that the Russian community would likely welcome such a school, advised us to advertise other HP schools' academic track records in our outreach.	Will investigate Rosebank and keep in mind the challenge Yelena anticipated; will highlight academic results; will continue to consult Yelena for feedback and help.	2
December 14, 2017	Parents of students with disabilities Elected officials	Reached out to Selina Grey, Council Member Debi Rose's staffer and the guardian of a child on the Autism spectrum and Angela Olsen, staffer to Ass. Malliotakis and parent of visually impaired student, informing them about SIHP and seeking their feedback	Email	Positive feedback about the school and its potential for students with disabilities. Eager to meet in person to discuss more in depth. Eager to see the school.	Will set up in person meeting and tour of the school	3

Staten Island Hebrew Public Table 2: Public Outreach Information

Date	Target Stakeholder	Description of Outreach	Location	Input Obtained	Action Taken on Input	# of Attendees
January 4 - 11, 2018	Community Leaders	Reached out to Sunny Jain, CB1, and Bobby Digi, founder of Island Voice non-profit teaching leadership and tolerance to diverse students informing them about SIHP and seeking their feedback	Email	Mr. Jain and Mr. Digi were excited about the school and eager to learn more in a follow up meeting.	Set up follow up meeting, set up time to present to CB1.	3
January 8, 2018	District and Charter Schools	Met with Joseph Carroll, Board Member Integrated Charter Schools	1 Edgewater Plaza, Staten Island, NY	Positive feedback for SIHP and suggestion to speak to Dr. Kenneth Byalin, President of ICS. Discussion of what is necessary for a charter school on Staten Island to succeed. Discussion of challenges unique to Staten Island.	Set a date to meet with Dr. Kenneth Byalin, President of Integrated Charter Schools formerly known as Lavelle Prep	3
January 8, 2018	Elected officials Business leaders Community leaders Families of students with special needs	Meeting with prospective board members Angela Olsen, Selina Grey, and Shelley Jain. Olsen is a Staten Island Business leader, community liaison, and YMCA Board Member, and an NYU adjunct. Grey is a staffer for CM Rose. Jain is a founder for a social-emotional and anti-bullying program for school aged children. Olsen and Grey are parents or grandparent/caretakers to students with severe special needs.	Molo Restaurant 987 Bay St, Staten Island, NY 10305	Positive feedback about school. Focus on social emotional learning and special education support. Discussion of what is necessary to help students with special needs succeed, and what is necessary to help their parents/guardians support the student. Discussion of HP's SEL practices, and best practices in the sector.	Invited all three to visit our flagship school, HLA. Continued to keep all three informed of outreach activity and continued to consult all three around school model and outreach.	5
January	Elected officials	Meeting with Rose Kerr and Frank Santarpia, Senior Advisor to SI Borough President, David Frank, and Regent Cea	Borough Hall, 10 Richmond	Overall very encouraged that we are focused on opening a new school in Staten Island, both	Will continue to emphasize diversity	6

Date	Target Stakeholder	Description of Outreach	Location	Input Obtained	Action Taken on Input	# of Attendees
11, 2018	District and Charter Schools State education officials		Terrace, Staten Island, NY 10301	generally and specifically reflecting the borough's diversity. Positive addition to public school community - new seats, new options. Impressed with the dual language methodology, and that SIHP would be working with an experienced CMO. Spoke at length about Hebrew Public as an organization - our history, efforts, successes, and learning from mistakes.	and HP's role in our outreach	
Febr uary 15, 2018	All Staten Islanders, particular focus on those in the CB1 area and local community and business leaders.	Presentation to Community Board 1, Staten Island	All Saints Episcopal Church, 2329 Victory Blvd, Staten Island, NY 10314	Support for the school. Four parents from the Mid Island asked that we locate the school centrally so that they could send their children to the school. They were excited about the school. One was a teacher and one was a realtor. We discussed coming out to meet with them in the future. Leticia gave them her contact information.	Leticia will follow up regarding additional meetings in the CB2 & 3 board zones. Applicant team will explore interest from Mid-Island.	65
Febr uary 20, 2018	All Staten Islanders, especially members of West	Presentation to West Brighton Committee	Walker Park, 71 Davis Ave, Staten Island, NY 10310	All comments were positive. Number one questions was the location of the school	Request to fill out survey	15

Staten Island Hebrew Public Table 2: Public Outreach Information

Date	Target Stakeholder	Description of Outreach	Location	Input Obtained	Action Taken on Input	# of Attendees
	Brighton Committee					
February 23, 2018	District Schools Business Leaders Elected and appointed officials Community based organization leaders	Email to prominent Staten Islanders asking them to complete our survey and forward it to their friends, families, colleagues, and, where applicable, listservs. Contacted the following individuals: - Robert Arcate, Staten Island DA - Deidre Carroll, Petrides School PTA - Lisa Crosby, Staten Island CB1 - Megan Delmar, SI Recreation Association - Debra Derrico, SICB2 - Donato Fornabio, Teacher Curtis High School, George Christo, Red Door Realty - Celia Iervasi, SI Board of Realtors - Tiffany Kaplan, PS 18 teacher - Lillian Lagazzo, Bay Street Landing/Accolades Homeowner Assoc. - Anthony Mauriello, Accountant - Wayne McDougall, Jersey Street Merchant Assoc., - Brian McGowan, Casandra Properties Realtors - Pearl Minski, Theater for Rehabilitating Youth/On Your Mark	Email	10 people agreed to forward the survey	Will follow up with second email request	10 with ability to reach more than 200

Date	Target Stakeholder	Description of Outreach	Location	Input Obtained	Action Taken on Input	# of Attendees
		- Robert Olivari, Court Officers - Charlene Wagner, SICB3 - George Passariello, Verrazano Kiwanis - Jen Remauro, Builder's Association - Angela Rizzo, Rosebank Business Owner - Christopher Rooney, SI Legal Services - Amanda Straniere, SI Museum - Lou Tobbaco, Northwell Hospital				
February 28, 2018	All Staten Islanders invited, particular focus on members of the St. George Community	Presentation at St. George Civic Association monthly meeting	Curtis High School Library, 105 Hamilton Ave, Staten Island, NY 10301	Very good reception. Thoughtful questions about the curriculum. Mother and daughter saw the Facebook notice and traveled to the meeting to discuss the school and the lottery.	Leticia will follow up with St. George Civic Association President Dorian about any members who may want a tour or a meeting in their neighborhood	35
March 5, 2018	Supplemental educational leaders	Email to Shelley Jain, Staten Islander who runs an anti-bullying program, inquiring about interest in serving on our Applicant Team and Board of Trustees	Email	Interested in the school, agreed to become a board member.	Leticia will set a meeting with Hebrew Public leadership	2
March	Elected and appointed officials, and	Email to prominent Staten Islanders asking them to complete our survey and forward it to their friends,	Email	All were enthusiastic about the school and agreed to forward email	Leticia will follow up with additional emails	3-100

Staten Island Hebrew Public Table 2: Public Outreach Information

Date	Target Stakeholder	Description of Outreach	Location	Input Obtained	Action Taken on Input	# of Attendees
13, 2018	their networks	families, and colleagues. Contacted the following individuals: - Sunny Jain, CB1 - Bobby Digi, Activist and State Assembly Candidate - Selina Grey, Campaign Manager for CM Rose 3 directly contacted, reach of more than 100		and request that their members and friends fill out surveys		
March 13, 2018	All Staten Islanders, particularly those who live in CBs 2 and 3 and the leaders who attend the meetings	Email to CB2 and CB3 Managers, informing them of the school and asking to present at their upcoming meetings	Email	CB2 District Manager responded enthusiastically and is looking for dates. CB3 Manager did not initially reply.	SI CB2 requested we present to full board May 15, 2018 7:30pm. Leticia will follow up with CB3 Manager to find a date.	2
March 15, 2018	Leticia and Aaron met with Shelley Jain, Selina Grey, and Bobby Digi	Meeting at Molo Restaurant- Leticia Remauro, Aaron Listhaus, Selina Grey, Shelley Jain, and Bobby Digi. The group discussed the latest developments in the school and Selina, Shelley, and Bobby asked questions and suggested next steps.	Molo Restaurant 987 Bay St, Staten Island, NY 10305	Shelley and Selina agreed to serve on board. Discussion included how to best serve all ethnic groups and financial background.	Hebrew Public leadership will follow-up with personal interviews and tours of HLA	5

Staten Island Hebrew Public Table 2: Public Outreach Information

Date	Target Stakeholder	Description of Outreach	Location	Input Obtained	Action Taken on Input	# of Attendees
March 15, 2018	Elected and appointed officials Stapleton Area Committee Chaired by Friday Obwele	Presented at Stapleton Area Committee	Central Family Life Center, 59 Wright Street, SI, NY 10304	Majority positive response. Priscilla Marco former Chair of CB1 wants to tour the building before she will give her support. One woman asked if the school is union and was unhappy to hear that it is not. One man worried that the school would lead to privatization of the public school system. Mark Zink from Ass. Tutone office was concerned about union status and stated that he would bring comments to the Assemblyman.	Ms. Marco invited on school tour of HLA.	12
March 15, 2018	Stapleton families	Flier outreach- fliers left at Family Life Center,	Single page flier left in Central Family Life Center, 59 Wright Street, SI, NY 10304	Larry Beslow, Community Center Manager - Rev. Dr. Demetrius Carolina	n/a	50+ daily
March 19, 2018	Families in the location listed at right	Door to door flier outreach in Rosebank	Families living on Maryland Avenue between water and Tompkins Avenue	Approximately 50 fliers distributed before rain. 3 residents answered door.	Single page flier delivered door to door	50 homes

Staten Island Hebrew Public Table 2: Public Outreach Information

Date	Target Stakeholder	Description of Outreach	Location	Input Obtained	Action Taken on Input	# of Attendees
March 20, 2018	All Staten Islanders, particularly those living in Rosebank and the community, elected, and business leaders who typically attend civic association meetings	Email to Lisa Crosby, of Rosebank Civic Association, requesting to present at upcoming meeting	Email	Invitation to present at May 2018 meeting	May 2018 meeting cancelled due to weather. Leticia reached out to reschedule.	2
March 27, 2018	Anyone accessing JCC fitness center, Parents taking children to preschool and afterschool programs.	Flier Outreach- Single page flier left at Jewish Community Center	1466 Manor Road, SI NY 10314	Approved by Ruth Laser, Community Affairs	Leticia revisited and replenished fliers 4/25/18	100+ people daily
March 27, 2018	North Shore families	Fliers placed in YMCA foyer	YMCA 651 Broadway, Staten	Approved by Audrey Urcia, Engagement Director	n/a	100+ people

Staten Island Hebrew Public Table 2: Public Outreach Information

Date	Target Stakeholder	Description of Outreach	Location	Input Obtained	Action Taken on Input	# of Attendees
			Island, NY 10310			daily
April 12, 2018	All who read SI Advance/ SI Live	Email to Staten Island Advance Editor, Brian Laline	Email	Laline was enthusiastic and replied that Analise Knudson would write story	Remauro will follow up with reporter	2
April 13, 2018	All who read SI Advance/ SI Live	Email to Analise Knudson at Staten Island Advance	Email	Knudson will speak to her editor and get back to us about a story	Remauro emailed again on April 15, 2018 with no response	2
April 16, 2018	Russian Staten Islanders	Reaching out to Emma Dukhovny, President Russian American Women Empowerment and an ELL teacher on Staten Island, to inform her of SIHP and set up a meeting.	Email and phone	Ms. Dukhovny was eager to meet.	Meeting set for 5/22/18 4pm	3
April 20, 2018	Elected officials	In person discussion with CM Debi Rose and Assemblyman Cusick, both were receptive and asked me to follow up with their offices.	Above Rooftop, 1100 S Ave, Staten Island, NY 10314	CM Rose office and Assemblymember Cusick were supportive of SIHP and agreed to meet.	Followed up with CM Rose office and Assemblymember Cusick to set up meetings.	3
April 23, 2018	Business Leaders	Meeting with Carlo Scissura, Esq. - President & CEO of the New York Building Congress Discussed SIHP, sought feedback and support. Informed them of submission and plans for school; it's a attachment to a proven CMO; and appraised them	21st Floor, 1040 6th Ave, New York, NY 10018	Supportive of the school, and the opportunity it would add for school choice on Staten Island	Thanked Ms. Widzowski for her time and support	2

Date	Target Stakeholder	Description of Outreach	Location	Input Obtained	Action Taken on Input	# of Attendees
		of our outreach work with public officials, civic associations, community boards, and more.				
May 2, 2018	District and Charter Schools	Meeting with Dr. Ken Byalin, President of Integrated Charter Schools of Staten Island. Listhaus, Tobman, Lodge and Remauro met with Byalin in his offices to discuss his experience opening a charter school in Staten Island and SIHP application	Dr. Byalin's office, 2 Teleport Dr. 2nd Fl Staten Island, NY 10311	Dr. Byalin expressed support for the school and what it will add to Staten Island educational opportunities. Discussed best practices and common challenges for Staten Island charter schools and gave valuable insight into starting a charter school on Staten Island.	Thanked Dr. Byalin for his time, support, and insight. Remauro attended ICS award dinner with Joseph Carroll on May 30.	5
May 15, 2018	All Staten Islanders, particularly those living in CB2 and the community, business, and political leaders that typically attend Community Board meetings.	Presented at CB 2 meeting. Presented Staten Island Hebrew Public during public session. distributed approximately 45 fliers and left 100 fliers for public. Stayed after the meeting for informal discussion and Q and A with attendees.	Lou Caravone Community Service Building, 460 Brielle Avenue, Staten Island, NY	One individual expressed concern about whether SIHP will threaten current Jewish Day Schools. Received advice for where to locate from several individuals. We met Sandy DiTrapani, VP Council of School Supervisors and Administrators who agreed to host a meeting of some of their members.	Discussed the historically minimal impact of Hebrew Public schools on Jewish Day Schools. Reassured the individual that the school will be secular. Will look into the locations suggested. Sent follow-up email to Mr. DiTrapani on June	48

Staten Island Hebrew Public Table 2: Public Outreach Information

Date	Target Stakeholder	Description of Outreach	Location	Input Obtained	Action Taken on Input	# of Attendees
					7, 2018. We are currently looking for a time to meet with Mr. DiTrapani. CB2 posted our flier on their website.	
May 19, 2018	Staten Islanders living in the location described.	Double sided flier delivered door to door. Discussed SIHP with residents and solicited their feedback. 200 flyers distributed. Approximately 50 homes had a resident present. Discussed SIHP with those individuals.	Bard Avenue between Richmond Terrace and Clove Road	Mostly eager for the new educational option. Lots of questions about whether the school will be a religious school, where it will be located, and when it will open.	Most of the residents whom we spoke with promised to complete the survey.	250
May 22, 2018	Russian Staten Islanders District Schools	Meeting with Emma Dukhovny, President Russian American Women Empowerment and an ELL teacher on Staten Island	The Von Agency, 1911 Richmond Ave, Ste 200, SI, NY 10314	Ms. Dukhovny was glad to hear that Hebrew Public will expand to Staten Island, and was particularly supportive of the Hebrew and Israel studies element of the school.	Ms. Dukhovny promoted SIHP and the survey via social media. Will continue to collaborate with Ms. Dukhovny and seek her feedback and advice.	3
May 22, 2018	Applicant team	Applicant team members Shelley Jain, Selina Grey, Leticia Remauro and Angela Olsen visited Hebrew Public's flagship school to learn more about the model. Met with Head of School Peter Katcher, Manger of External	Hebrew Language Academy, 2186 Mill Ave, Brooklyn, NY 11234	Several members of the applicant team who had expressed concerns about diversity were pleased to see that HLA is a truly diverse school. All were impressed with the rigor of instruction and relationships between teachers and students.	Thanked the applicant team members for taking the time to tour the school.	7

Staten Island Hebrew Public Table 2: Public Outreach Information

Date	Target Stakeholder	Description of Outreach	Location	Input Obtained	Action Taken on Input	# of Attendees
		Relations Roger Katz, and Chief External Officer Valerie Khaytina.				
June 2, 2018	All Staten Islanders, particularly those residing south of the Staten Island Expressway	Discussed SIHP and distributed fliers at Historic Richmondtown UnCorked event. 3000 attendees, 500 fliers distributed.	441 Clarke Ave, Staten Island, NY 10306	Overwhelmingly positive response, many individuals were busy at the festival but were glad to hear about the school, particularly the prospect of another educational option coming to Staten Island.	Interactions were typically brief and no one asked questions or requested information that required follow up after the event.	3000
June 5, 2018	All Staten Islanders, particularly community leaders from CB1	Presented at CB1 Youth Committee	Brighton Heights Church, 320 St. Mark's Place, Staten Island, NY 10301	Most meeting attendees were very enthusiastic about the prospect of a charter school coming to the North Shore or Mid Island. Many said that this addition will greatly enhance the educational offerings for the neighborhood. We received questions about our commitment to diversity, our secular mission, our commitment to serving students with disabilities, and partnership with the UFT.	Answered all questions- we are committed to diversity and serving students with special needs, and are not a religious school. Our three current school back up these claims. Our teachers will not be members of the UFT. Hebrew Public teachers are currently not unionized. We will renew our efforts	16

Staten Island Hebrew Public Table 2: Public Outreach Information

Date	Target Stakeholder	Description of Outreach	Location	Input Obtained	Action Taken on Input	# of Attendees
					to arrange a meeting with a representative of the CEC.	
June 6, 2018	Russian Staten Islanders	Meeting with Lina Shuster and Kay Lodge. Discussed outreach conducted, school design, and next steps for outreach, including who to speak to.	By phone	Ms. Shuster is a Staten Islander and school operations director. She expressed enthusiasm for SIHP and anticipated that many other Staten Islanders will also be enthusiastic. Advised advised that traffic is a major concern for Staten Islanders.	will consider traffic when we determine location.	2
6/18/18-8/6/18	Prospective Board Members	Hebrew Public CEO Jon Rosenberg and Kay Lodge spoke with potential board members. Discussed the school design, role and responsibilities of board members, feedback and advice for further outreach.	By phone	Prospective members agreed to join the board	Prospective members submitted documentation	10
June 19, 2018	Elected Officials	Meeting with Nicholas Widzowski, Esq, Legislative Director & Counsel - Office of City Councilman Costa Constantinides Discussed SIHP, sought feedback and support. Informed her of plans for school; its attachment to a proven CMO; and appraised her of our outreach with public officials, civic asscns, community boards, and more.	Councilman's district office	Supportive of the school, and the opportunity it would add for school choice on Staten Island	Thanked Ms. Widzowski for her time and support	2

Staten Island Hebrew Public Table 2: Public Outreach Information

Date	Target Stakeholder	Description of Outreach	Location	Input Obtained	Action Taken on Input	# of Attendees
June 19, 2018	Elected officials	Meeting with Councilmember Debi Rose and staff members Christine Johnson (Chief of Staff) and Edwina Martin (Legislative and Budget Director)	Councilmember Rose's office, 130 Stuyvesant Place, 6th Floor, Staten Island, NY 10301	Councilmember Rose and her staff were pleased to hear about SIHP and, upon learning about HP's commitment to diversity, supportive of the school. Questions included inquiries about our approach to foreign language learning and whether any languages besides Hebrew are taught at HP schools.	Ms. Khaytina followed up with a thank you email and a reply to a question from Christine Johnson.	5
June 19, 2018	Elected and appointed officials, Rosebank residents	Meeting with John Guzzo, President of Rosebank Homeowners Association	1 Edgewater St, Staten Island, NY 10305	Supportive of school		3
June 19, 2018	Community and business leaders Pakistani SIers Muslim SIers	Meeting with Shah Hamim Syed and Doren, owners of Turkish Seaside Restaurant and Doreen Syed, his wife. Shah is the head of the Pakistani Civic Association	124 Ocean Ave, Staten Island, NY 10305	Supportive of the school, particularly the focus on rigorous academics, foreign language learning, and diversity.	Thanked the Shahs for their feedback and time, invited to distribute flyers at Pakistani Community Picnic	4
June 21, 2018	Elected Officials	Meeting with Councilwoman Karen Koslowitz Discussed SIHP, sought feedback and support. Informed her plans for SIHP; its attachment to a proven CMO; and appraised her of our outreach work with public officials, civic associations, community boards, and more.	250 Broadway	Supportive of the school, and the opportunity it would add for school choice on Staten Island	Thanked Councilwoman Koslowitz for her time and support	2

Staten Island Hebrew Public Table 2: Public Outreach Information

Date	Target Stakeholder	Description of Outreach	Location	Input Obtained	Action Taken on Input	# of Attendees
June 26, 2018	Community leaders, churches	Lisz Moore of the First Central Baptist Church and Central Family Life Center reached out to schedule a meeting with Hebrew Public CEO Jon Rosenberg and Reverend Demetrius Carolina to discuss the school and collaboration	Email	Not applicable at the moment, outreach was to schedule meeting. Will update post-meeting.	Meeting scheduled for July 10, then rescheduled due to illness.	Will be 3
June 28, 2018	Elected Officials	Meeting with Assemblywoman Nily Rozic Discussed SIHP, sought feedback and support. Informed her of plans for school; its attachment to a proven CMO; and appraised her of our outreach with public officials, civic asscns, community boards, and more.	Assemblywoman's District Office	Supportive of the school, and the opportunity it would provide Staten Islanders to learn Hebrew	Thanked Assemblywoman Rozic for her time and support	2
July 2, 2018	Elected Officials	Meeting with Assemblyman Joe Lentol Discussed SIHP, sought feedback and support. Informed him plans for SIHP; its attachment to a proven CMO; and appraised him of our outreach work with public officials, civic associations, community boards, and more.	Assemblyman's District Office	Supportive of the school, and the school choice option it would provide Staten Islanders	Thanked Assemblyman Lentol for his time and support	2
July 4, 2018	Community members	Flyer distribution at Travis July 4 Parade	Flyers distributed near start of the parade, Showplace Center, 141 E Service	Leticia discussed the School with Assemblymember Michael Cusick, who expressed his support and agreed to write letter of support	Working with Michael Cusick to obtain Letter of Support	Approx 1000

Staten Island Hebrew Public Table 2: Public Outreach Information

Date	Target Stakeholder	Description of Outreach	Location	Input Obtained	Action Taken on Input	# of Attendees
			Rd, Staten Island			
July 10, 2018	Academic leaders	Assistant Professor Lucy Sorenson, PhD & Assistant Professor and Stephen Holt, PhD Rockefeller College of Public Affairs & Policy, UAlbany Discussed charter school labor market practices. Discussed SIHP, sought feedback and support. Informed them of plans for SIHP; its attachment to a proven CMO; and appraised them of our outreach with public officials, civic asscns, community boards, and more.	Rockefeller College	Discussed HP's employment practices, such as the hours teachers are expected to work and the stipends that are provided for taking on additional work.	Thanked Drs. Sorenson and Holt for their time and support	3
July 18, 2018 through July 27, 2018	Staten Islanders	Two ads placed in SI Advance, informing readers of SIHP and of a July 31 meet and greet with the SIHP board and inviting them to the event Similar ads placed online. Online ad reached 75,000 individuals; print newspaper's daily circulation is approx. 50,000.	SI Advance-online and in print	RSVPs to the event, additional "likes" on our Facebook page	n/a	175,000
July 19, 2018	Elected Officials	Northwell Health Event at McGinn Center. Attended public event, informed attendees of SIHP and sought feedback about the school. Sought letters of support from several attendees.	McGinn Center, 475 Seaview Ave, Staten Island, NY 10305	Broad support and excitement for SIHP	n/a	Approx. 100

Staten Island Hebrew Public Table 2: Public Outreach Information

Date	Target Stakeholder	Description of Outreach	Location	Input Obtained	Action Taken on Input	# of Attendees
July 19, 2018	Elected Officials District and Charter Schools	Meeting with Jennifer Joseph, Senior Advisor/Chief of District Operations; Office of City Councilwoman Alicka Ampry-Samuel (Member of City CEC). Discussed SIHP, sought feedback and support. Informed plans for school; its attachment to a proven CMO; and appraised her of our outreach work with public officials, civic associations, community boards, and more.	Councilwoman's District Office	Asked questions about other HP schools' record. After learning about SIHP and PH, supported the proposed school.	Thanked Ms. Joseph for her time and support	2
July 20, 2018	Staten Island Charter Schools	Called New World Prep informing them of SIHP and requesting a meeting	By phone	n/a- left voicemail	Will follow up to find time to meet	2
July 22, 2018	Pakistani Staten Islanders	Flyer distribution at Pakistani Picnic	Snug Harbor Cultural Center	Broad support and excitement for SIHP. Questions received and answered about tuition free and secular nature of the School.	Asked attendees to complete survey. Attendees said they would complete it.	300
July 25, 2018	District Schools	Email sent to CEC 31 Chairman Michael Reilly, inviting him to attend our meet and greet on July 31	Online	Reilly unable to attend, but forwarded the information to the rest of the CEC board and encouraged his board to attend	Thanked Mr. Reilly for his support and reiterated our desire to present at the September CEC 31 meeting	2
July 30, 2018	District and Charter Schools	Meeting with Matthew Levy, Founder and Exec. Dir., International Charter School of Brooklyn. Discussed SIHP, sought feedback and support. Informed him of plans for school; its attachment to a proven CMO; and	International Charter School of Brooklyn	Levy was curious and supportive, and discussed how SIHP's global citizenship focus in particular aligned with his school's focus.	Thanked Levy for his support and for taking the time to meet.	2

Staten Island Hebrew Public Table 2: Public Outreach Information

Date	Target Stakeholder	Description of Outreach	Location	Input Obtained	Action Taken on Input	# of Attendees
		appraised them of our outreach work with public officials, civic associations, community boards, and more.				
July 31, 2018	Staten Island Community Members	Meet and Greet even- opportunity for Staten Islanders to meet the proposed BoT and several Hebrew Public staff members, learn about SIHP, ask questions about the school, and provide feedback	El Patron Restaurant, 520 Bay St	Community members were curious about Hebrew Public's approach to global citizenship and diversity, and appreciated learning about the proposed school, including hearing from proposed BoT members who had toured other Hebrew Public schools in the spring.	Thanked attendees for their time and feedback. Added attendees to our email listserv.	11
12/18/2017 - present	All New Yorkers, and especially Staten Islanders.	Website interest form open for input, twelve messages received. In addition, the website contained key information about the School and links to the survey	www.SIHebrewPublic.org	Feedback and questions included: 1 request for general info about SIHP 1 question about the timeline for opening 7 questions about the location 1 offer to connect potential students with us 1 objection to teaching any language other than English in public school 2 questions about admissions 1 question about hiring	All individuals received individualized replies.	12
March 2, 2017 -	All Staten Islanders	Survey about design of school. Survey was shared widely in the following places:	Online	Survey included multiple choice and open response questions about desired key design elements and concerns about the school.	Will emphasize secular nature of school in outreach. Will explore mid-island locations,	250 survey respon

Staten Island Hebrew Public Table 2: Public Outreach Information

Date	Target Stakeholder	Description of Outreach	Location	Input Obtained	Action Taken on Input	# of Attendees
present		All flyers included a short link to the survey and prominently encouraged all to complete the survey. Shared the survey with all Staten Islanders with whom we met and encouraged them to complete it and tell their friends and family. Concluded all presentations by urging those present to complete the survey to share feedback. Shared the survey online by posting it on SIHP's Facebook page and on Facebook groups targeted at Staten Islanders, prominently included a link to the survey on SIHP's website.		Overwhelmingly positive. Most survey responses indicated enthusiastic support for design elements we had already planned on including, such as increased learning time; rigorous, differentiated instruction; second language instruction; and a commitment to diversity. Common suggestions included positive feedback for the proposed school design, suggestion that SIHP have a robust PTO, and suggestion that we consider a mid-island location. Common concerns and questions included geographic accessibility to families from across Staten Island and bussing, safety, academic rigor, perceived concerns about particularism, and curricular alignment with district schools.	and emphasize accessibility to all parts of SI when we explore facilities. Responded to individuals who requested replies and shared contact information All individuals who shared their email addresses were added to our bi-monthly newsletter to remain aware of updates.	sessas of 8/14/2018
December 20, 2017 - Present	All Staten Islanders, particularly those who have expressed interest in or	Bimonthly newsletters sent to survey respondents and individuals who have expressed interest in SIHP.	Email	Overwhelming support for the school and appreciation for being kept in the loop. Many questions about how individuals can support SIHP, a few questions about location, timeline, and the school model.	All questions were answered. Individuals who wanted to actively support SIHP were encouraged to pass out flyers,	~60 - 200 individuals for

Date	Target Stakeholder	Description of Outreach	Location	Input Obtained	Action Taken on Input	# of Attendees
	given feedback about SIHP				complete the survey (and ask friends and family to complete the survey as well); those who asked about location, timeline, and school model learned of our plans. We also solicited the feedback of those individuals.	each newsletter
12/1/2017-Present	All Staten Islanders, particularly those with children. We broadened our reach by: boosting posts to target Staten Island residents and joining and posting in a wide range	Facebook outreach, including: - Posting on Staten Island general interest groups, such "Staten Island People With Kids", "Staten Island Daycare Preschool News", and many other Staten Island groups. - Posting on Staten Island Hebrew Public Facebook page. - Creating Facebook "events" for each public hearing or school tour, and sharing these events widely.	Online; www.facebook.com and https://www.facebook.com/statenislandhebrewpublic/	**Engagement**: Comments were overwhelmingly positive, and included support for bringing a free elementary foreign language learning option to Staten Island; support for Hebrew specifically; and support for our diverse by design model. The most common neutral questions were inquiries about our location and timeline. Negative feedback included animosity to charters in general, assumptions that we SIHP will be a religious school (like all HP schools,	Responded to nearly all comments by answering questions, thanking Staten Islanders for their support, or addressing misconceptions. The patters of misconceptions and questions gave us insight into parts of our model that Staten Islanders	Over 16,000

Staten Island Hebrew Public Table 2: Public Outreach Information

Date	Target Stakeholder	Description of Outreach	Location	Input Obtained	Action Taken on Input	# of Attendees
	of Staten Island focused groups.			SIHP will be a secular public charter), and assumptions that we will not serve students with special needs (like all HP schools, SIHP will serve students with special needs). **Broad reach:** 44 posts on SIHP page reached over 16,000 people and received over 120 likes and 65 comments. Over 90 individuals said they were "interested" in SIHP events, and over 20 said they were "going." Over 100 likes and comments for the posts about SIHP in Staten Island Facebook groups. Over 170 "likes" and "followers" on SIHP's Facebook page	might be unsure of. We altered our outreach to address common questions and misconceptions head on.	

ATTACHMENT 2B: EVIDENCE OF PUBLIC OUTREACH PROCESS

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Social Media Posts

Summary of posts on Staten Island related Facebook Groups

Group Name:	Date:
SI Russian Parents	8/14/18
SI Russian Parents	12/8/17
SI Russian Parents	1/5/18
SI Russian Parents	1/12/18
SI Russian Parents	1/19/18
SI Russian Parents	3/2/18
SI Russian Parents	12/21/17
SI Russian Parents	3/16/16
SI Russian Parents	2/23/18
SI Russian Parents	7/26/18
SI People with Kids	12/18/17
SI People with Kids	1/19/18
SI People with Kids	3/7/18
SI People with Kids	2/21/18
SI Parents Daycare Preschool News	12/18/17
SI Parents Daycare Preschool News	1/19/18
SI Parents Daycare Preschool News	2/21/18

SI Parents Daycare Preschool News	12/28/17
SI Parents Daycare Preschool News	12/8/17
MOMS ON A BUDGET STATEN ISLAND	1/12/18
MOMS ON A BUDGET STATEN ISLAND	1/5/18
MOMS ON A BUDGET STATEN ISLAND	3/2/18
MOMS ON A BUDGET STATEN ISLAND	12/21/17
MOMS ON A BUDGET STATEN ISLAND	3/16/18
MOMS ON A BUDGET STATEN ISLAND	1/19/18
MOMS ON A BUDGET STATEN ISLAND	2/21/18
MOMS ON A BUDGET STATEN ISLAND	2/23/18
MOMS ON A BUDGET STATEN ISLAND	8/14/18
Russian Staten Island	1/19/18
Russian Staten Island	1/5/18
Russian Staten Island	3/2/18
Russian Staten Island	3/16/18
Russian Staten Island	1/12/18
Russian Staten Island	2/21/18
Russian Staten Island	2/23/18
Russian Staten Island	12/21/17
Jewish Staten Island	3/5/17
Jewish Staten Island	12/28/17
Jewish Staten Island	1/19/18
Jewish Staten Island	3/7/18
Jewish Staten Island	2/21/18
Jewish Staten Island	12/18/17
Russina Parents	8/14/17
Staten Island Kids	7/25/18
Staten Island Russian Parents	8/14/18

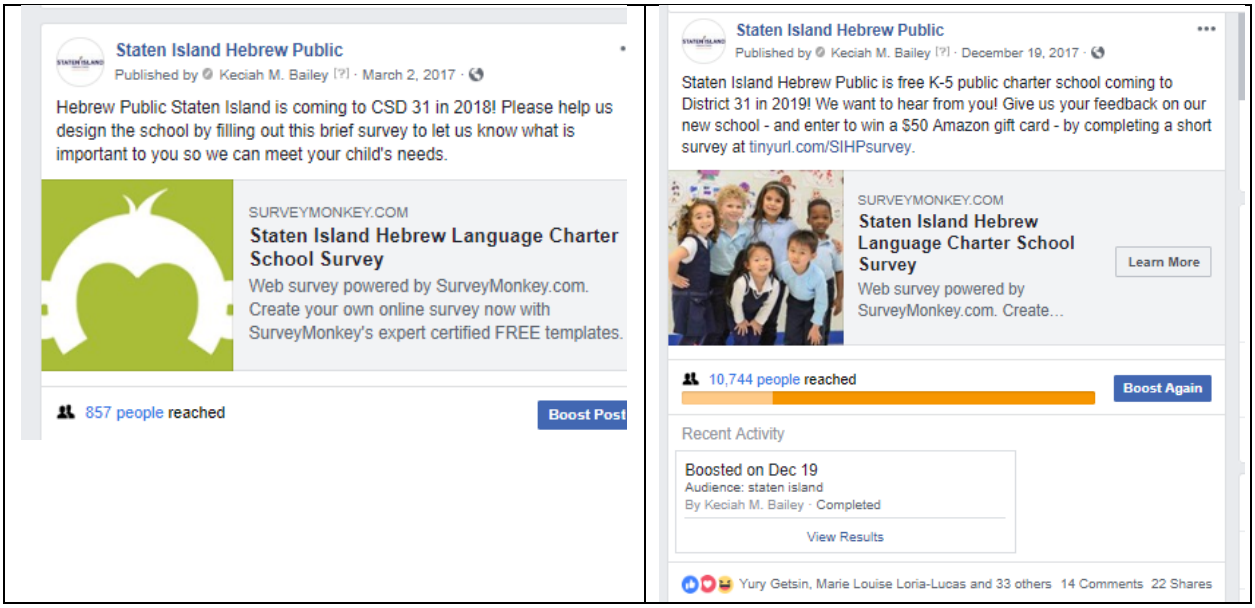
Summary of Posts on SIHP Facebook Page

Date	Reach	Likes	Comments	Shares
8/14/18	58	1	0	0

8/13/18	74	5	2	1
8/10/18	43	2	0	0
7/19/18	55	3	2	
7/17/18	52	3	0	0
7/17/18	250	5	0	1
7/16/18	42	0	0	0
7/6/18	51	0	0	
7/2/18	38	3	0	
6/29/18	24	2	0	
6/28/18	24	1	0	
6/28/18	26			
6/19/18	6	1		
6/14/18	7	2		
6/13/18	11	2		
6/8/18	7			1
5/30/18	8	1	0	1
5/30/18	6			
5/24/18	6	1		
5/16/18	11			
5/11/18	172			1
5/3/18	9	1		
3/21/18	43	0	0	0
3/21/18	63	2	1	0
3/16/18	35			
3/15/18	34	1		
3/8/18	47			
3/2/18	727	5		6
3/1/18	39	2		
3/1/18	48	2		
2/28/18	31			
2/26/18	44			
2/21/18	71	2		
2/21/18	66			

2/20/18	43			7
2/13/18	48			
2/13/18	42			
1/19/18	2022	15	13	11
1/12/18	34			
1/5/18	34			4
12/19/17	10744	53	47	22
12/19/17	26	2		
12/19/17	1	1		
3/2/17	857	17	4	11
TOTAL	**16079**	**135**	**69**	**66**

Images of posts on SIHP Facebook Page



Staten Island Hebrew Public shared a post.
Published by Keciah M. Bailey [?] · January 5 ·

Language learning gives students the 21st century skills most valued by employers. Check out the article below on the benefits of foreign language acquisition for students.

Hebrew Public
Published by Keciah M. Bailey [?] · January 5 ·

The soft skills valued by employers- communication, empathy, critical thinking etc. - are byproducts of foreign language acquisition.

BLOGS.TRANSPARENT.COM
Sorry STEM, Google just made the case for more foreign language education

34 people reached Boost Unavailable

Staten Island Hebrew Public shared a video.
Published by Keciah M. Bailey [?] · January 12 ·

Staten Island Hebrew Public is a free dual language K-5 public charter school opening in 2019 to students of all backgrounds. Our students will receive immersive Modern Hebrew instruction through the proficiency approach - the gold standard in language learning. Check out our students at sister school, HLA2 during a Hebrew lesson.

We want to hear from you! Tell us how our school can best serve your community by completing a short survey at tinyurl.com/SIHPsurvey. You could be the lucky winner of a $50 amazon gift card!

1,388 Views

HLA2
December 14, 2017 ·

Hebrew lesson at Tel Aviv this morning!

35 people reached Boost Unavailable

Staten Island Hebrew Public
Published by Keciah M. Bailey [?] · January 19 ·

We want to hear from you! Click below to learn more about Staten Island Hebrew Public coming to the North Shore in 2019 and give us your feedback by completing a brief survey:
https://www.surveymonkey.com/r/SIHebrewPublicsite

SIHEBREWPUBLIC.ORG
Staten Island Hebrew Public Charter School – Part of the Hebrew Public Network

2,025 people reached Boost Post

Francine Gitter Helwani and Kareen Nussbaum Leivent 8 Shares

Like Comment Share

Write a comment...

Staten Island Hebrew Public added an event.
February 13 ·

A public hearing is being held to solicit feedback about Staten Island Hebrew Public charter School coming to the North Shore in 2019.

Staten Island Hebrew Public will be a free K-5 public charter school that teaches Modern Hebrew to students
of all backgrounds and prepares them to be successful
global citizens.... See More

THU, FEB 15
Public Hearing for Staten Island Hebrew Public Interested

Keciah M. Bailey invited you

44 people reached View Promotion

Staten Island Hebrew Public added an event.
February 13 ·

A public hearing is being held to solicit feedback about Staten Island Hebrew Public charter School coming to the North Shore in 2019.

Staten Island Hebrew Public will be a free K-5 public charter school that teaches Modern Hebrew to students
of all backgrounds and prepares them to be successful
global citizens.... See More

TUE, FEB 20
Public hearing for Staten Island Hebrew Public
Walker Park 71 Davis Ave, Staten Island, NY
3 Went · 24 Interested
✓ Going

Staten Island Hebrew Public shared a video.
Published by Kay Lodge [?] · February 20 ·

In order to help round out our Hebrew curriculum, students at Hebrew Public schools have weekly Israeli dance class, taught in Hebrew. Check out this clip of second graders from our flagship school in Brooklyn showing off their moves!

1,206 Views

Hebrew Language Academy Charter School
January 12 ·

Happy Friday from our 2nd graders! Our students love Israeli Dance time with Morah Bosmat!

Dance is a highly effective way to deepen one's exposure and connecti...
See More

44 people reached
Boost Unavailable
7 Shares

Staten Island Hebrew Public added an event.
February 21 ·

A public hearing is being held to solicit feedback about Staten Island Hebrew Public charter School coming to the North Shore in 2019.

Staten Island Hebrew Public will be a FREE K-5 public charter school that teaches Modern Hebrew to students
of ALL backgrounds and prepares them to be successful
global citizens.... See More

WED, FEB 28
Public hearing for Staten Island Hebrew Public
Curtis High School · Staten Island, New York
2 Went · 19 Interested
✓ Going

68 people reached
View Promotion

Staten Island Hebrew Public
Published by Keciah M. Bailey [?] · February 21 ·

Thank you to all who joined us at our community meeting last night. It was great talking with you about our new school and hearing your feedback.

Our next meeting will be on 2/28 7 pm at Curtis HS Library - 105 Hamilton Ave, Staten Island, NY 10301. Hope to see many of you there.

73 people reached
Boost Post

Staten Island Hebrew Public and Jennifer Cortijo

Like Comment Share

Staten Island Hebrew Public
Published by Keciah M. Bailey [?] · February 26 ·

Racial and cultural diversity, Modern Hebrew, Israel Studies and rigorous academics are just some of the elements that make Hebrew Public schools unique and exceptional. Staten Island Hebrew Public is free and open to all. And, as a public charter school, we neither teach nor endorse any religion. Check out our website to learn more and give us your feedback by filling out our brief survey: sihebrewpublic.org.

47 people reached

Boost Post

Like Comment Share

Staten Island Hebrew Public shared an event.
Published by Keciah M. Bailey [?] · February 28 ·

There's still time to join us tonight at the public hearing for our new school. Come out and share your feedback about how our school can best serve the community. We want to hear from you and look forward to seeing you there!

WED, FEB 28

Public hearing for Staten Island Hebrew Public

Curtis High School · Staten Island, New York

2 Went · 19 Interested

Going

34 people reached

Boost Unavailable

Like Comment

Staten Island Hebrew Public added an event.
March 1 ·

A public hearing is being held to solicit feedback about Staten Island Hebrew Public charter School coming to the North Shore in 2019.

Staten Island Hebrew Public will be a FREE K-5 public charter school that teaches Modern Hebrew to students
of ALL backgrounds and prepares them to be successful
global citizens.... See More

THU, MAR 15

Public hearing for Staten Island Hebrew Public

Central Family Life Center Inc · Staten Island, New York

2 Went · 9 Interested

Going

Staten Island Hebrew Public
Published by Keciah M. Bailey [?] · March 1 ·

Staten Island Hebrew Public will be modeled after our three existing NYC schools - Hebrew Language Academy Charter School and HLA2 in Brooklyn and Harlem Hebrew Language Academy Charter School in Manhattan - with evidence-based Hebrew instruction and rigorous, personalized English and math curriculum in a warm and diverse community. Learn more about our schools here: https://hebrewpublic.org/what/our-schools/

HEBREWPUBLIC.ORG

Current Schools

Visit the post for more.

41 people reached

Boost Post

Wendy Braunstein Terzo, Hebrew Language Academy Charter School and HLA2

Like Comment Share

Staten Island Hebrew Public
Published by Keciah M. Bailey [?] · March 2 ·

It's #ReadAcrossAmerica week and our schools are celebrating with themes from different Dr. Seuss books! Check out some highlights from this week at both HLA2 and Hebrew Language Academy Charter School. Check out our other schools on Facebook to get an idea of how Staten Island Hebrew Public will be modeled.

728 people reached | Boost Post

5 | 6 Shares

Like | Comment | Share

Staten Island Hebrew Public
Published by Keciah M. Bailey [?] · March 8 ·

Check out our latest newsletter to see what's happening at Staten Island Hebrew Public. For more info, or to receive these updates directly in your mailbox, contact kay@hebrewpublic.org.

MAILCHI.MP
The latest Staten Island Hebrew Public news- February edition
February has been a busy month for Staten Island Hebrew Public!! This...

50 people reached | Boost Post

Like | Comment | Share

Staten Island Hebrew Public shared an event.
Published by Keciah M. Bailey [?] · March 15 ·

Join us tonight for a public hearing about our new school. Come out and give us your feedback, we want to hear from you!

THU, MAR 15
Public hearing for Staten Island Hebrew Public
Central Family Life Center Inc · Staten Island, New York
2 Went · 9 Interested

Going

37 people reached | Boost Unavailable

Staten Island Hebrew Public added an event.
March 16 ·

A public hearing is being held to solicit feedback about Staten Island Hebrew Public charter School coming to the North Shore in 2019.

Staten Island Hebrew Public will be a FREE K-5 public charter school that teaches Modern Hebrew to students
of ALL backgrounds and prepares them to be successful
global citizens.... See More

TUE, MAR 20
Public hearing for Staten Island Hebrew Public
Keciah M. Bailey invited you

★ Interested

38 people reached | View Promotion

COMMUNITY BOARD #1 FULL BOARD MEETING – FEBRUARY 15, 2018 – 7:30 P.M.
ALL SAINTS EPISCOPAL CHURCH, 22329 VICTORY BLVD.

Nicholas Siclari, Chairman

MEMBERS

Vincent Accornero
Joseph Ahlstrom, Excused
Ali Mir Masum
Anjail Ameen-Rice
Larry Beslow
Joseph Bird, Absent
Telee Brown
Sandy Carles
Loretta Cauldwell
Anthony Cosentino
Megan Delmar
George Doyle
Claudette Duff, Excused
Linda Eskenas
Timothy Forsyth
Victoria Gillen
John Guzzo
Celeste Holmes, Excused
Sunny Jain, Excused
Lisa Lattanzio
Norman Light
Priscilla Marco
John McBeth
Pearl Minsky
Mohan Radharkrishn
Jeffrey Mohlenbrok, Leave
Friday Ogbewele
Ole Olsen, Excused
Ernest Paige, Excused
Catherine Paradiso
Amy Poirer
Fran Reali, Excused
Chris Rooney, Excused
Marjorie Ryan, Absent
James Samuels, Excused
Anthony Scaturi
Nicholas Siclari
George Sona
Hakan Tale
Kelly Vilar, Excused
Kevin Washington
Daniel Williams
Camille Zarrelli, Excused
Bob Zion, Excused
Nicholas Zvegintzov

GUESTS

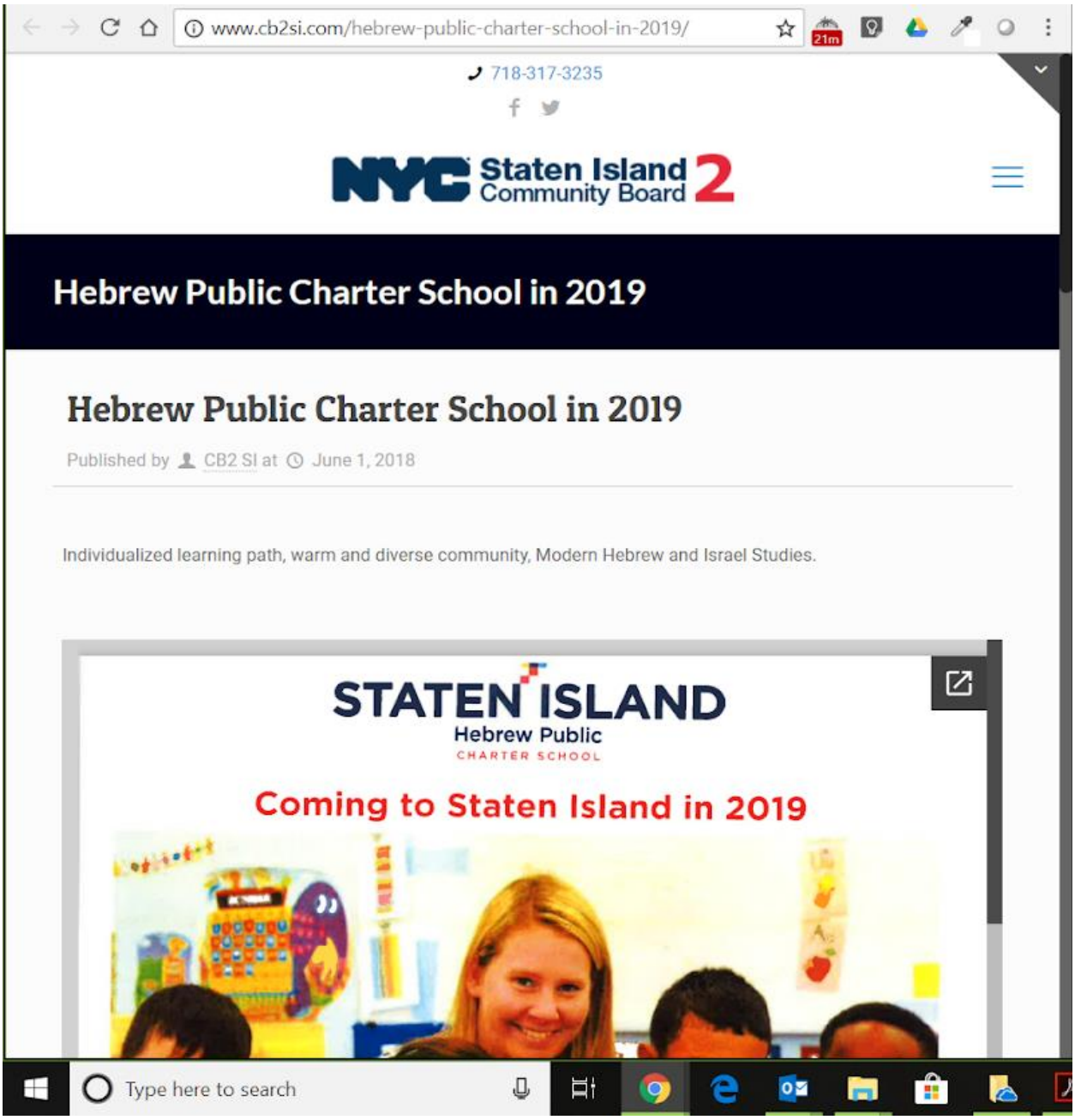
Patrick Lewis, Rep, Public Advocate Letita James
Charles Fall, Chief of Staff, NYC Parks & Recreation
Francine Capeli, Rep. Councilman Steve Matteo
Mark Zink, Rep. MOA Titone
Angela Mirizzi Olsen, Rep. MOA Nicole Malliotakis
Joan Cusick, Director Human Resources Administration
Nicole Brooks, NYC Parks & Recreation
Fred Riley, Consumer Affairs
Michael Morrell, President Westerleigh Improv. Society
Robert Holst, Spectrum
Leticia Remauro, The Von Agency
Michael Tobin, Hebrew Public School
Eric Patterson, Westerleigh Park Committee
Ruth Garber, Resident
Natalie Garber, Resident
Adi Tzur, Resident
Karen Leivent, Resident

OFFICE STAFF

Joseph Carroll, District Manager
Lisa Crosby, Community Associate

Agendas/Minutes

Community Board 2



St. George/ West Brighton Committee January Meeting Minutes

St. George/West Brighton Area Committee
January 16, 2018
Walker Park Tennis House
50 Bard Avenue
Staten Island, NY 10310

Meeting Minutes

Community Board Members Present
Loretta Cauldwell- Chair
Anthony Cosentino
Chris Rooney
Bob Zion

Non Board Members
Diana Caughell
Andrew Dorman

Guests
Troy McGhie – Councilmember Debi Rose
Sean Torres – Craft House
Vincent Lima – Craft House
Leticia Remauro – Hebrew Public
Valarie Khaytina – Hebrew Public
Esther Rebori
Carol-Ann Rebori
Liz Dubersten
Steven Williams

- The meeting was called to order at 7:20
- Hebrew Public made a presentation on the Hebrew Public School looking to open in 2019 to be located in the North Shore. It will be a public language immersion school, all-inclusive, serving all communities.
- Liquor Licenses
  Renewals:
  - Legends Hospitality - 75 Richmond Terrace (The Stadium) – no issues - approved
  - Cinderella Restaurant – 108 Victory Blvd. – no issues - approved
  - The Hop Shoppe – 372 Van Duzer Street – no issues - approved

  Alteration
  - Craft House – 60-62 Van Duzer Street – The establishment already has a beer garden where they serve food and alcohol. They are seeking to put 6 Taps outside for easier service. - Approved
- Community Concerns
  - Several traffic and enforcement issues:
    - Concerning the fatal crash on Henderson Avenue near St. Peters High School – Recommend to the transportation committee and request a marked crosswalk and all way stop sign at Caldera Place where student cross for the bus. Speed camera at Brentwood Avenue
    - Concerning speeding on Davis Avenue near Henderson Avenue – Stop sign at Stebbins Ave.
    - Monitor traffic on Broadway between Forest Ave and Clove Rd. for speeding. Pedestrians including many children cross the street for the zoo and YMCA. Possible enforcement needed.

There being no other business the meeting was adjourned.

Community Board 1- Full Meeting, February Minutes

Excerpt below. Full minutes available at https://www1.nyc.gov/assets/statenislandcb1/downloads/pdf/full_board_meeting_february_15_2018.pdf

Chairman Nicholas Siclari called the meeting to order at 7:30 P.M.
Pledge of Allegiance
Roll call attendance taken quorum present.
Motion made, seconded and approved to accept January 2018 Full Board Minutes.

Megan Delmar introduced volunteers of Helping Others Obtain Possibilities Through Horses (HOOPH), explained the program and presented Certificates of Appreciation.

Mr. Fred Riley, Department of Consumer Affairs spoke of NYC Free Tax Preparation which is intended as a resource for residents of the five New York City boroughs to help you access a valuable benefit that you might be eligible for. The NYC Free Tax Prep Portal will help you determine your eligibility for free tax preparation services in the City of New York and connect you to helpful resources regarding free tax preparation and valuable tax credits, such as the Earned Income Tax Credit, for which you might be eligible. For more information visit nyc.gov/taxprep

Ms. Leticia Remauro and Mr. Michael Tobin informed the Board that they would like to site a Hebrew Public School on the North Shore or Mid Island. There are currently schools in Brooklyn and Manhattan. The school would be a charter school open to everyone.

OFFICERS' REPORTS
FIRST VICE-CHAIRMAN, ANTHONY COSENTINO – No report.

SECOND VICE-CHAIRMAN, CHRISTOPHER ROONEY – No report.

THIRD VICE-CHAIRMAN, FRIDAY OGBEWELE – No report.

SECRETARY, ANJAIL AMEEN-RICE – No report.

TREASURER, LARRY BESLOW – No report.

CHAIRMAN, NICHOLAS SICLARI – Don't forget to bring a non-perishable food item to the next Board Meeting for the Bread of Life Food Drive at Farrell H.S. on March 24, 2018.

DISTRICT MANAGER, JOSEPH CARROLL – No report.

PUBLIC SESSION
Mr. Robert Holst, Local 3 spoke on behalf of the 1800 Spectrum workers on strike for 11 months. Local 3 asked that customers cancel Spectrum service and tell family and friends across the country to do the same; tell elected officials not to renew Spectrum Franchise that they are mistreating workers and customers; send letters, petitions directly to public service commission.

Chairman Nicholas Siclari asked if there was any objection of sending a letter to Councilwoman Rose requesting that the City does not renew the Franchise Agreement with Spectrum. No objection.

Mr. Patrick Lewis, representing Public Advocate Letita James mentioned a letter was sent asking that Primary Day be moved to Thursday. Right now is scheduled for Primary Day.
PUBLIC SESSION CLOSED
FUNCTIONAL COMMITTEE REPORTS

Community Board 1 February Meeting Agenda

COMMUNITY BOARD #1 AGENDA –THURSDAY FEBRUARY 15, 2018 7:30 P.M.
ALL SAINTS EPISCOPAL CHURCH, 2329 VICTORY BLVD.
****PLEASE NOTE: BOARD MEETING ON THURSDAY****

SESSION OPENING
---Pledge of Allegiance
---Call to Order
---Roll Call Attendance
---Acceptance of Minutes
---Public Session

Certificates of appreciation will be presented to volunteers of Helping Others obtain Possibilities Through Horses (HOOPH).
The Department of Consumer Affairs will give a brief presentation on free tax preparation.
Ms. Leticia Remauro will give a brief presentation on a proposed Hebrew School in Community Board #1.

OFFICERS' REPORTS
---First Vice-Chairman, Anthony Cosentino
---Second Vice-Chairman, Christopher Rooney
---Third Vice-Chairman, Friday Ogbewele
---Treasurer, Larry Beslow
---Secretary, Anjail Ameen Rice
---Chairman, Nicholas Siclari
--- District Manager, Joseph Carroll

FUNCTIONAL COMMITTEE REPORTS
---Land Use, Vincent Accornero
----Health/Human Services, Catherine Paradiso
---Waterfront, Ole Olsen
---Public Services, Sunny Jain
---Youth Services, Kelly Vilar
---Rules & Legislative Affairs, Christopher Rooney
---Budget & Finance, Anthony Cosentino
--Transportation, Nicholas Zvegintzov

AD HOC COMMITTEE
----Veterans, Bob Zion
---Labor, Victoria Gillen/Anthony Scutari
---Parks & Recreation, Megan Delmar
---Civic – Victoria Gillen
---Cultural Affairs, Pearl Minsky

AREA COMMITTEE REPORTS
---Clifton/Concord/Stapleton, Larry Beslow
---West Brighton/St. George, Loretta Cauldwell
---Silver Lake/Sunnyside/Westerleigh/Willowbrook, Camille Zarrelli/Timothy Forsyth
---Rosebank/Ft. Wadsworth, John Guzzo
---Mariners Harbor/Port Richmond, John McBeth
Old Business
New Business
Adjournment

If you are unable to attend the meeting please call or e-mail Anjail Ameen-Rice or the Board Office **prior** to the meeting 1-718-981-6900 lcrosby@cb.nyc.gov.

Community Board 1- Stapleton/Clifton/Concord Area Committee March Minutes

Community Board #1
Stapleton – Clifton – Concord
Area Committee Minutes
http://sites.google.com/site/ccsarea/

Thursday, March 15, 2018

Committee Members Present:
Larry Beslow, Chair
Friday Ogbewele
Priscilla Marco
Kevin Washington

Committee Members Absent:
Joseph Bird
George Doyle
Marjorie Ryan
Daniel Williams

Non-Board Members Present:
Dorothy Brown
Vanis A. Trapp
Nancy Galarza
Miriam Arnold

Non-Board Members Absent:
Linda Gallo
Peter Lisi

Special Guests:
Mark Zink, Rep. Assemblyman Titone

Guests:
Rosa Haire
Phil Marius
Aaron Listhaus
Leticia Remauro
Robert Gibbs

Meeting Commence @ 7:35 PM

Leticia Remauro and Aaron Listhaus gave presentation on Hebrew Language Charter School.
Funding - 1) Federal Government Grants
2) Grant
3) State Funding – Largest Amount

School go from K-8 in Manhattan and K-5 in Brooklyn.

Phil Marius wants to know if he can be a voting non-member.

The Coupe on Van Duzer if they come to the CB#1 with Liquor License – Dorothy Brown wants to know.

SIHP Newsletters

The first pages of our SIHP newsletters are below. The full newsletters are available upon request.

July 2018

STATEN ISLAND
Hebrew Public
CHARTER SCHOOL

STATEN ISLAND MONTHLY ROUND-UP

Dear Families,

Here at Hebrew Public, we like to use this time to reflect on all the exciting milestones we had, while also utilizing the summer to plan for the year ahead. Our leadership teams are working to ensure that our network of schools are all prepared to welcome students back in September!

As part of our initiative to keep the Staten Island community involved, as well as answer any questions you may have - SI Hebrew Public invites you to join us for a **Meet & Greet at El Patron on July 31st!**

- Meet the Board of Trustees and ask questions
- Connect, network and engage with community members
- Enjoy beverages and appetizers!

Click here for more information and to **RSVP!**

In addition, please save the date for our **Annual AUTUMNFEST** event! Each year, families, staff and students gather together to see old faces and meet ones. It's the perfect opportunity to meet others from sister schools. See more information here.

Thank you for all the support we've received in moving Staten Island forward!

Wishing you and your family a WONDERFUL summer!

Kol Tuv (all the best),
Kay

June 2018

STATEN ISLAND
Hebrew Public
CHARTER SCHOOL

Good Afternoon!

At Hebrew Public, we're wrapping up the 2017-2018 school year- **and what a year it was!** Before school let's out, I wanted to share some highlights with you-

- Sending our first ever class of eighth grade students on an incredible **ten day trip to Israel**

- **Opening HLA2 in Sheepshead Bay** and welcoming 130 Kindergartners and first graders

- Receiving approvals to expand from New York State and Philadelphia! **Harlem Hebrew earned the go ahead to expand to middle school, and our application to open a Philadelphia school was approved.** We can't wait to welcome sixth graders to Harlem Hebrew in the fall and open our doors in Philadelphia in 2019!

- Last but not least- **moving Staten Island Hebrew Public forward!**
  - We've **met thousands of Staten Islanders and heard from hundreds**, including politicians and local leaders. The feedback we're receiving is helping us tweak our model to make sure we're serving Staten Islanders as best we can.
  - We've **assembled a top notch school board**, and can't wait for you to meet the trustees!
  - We're so grateful to the **over 200 Staten Islanders who have shared their thoughts and support by completing** our survey **and to the hundred plus who have** liked our Facebook page**!** Take the survey and like the Facebook page if you haven't yet done so, **and be sure to share the links with friends and family who might be interested in Staten Island Hebrew Public!**
  - We're always looking for folks to get involved and help out- if that's you, **reply to this email** and let me know.

And in the meantime, check out the latest Hebrew Public news below!

Kol Tuv (all the best),
Kay

February 2018

STATEN ISLAND
Hebrew Public
CHARTER SCHOOL

Hello!

February has been a busy month for Staten Island Hebrew Public!! This month, we met Staten Islanders in community meetings in **West Brighton** and on the **North Shore (Community Board 1)**. We learned so much from talking with you and your neighbors and are truly grateful that you took the time to show your support and share your thoughts.

If you weren't able to make it to those meetings, we have three meetings scheduled for the upcoming weeks. Hope to see you there! It's the perfect opportunity to meet the team, ask questions, and learn more.

- **Wednesday, February 28 at 7 pm**
  - St. George Community Meeting at the Curtis High Sschool Library, 105 Hamilton Ave, Staten Island, NY 10301
- **Thursday, March 15 at 7:30 pm**
  - Stapleton Area Community Meeting at the Family Life Center, 59 Wright St., Staten Island, NY 10304
- **Tuesday, March 20, 2018 at 7:30 PM**
  - Rosebank Community Meeting at Mt. Carmel Hall, 36 Amity Street, Staten Island, NY 10305

If you have any questions, suggestions, or feedback, please let us know by replying to this email.

Kol tuv (all the best),

Kay Lodge

P.S. Missed past editions of the newsletter? Click here to check them out!

WHAT HAVE HEBREW PUBLIC STUDENTS BEEN UP TO?
CHECK OUT OUR LATEST PHOTOS!

January 2018

STATEN ISLAND
Hebrew Public
CHARTER SCHOOL

Hello!

Thank you - ***toda raba*** - for sharing your thoughts on Staten Island Hebrew Public, a new K-5 charter school coming to Staten Island in 2019! In the coming months, we'll be holding community meetings, meeting with local leaders, and preparing to submit a charter application in the summer.

Here are a few updates about the school:

- **We met with local leaders** (including charter school leaders and community members) and heard their thoughts on the school. Click here to read a recap of a **meeting with two of Borough President Oddo's top education aides**. We're proud to be hearing so much positive feedback, and hope to keep the momentum going!
- **Our website is now live**! Check it out at www.SIHebrewPublic.org and **share it with your neighbors** who might be interested in the school or have feedback for us.

If you want to be more involved, please let me know by replying to this email. We're excited to open the school and meet all of you and your neighbors!

Kol tuv (all the best),

Kay Lodge

P.S. Missed the first edition of the newsletter? Click here to check it out!

Staten Island Hebrew Public will be modeled after our three existing NYC schools - Hebrew Language Academy (HLA) and HLA2 in Brooklyn and Harlem Hebrew in Manhattan - with evidence-based Hebrew instruction and rigorous, personalized English and math curriculum in a warm and diverse community.

To learn more about our schools visit the schools' Facebook pages linked above and check out the photos below. Or, visit our schools in person! Fill out this form to sign up for a tour.

WHAT HAVE HEBREW PUBLIC STUDENTS BEEN UP TO?
CHECK OUT OUR LATEST PHOTOS!

December 2017

STATEN ISLAND
Hebrew Public
CHARTER SCHOOL

Good Evening!

Thank you - ***toda raba*** - for sharing your thoughts on Staten Island Hebrew Public, a new K-5 charter school coming to Staten Island in 2019! We're truly thankful that you took the time to complete the survey. If you know folks who might be interested in the school or have feedback for us, please share the survey with them: **www.tinyurl.com/SIHPsurvey1**

As 2017 draws to a close, we wish you a happy and healthy new year! In 2018, Staten Island Hebrew Public will be moving forward in several key ways:

- We'll host **community meetings** throughout Staten Island to make sure all Staten Islanders know about the school and can share their thoughts with us. Stay tuned for the dates and details!
- We'll **meet with community leaders and local politicians** to chat about the school, hear their advice, and seek their support.
- We'll **submit an application** to the New York State Education Department to open the school in 2019.

If you want to be more involved, please let me know by replying to this email. We're excited to open the school and meet all of you and your neighbors!

Kol tuv (all the best),
Kay Lodge

Staten Island Hebrew Public will be modeled after our three existing schools - Hebrew Language Academy (HLA) and HLA2 in Brooklyn and Harlem Hebrew in Manhattan - with evidence-based Hebrew instruction and rigorous, personalized English and math instruction in a warm and diverse community.

For a peek into our schools check out the photos below or visit the schools' Facebook pages linked above.

The best way to learn about our model is to visit our schools in person! Fill out this form to sign up for a tour.

WHAT HAVE HEBREW PUBLIC STUDENTS BEEN UP TO?
CHECK OUT OUR LATEST PHOTOS!

From: Leticia Remauro <leticia@thevonagency.com>
Sent: Friday, February 23, 2018 3:35 PM
To: Leticia Remauro
Subject: Coming to Staten Island in 2019 - a language immersion charter school - Staten Island Hebrew Public - Please take the survey

Please share this email with anyone you believe would like to participate in our survey

STATEN ISLA
Hebrew Public

COMING TO STATEN ISLAND IN 2019!

Staten Island Hebrew Public will be a racially and socioeconomically diverse public charter school that teaches Modern Hebrew* to children of all backgrounds and prepares them to be successful global citizens.

Staten Island Hebrew Public will be a free, public charter school open to all age-and grade-eligible students residing in New York City, with preference given to residents of Staten Island. English language learners and students with special needs are encouraged to apply. Our open admissions policy will be subject to a random lottery if the number of applicants exceeds the number of openings.

The school will be located on Staten Island's North Shore (subject to NYSED approval; exact location TBD.) We aim to open in Fall 2019 serving students in kindergarten and 1st grade, and grow to include grades K-5 by adding a grade each year. By Fall 2023, we hope to ultimately serve 520 students with three class sections in each grade.

Please show your support or offer feedback by completing our short survey at:
tinyurl.com/SIHPsurvey.

HEBREW PUBLIC'S UNIQUE PROGRAM INCLUDES:

- Instructional program and school environment designed to develop students' attributes of global citizenship: empathy, cross cultural understanding, and inclusivity.
- Rigorous instruction in English Language Arts (ELA), math, science, social studies, Modern Hebrew language, music, art, dance, physical fitness, and chess.
- Extended school day and year. After school options and yellow bus transportation available.

Supportive services are available for English Language Learners and special education students.

1

For more information, email kay@hebrewpublic.org or visit www.sihebrewpublic.org | Staten Island Hebrew Public is part of the Hebrew Public Network of Schools.| **We are a public school and, as such, we do not teach religion.**

Please share this email with anyone you believe would like to participate in our survey

Staten Island Advance Advertisements

July 18

Police found the victim protruding through the windshield of a parked car on Tompkins. He was pronounced dead on the scene.

Palladino said Rudder attempted to drive off, but a patrol car in the area stopped him.

Zuntag disputed that account, contending his client stopped about 50 feet beyond the crash point.

Rudder did not address the court Tuesday.

He will return on Aug. 2 for a conference.

rug possession;
proceeding

Alan Soler, 44, and Kevin Saunders, 25, were arrested on drug and gun charges Friday in New Brighton, police said. NYPD Staff-Shot

IVERSARY FEAST
OUNT CARMEL SOCIETY
VENUE, ROSEBANK 10305
4, 15, 16, 20, 21, 22

FREE Admission

FRIDAY, JULY 20 RAG DOLL A Tribute to Frankie Valli & The 4 Seasons

SATURDAY, JULY 21 RICK ALVITI A Tribute to Elvis

SUNDAY, JULY 22 NOSTALGIA Featuring LILLIAN REYES 60's and 70's Dance Party

FOR INFORMATION 347-204-5203

STATEN ISLAND Hebrew Public CHARTER SCHOOL

JOIN STATEN ISLAND HEBREW PUBLIC FOR A MEET & GREET AT EL PATRON!

We invite you to join us on July 31st to meet the people behind the scenes! Share your feedback and show your support!

- Meet the Board of Trustees and ask questions
- Connect, network and engage with community members
- Enjoy beverages and appetizers!

Staten Island Hebrew Public will be a free public charter school that teaches Modern Hebrew to children of all backgrounds.

Tuesday, July 31st, 2018, 6-8 pm
El Patron - 520 Bay Street,
Staten Island, NY

To RSVP email kay@hebrewpublic.org
www.SIHebrewPublic.org

July 27

for the program work with a lic-
peer advocate and receive support
. SafeTY.net is funded through 2020.
focused on early intervention for
eople who are at risk of falling into
ce misuse," said de Blasio.
e Bill de Blasio announced the pro-
ter he and his wife, Chirlane McCray,
kfast with Staten Island anti-opioid
dvocates and families whose loved
ssed away from involvement with
at New Dorp's Hylan Diner. They
ned by Staten Island District Attor-
hael McMahon and Borough Presi-
nes Oddo.
is a really troubling part of this real-
l de Blasio after the breakfast.
e losing lives on Staten Island, we're
ives all over New York City in part
we're not even acknowledging the
family by family as much as we
and a lot of families have been really,
ive in fighting this disease and com-
ard, but there are still too many fam-
o don't even know how to talk about

ay also said that families with loved
uggling with addiction to speak out.
can't do anything about a problem
n't talk about it, so I thank them for
urage and their time and energy,"
said.
ay and de Blasio encouraged those
888-NYC-WELL, a hotline offered in
e languages that helps people con-
th mental health services. The NYC
tline is part of McCray's Thrive NYC
e, a "mental health roadmap" with
ects sprawled across more than a
ty agencies.
e that number with someone," said
, who heads the Thrive NYC initia-

tive. We also believe there are those who suffer from addiction and illness everyday and fight that to the best of their ability. And there are organizations that help them and there are individuals who stand up and tell their story so that we can remove this stigma from this terrible, terrible illness and this terrible crisis."

De Blasio and McCray didn't take questions from news outlets.

The city's Health Department announced that it was expanding its HealingNYC program to include buprenorphine treatment, which treats opioid addiction, to the syringe exchange program (SEP) on Staten Island. Over 4,200 drug users in New York City participated in the SEP program.

FIRST LADY VISITS PROJECT HOSPITALITY

McCray also paid a visit to the Project Hospitality Youth Drop-In Center, located at 27 Fort Richmond Ave., where she had a private scundable discussion with youths who utilizethe center.

The center provides a safe space and a variety of resources for young people aged 14 to 21 who are homeless, at-risk and identify as male, female, or any expression of gender.

Taveon Hayes, 20, learned about the Transitional Independent Living Shelter (TIL) through Concord High School and said the program has been a life saver for him. Hayes was previously living in a group home through the city's Administration for Children's Services (ACS).

"I would 110 percent prefer [Project Hospitality] to ACS. Everybody that's here is friendly and as long as you give respect, you get respect. At the group home you're not being taught to be independent; here they teach you that you have to do for yourself

Mayor Bill de Blasio and First Lady Chirlane McCray met with families to discuss the opioid epidemic at the Hylan Diner in New Dorp. *Jan Somma-Hammel, Staten Island Advance*

because nobody is going to hold your hand your whole life," Hayes said.

Hayes has learned to save and manage his money, budget for food shopping and other life skills.

Hundreds of other Staten Island youths, all with different experiences and backgrounds, have found the drop-in center as a safe space.

"The way we address everyone's needs is by having resources and people who can connect the young people to what they need. The city provides so many different resources but to have a person like a case manager, social worker, to actually sit down and talk to a young person and say 'what's going on in your home? In school?' ... and connect them to whatever it is they need," McCray told the Advance.

McCray said it all boils down to the human need for face-to-face interaction.

"We need that connectivity and relationships to be healthy. These kids are still learning and we need to make sure that they have the environment in which they can do that no matter where they are. Sometimes they feel anonymous or isolated in school, sometimes at home, but we know that in here, in this place and places like this, they can actually make those connections that they really need," she said.

Town hall meeting

For coverage of Mayor Bill de Blasio's town hall meeting on Wednesday night at Curtis High School, see Page A 30.

IF YOU'RE CARING FOR A FAMILY MEMBER WITH MEMORY LOSS, WHO'S CARING FOR YOU?

THE ALZHEIMER'S DISEASE AND RELATED DEMENTIAS FAMILY SUPPORT PROGRAM.

aring for a family member who has trouble with thinking and memory can be extremely challenging. So challenging, in fact, hat caregivers may feel overwhelmed, struggling to maintain heir own health and well-being.

NYU Langone's Family Support Program provides convenient, personalized, and ongoing support to people caring for someone with Alzheimer's or other thinking and memory disorders.

he program is provided free of charge to individuals living within the five boroughs. You will receive access to counseling; connections to doctors and support groups; and compassionate guidance by being paired with a caregiver who has had a similar experience.

oin a community dedicated to providing the support and guidance you need, for as long as you need it.

or more information or to enroll, call us at **646-754-2277** r visit **nyulangone.org/memorydisordersupport.**

he Alzheimer's Disease and Related Dementias Family Support Program supported by a grant from the New York State Department of Health

NYU Langone Health

MADE FOR NEW YORK.

STATEN ISLAND Hebrew Public

JOIN STATEN ISLAND HEBREW PUBLIC FOR A MEET & GREET AT EL PATRON!

We invite you to join us on July 31st to meet the people behind the scenes! Share your feedback and show your support!

- Meet the Board of Trustees and ask questions
- Connect, network and engage with community members
- Enjoy beverages and appetizers!

Staten Island Hebrew Public will be a free public charter school that teaches Modern Hebrew to children of all backgrounds.

Tuesday, July 31st, 2018, 6-8 pm
El Patron - 520 Bay Street, Staten Island, NY

To RSVP email kay@hebrewpublic.org
www.SIHebrewPublic.org

Selection of Online Advertisements

"The Postcards Memorial is a sacred place. It gives comfort to survivors, victims' families and visitors alike," De Blasio said. "I heard the Borough President's call to invest in the memorial's upkeep so it can provide solace to our city for generations to come. We will always remember the sacrifices made on 9/11, and will work every day to live up to the memory of those we lost."

The funding will update the memorial's electrical and lighting system, while also replacing the marine-grade gel coating to protect and preserve it from corrosion or other deteriorations resulting from an outdoor climate

STATEN ISLAND REAL-TIME NEWS

City to acquire Villa, keep it as an educational complex

About an hour ago Clifford Michel | cmichel@siadvance.com | 8 |

Car crashes into New Springville bank

About an hour ago Kayla Simas | KSimas@siadvance.com | 0 |

Thunderstorm watch, flood warning in effect for Island

About an hour ago Kristin F. Dalto kdalton@siadvance.com | 0 |

US economy grew at a brisk 4.1 percent rate last quarter

Selection of Emails with Staten Islanders

This reflects some of the emails we have sent and received as part of our outreach efforts. More emails are available upon request.

Dr. Ken Byalin, President, Integrated Charter Schools

Kay Lodge

From: Kay Lodge
Sent: Wednesday, May 9, 2018 4:12 PM
To: [redacted]
Cc: Aaron Listhaus; Michael Tobman; Leticia Remauro
Subject: Thank you!

Hi Ken,

Thank you so much for taking the time last week to chat about Integration Charter Schools, Hebrew Public, and charter schools on Staten Island. We appreciated learning from your insights and feedback, and look forward to growing our relationship as we both move forward in growing our networks.

Thanks again, and feel free to reach out if you have any questions or want support from us.

All our best,
Kay

HEBREW PUBLIC
Charter Schools for Global Citizens

KAY LODGE Manager, Special Projects
[redacted]

Emma Duchovny, President Russian American Women Empowerment and an ELL teacher on Staten Island,

From: Emma Dukhovn[redacted]
Sent: Thursday, May 24, 2018 10:32 AM
To: Valerie Khaytina[redacted]
Subject: Re: nice meeting you

Hi dear Valerie. Pleasure meeting you to discuss the ways we can collaborate and bring awareness to your wonderful school. As we discussed, I will post on social media and include the survey in it as well.
Have a great day!
~Emma

Sent from my iPhone

On May 24, 2018, at 9:14 AM, Valerie Khaytin[redacted] wrote:

> Dear Emma,
>
> It was great meeting you on Tuesday.
>
> Here is the link to the survey: https://www.surveymonkey.com/r/SIHebrewPublicsite.
>
> We appreciate your help sharing the survey within the Russian-speaking community.
>
> Best,
>
> Valerie Khaytina
> Chief External Officer
> [redacted]

Michael Reilley, CEC 31 President

Email Chain #1

From: Michael Reilly[redacted]
Sent: Tuesday, May 22, 2018 2:43 PM
To: Leticia Remauro
Cc: Kay Lodge; Valerie Khaytina
Subject: Re: Request for meeting to discuss Staten Island Hebrew Public - a language immersion school proposed for SI

Thank you Leticia. It was a pleasure speaking with you.

I will check our meeting calendar for availability.

Thank you,
Mike

Michael Reilly
President,
Community Education Council
District 31 (Staten Island, NY)

On Tuesday, May 22, 2018 3:28 PM, Leticia Remauro[redacted]> wrote:

Dear Mr. Reilly:

It was great to meet you last week. As discussed, I am writing to request a meeting with you and your CEC members to discuss the proposal to open Staten Island Hebrew Public on the north shore of Staten Island.

Below is some information about the proposed school and a request to provide comments which we have been circulating throughout Staten Island. We would be honored to present you with information about the existing schools in Brooklyn and Manhattan and to receive your guidance regarding the school proposed for Staten Island.

Please reply with your preferred time and date for a meeting. I thank you in advance for your consideration.

PROPOSED FOR STATEN ISLAND IN 2019!

Staten Island Hebrew Public will be a racially and socioeconomically diverse public charter school that teaches Modern Hebrew* to children of all backgrounds and prepares them to be successful global citizens.

Staten Island Hebrew Public will be a free, public charter school open to all age-and grade-eligible students residing in New York City, with preference given to residents of Staten Island. English language learners and students with special needs are encouraged to apply. Our open admissions policy will be subject to a random lottery if the number of applicants exceeds the number of openings.

The school will be located on Staten Island's North Shore (subject to NYSED approval; exact location TBD.) We aim to open in Fall 2019 serving students in kindergarten and 1st grade, and grow to include grades K-5 by adding a grade each year. By Fall 2023, we hope to ultimately serve 520 students with three class sections in each grade.

Email chain #2:

From: Leticia Remauro [redacted]
Sent: Saturday, July 28, 2018 7:49 AM
To: Michael Reilly [redacted]>
Cc: Kay Lodge [redacted] Valerie Khaytina [redacted]
Subject: Re: Request for meeting to discuss Staten Island Hebrew Public - a language immersion school proposed for SI

Thank you Mr. Reilly.

On Sat, Jul 28, 2018, 8:29 AM Michael Reilly [redacted] wrote:

Mrs. Remauro,

Unfortunately, I am unable to attend. I have shared the information with my CEC colleagues.

Thank you,

Michael Reilly
President,
Community Education Council
District 31 (Staten Island, NY)

On Wed, Jul 25, 2018 at 11:43 AM, Leticia Remauro

[redacted]> wrote:

Mr. Reilly,

I am writing to invite you to a community meeting being hosted by SI Hebrew Public Charter School on Tuesday, July 31, 2018 at 6pm at El Patron Restaurant 520 Bay St, Staten Island, NY 10304. Members of the Hebrew Language Academy and members of the application committee for Staten Island Hebrew Public Charter School will present the proposal and answer any questions the public may have about the school.

Please extend the invitation to your board members and whomever else you believe would be interested in attending. Please call me a[redacted] if you have any questions. We look forward to receiving your input.

Rev. Carolina

On Mon, Jun 25, 2018 at 11:16 PM, Jon Rosenberg <[redacted]>
wrote:

July 10th at 2 would be great.

JON ROSENBERG | *President & CEO*

[redacted]

From: W. Lisz Moore [redacted]>
Sent: Monday, June 25, 2018 5:29 PM
To: Jon Rosenberg[redacted]>
Subject: Re: meeting with Rev. Dr. Demetrius Carolina

Hi,

Absolutely. Rev. Carolina is available on Thursday, July 5th between 2:30 - 5:00 p.m. or Tuesday, July 10th at 1:00 p.m.or 2:00 p.m. Please let me know if either of these days work. Thank you.

Lisz

On Mon, Jun 25, 2018, 13:40 Jon Rosenberg <[redacted] wrote:

> Hi Lisz, and thanks for writing. Unfortunately I will be in Philadelphia that day. Are there other days that might work for the Reverend?
>
> Jon Rosenberg
>
> (Sent from iPhone, please excuse typos)

> > Good morning Mr. Rosenberg,
> >
> > My name is Lisz Moore. I am reaching out to you on behalf of Rev. Carolina, First Central Baptist Church and the Central Family Life Center. I wanted to set up a meeting. Would you be available to meet with Rev. Carolina on Tuesday, July 3rd at 3:30 p.m. on Staten Island? The meeting would be at the Central Family Life Center, 117 Wright Street, SINY 10304.
> >
> > Thank you.
> >
> > Lisz Moore
> >
> > Church Admin.
> >
> > [redacted]

Sandy DiTrapani, Vice President, Council of School Supervisors and Administrators

---------- Forwarded message ---------
From: DiTrapani Sandy (21K177) [redacted]
Date: Wed, Jun 20, 2018, 8:44 AM
Subject: Re: Introduction of Staten Island Hebrew Public Charter School
To: Leticia Remauro [redacted]

Sorry for the delay . I'm meeting with Cat's Charter point person tomorrow, then I'll contact you

Give me a phone number where I can reach you.

-------- Original message --------

From: Leticia Remauro [redacted]

Date: 6/7/18 7:35 AM (GMT-05:00)

To: "DiTrapani Sandy (21K177)" [redacted]

Cc: Kay Lodge [redacted], Valerie Khaytina [redacted]

Subject: Introduction of Staten Island Hebrew Public Charter School

Dear Mr. DiTrapani:

It was so nice to meet you at the Community Board 2 meeting where my colleagues and I spoke about Staten Island Hebrew Public Charter School. I am writing today to ask if you would arrange for us to meet with your members of the Council of School Supervisors and Administrators so that we can present to them and hear their feedback about the proposed school.

We would love to chat over coffee at Z One or any other location that is convenient. For more information on the school you can visit http://sihebrewpublic.org/.

Please let me know of your availability. I look forward to hearing from you.

Email to Bobby Digi, founder of Island Voice, and others

Informing them about SIHP, asking them to share information with their networks, and referencing an upcoming dinner with the group

---------- Forwarded message ----------
From: Mr Digi[redacted]
Date: Tue, Mar 13, 2018 at 12:17 PM
Subject: Re: Please encourage people to take the SI Hebrew Public survey
To: Leticia Re[redacted]
Cc: Shelley J <[redacted], Selena [redacted], Angela Mirizzi-Olsen
[redacted]

Ok will do!

BOBBY DIGI
[redacted]

On Mar 13, 2018, at 11:34 AM, Leticia Remauro [redacted] wrote:

Thank you for your help with Staten Island Hebrew Public Charter School. We are looking forward to our dinner on Thursday.

I am writing to ask that you circulate the email below to those you know and ask them to fill out the survey which can be accessed using this link (also in the body of the email) **tinyurl.com/SIHPsurvey**.

In order to receive a charter from the state, we need to demonstrate interest in the school by a multi-ethnic constituency. At this time we have approximately 300 surveys completed with most respondents self identifying as Caucasian. Please help us by sharing the below email with anyone you believe would like to share their opinion. Thank you.

<image003.jpg>

COMING TO STATEN ISLAND IN 2019!

Staten Island Hebrew Public will be an exceptional racially and socioeconomically diverse public charter school that teaches Modern Hebrew* to children of all backgrounds and prepares them to be successful global citizens.

HEBREW PUBLIC'S UNIQUE PROGRAM INCLUDES:

- Instructional program and school environment designed to develop students' attributes of global citizenship: empathy, cross cultural understanding, and inclusivity.

Elm Park Civic Group

---------- Forwarded message ----------
From: Leticia Remauro [redacted]
Date: Wed, Feb 14, 2018 at 11:44 AM
Subject: Re: Request to present Hebrew Public Charter School for Global Citizens to Elm Park Civic
To [redacted]

Thanks Vicki - May I then ask for a bit of guidance on how best to receive input from the Elm Park Community? Hebrew Public Charter Schools for Global Citizens wants to establish a school that serves all children from all communities at all skill levels so it is important to have as much input as possible. Any advice on how to receive that input from Elm Park would be greatly appreciated.

Leticia Remauro, President & CEO
THE VON AGEN
[redacted]

On Wed, Feb 14, 2018 at 11:26 AM [redacted] wrote:
Hi, Leticia -

We appreciate your outreach, however we cannot schedule your presentation. . .

Best regards,

Vicki

On Friday, February 9, 2018, 12:57:17 PM EST, Leticia Remauro <[redacted]> wrote:

Victoria - here is the link to the website for HPCSGC https://hebrewpublic.org/

Leticia Remauro, President & CEO
THE VON AGEN
[redacted]

1

On Fri, Feb 9, 2018 at 12:26 PM, Leticia Remauro <[redacted]> wrote:
Hello Victoria:

I am writing to you on behalf of my client Hebrew Public Charter School for Global Citizens - a public - language immersion school serving children all children.

HPCSGC has schools in Manhattan, Brooklyn and across the nation. They are interested in establishing a school on Staten Island and would like to meet with civic leaders to present the school and receive input.

I would like to request an opportunity to present to Elm Park Civic in March or April. Please let me know if this will be possible. Thank you in advance for your consideration.

Leticia Remauro, President & CEO
THE VON AGEN
[redacted]

Ms. Groysman, a Staten Island parent who submitted a question on our online form

From: Anna G [redacted]
Sent: Tuesday, May 29, 2018 7:41 PM
To: Kay Lodge
Subject: Re: Someone on the website has submitted the main contact form.

Hello,
Midland beach area would be awesome for the location.
Or somewhere close to the Verrazano bridge if possible.

Sent from my iPhone

On May 29, 2018, at 11:25 AM, Kay Lodge [redacted] wrote:

> Hello Ms. Groysman,
>
> Thank you for reaching out and for your interest in the school!
>
> We hope to finalize the location as soon as possible, but no later than spring 2019 (and hopefully earlier!). There will be a waiting list if we get more applications than there are seats available. In the past, admission to our schools in their first year has not been very competitive.
>
> We're very interested in hearing from Staten Islanders- do you have a neighborhood in mind that you'd like the school to be located in? Also- if you have five minutes to spare, please complete our survey about what Staten Islanders want for the school.
>
> We'll keep you in the loop as the school develops- plus be sure to like our Facebook page- we always post the latest news and events there.
>
> Thanks, and looking forward to staying in touch,
> Kay
>
> <image002.jpg>
>
> **KAY LODGE** *Manager, Special Projects*
> [redacted]

From: Staten Island Hebrew Public Charter School <[redacted]>
Sent: Friday, May 25, 2018 4:58 PM
To: [redacted]ay Lodge <[redacted]>
Subject: Someone on the website has submitted the main contact form.

First Name	Anna
Last Name	Groysman
Email Address	[redacted]

1

Subject	Location/waiting list
Message	Hello, When will the location be revealed? Will there be a Wait list to get in ?

Media Coverage

The email below was distributed to over 3,000 Staten Island Downtown Alliance Subscribers, and was post on the SI Downtown Alliance website.

From: Staten Island Downtown Alliance <[redacted]>
Sent: Friday, May 11, 2018 12:30 PM
To: Kay Lodge
Subject: New Language Immersion School Proposed for North Shore

#EducateDowntownSI

Language Immersion School Proposed for North Shore

Community can weigh in on proposed language immersion school

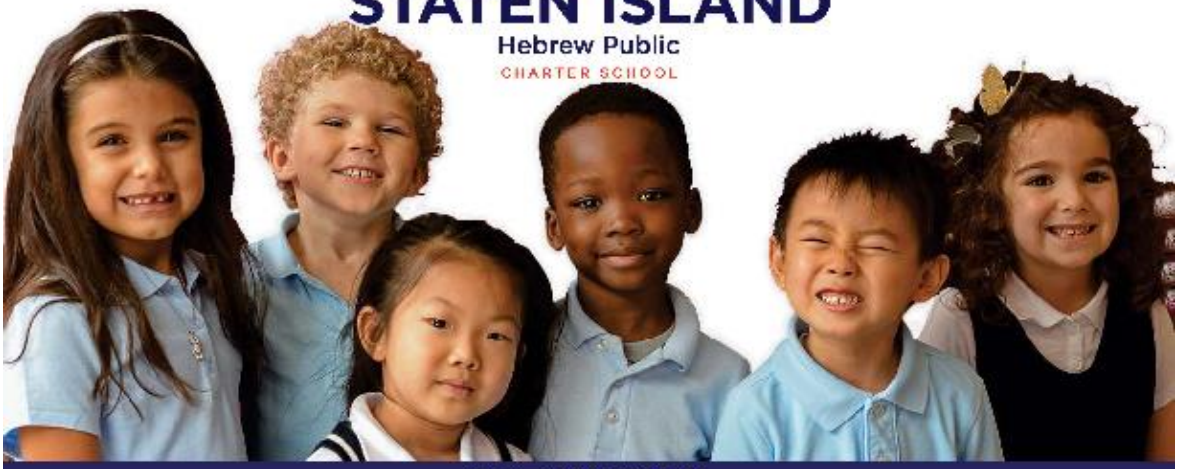
About the School - Hebrew Public Charter Schools for Global Citizens, a language immersion school that operates K-8 schools throughout New York City, has announced that they will be filing an application to open a school on Staten Island's North Shore in 2019.

Community Input - Aaron Listhaus, Executive Director and Valerie Khaytina, Vice President for External Affairs (and a Staten Islander), have made presentations to Community Board 1, St. George Civic, Stapleton and West Brighton area committees and others in an effort to gather community feedback about. Those interested in seeing how a language immersion school operates can join a group who will be touring Hebrew Language Academy Charter School located at 2189 Mill Avenue, Brooklyn, NY 11234 on May 22, 2018 at 9:30am. For more information [read more]

Flyer for Staten Island Hebrew Public

Two page flyer, distributed at all public and private meetings and throughout Staten Island. Images of flyer in restaurant window.

STATEN ISLAND
Hebrew Public
CHARTER SCHOOL



OUR MISSION

Staten Island Hebrew Public is an exceptional, diverse public charter school that teaches Modern Hebrew to children of all backgrounds and prepares them to be successful global citizens.

Staten Island Hebrew Public will be a free, public charter school open to all age-and grade-eligible students residing in New York City, with preference given to residents of Staten Island. The school will be located on Staten Island's North Shore. We aim to:

OPEN IN	GROW TO INCLUDE GRADES	SERVE
Fall 2019	**K-5**	**520**
serving students in kindergarten and 1st grade	by Fall 2023	students with three class sections in each grade

HEBREW PUBLIC'S UNIQUE PROGRAM INCLUDES:

- Rigorous instruction in English Language Arts (ELA), math, science, social studies, Modern Hebrew language, music, art, dance, physical fitness, and chess.
- Immersive Modern Hebrew instruction, bringing Israel to life in the classroom.
- Supportive services are available for English Language Learners and special education students.
- A curriculum designed to develop students' attributes of global citizenship: empathy, cross cultural understanding, and inclusivity.
- Extended school day and year. After school options and yellow bus transportation available.

Give us your feedback - and enter for a chance to win a $50 Amazon gift card - by completing a short survey at tinyurl.com/SIHPsurvey.
To learn more email kay@hebrewpublic.org or visit www.hebrewpublic.org

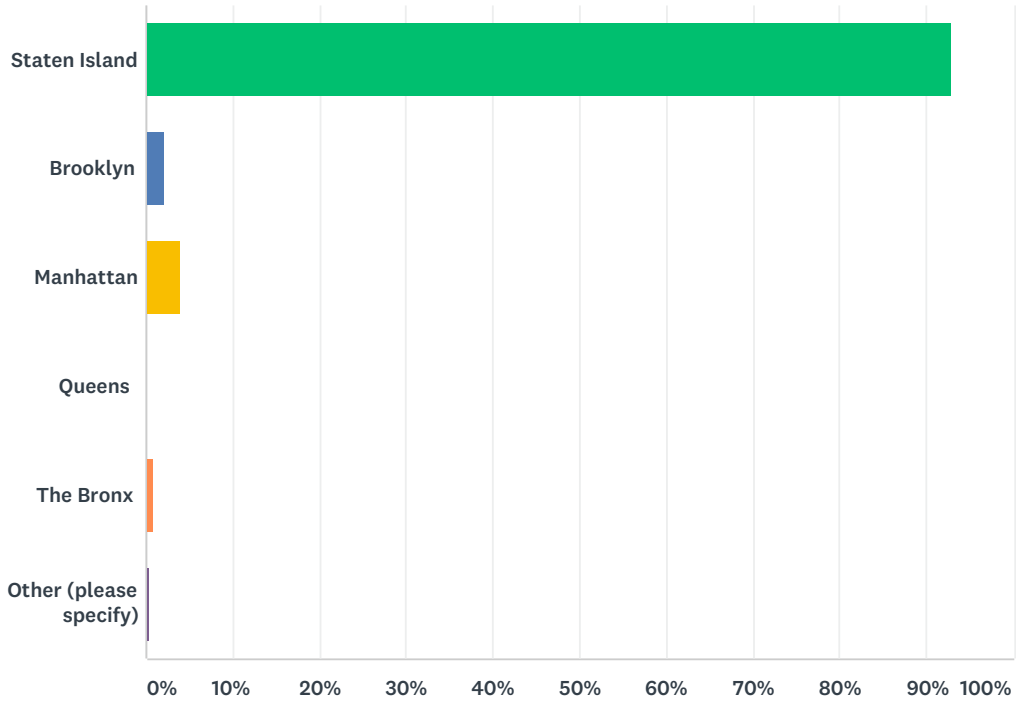
STATEN ISLAND
Coming to Staten Island in 2019
Individualized Learning Path
Warm and Diverse Community
Modern Hebrew and Israel Studies
WE WANT TO
HEAR FROM YOU!
STATEN ISLAND

520
BAY ST
STATEN ISLAND
Coming to Staten Island in 2019
Individualized Learning Path
Warm and Diverse Community
Modern Hebrew and Israel Studies
WE WANT TO
HEAR FROM YOU!
STATEN ISLAND

Survey Feedback

Q1 Where do you live?

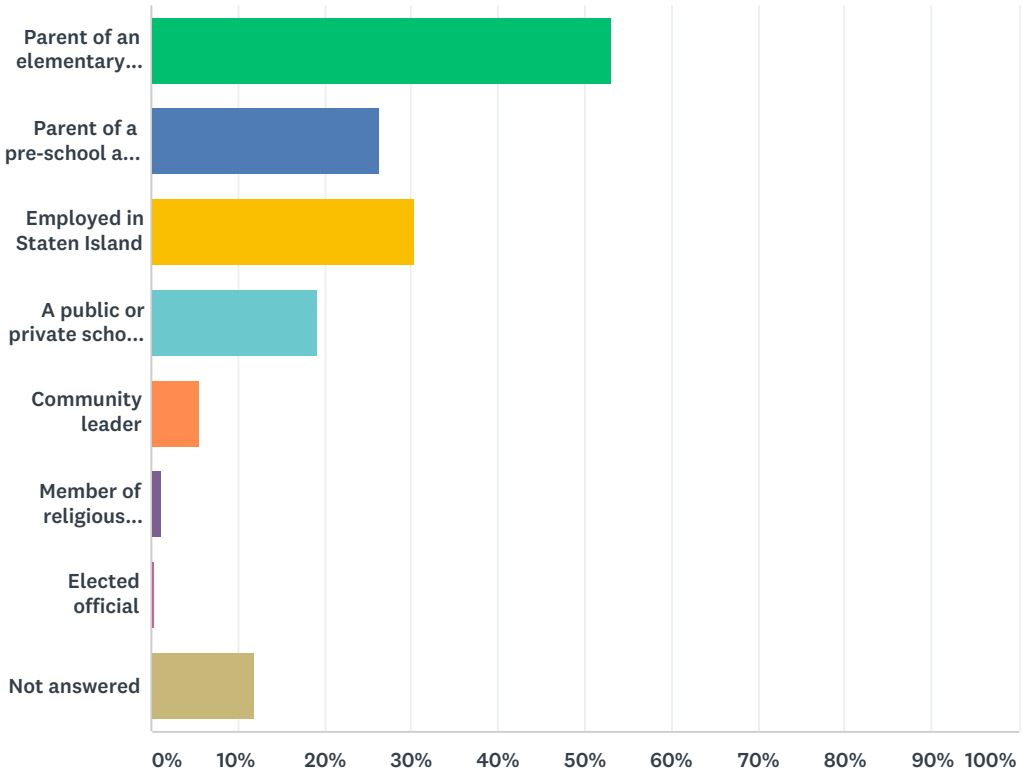
Answered: 250 Skipped: 0



ANSWER CHOICES	RESPONSES	
Staten Island	92.80%	232
Brooklyn	2.00%	5
Manhattan	4.00%	10
Queens	0.00%	0
The Bronx	0.80%	2
Other (please specify)	0.40%	1
TOTAL		250

Q2 Please check all statements that best describe you

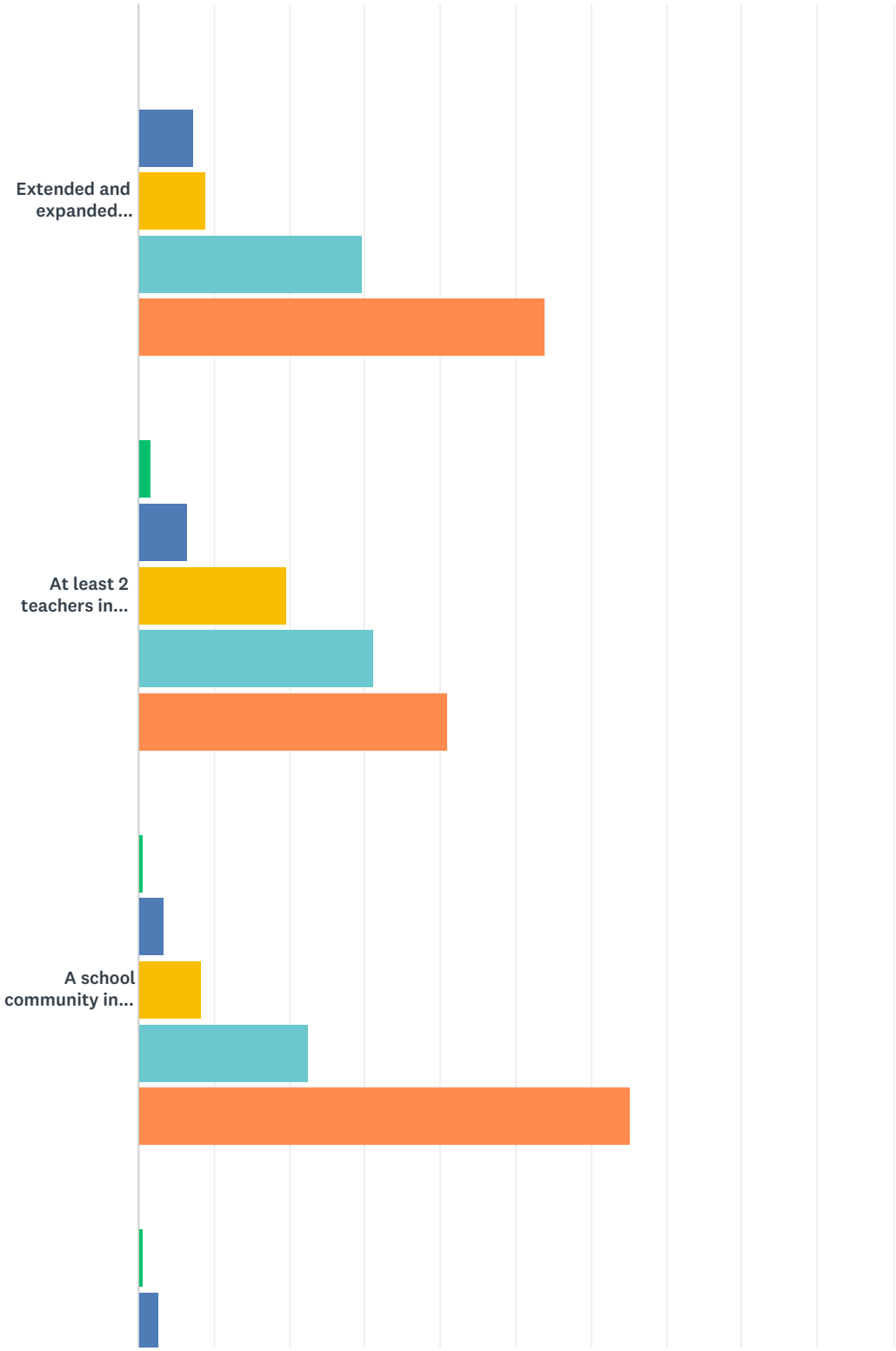
Answered: 250 Skipped: 0



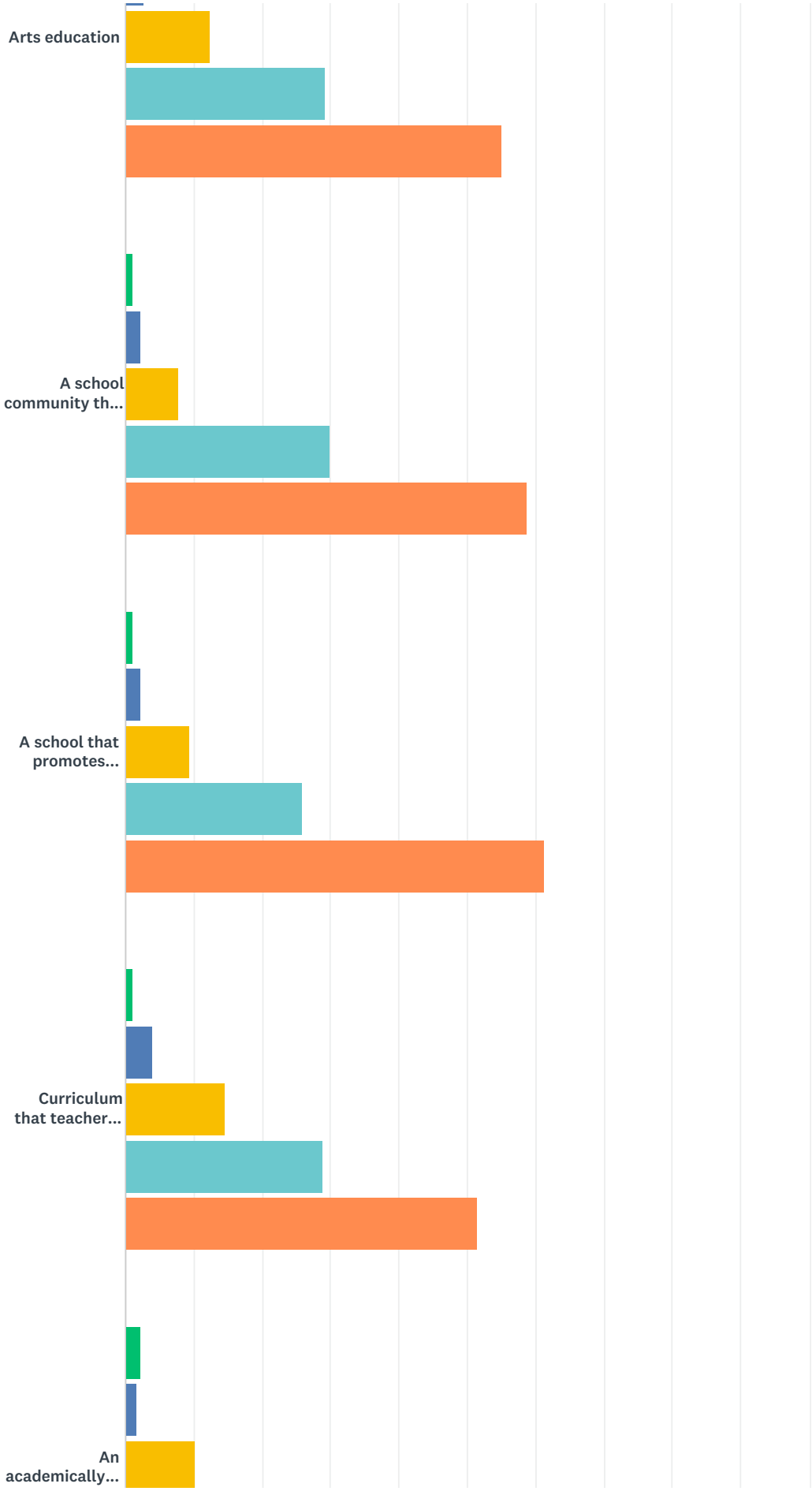
ANSWER CHOICES	RESPONSES	
Parent of an elementary school-aged child or older (5 or older)	53.20%	133
Parent of a pre-school aged child or younger (4 or younger)	26.40%	66
Employed in Staten Island	30.40%	76
A public or private school administrator or teacher	19.20%	48
Community leader	5.60%	14
Member of religious clergy	1.20%	3
Elected official	0.40%	1
Not answered	12.00%	30
Total Respondents: 250		

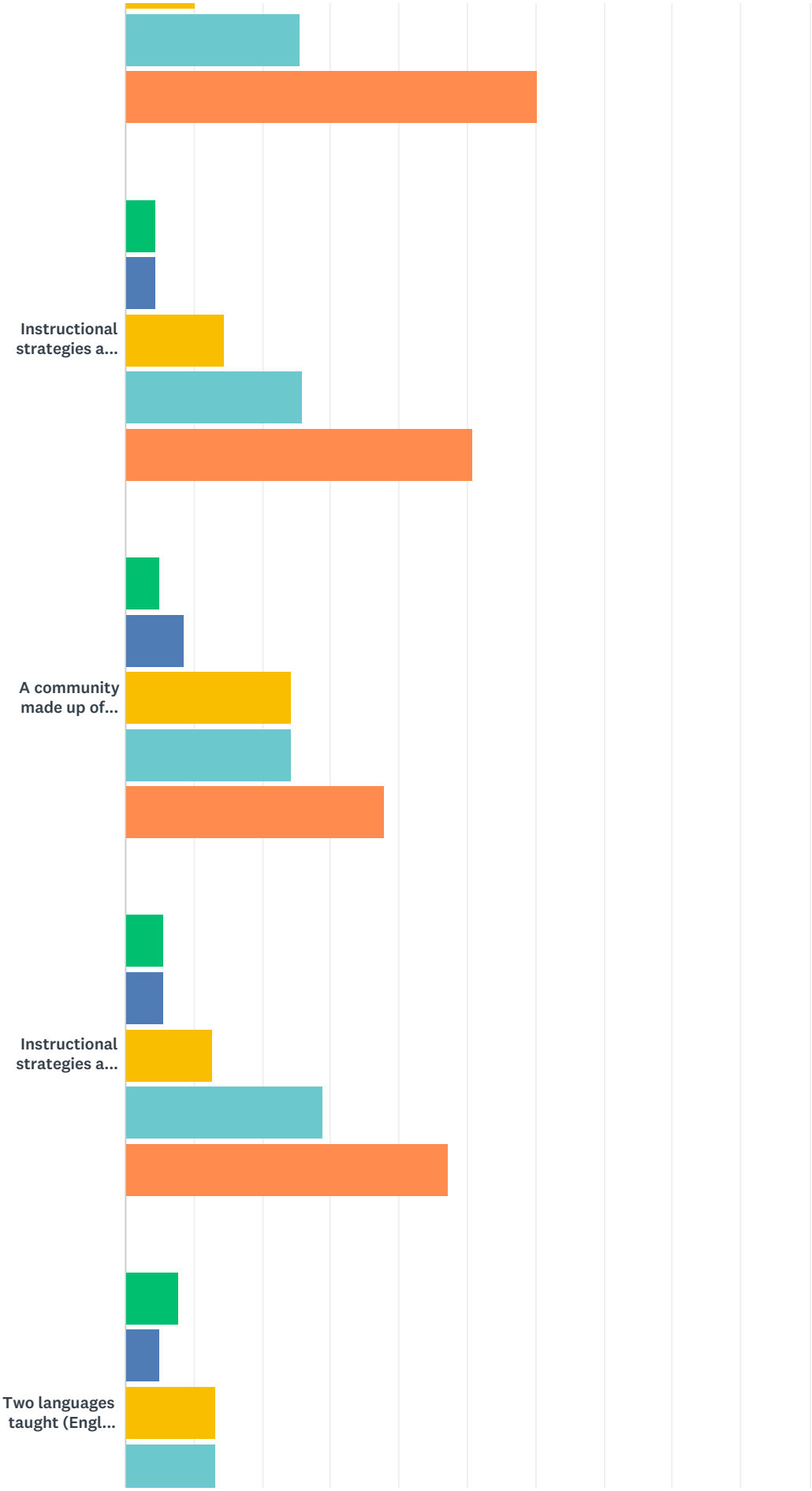
Q3 How important are the following school features to you and your child? (1 = Not at all important; 3 = Moderately important, 5 = Very important). Please check the appropriate box indicating your feeling about the importance of each school feature.

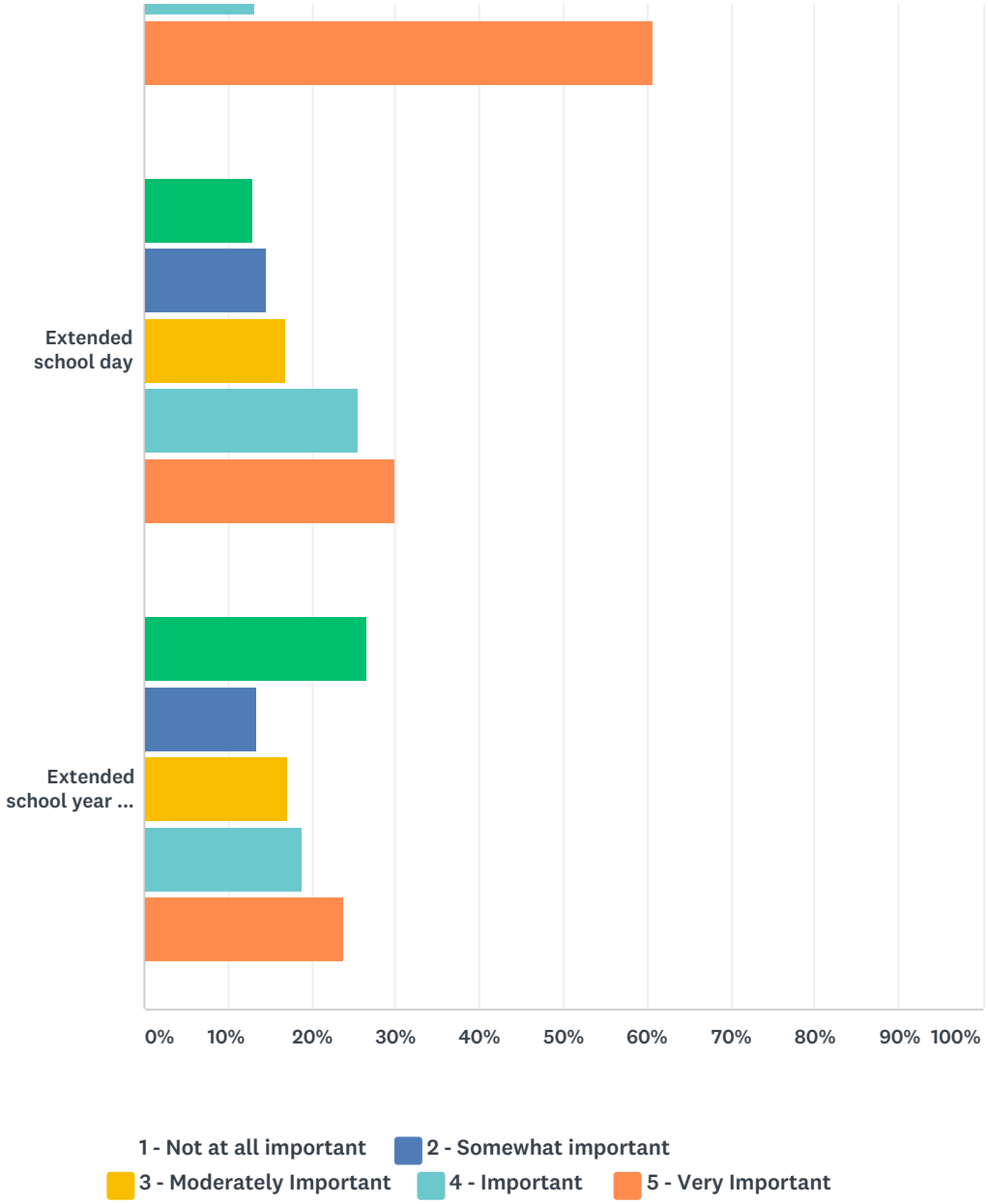
Answered: 181 Skipped: 69



Staten Island Hebrew Language Charter School




Instructional strategies a...
A community made up of...
Instructional strategies a...
Two languages taught (Engl...

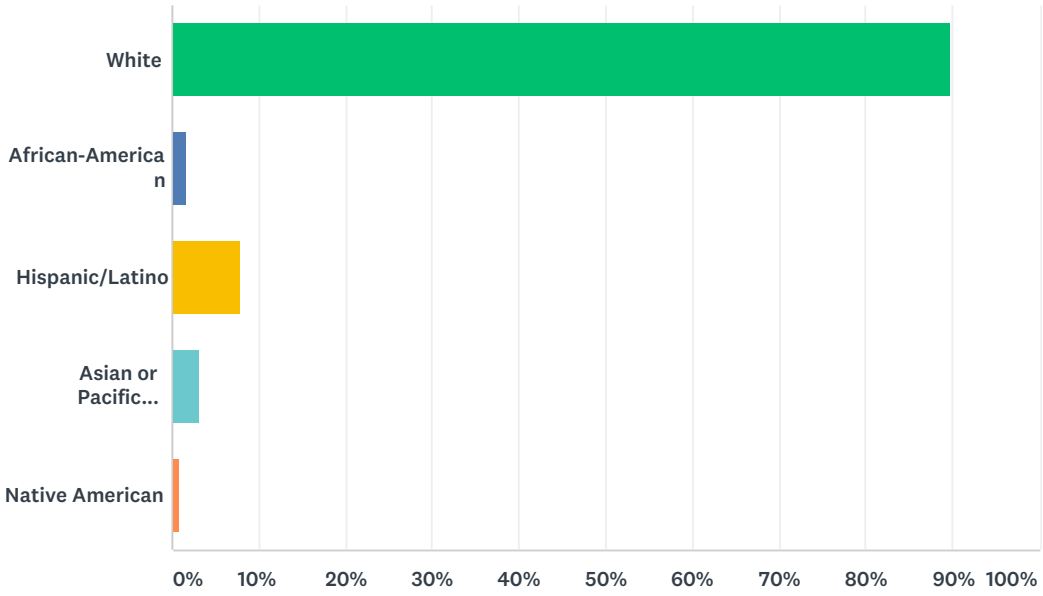


	1 - NOT AT ALL IMPORTANT	2 - SOMEWHAT IMPORTANT	3 - MODERATELY IMPORTANT	4 - IMPORTANT	5 - VERY IMPORTANT	TOTAL
Extended and expanded literacy education	0.00% 0	7.30% 13	8.99% 16	29.78% 53	53.93% 96	178
At least 2 teachers in every classroom (13:1 students to teacher ratio)	1.64% 1	6.56% 4	19.67% 12	31.15% 19	40.98% 25	61
A school community in which students of all backgrounds feel comfortable	0.55% 1	3.31% 6	8.29% 15	22.65% 41	65.19% 118	181
Arts education	0.56% 1	2.81% 5	12.36% 22	29.21% 52	55.06% 98	178
A school community that explores cultural diversity and promotes tolerance and mutual understanding	1.11% 2	2.22% 4	7.78% 14	30.00% 54	58.89% 106	180
A school that promotes helping others and community involvement	1.10% 2	2.21% 4	9.39% 17	25.97% 47	61.33% 111	181

Curriculum that teachers about cultures around the world	1.13% 2	3.95% 7	14.69% 26	28.81% 51	51.41% 91	177
An academically rigorous charter school focusing on elementary school grades	2.27% 4	1.70% 3	10.23% 18	25.57% 45	60.23% 106	176
Instructional strategies and appropriate staffing to address the needs of students with special needs	4.42% 8	4.42% 8	14.36% 26	25.97% 47	50.83% 92	181
A community made up of children and families from diverse ethnic backgrounds and diverse economic status	5.08% 9	8.47% 15	24.29% 43	24.29% 43	37.85% 67	177
Instructional strategies and appropriate staffing to address the needs of English language learners	5.56% 10	5.56% 10	12.78% 23	28.89% 52	47.22% 85	180
Two languages taught (English and Hebrew)	7.73% 14	4.97% 9	13.26% 24	13.26% 24	60.77% 110	181
Extended school day	12.99% 23	14.69% 26	16.95% 30	25.42% 45	29.94% 53	177
Extended school year and day	26.67% 48	13.33% 24	17.22% 31	18.89% 34	23.89% 43	180

Q12 What is your ethnic background? Check all that apply

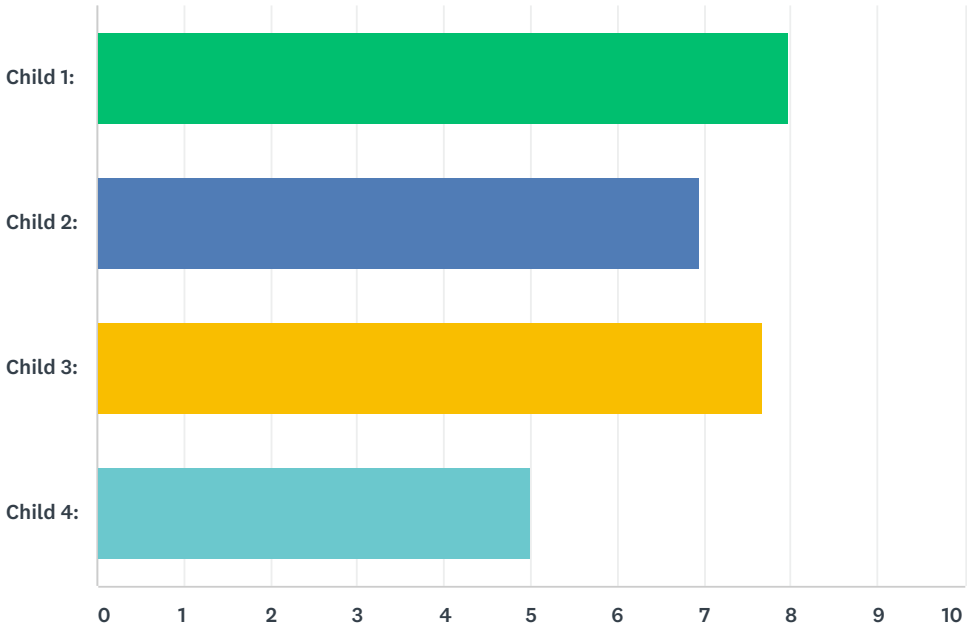
Answered: 126 Skipped: 124



ANSWER CHOICES	RESPONSES	
White	89.68%	113
African-American	1.59%	2
Hispanic/Latino	7.94%	10
Asian or Pacific Islander	3.17%	4
Native American	0.79%	1
Total Respondents: 126		

Q13 Please list the age(s) of your child(ren) below.

Answered: 120 Skipped: 130



ANSWER CHOICES	AVERAGE NUMBER	TOTAL NUMBER	RESPONSES
Child 1:	8	957	120
Child 2:	7	646	93
Child 3:	8	292	38
Child 4:	5	60	12
Total Respondents: 120			

Attachment 2C: Evidence of Community Support

Name	Title	Organization (if any)
Ronald Castorina, Jr.	**Assemblyman – 62nd District**	**New York State Assembly**
Michael J. Cusick	Assemblyman – 63rd District	New York State Assembly
Debi Rose	Deputy Majority Leader (49th District – Staten Island)	New York City Council
Judita Zibuts	Staten Island Resident	N/A
Saar Amrani, MD	Staten Island Resident, Medical Doctor	Kings Highway Oral and Maxillofacial Surgery
Mayya Benfeld	Staten Island Resident	N/A
Christina and Jason Salome	Staten Island Resident(s)	N/A
Veronica Bakrakh, Ms Ed/Sp Ed	Staten Island Resident, Behavior Analyst	N/A
Agnes Frishberg	Staten Island Resident, Travel Agent Manager	Alagant Travel
Alexey Braguine	Staten Island Resident and Teacher	N/A
Alexander Rubinstein	Staten Island Resident and Business Founder	IT Pass
Nicole Malliotakis	Assemblywoman – 64th District	New York State Assembly
Aleksandr Khaytin	Staten Island Resident	N/A
Diane Savino	State Senator – 23rd District	New York State Senate
Hamim Syed	President	Pakistani American Civic Association[1]
John Guzzo	President	Rosebank Homeowners Association
Michael Behar	President	Staten Island Downtown Alliance
Matthew Titone	Assemblyman – 61st District	New York State Assembly
Meghan Delmar	Vice Chair	HOOPH (Staten Island Recreational Organization)

[1] Mr. Syed is also a prominent business owner

RONALD CASTORINA, JR.
Assemblyman 62nd District

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

RANKING MINORITY MEMBER
Committee on Cities

COMMITTEES
Banks
Housing
Judiciary
Labor
Tourism, Parks, Arts and
Sports Development

August 14, 2018

New York State Board of Regents
New York State Education Department
89 Washington Avenue
Albany, NY 12234

To Whom It May Concern:

I am writing to express my support for Staten Island Hebrew Public Charter School, a language immersion school proposed for Richmond County.

Staten Island families are fortunate to have a variety of options when it comes to choosing a school for their children. A language immersion school will be a unique option and one that I believe will be extremely welcomed.

Language immersion provides youngsters with a solid foundation to explore and learn about the many cultures that exist in our world. Based on the success of Hebrew Public's other schools that have been in operation in Brooklyn, Harlem and across the nation, I feel confident that Staten Island Hebrew Public will provide children with a unique environment in which to learn and grow.

Thank you for the opportunity to express my support for this worthwhile endeavor.

Sincerely,

Ronald Castorina, Jr.
Member of the Assembly, 62nd District

ALBANY OFFICE: Room 428, Legislative Office Building, Albany, New York 12248 • 518-455-4495, FAX: 518-455-4501
DISTRICT OFFICE: 7001 Amboy Road, Suite 202 E, Staten Island, New York 10307 • 718-967-5194, FAX: 718-967-5282
EMAIL: castorinar@nyassembly.gov

MICHAEL J. CUSICK
Assemblyman 63rd District
Richmond County

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

CHAIRMAN
Committee on Energy
COMMITTEES
Governmental Employees
Higher Education
Transportation
Veterans' Affairs
Ways and Means

August 10, 2018

New York State Board of Regents
NYS Education Department
89 Washington Avenue
Albany, New York 12234

To Whom It May Concern:

I am writing to express my support for Staten Island Hebrew Public Charter School, a language immersion public school for children of all cultural backgrounds.

Over the past year, board members, and staff of Hebrew Public Charter School for Global Citizens have been reaching out to the Staten Island community to present their proposal and to obtain input from civic, community, and cultural leaders as well as elected officials. Throughout Hebrew Public's engagement, they have displayed sincere concern and interest in authentically connecting with the diverse neighborhoods contained within this unique community school district that encompasses the entire borough.

Hebrew Public is a diverse by design school with students across socioeconomic, racial, and ethnic divides, as well as from diverse housing situations, and diversity in their parents' educational background. Closing the achievement gap and addressing stubborn patterns of inequity are made when students can learn in a diverse classroom.

I once again reiterate my support of Staten Island Hebrew Public as I believe it would be a welcomed addition to our educational community, as well as an exciting option for our families.

Sincerely,

Michael J. Cusick
Member of Assembly

ALBANY OFFICE: Room 724, Legislative Office Building, Albany, New York, 12248 ● 518-455-5526. FAX 518-455-4760
DISTRICT OFFICE: 1911 Richmond Avenue, Staten Island, New York 10314 ● 718-370-1384, FAX 718-370-2543
E-mail: cusickm@assembly.state.ny.us

DISTRICT OFFICE
130 STUYVESANT PLACE, 6TH FLOOR
STATEN ISLAND, NY 10301
(718) 556-7370
FAX: (718) 556-7389

CITY HALL OFFICE
250 BROADWAY, ROOM 1875
NEW YORK, NY 10007
(212) 788-6972
FAX: (212) 341-3045

drose@council.nyc.gov

THE COUNCIL OF
THE CITY OF NEW YORK

DEBI ROSE

DEPUTY MAJORITY LEADER
49TH DISTRICT, STATEN ISLAND

CHAIR
COMMITTEE ON YOUTH SERVICES

COMMITTEES
AGING
EDUCATION
FOR-HIRE VEHICLES
JUSTICE SYSTEM
TRANSPORTATION

August 14, 2018

To Whom It May Concern:

I represent the 49th District of the New York City Council. My Staten Island North Shore district is diverse and energetic. I believe that a Hebrew language school experience would add to that vitality. Therefore, I am writing to express my support for Staten Island Hebrew Public, a language immersion charter school proposed for my Council District.

We are fortunate that many of my constituents are fluent in at least 2 languages; many with English as their second language. This school will expand the opportunity for students to explore a new language.

I believe that Staten Island Hebrew Public will provide children with a unique opportunity to learn an ancient yet still vibrant language which is imbedded in our collective culture. This unique experience will help to shape the perspective of students and open a door to the world beyond them. I am certain that this school will be a benefit to many students across Staten Island.

Best Regards,

Councilmember Debi Rose
NYCC, 49th District

"Keeping Constituents First"

Judita Zibuts
[redacted]

August 10, 2018

Dear Board of Regents,

Staten Island families are lucky to have many excellent schools for their children. Whether traditional district public schools, public charter schools, parochial schools, or independent schools, New York City's borough connected by bridge and ferry has always been about quality schools for all of its children.

This letter is sent in support of the application submitted by the Hebrew Public network of charter schools for a new K-5 elementary school in Staten Island. Hebrew Public is a proven and accomplished management organization, with three schools already in New York City - two in Southern Brooklyn, and one in Upper Manhattan. Defined by academic excellence, foreign language proficiency, and a genuine attachment to diversity, Hebrew Public schools have proven their commitment to enriching our public school community.

Throughout Hebrew Public's engagement with Staten Island communities, I have been impressed with their sincere concern and interest in authentically connecting with the diverse neighborhoods that make up the unique community school district that encompasses this entire Island. From the North Shore to Mid Island to the South Shore, Hebrew Public has listened, asked smart questions, and modified their proposal to reflect and address these important discussions.

Hebrew Public is a diverse by design school, with students across socioeconomic, racial, and ethnic divides, as well as from diverse housing situations, and diversity in their parents educational background. Closing the achievement gap, and addressing stubborn patterns of inequity happens when students learn, and learn well, in a diverse classroom.

Staten Island Hebrew Public would be a welcome addition to our educational community, and an exciting option for our families. I hope this submission meets with your approval.

Warmly and respectfully,

Judita Zibuts

=

Kings Highway Oral and Maxillofacial Surgery PC
[redacted]

August 10, 2018

Dear Board of Regents,

Staten Island families are lucky to have many excellent schools for their children. Whether traditional district public schools, public charter schools, parochial schools, or independent schools, New York City's borough connected by bridge and ferry has always been about quality schools for all of its children.

This letter is sent in support of the application submitted by the Hebrew Public network of charter schools for a new K-5 elementary school in Staten Island. Hebrew Public is a proven and accomplished management organization, with three schools already in New York City - two in Southern Brooklyn, and one in Upper Manhattan. Defined by academic excellence, foreign language proficiency, and a genuine attachment to diversity, Hebrew Public schools have proven their commitment to enriching our public school community.

Throughout Hebrew Public's engagement with Staten Island communities, I have been impressed with their sincere concern and interest in authentically connecting with the diverse neighborhoods that make up the unique community school district that encompasses this entire Island. From the North Shore to Mid Island to the South Shore, Hebrew Public has listened, asked smart questions, and modified their proposal to reflect and address these important discussions.

Hebrew Public is a diverse by design school, with students across socioeconomic, racial, and ethnic divides, as well as from diverse housing situations, and diversity in their parents educational background. Closing the achievement gap, and addressing stubborn patterns of inequity happens when students learn, and learn well, in a diverse classroom.

Staten Island Hebrew Public would be a welcome addition to our educational community, and an exciting option for our families. I hope this submission meets with your approval.

Warmly and respectfully,

Saar Amrani DMD, MD

Mayya Benfeld
[redacted]

August 14, 2018

Dear Board of Regents,

Staten Island families are lucky to have many excellent schools for their children. Whether traditional district public schools, public charter schools, parochial schools, or independent schools, New York City's borough connected by bridge and ferry has always been about quality schools for all of its children.

This letter is sent in support of the application submitted by the Hebrew Public network of charter schools for a new K-5 elementary school in Staten Island. Hebrew Public is a proven and accomplished management organization, with three schools already in New York City - two in Southern Brooklyn, and one in Upper Manhattan. Defined by academic excellence, foreign language proficiency, and a genuine attachment to diversity, Hebrew Public schools have proven their commitment to enriching our public school community.

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Staten Island Hebrew Public would be a welcome addition to our educational community, and an exciting option for our families. I hope this submission meets with your approval.

Warmly and respectfully,

Mayya B.

Mayya Benfeld

Christina and Jason Salome
[redacted]

August 11, 2018

Dear Board of Regents,

Staten Island families are lucky to have many excellent schools for their children. Whether traditional district public schools, public charter schools, parochial schools, or independent schools, New York City's borough connected by bridge and ferry has always been about quality schools for all of its children.

This letter is sent in support of the application submitted by the Hebrew Public network of charter schools for a new K-5 elementary school in Staten Island. Hebrew Public is a proven and accomplished management organization, with three schools already in New York City - two in Southern Brooklyn, and one in Upper Manhattan. Defined by academic excellence, foreign language proficiency, and a genuine attachment to diversity, Hebrew Public schools have proven their commitment to enriching our public school community.

Throughout Hebrew Public's engagement with Staten Island communities, I have been impressed with their sincere concern and interest in authentically connecting with the diverse neighborhoods that make up the unique community school district that encompasses this entire Island. From the North Shore to Mid Island to the South Shore, Hebrew Public has listened, asked smart questions, and modified their proposal to reflect and address these important discussions.

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Staten Island Hebrew Public would be a welcome addition to our educational community, and an exciting option for our families. I hope this submission meets with your approval.

Warmly and respectfully,

C Salome

Christina and Jason Salome

Veronica Bakhrakh
[redacted]

August 1, 2018

Dear Board of Regents,

Staten Island families are lucky to have many excellent schools for their children. Whether traditional district public schools, public charter schools, parochial schools, or independent schools, New York City's borough connected by bridge and ferry has always been about quality schools for all of its children.

This letter is sent in support of the application submitted by the Hebrew Public network of charter schools for a new K-5 elementary school in Staten Island. Hebrew Public is a proven and accomplished management organization, with three schools already in New York City - two in Southern Brooklyn, and one in Upper Manhattan. Defined by academic excellence, foreign language proficiency, and a genuine attachment to diversity, Hebrew Public schools have proven their commitment to enriching our public school community.

Throughout Hebrew Public's engagement with Staten Island communities, I have been impressed with their sincere concern and interest in authentically connecting with the diverse neighborhoods that make up the unique community school district that encompasses this entire Island. From the North Shore to Mid Island to the South Shore, Hebrew Public has listened, asked smart questions, and modified their proposal to reflect and address these important discussions.

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Staten Island Hebrew Public would be a welcome addition to our educational community, and an exciting option for our families. I hope this submission meets with your approval.

Warmly and respectfully,

Veronica Bakhrakh, MS Ed, Sp. Ed.
Behavior Analyst

ALAGANT TRAVEL
92 SEAGATE COURT
STATEN ISLAND, NY 10305
E-MAIL: travel@alagant-travel.com
PHONE 646-262-5949
FAX 917-791-9781

August 14, 2018

Dear Board of Regents,

Staten Island families are lucky to have many excellent schools for their children. Whether traditional district public schools, public charter schools, parochial schools, or independent schools, New York City's borough connected by bridge and ferry has always been about quality schools for all of its children. This letter is sent in support of the application submitted by the Hebrew Public network of charter schools for a new K-5 elementary school in Staten Island. Hebrew Public is a proven and accomplished management organization, with three schools already in New York City - two in Southern Brooklyn, and one in U

pper Manhattan. Defined by academic excellence, foreign language proficiency, and a genuine attachment to diversity, Hebrew Public schools have proven their commitment to enriching our public school community.

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Staten Island Hebrew Public would be a welcome addition to our educational community, and an exciting option for our families. I hope this submission meets with your approval.

Warmly and respectfully,,

Agnes Frishberg

Travel Agent Manager
Alagant Travel

[redacted]

Alexey Braguine
[redacted]

August 2, 2018

Dear Board of Regents,

Staten Island families are lucky to have many excellent schools for their children. Whether traditional district public schools, public charter schools, parochial schools, or independent schools, New York City's borough connected by bridge and ferry has always been about quality schools for all of its children.

This letter is sent in support of the application submitted by the Hebrew Public network of charter schools for a new K-5 elementary school in Staten Island. Hebrew Public is a proven and accomplished management organization, with three schools already in New York City - two in Southern Brooklyn, and one in Upper Manhattan. Defined by academic excellence, foreign language proficiency, and a genuine attachment to diversity, Hebrew Public schools have proven their commitment to enriching our public school community.

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Staten Island Hebrew Public would be a welcome addition to our educational community, and an exciting option for our families. I hope this submission meets with your approval.

Warmly and respectfully,

Alexey Braguine
Teacher

Alexander Rubinstein
Co-founder of IT Pass, Inc.
[redacted]

August 13, 2018

Dear Board of Regents,

Staten Island families are lucky to have many excellent schools for their children. Whether traditional district public schools, public charter schools, parochial schools, or independent schools, New York City's borough connected by bridge and ferry has always been about quality schools for all of its children.

This letter is sent in support of the application submitted by the Hebrew Public network of charter schools for a new K-5 elementary school in Staten Island. Hebrew Public is a proven and accomplished management organization, with three schools already in New York City - two in Southern Brooklyn, and one in Upper Manhattan. Defined by academic excellence, foreign language proficiency, and a genuine attachment to diversity, Hebrew Public schools have proven their commitment to enriching our public school community.

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Staten Island Hebrew Public would be a welcome addition to our educational community, and an exciting option for our families. I hope this submission meets with your approval.

Warmly and respectfully,

Alexander Rubinstein

NICOLE MALLIOTAKIS
Member of Assembly 64th District

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

RANKING MINORITY MEMBER
Committee on Governmental Employees

COMMITTEES
Banks
Corporations, Authorities & Commissions
Transportation
Ways and Means

New York State Board of Regents
NYS Education Department
[redacted]

July 26th, 2018

Honorable Members of the Board,

This letter is sent in support of the submission by Hebrew Public Charter School for Global Citizens for a new school in Staten Island. Backed by a proven charter management organization with a record of accomplishments, Staten Island Hebrew Public would be a welcome addition to Richmond County's public school community.

Though slated, if approved, for the North Shore of Staten Island, or North Mid Island, a new K-5 school would benefit the entire borough. By celebrating Staten Island's diversity, as Hebrew Public schools are diverse-by-design, and by simply adding more seats for our young learners, a new school supported by the experience and resources of a network with three other schools in New York City will be warmly received.

My understanding is that, for the past several months, the Hebrew Public Staten Island team has been meeting with parents, families, and civic groups for discussions that have shaped their application as a dynamic, organic reflection of the priorities shared. These meetings have generated ongoing talks with those interested in an ongoing relationship with the school. I have been particularly impressed with the regular interactions the applicant team has with my office.

Hebrew Public educates through the prism of civic engagement, language acquisition, and global citizenship. Their commitment to academic excellence runs throughout their schools - two in Southern Brooklyn, one in Harlem, and schools in diverse cities throughout the country.

DISTRICT OFFICE: 11 Maplewood Place, Staten Island, New York 10306 • 718-987-0197, FAX: 718-987-0863
DISTRICT OFFICE: 7408 Fifth Avenue, Brooklyn, New York 11209 • 718-987-0197, FAX: 718-987-0863
E-mail: malliotakisn@assembly.state.ny.us

Staten Island is blessed with wonderful educational options, earned through decades of community action that has consistently prioritized good schools. Hebrew Public Staten Island is consistent with those longtime, ongoing efforts. I hope this submission meets with your approval. Please don't hesitate to contact my office with any questions.

Warmly,

Nicole Malliotakis
Member of Assembly

Aleksandr B. Khaytin
[redacted]

August 14th, 2018

Dear Board of Regents,

Staten Island families are lucky to have many excellent schools for their children. Whether traditional district public schools, public charter schools, parochial schools, or independent schools, New York City's borough connected by bridge and ferry has always been about quality schools for all of its children.

This letter is sent in support of the application submitted by the Hebrew Public network of charter schools for a new K-5 elementary school in Staten Island. Hebrew Public is a proven and accomplished management organization, with three schools already in New York City - two in Southern Brooklyn, and one in Upper Manhattan. Defined by academic excellence, foreign language proficiency, and a genuine attachment to diversity, Hebrew Public schools have proven their commitment to enriching our public school community.

Throughout Hebrew Public's engagement with Staten Island communities, I have been impressed with their sincere concern and interest in authentically connecting with the diverse neighborhoods that make up the unique community school district that encompasses this entire Island. From the North Shore to Mid Island to the South Shore, Hebrew Public has listened, asked smart questions, and modified their proposal to reflect and address these important discussions.

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Staten Island Hebrew Public would be a welcome addition to our educational community, and an exciting option for our families. I hope this submission meets with your approval.

Warmly and respectfully,

Aleksandr B. Khaytin
Chartered Regulatory Counsel (CRC)
Certified Anti-Money Laundering Specialist (CAMS)

RANKING MINORITY MEMBER
LABOR
COMMITTEE MEMBER
BANKS
CIVIL SERVICE AND PENSIONS
CODES
FINANCE
INSURANCE
JUDICIARY
RULES
E-MAIL ADDRESS
SAVINO@NYSENATE.GOV

THE SENATE
STATE OF NEW YORK

DIANE J. SAVINO
SENATOR, 23RD DISTRICT

ALBANY OFFICE:
ROOM 315
LEGISLATIVE OFFICE BUILDING
ALBANY, NEW YORK 12247
PHONE: (518) 455-2437
FAX: (518) 426-6943
DISTRICT OFFICE:
36 RICHMOND TERRACE, STE. 112
STATEN ISLAND, NEW YORK 10301
PHONE: (718) 727-9406
FAX: (718) 727-9426
SATELLITE OFFICE:
2872 W. 15TH STREET
BROOKLYN, NEW YORK 11224
PHONE: (718) 333-0311
FAX: (347) 492-3263

August 14, 2018

New York State Board of Regents
NYS Education Department
89 Washington Avenue
Albany, New York 12234

Honorable Members of the Board -

This letter is sent in support of the submission by Hebrew Public Charter School for Global Citizens for a new school in Staten Island. Backed by a proven charter management organization with a record of accomplishments, Staten Island Hebrew Public would be a welcome addition to Richmond County's public school community.

Though slated, if approved, for the North Shore of Staten Island, or North Mid Island, a new K-5 school would benefit the entire borough. By celebrating Staten Island's diversity, as Hebrew Public schools are diverse-by-design, and by simply adding more seats for our young learners, a new school supported by the experience and resources of a network with three other schools in New York City will be warmly received.

My understanding is that, for the past several months, the Hebrew Public Staten Island team has been meeting with parents, families, and civic groups for discussions that have shaped their application as a dynamic, organic reflection of the priorities shared. These meetings have generated ongoing talks with those interested in an ongoing relationship with the school. I have been particularly impressed with the regular interactions the applicant team has with my office.

Hebrew Public educates through the prism of civic engagement, language acquisition, and global citizenship. Their commitment to academic excellence runs throughout their schools - two in Southern Brooklyn, one in Harlem, and schools in diverse cities throughout the country.

Staten Island has wonderful education options, earned through decades of community action that has consistently prioritized good schools. Hebrew Public Staten Island is consistent with those longtime, ongoing efforts. I hope this submission meets with your approval. Please don't hesitate to contact my office with any questions.

Sincerely,

Diane J. Savino
NYS Senator, 23rd District

PAK/AM CIVIC ASSOCIATION
124 Ocean Avenue
Staten Island, NY 10305

July 15, 2018

New York State Board of Regents
NYS Education Department
89 Washington Avenue
Albany, New York 12234

Honorable Members of the Board -

The Pakistani American Civic Association is happy to provide this letter of support for the proposed Staten Island Hebrew Public Charter School.

The Pakistani American Civic Association is committed to the mission of helping to establish a diverse community in Staten Island. We have worked with many cultural organizations towards this goal over the years, helping them to establish educational centers across the island. We truly believe that a language immersion school will benefit families and help our community to thrive.

Pak/Am has recently worked with the Turkish community to establish a Turkish Cultural Center on Staten Island. We look forward to working with the leadership of Staten Island Hebrew Public Charter School to establish this new school and to attract children and families of every ethnic and socio-economic background to attend.

After meeting with the leadership of the school and participating in public meetings, we recognize the dedication and commitment of everyone connected to the project and believe that passion will result in an excellent educational facility. We hope that you will agree and approve the application for this new charter school.

Warmly,

Hamim Syed

Rosebank Homeowners Association

[redacted]

June 28, 2018

New York State Board of Regents
NYS Education Department
89 Washington Avenue
Albany, New York 12234

Honorable Members of the Board:-

This letter is sent to support the submission by Hebrew Public Charter School for Global Citizens for a new school in Staten Island. The people of Rosebank believe that providing families with a variety of educational options is key to ensuring the future growth of our community.

Rosebank is one of Staten Island's oldest communities. It was once the home to the Lenape Indians. Today it is home to the Garibaldi Meiucci Museum, Alice Austen House, Fort Wadsworth and Coast Guard New York. Each wave of immigrants who came to our shores added their own character to the neighborhood resulting in a community rich in culture and history. Staten Island Hebrew Public School will be a welcomed addition to our ever changing neighborhood.

Staten Island is fortunate to have wonderful educational options thanks to decades of community action. In addition to P.S. 18, Rosebank was once home to St. Mary's School until it was closed by the Archdiocese. It is our hope that Staten Island Hebrew Public could occupy that space or a space nearby.

I urge you to approve the application for Staten Island Hebrew Public Charter School. Please don't hesitate to contact me with any questions.

Sincerely,

John Guzzo
President

New York State Board of Regents
NYS Education Department
89 Washington Avenue
Albany, New York 12234

Honorable Members of the Board -

I am writing on behalf of the Staten Island Downtown Alliance to express our support for the submission by Hebrew Public Charter School for Global Citizens for a new language immersion school in Staten Island.

According to the 2010 United States Census, more than 29% or 128,82 of Staten Island's population age 5 and older spoke another language other than English. We believe that a language immersion school will be a welcome addition to the Island's public school community.

By celebrating Staten Island's diversity, as Hebrew Public schools are diverse-by-design, and by simply adding more seats for our young learners, a new school supported by the experience and resources of a network with three other schools in New York City will be warmly received.

I have met with members of Staten Island Hebrew Public's application committee and was impressed with their enthusiasm. It is my understanding that the team has been meeting with parents, families, and civic groups over the past several months, soliciting input so their application will reflect shared priorities. I have been particularly impressed with the team's determination to meet with as many culturally diverse groups as possible.

Staten Island is fortunate to have a wide array of educational options. Staten Island Hebrew Public will be a welcomed addition to our borough. I hope their submission meets with your approval.

Sincerely,

Michael Behar, President

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

MATTHEW J. TITONE
Assemblyman 61st District
Richmond County

CHAIR
Committee on
Consumer Affairs and Protection

COMMITTEES
Environmental Conservation
Health
Judiciary
Tourism, Parks Arts and
Sports Development

SUBCOMMITTEES
Oversight of the Department of
Environmental Conservation
Trusts & Estates

August 14, 2018

New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, New York 12234

To whom it may concern,

I am writing in support of a new language immersion public charter school proposed for Staten Island.

The application for the school, Staten Island Hebrew Public, is being submitted by Hebrew Public Charter School for Global Citizens, an organization that has had much success operating other public charter schools in New York, across the nation and internationally. The school will serve children K-5 from all cultural and socioeconomic backgrounds. It will also serve students with Individual Education Programs.

I believe that Staten Island Hebrew Public will offer Staten Island families a terrific opportunity for a quality education that includes language immersion.

Please contact my office with any questions at [redacted] Thank you for your consideration.

Sincerely,

Matthew J. Titone
Member of Assembly

MJT/msr

ALBANY OFFICE: Room 941, Legislative Office Building, Albany, New York, 12248 ● 518-455-4677. FAX 518-455-5946
DISTRICT OFFICE: 853 Forest Avenue, Staten Island, New York 10310 ● 718-442-9932, FAX 718-442-9942
E-mail: titonem@nyassembly.gov

STATEN ISLAND RECREATIONAL ASSOCIATION
HOOPH
STATEN ISLAND • NEW YORK

August 12, 2018

New York State Board of Regents
NYS Education Department
89 Washington Avenue
Albany, New York 12234

Honorable Members of the Board -

Staten Island is a community made up of mostly single family homes occupied by people seeking their own version of the American dream. Quality education is a central desire for all families, especially those with special needs children. After learning about Hebrew Public Charter School's record of providing quality education to children with IEPs, it made sense for us to offer our support.

As a non-profit organization whose mission is to help special needs individuals excel through access to horses and animals, we believe that Staten Island Hebrew Public Charter School will provide our special needs community with another way to excel - through language learning.

I hope you will approve this application.

Sincerely,

Megan Delmar

Megan Delmar

[redacted]

Attachment 3: Course Descriptions

Subject	Curriculum	Grades
ELA	Wilson Fundations	K-2
	Core Knowledge	K-2
	Expeditionary Learning	3-5
	ThinkCERCA	3-5
	Compass Learning (extensions and intervention)	K-5
	Fountas and Pinnell's Leveled Literacy Intervention (Guided Reading)	K-5
Math	Eureka Math/ Engage NY	K-5
	Compass Learning	K-5
	Achievement First's Number Stories	K-5
Social Studies	Pearson's My World	K-5
	Internally created Israel studies units to complement My World	K-5
Science	Houghton Mifflin Harcourt's Science Dimensions	K-5
Hebrew	Internally created curriculum using the Proficiency Approach	K-5

English Language Arts (ELA) instruction is rooted in two sources: carefully chosen, research-based instructional Language Arts programs like **Core Knowledge, Wilson Fundations, and ThinkCERCA**, and each student's own learning needs. All students take the **NWEA MAP**, and while every student spends time every day working in whole-class Language Arts programs, they also get time to work through a customized Language Arts instructional program, based on their MAP performance, and developed and revised regularly by their teacher.

In grades K-2, the two main ELA instructional programs are **Wilson Fundations** for phonics and word study, **and Core Knowledge**'s Listening and Learning strand of sequenced units/learning modules. In their daily 2+ hours of ELA instruction, K-2 students use Fundations for systematic phonics, spelling, and handwriting instruction, and Core Knowledge's Listening and Learning program, built around a series of sequenced read-alouds, designed to help students build the background knowledge and vocabulary critical to listening and reading comprehension. During their 2+ hour ELA block, K-2 students also spend time in reading rotations, where they work in Guided Reading groups (including **Fountas and Pinell's Leveled Literacy Intervention**), use **Compass Learning** for extensions and intervention, and do independent reading. They also work daily on handwriting and, 2nd graders begin typing practice.

3rd-5th grades also spend 2+ hours learning and practicing ELA skills daily. They use **Expeditionary Learning's** ELA program, and supplement writing instruction with **ThinkCERCA,** which teachers use to help students develop argumentation and other skills of rhetoric in composition, thereby strengthening close reading and critical thinking skills. 3rd - 5th grade students also spend time serving their unique needs in reading rotations for Guided Reading (again, Fountas and Pinell's Leveled Literacy Intervention), Compass Learning extensions, word study and Compass Learning for intervention, and independent reading. They continue handwriting practice, adding typing once per week. request.

The following charts detail the modules and topics in each grade. More information (e.g., skills, assessments, standards crosswalk) are available upon request.

Grades K-2 Listening and Learning Strand[1]:

Kindergarten	Grade 1	Grade 2
Nursery Rhymes and Fables	Fables and Stories	Fairy Tales and Tall Tales
The Five Senses	The Human Body	Early Asian Civilizations
Stories	Different Lands, Similar Stories	The Ancient Greek Civilizations
Plants	Early World Civilizations	Greek Myths
Farms	Early American Civilizations	The War of 1812
Native Americans	Astronomy	Cycles in Nature
Kings and Queens	The History of the Earth	Westward Expansion
Seasons and Weather	Animals and Habitats	Insects
Columbus and the Pilgrims	Fairy Tales	The U.S. Civil War
Colonial Towns and Townspeople	A New Nation	Human Body: Building Blocks and Nutrition
Taking Care of the Earth	Frontier Explorers	Immigration
Presidents and American Symbols		Fighting for a Cause

THIRD GRADE[2]	Module 1	Module 2A	Module 2B	Module 3A	Module 3B	Module 4
Focus	Becoming a Close Reader and Writing to Learn	Researching to Build Knowledge and Teaching Others	Researching to Build Knowledge and Teaching Others	Analyzing Narrative and Supporting Opinions	Analyzing Narrative and Supporting Opinions	Gathering Evidence and Speaking to Others
Module Title	My Librarian Is a Camel: How Books Are Brought to Children around the World	Adaptations and the Wide World of Frogs	Connecting Literary and Informational Texts to Study Culture "Then and Now"	A Study of Peter Pan	Wolves: Fact and Fiction	The Role of Freshwater around the World

[1] Excerpted from: https://www.engageny.org/resource/grade-1-ela-curriculum-map
[2] Excerpted from: https://eleducation.org/resources/third-grade-curriculum-map

Description	This module introduces students to the power of literacy and how people around the world access books. Students build close reading skills while learning about people who have gone to great lengths to access literacy. They focus on what it means to be a proficient, independent reader, assessing their strengths, setting goals, and developing their "reading superpowers." They then delve into geography, considering how where one lives affects how one accesses books. They apply their learning by writing a report (bookmark) about how people access books around the world.	This module is designed to help students use reading, writing, listening, and speaking to build and share deep knowledge about a topic: in this case, frogs. Students first do a class study of the bullfrog. Then they read excerpts from the central text, Everything You Need to Know about Frogs and Other Slippery Creatures, to study a variety of "freaky frogs"—frogs that push the boundaries of "frogginess." Students demonstrate their expertise by writing a "freaky frog trading card"—a research-based narrative that highlights their research and educates others about the diversity of frogs, focusing on how their freaky frog survives.	This module is designed to help students use reading, writing, listening, speaking, and collaborative skills to build and share deep knowledge about a topic. Students begin with a class study of the culture of Japan in which they read Magic Tree House: Dragon of the Red Dawn, a book set in ancient Japan, paired with Exploring Countries: Japan, an informational text about modern Japan. Students form book clubs, reading a new Magic Tree House book set in their selected country and an informational text, to build expertise on a different country. They demonstrate their expertise by writing a research-based letter to Magic Tree House author Mary Pope Osborne that informs her of customs and traditions that have endured in a culture from the past to modern time.	This module focuses on a study of the classic tale Peter Pan as students consider how writers capture a reader's imagination. Students delve into narrative structure, focusing on character (central to the third-grade standards). They then examine author's craft in Peter Pan, specifically use of dialogue and vivid language—and write their own scene based on Peter Pan. To build fluency, they participate in a Readers Theater based on Peter Pan, and read aloud a monologue. They write opinions, including which Peter Pan character is their favorite and why.	In this module, students explore the questions: "Who is the wolf in fiction?" and "Who is the wolf in fact?" Students begin by reading the traditional Chinese folktale Lon Po Po and a series of fables that feature wolves as characters to build their understanding of how the actions and traits of the wolf and other characters contribute to a sequence of events that convey an important lesson to the reader. Students then move on to research facts about real wolves through the central text Face to Face with Wolves. As they read the text closely, they collect information about the characteristics, behaviors, and habitat of real wolves. To close the module, students write a narrative based on a problem faced by real wolves.	This module focuses on the importance of clean freshwater around the world. Students continue to build their geography and map- reading skills (begun in Module 1) by studying where water is found on earth. They examine the water cycle and watersheds, comparing how different texts present similar information. Then students research challenges facing the earth's clean water supply: pollution, access, and the demand for water. Students develop opinions about what they can do to conserve, protect, or provide access to clean water, and then create a public service announcement (PSA).

FOURTH GRADE[3]	**Module 1**	**Module 1B**	**Module 2A**	**Module 2B**	**Module 3A**	**Module 3B**	**Module 4**
Focus	Becoming a Close Reader and Writing to Learn	Becoming a Close Reader	Researching to Build Knowledge	Researching to Build Knowledge	Considering Perspectives and Supporting Opinions	Considering Perspectives and Supporting Opinions	Gathering Evidence and Speaking to Others

[3] Excerpted from https://eleducation.org/resources/fourth-grade-curriculum-map

		and Writing to Learn	and Teaching Others	and Teaching Others			
Module Title	Oral Tradition, Symbolism, and Building Community	Poetry, Biography and Writer's Identity	Interdependent Roles in Colonial Times	Animal Defense Mechanisms	Simple Machines: Force and Motion	Perspectives on the American Revolution	Susan B. Anthony, the Suffrage Movement and the Importance of Voting
Description	Module 1 focuses on building community by making connections between visual imagery, oral accounts, poetry and written texts of various cultures with a focus on the Haudenosaunee (Iroquois) culture. Students determine a central idea and demonstrate how gathering information from a variety of sources can help us understand a central idea more fully. Module 1 also reinforces reading fluency, close text analysis, explanatory paragraph writing, and presenting to peers. The module reinforces the fact that Native Americans – specifically the Iroquois (Haudenosaunee, People of the Long House) – were early inhabitants of the	Students launch the year by exploring the identity of writers though reading, discussing, and writing about poems and poets. They begin by reading and analyzing the novel *Love That Dog* by Sharon Creech. Students learn about the characteristics of poetry by closely reading famous poems featured in the novel. For their performance task, students select a poet to research further. Then they write an original poem inspired by their poet's work, and read informational text in order to write a biographical	Students learn about what life was like in Colonial America, focusing on how colonists were interdependent on one another. Students read about various colonial trades (such as the wheelwright, the cooper, etc.), with an emphasis on making inferences, summarizing informational texts and conducting basic research. As the final performance task, students synthesize information	Students build proficiency in writing an informative piece, examining the defense mechanisms of one specific animal about which they build expertise. Students also build proficiency in writing a narrative piece about this animal. They build background knowledge on general animal defenses through close readings of several informational texts and use a science journal to make observations and synthesize information as they research an expert animal in preparation to write about this animal. As the final performance task students write an informative piece describing their	Students build knowledge of simple machines and how they affect force, effort, and work. Students read basic background text and perform Readers Theater about simple machines (written for classroom use). They read an extended scientific text, *Simple Machines: Forces in Action* (870L), focusing on analyzing scientific concepts. Students develop expertise about specific simple machines (inclined plane, levers, pulleys, etc.), read and conduct science experiments using simple machines, and synthesize their findings by writing scientific conclusion statements. They conduct a "simple machine inventory" at school and home. As a final performance task, students write an	Students explore perspectives in the American Revolution NS study reasons why the 13 American colonies decided to declare independence, how colonists' opinions differed on this decision, and how the perspectives of free and enslaved blacks were both similar and different from the perspective of the white colonists. Students begin by close reading of several informational texts about the war. They then read the historical fiction play, Divided Loyalties, to deepen their understanding of the Patriot and Loyalist perspectives. At the end of the module they synthesize their learning in a final performance task: an opinion	Students learn about voting rights and responsibilities. They first focus on the women's suffrage movement and the leadership of New Yorker Susan B. Anthony, reading firsthand and secondhand accounts of her arrest and trial. Then students read *The Hope Chest* (historical fiction set in the weeks before the passage of the 19th Amendment) examining the theme of leaders and their impact on others. Finally, students connect the theme of leadership to their own lives by reading about the importance of voting in modern times. As a final performance task, students draft and then create a public service announcement (using VoiceThread technology) to state their opinion to high school seniors about why voting is important. in a final

	New York region and state, and continue to contribute to the region's history.	essay about their poet's life. Finally, students present their poem and essay during a Poet's Performance.	from multiple sources as they write a research based narrative that vividly describes an event in a colonist's life.	animal, the threats to its survival, and how it is equipped to deal with them, and a choose-your-own narrative piece about their animal that incorporates their research.	editorial to an engineering magazine expressing an opinion about which simple machine benefits people most in their everyday lives.	piece written from the perspective of a Patriot outlining reasons colonists should join the Patriot cause in the form of a broadside (similar to a modern-day flier).	performance task: an opinion piece written from the perspective of a Patriot outlining reasons colonists should join the Patriot cause in the form of a broadside (similar to a modern-day flier).

FIFTH GRADE[4]	**Module 1**	**Module 2A**	**Module 2B**	**Module 3A**	**Module 3B**	**Module 4**
Focus	Becoming a Close Reader and Writing to Learn	Researching to Build Knowledge and Teaching Others	Researching to Build Knowledge and Teaching Others	Considering Perspectives and Supporting Opinions	Considering Perspective and Supporting Opinions	Gathering Evidence and Speaking to Others
Module Title	Stories of Human Rights	Biodiversity in Rainforests of the Western Hemisphere	Inventions that Changed Peoples Lives	Sports and Athletes' Impact on Culture	Balancing Competing Needs in Canada	Natural Disasters in the Western Hemisphere
Description	What are human rights, and how do real people and fictional characters respond when those rights are challenged? Students read closely the introduction and selected articles of the Universal Declaration of Human Rights (UDHR), paired with firsthand accounts of real people facing human rights challenges. They then study *Esperanza*	This module (which could be used in conjunction with a study of Latin America) features a close read of *The Most Beautiful Roof in the World*, which describes the work of scientists documenting rainforest biodiversity. Students build knowledge about the rainforests and how scientists closely observe the natural world to then help them communicate their research. They then do a case study of	Students learn about new or improved technologies that have been developed to meet societal needs and how those inventions have changed people's lives. They conduct authentic research to build their own knowledge and teach others through writing. Students read the graphic novel *Investigating the Scientific Method with Max Axiom, Super Scientist* as well as several informational articles about inventions in order to write a short opinion paragraph about which of	Students learn about the importance of sports in American culture. They read the challenging biography *Promises to Keep: How Jackie Robinson Changed America,* focusing on Robinson as a case study of an athlete who broke societal barriers. They also analyze how Sharon Robinson provides evidence to support her opinions. Next,	Students explore how native Inuit and other people of Canada ha ve used the natural resources available to meet their needs. They read *The Inuit Thought of It: Amazing Arctic Innovations*, to learn about how the native Inuit people of Canada used natural resources to meet the needs of their community hundreds of years ago. They then read/view a variety of informational texts and media to examine how the	This module integrates science and social studies content. Students read literature set during a natural disaster: the beautifully illustrated picture book *Eight Days: A Story of Haiti* and the novel *Dark Water Rising*. They analyze how the narrator's perspective determines how events are described. Then, students conduct a short

[4] Excerpted from: https://eleducation.org/resources/FIFTH-grade-curriculum-map

	Rising, applying their new learning about human rights as one lens through which to interpret character and theme. Finally, students revisit the text and themes of the UDHR and *Esperanza Rising* as they prepare and perform a Readers Theater.	Meg Lowman, the researcher featured in *The Most Beautiful Roof in the World*. Finally, students examine the qualities of field guides and journals, research either ants or butterflies of the rainforest, and produce an informational report and a field journal–style page for younger readers.	the inventions they learned about has been most important to people and why. Students conclude the module by conducting research about one of two inventions, Garrett A. Morgan's traffic light or the Wright brothers' airplane in order to develop a narrative in the form of a graphic novelette about the invention they researched.	students research either Althea Gibson or Roberto Clemente, both of whom broke cultural barriers. Finally, students write an opinion letter to a publishing company explaining the need for a biography about that athlete given his/her impact on society.	resources in Canada are used meet the needs and wants of people throughout the Western Hemisphere, today. Finally, students reflect upon two points of view regarding a current mining project that has been proposed for development in a present- day Inuit community and express their opinion in the form of an editorial essay.	research project about Haiti and the Red Cross, and ultimately draft and revise an opinion speech in which they take a stand on what role humanitarian organizations should take when neighboring countries are struck by natural disasters. They deliver this speech to the class.

Mathematics instruction is based on research-based best practice programs and is scheduled to allow for flexible response to individual students' needs and challenges. Students K-5~~8~~ use **Eureka Math** in whole-class instruction – 60 minutes daily for grades K-5, and students get additional time every day to work in math stations to practice the skills their MAP scores indicate need strengthening. They do this through intervention in small groups, and through independent practice (via **Compass Learning** or with pencil-and-paper work). Advanced students also use time to extend and deepen understanding – in small group projects, and/or with Compass Learning. All students may also work regularly during this time with **Achievement First's Number Stories**. Teachers plan on-grade-level Eureka lessons, and accompany these plans with small group and individual plans designed to reach and teach each student where they are.

The following chart is excerpted from our curriculum guide, Eureka Math's "A Story of Units"[5]

[5] https://www.engageny.org/resource/pre-kindergarten-grade-5-mathematics-curriculum-map-and-guiding-documents

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
M1: Numbers to 10 (43 days)	M1: Sums and Differences to 10 (45 days)	M1: Sums and Differences to 100 (10 days)	M1: Properties of Multiplication and Division and Solving Problems with Units of 2-5 and 10 (25 days)	M1: Place Value, Rounding, and Algorithms for Addition and Subtraction (25 days)	M1: Place Value and Decimal Fractions (20 days)
		M2: Addition and Subtraction of Length Units (12 days)			
		M3: Place Value, Counting, and Comparison of Numbers to 1,000 (25 days)	M2: Place Value and Problem Solving with Units of Measure (25 days)	**M2: Unit Conversions (7 days)	M2: Multi-Digit Whole Number and Decimal Fraction Operations (35 days)
**M2: 2D and 3D Shapes (12 days)	M2: Introduction to Place Value Through Addition and Subtraction Within 20 (35 days)	M4: Addition and Subtraction Within 200 with Word Problems to 100 (35 days)	M3: Multiplication and Division with Units of 0, 1, 6-9, and Multiples of 10 (25 days)	M3: Multi-Digit Multiplication and Division (43 days)	M3: Addition and Subtraction of Fractions (22 days)
M3: Comparison of Length, Weight, Capacity, and Numbers to 10 (38 days)	M3: Ordering and Comparing Length Measurements as Numbers (15 days)	M5: Addition and Subtraction Within 1,000 with Word Problems to 100 (24 days)	M4: Multiplication and Area (20 days)	M4: Angle Measure and Plane Figures (20 days)	M4: Multiplication and Division of Fractions and Decimal Fractions (38 days)
M4: Number Pairs, Addition and Subtraction to 10 (47 days)	M4: Place Value, Comparison, Addition and Subtraction to 40 (35 days)	M6: Foundations of Multiplication and Division (24 days)	M5: Fractions as Numbers on the Number Line (35 days)	M5: Fraction Equivalence, Ordering, and Operations (45 days)	M5: Addition and Multiplication with Volume and Area (25 days)
	M5: Identifying, Composing, and Partitioning Shapes (15 days)	M7: Problem Solving with Length, Money, and Data (30 days)	M6: Collecting and Displaying Data (10 days)		
M5: Numbers 10-20 and Counting to 100 (30 days)	M6: Place Value, Comparison, Addition and Subtraction to 100 (35 days)		M7: Geometry and Measurement Word Problems (40 days)	M6: Decimal Fractions (20 days)	M6: Problem Solving with the Coordinate Plane (40 days)
M6: Analyzing, Comparing, and Composing Shapes (10 days)		M8: Time, Shapes, and Fractions as Equal Parts of Shapes (20 days)		M7: Exploring Measurement with Multiplication (20 days)	

Key:			
Number	Geometry	Number and Geometry, Measurement	Fractions

Science: Our Science program is built around **Houghton Mifflin Harcourt's Science Dimensions** curriculum and aligned to the Next Generation Science Standards. Reading, writing, and vocabulary strategies are also embedded in all daily work. Every lesson includes a hands-on activity and is organized so students drive the learning: students engage with a question or discrepant phenomenon, exploring evidence, and explain their claims, elaborate on and apply new understandings to the real world, and finally evaluate their learning throughout. This "5 E" instructional approach lies at the core of Dimensions instruction in all grades.

In some units, students use immersive tech tools to engage in simulation-based learning and use Google Expeditions to take virtual field trips. Teachers differentiate by creating customized online instructional playlists for students; they assign various educational videos, learning interactivities, animations, and other interactive online instructional activities.

Learning is assessed by both formative and summative means. Students take quizzes and do a self-check of learning at the end of each lesson. The 5 E instructional approach outlined above embeds student-directed formative assessment in each lesson - for example, as students attempt to explain their evidence, they are checking for understanding. In each unit, students take a pretest to assess prior knowledge, and end the unit with a unit project and a unit performance task. In addition, there is an end-of-unit test where students apply what they have learned in new contexts.

Grade	Unit	Next Generation Science Standards Alignment
K	Engineering and Technology	K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3
	Forces and Motion	K-PS2-1, K-PS2-2
	Plants and Animals	K-LS1-1, K-ESS3-1, K-ESS2-2
	Sun Warms Earth	K-PS3-1, K-PS3-2
	Weather	K-ESS2-1, K-ESS2-2
	Earth's Resources	K-ESS3-1, K-ESS3-3
1	Engineering and Technology	K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3
	Sound	1-PS4-1, 1-PS4-4
	Light	1-PS4-2, 1-PS4-3, 1-PS4-4
	Plant and Animal Structures	1-LS1-1
	Living Things and Their Young	1-LS1-2, 1-LS3-1
	Objects and Patterns in the Sky	ESS1-1, ESS1-2
2	Engineering and Design Process	K-2-ETS1-1, K-2-ETS1-2, K-2-ETS1-3
	Matter	2-PS1-1, 2-PS1-2, 2-PS1-3, 2-PS1-4
	Environments for Living Things	2-LS2-1, 2-LS2-2, 2-LS4-1
	Earth's Surface	2-ESS2-2, 2-ESS2-3
	Changes to Earth's Surface	2-ESS1-1, 2-ESS2-1
3	Engineering	3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3
	Forces	3-PS2-3, 3-PS2-4
	Motion	3-PS2-1, 3-PS2-2
	Life Cycles and Inherited Traits	3-LS1-1, 3-LS3-1
	Organisms and Their Environments	3-LS2-1, 3-LS3-2 3-LS4-2, 3-LS4-3, 3-LS4-4
	Fossils	3-LS4-1

	Weather and Patterns	3-ESS2-1, 3-ESS2-2, 3-ESS3-1
4	Engineering and Technology	3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3
	Energy	4-PS3-1, 4-PS3-2, 4-PS3-3, 4-PS4-4
	Waves and Information Transfer	4-PS4-1, 4-PS4-2, 4-PS4-3
	Plant Structure and Function	PE 4-LS1-1
	Animal Structure and Function	PE 4-LS1-1
	Changes to Earth's Surface	4-ESS2-1, 4-ESS2-2
	Rocks and Fossils	4-ESS1-1
	Natural Resources and Hazards	4-ESS3-1, 4-ESS3-2
5	Engineering and Technology	3-5-ETS1-1, 3-5-ETS1-2, 3-5-ETS1-3
	Matter	5-PS1-1, 5-PS1-2, 5-PS1-3, 5-PS1-4
	Energy and Matter in Organisms	5-LS1-1, 5-PS3-1
	Energy and Matter in Ecosystems	PE 5-LS2-1
	Systems in Space	5-PS2-1, 5-ESS1-2, 5-ESS1-1
	Earth's Systems	5-ESS2-1, 5-ESS2-2
	Earth's and Human Activities	5-ESS2-1

Social Studies: Global Studies provides the critical, foundational school-wide lenses, tools, and values which lie at the heart of students' work in Social Studies, Hebrew, and Character Education. In all grades, students study civics and government, history, geography, and economics, with a strong focus on global citizenship. SIHP's Social Studies K-5 curriculum is aligned with both the NYS Social Studies Standards. Using Pearson's K-5 My World series, elementary grades focus on civics, community, and culture.

Israel Studies is integrated into social studies: as students are introduced to people, places, and cultures of Israel as case studies and models, aligned with the NY State standards. Grades 4 and 5 use a global competencies protocol (investigate/ recognize perspective/ communicate/ take action) to study world issues, which has been adapted from the Asia Society. In order to explore the global connections of issues within our community, students in each grade engage in a service-learning program tied to the curriculum and also in a school culture project meant to strengthen the school community.

Students study culture, civics, history, economics, geography, learn to work with primary source documents, and practice inquiry. Our primary curriculum elements include **Pearson's MyWorld** World History, American History, and Geography Curricula; **Israel Studies** units created by Hebrew Public, guided by **Global Citizenship** frameworks and dispositions. Our social studies curriculum focuses on themes of belonging, civic life, community, and culture. Israel is integrated into the curriculum where the Pearson curriculum focuses on culture.

In addition to explicit inclusion in social studies units, Israel "lives" in SIHP in a number of important ways:

- Israeli music, art, and dance
- A school physical environment that reflects the focus on Israel (classrooms are named after Israeli cities and towns; maps and pictures of Israel adorn classroom walls)
- Partnerships with Israeli organizations and schools

- Planned alumni programs that will provide students with educational, cultural, and career opportunities that build on their knowledge of Hebrew and Israel

Students in all grades engage in increasingly student-driven service learning projects; in grades 3-5 these are evaluated with Global Citizenship rubrics and performance outcomes. 3rd-5th graders plan and enact these projects by:

- Posing a broad question on a local or regional, and identify its relevance to the global community
- Expressing a basic personal perspective on a situation, event, issue, or phenomenon
- Recognizing that other people, groups, and scholars have perspectives different from their own
- Proposing a specific individual or collaborative action they can take
- Participating in these actions, individually or collaboratively
- Reflecting on the appropriateness of their own actions and advocacy for improvement.

The charts below detail the topics covered, and are excerpted from the Pearson Social Studies Overview[6].

Kindergarten: Here We Are	First Grade: Making Our Way	Second Grade: We Do Our Part
My Family, My School	My School, My Community	My Community, My Country
Everybody Works	Work in the Community	Working to Meet Our Needs
Where We Live	Looking at our World	The World Around Us
Our Traditions	Traditions we Share	Celebrating Our Traditions
Life Then and Now	Our Past, Our Present	Our Nation Past and Present

Third Grade: We Are Connected	Fourth Grade: Regions of Our Country	Fifth Grade: Building Our Country
Our Communities	Geography of the United States	The First Americans
Our Environment	Americans and Their History	Age of Exploration
Communities Build a Nation	Government in the United States	Settlements Take Roots
U.S. Government	The Nation's Economy	Life in the Colonies
Citizenship	The Regions: Northeast	The American Revolution
A Growing Nation	The Regions: The Southeast	The New Nation
Working in Our Communities	The Regions: The Midwest	The Young National Grows
Celebrating Our Communities	The Regions: The West	Moving West
		Civil War and Reconstruction

Hebrew: What is special about Hebrew learning at SIHP is the instructional approach - specifically the Proficiency Approach. For this reason, this curriculum description focuses more on outlining and explaining this approach rather than describing the sequence of in-house

[6] Available at https://www.pearsonschool.com/index.cfm?locator=PS344n&PMDBSOLUTIONID=6724&PMDBSITEID=2781&PMDBCATEGORYID=815&PMDBSUBSOLUTIONID=&PMDBSUBJECTAREAID=&PMDBSUBCATEGORYID=&PMDbProgramID=154301

materials created to teach Modern Hebrew. Students receive Hebrew instruction 5 times a week, in blocks of 40-50 minutes. Hebrew classes are conducted exclusively in Hebrew so students hear the language as it is naturally spoken. Vocabulary and expressions are modeled for students, who then begin to practice with their peers.

SIHP's Hebrew instruction relies on the Proficiency Approach (PA). This pedagogy seeks to maximize the language acquisition process. It derives from the fields of language acquisition theories, linguistics and child language development research, as well as foreign language practices over recent decades of language instruction. PA recognizes a learner's ability to perform in the target language develops gradually, in a nonlinear manner. It is fully consistent with GRR, providing a seamless transition for students from Hebrew instruction to other core subject instruction. With PA, teachers create an environment rich with meaningful conversational Hebrew by giving students varied, authentic opportunities to hear, practice and engage in the language throughout Hebrew class, and throughout the day. For example, in addition to classroom instruction, Hebrew teachers speak Hebrew in informal interactions (e.g. to redirect behavior and facilitate transitions, and during non-classroom activities such as lunch or recess).

PA allows a flexible curriculum and promotes a learner-centered environment, giving teachers room to articulate clear learning goals and appropriate instructional tools to support each student's learning. PA incorporates robust assessment tools for both formative and summative evaluations. It uses American Council for the Teaching of Foreign Languages (ACTFL)'s Proficiency Guidelines, identifying five main phases toward achieving the level of the native speaker: Novice, Intermediate, Advanced, Superior and Distinguished. Ongoing evaluation of the learner's progress along these levels provides a clear picture of each learner's stage of functioning in all language areas. Evaluation uses four interrelated criteria: content/context, task, text type, and accuracy.

Curricular materials are drawn from all genres of texts that were produced by native Hebrew speakers for native Hebrew speakers, such as children's stories, songs, and media clips, and also objects representing the target culture such as authentic games, signs and posters.

Year 1: Novice Low - Novice Mid (Kindergarten)
Learner Profile Students can communicate on some very familiar topics using single words and phrases that they have practiced and memorized. They can present information about themselves and some other very familiar topics using single words or memorized phrases. Students can copy some familiar words, letters, or phrases. Students can recognize a few memorized words and phrases when they hear them spoken. Students can recognize a few Hebrew letters and can identify a few memorized words and phrases when they read. **Topics:** Introducing myself and family; Greetings; Weather and seasons; Colors; Numbers 1-10; Clothing; Classroom: objects and features; My bedroom: objects and furniture; Feelings and emotions; Getting to school: modes of transportation

Year 2: Novice Mid (First Grade)

Learner Profile Students can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized. They can present information about themselves and some very familiar topics using a variety of words, phrases, and memorized expressions. They can write phonetically all Hebrew language sounds, including familiar words and simple sentences. They can recognize some familiar words and phrases when they hear them spoken. They can decode and blend all the Hebrew alphabet letters and vowels and combinations. They can understand some learned or memorized words and phrases when they read.
Topics: Together with my family; Greetings and introductions; Likes/dislikes; Weather and seasons; Colors; Numbers 1-100; Clothing for all seasons; All about my home; My neighborhood

Year 3: Novice Mid - Novice High (Second Grade)

Learner Profile Students can communicate on very familiar topics using a variety of words and phrases that they have practiced and memorized. They can present information about themselves and some other very familiar topics using a variety of words, phrases, and memorized expressions. They can write words that they learned phonetically and compose very simple sentences on familiar topics. They can recognize some familiar words and phrases when they hear them spoken. They can recognize and understand short sentences about familiar topics when they read.
Topics: My school; Fall holidays; The food we eat; Through the mirror: images and reflections everywhere around me

Year 4: Novice High (Third Grade)

Learner Profile Students communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. They usually handle short social interactions in everyday situations by asking and answering simple questions. Students present basic information on familiar topics using language they have practiced using phrases and simple sentences. They write short messages and notes on familiar topics related to everyday life. Students often understand words, phrases, and simple sentences related to everyday life and can recognize pieces of information and sometimes understand the main topic of what is being said. Students can understand familiar words, phrases, and sentences within short and simple texts related to everyday life and some of the time understand the main idea of what they have read.
Topics: My daily routines; My hobbies; Reality and imagination; Going on a trip

Year 5: Novice High - Intermediate Low (Fourth Grade)

Learner Profile Students communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. They usually handle short social interactions in everyday situations by asking and answering simple questions. Students present basic information on familiar topics using language they have practiced using phrases and simple sentences. They write short messages and notes on familiar topics related to everyday life. Students often understand words, phrases, and simple sentences related to everyday life and can recognize pieces of information and sometimes understand the main topic of what is being said. Students can understand familiar words, phrases, and sentences within short and simple texts related to everyday life and some of the time understand the main idea of what they have read.
Topics: Keeping the old and adjusting to the new; by myself and with others; keeping a healthy lifestyle

Year 6: Novice High - Intermediate Low (Fifth Grade)

Learner Profile Students communicate and exchange information about familiar topics using phrases, simple sentences, and string of sentences, sometimes supported by memorized language. They usually handle short social interactions in everyday situations by asking and answering simple questions. Students present basic information on familiar topics using language they have practiced using simple sentences and string of simple sentences. They write short messages and notes on familiar topics related to everyday life. Students often understand phrases, and simple sentences related to everyday life and can recognize pieces of information and understand the main topic of what is being said. Students can read and comprehend familiar phrase and sentences within short and simple texts related to everyday life and understand the main idea of the text.
Topics: Changes that affect my life and the world around me; Wishes and dreams for the future; My city: past, present, future

Music: Music is an essential part of human creative expression and a primary source of cultural meaning. A principal goal of this curriculum is to guide students to a better understanding and appreciation of music's importance through the development of their own musical skills. The curriculum seeks to teach each student how to be the best musician he or she can be. This means direct engagement with the fundamental elements of music: rhythm, melody, tone, pitch.

Successive units introduce students to these concepts while building on skills students learned in previous units and teaching them to explore these skills in different musical traditions. This curriculum begins the process of preparing students to be practicing musicians throughout their lives, and especially during their formative childhood and adolescent years. At the same time, the curriculum instills academic and life skills that will serve students well in a variety of areas of their lives. Research shows that students who study music score higher on tests such as the SATs, and the link between musical development and mathematical performance has been well-documented. Moreover, practicing unfamiliar skills like pitch-

matching and repeating and improvising rhythms emboldens students to understand their own capacity to learn.

Physical Education: Our physical education curriculum provides students with opportunities to learn and practice the core movements associated with healthy living and athletics. The first unit introduces students to basic physical movements: running, skipping, hopping, galloping. Subsequent units apply and refine those movements in different settings like soccer and basketball. Students also focus in Unit 2 on upper-body manipulative skills like throwing and catching different types of objects. Assessments take place in the flow of activities. The overall goal of the curriculum is to teach students about their bodies' basic capacity for physical activity while providing avenues through which they can strengthen and refine that capacity.

Art: The principal goal of our art curriculum is to teach students to be artists. Our curriculum helps students develop as artists along several different dimensions. First, it introduces students to a number of basic materials, techniques, and concepts involved in the artistic process. They learn to draw, paint, make collages, and use clay, and just as importantly, they learn to think about how to choose when to use different media. They also learn and apply concepts like composition, perspective, and subjective versus objective representation. More broadly, this curriculum teaches students what it means to think of themselves as artists who observe and look for inspiration in the world. In all of this, they learn to think of art as a process in which they, as the artists, make a series of decisions that determine their unique artistic point of view.

Attachment 3a: Student and Teacher "Day in the Life"

The following is a day in the life of an SIHP 3rd grader from her perspective and a day in the life of a kindergarten teacher. Both schedules are aligned with the schedules provided in Attachment 4a and 4b.

"A Day in the Life" of SIHP Grade 3 Student
7:30-7:50 Arrival, Breakfast, and Morning Work I get off the bus and arrive at school. I shake the principal's hand and she asks me how my soccer team is doing. We won last week! Then I head up to my classroom. My teacher says good morning to me, and I pick up a breakfast and a morning work packet. I work on some math questions while I eat pancakes and milk.
7:50-8:00 Morning meeting My class sits in a circle on the rug. We say hi to one another and discuss the schedule for the day. Ms. Smith tells us we have music today- my favorite! Then we write in our journals about what we're thankful for.
8:00-9:00 Math We start by playing a math facts game to review what we learned last week. Then, we split into small groups to work on a project that helps us learn multiplication.
9:00-9:45 Physical Education/Art/Music Today we have music. During music we learn both Hebrew and English songs.
9:45-11:15 ELA The teacher, Ms. Smith, from one of the other grade 3 classes joins us. While she's with us her class is having Hebrew instruction. My teacher usually leads the lesson. We all gather at the rug while she models a reading skill or strategy that she uses and wants us to use too. We practice with her and then we try it on our own in our reading books that are on our reading levels. We also get to work in a small group with either our classroom teacher or with Ms. Smith. If we're not in a guided reading group then teachers walk around and talk to us to see how we are doing. I also have a buddy who is learning English and we listen to each other and help each other. Sometimes there is another teacher that comes to support my buddy and a few of the other kids who are learning English.
11:15-12:00 Lunch/Recess During lunch, some Hebrew teachers join us in the cafeteria. We talk with them in Hebrew. Sometimes even when I talk to my friends at lunch we try to do it in Hebrew. After lunch, my friends and I play in recess.
12:00-12:40 Math Stories Ms. Smith tells us a story about a girl who wanted to give each of her friends at school seven candies and needed our help to know how many total candies to bring. We gathered on the rug to hear the story, then went to our seats to work on a solution using any method we wanted while Ms. Smith walked around to review our work. She asked me some questions about my math work. In the end, three of my friends presented their strategies- Laminu drew a picture, Elijah added repeatedly, and Amaree used an array. I hadn't thought of using an array! Maybe I'll try it tomorrow.
12:40-1:25 ELA My teacher uses a "mentor text" to show us how writers work. Lately we've been trying to work on our personal narratives making sure we don't just tell things but also show things like in the story "Tar Beach." My teacher even has her own story she's working on to show us how she's improving her writing. Sometimes the same teacher who helps my

buddy learning English comes in during this time but also some kids leave and go with another teacher to work on their skills.
1:25-2:10 Hebrew Instruction We begin by practicing things we've already by playing a game. Then we talk about our hobbies and I tell the class about my soccer game! We split up into three small groups, each with a different Hebrew teacher. In my group, we read about a girl whose favorite hobby is drawing.
2:10-2:40 What I Need (WIN) My friends and I all go to different places for WIN time. Jaden goes to chess class, Josiah has extra time to practice math, and I go to another classroom to read a book and talk about it with a teacher and some students from other third grade classes. Right now we're reading "Maniac Magee" by Jerry Spinnelli. We are so interested in what is happening that we can't wait to read the next chapter. By the way the book has no chapter names, only numbers, so at the end of each chapter we share what we think would be a good name for that chapter. We need to give reasons why we think what we think. Our teacher writes 3 chapter titles on the chart and we vote. We are creating a new Table of Contents for the book and our plan is to send it to the author to see what he thinks.
2:40-3:20 Social Studies/Science Today we're learning social studies, but sometimes we learn science at this time. We are learning about our families now and families long ago. We even learn about some families in Israel to help us understand its culture and history and the immigrants who live there too. Yesterday, we went on a walk to learn about this neighborhood. We noticed a lot of stray cats and decided to help our community address this, so wrote a class letter to the ASPCA and asked how we can help.
3:20-3:30- Homeroom/Packup Time to go home! Everyone gets their homework folders, lunchbags, and jackets together. We have some extra time at the end so Ms. Smith puts on "Shake it Off" and we have a dance party!
3:30 Dismissal Ms. Smith brings the class down to the gym, and then I line up in the blue bus line. I say hi to my bus friends, and then Mr. Brown, tells us it's time to board the bus. We get on, I buckle my belt, and then Mr. Brown checks to make sure we're all here and all have our belts buckled. Then we go home!

"A Day in the Life" of SIHP Kindergarten Teacher
7:15 - Arrival - Ms. Jones, a kindergarten teacher, arrives at 7:15. She reviews her lessons plans for the day the night before, so now she grabs coffee and checks in with colleagues.
7:30-7:50 - Breakfast/Unpack/ - Morning Work - Students are entering Ms. Jones's room. She greets each student as they settle in, unpack, eat breakfast, and complete morning work. Ms. Jones sees that Josiah seems upset when he comes in. Ms. Jones talks with Josiah about what's bothering him and guides him through a few deep breaths.
7:50-8:00 - Morning Meeting - Students sit in a circle, greet each other, sing their class song, and review their schedule for the day. Then, each student describes how he or she is feeling and what they're looking forward to that day.

8:00-9:00 - Math - Today, the class is learning about counting on, or skip counting. Ms. Jones had already covered counting on by tens, and today students are starting to learn counting on by fives. The class starts by counting around the room. The students stand shoulder to shoulder in a circle and count by five (5,10,15,20…) and tens (10,20,30…). Ms. Jones keep track of what students say on a piece of chart paper. Then, students gather on the rug to discuss the activity and their noticings. Quarell noticed that all the numbers that the numbers in the "counting by tens" list also appeared when the class counted by five. Students discussed the reason for this. Then, the class goes back to their seats for independent practice. The class ends with a wrap up activity.
9:00-9:45 - Planning Time (students have Music) - Ms. Jones brings her class to music, and then meets with the Director of Math. They review last week's math assessment results to identify common misunderstandings and identify the students who will need additional math help during next week's WIN blocks.
9:45-11:15 - ELA - Ms. Jones starts off with guided reading. Today, Ms. Jones pulls her strongest readers to read aloud and to discuss their book. The other students read independently. Yesterday, she worked with the middle readers and tomorrow she'll work with the struggling readers. Each student in the small group reads a sentence while Ms. Jones listens for and takes notes on fluency, then the small group discusses the main idea and makes inferences about what will happen next. Then the whole class comes together for Readers' and Writers' Workshop. Ms. Jones starts off with a minute mini lesson about character feelings, then the class does guided practice, where Ms. Jones reads a book aloud and students discuss the character feelings. Finally, the class goes back to their seats for fifteen minutes of independent work about character feelings while Ms. Jones circulates and conferences with students one on one to correct misconceptions and praise good effort.
11:15-12:00 - Personal Lunch - Ms. Jones catches up with some colleagues in the teacher lounge while the Hebrew teacher leads the class to lunch and then to recess. It's a great opportunity for the class to practice their Hebrew and for the Hebrew teacher to continue to build relationships with the students.
12:00-12:40 - Math Stories - Ms. Jones presents a math story that ties into the morning's math lesson- Niquasia had twenty apples, then she got five more. How many apples does she have now? Three students repeat the story aloud so the class can hear it again and then they return to their seats to work on the problem using any strategy, while Ms. Jones circulates and selects three students to present their strategies-Zeb counted used manipulatives, Eliahu drew a picture, and Vakaba made a numberline. All three got the same answer, but Vakaba's strategy will be more efficient than Zeb's and Eliahu's when the class moves on to the next unit. In the presentation, students learn more sophisticated strategies to elevate their math work, while knowing that all strategies are legitimate.
12:40-1:25 - ELA - During close reading, the class deeply examines a short passage together. Today, the class is reading a text excerpt about how Native Americans used longhouses. The excerpt includes a picture of a longhouse with a caption. Ms. Jones reads the excerpt aloud, pausing frequently to ask questions about the content and about the author's choices (e.g.- "why does the author use an exclamation point here?"). Then, students reflect on the text

independently by writing and drawing about the main idea. Finally, the class comes together to discuss the main idea.
1:25-2:10 - Planning Time (while students are at Hebrew) - Ms. Jones and the other Kindergarten teachers meet to plan the next week's ELA phonics lessons. The students will be practicing spelling and reading words with letter blends like "g" and "r" in the word "great." The teachers review the planned lessons and refine them to more precisely meet students' interests, skills, and needs. They also refine the differentiation activities.
2:10-2:40 - What I Need (WIN) - Ms. Jones's students head to different rooms for WIN- some go to another Kindergarten classroom for extra help with counting on in math, some get extra practice with identifying character motivations in books, and some learn how to play chess. Ms. Jones stays with a group that will work on math facts practice on Compass, an online learning platform.
2:30-3:15 - Science - Today, students learn about animal habitats in science class. Ms. Jones leads a mini lesson about habitats, then the students play a game where they match animals to their habitat, and then each student draws an animal in its habitat and writes about why they live in the specific habitat. Ms. Jones circulates to correct misconceptions, praise effort, and conference one on one with students. Last week, the class learned about different ecological zones and draw poster sized pictures of them (eg, a poster-sized forest, a poster-sized tundra, etc). Ms. Jones hung up the posters before science class, and students tape their animal drawings to the corresponding habitat poster. - Finally, the class wraps up with a quick review of why animals live in their habitats.
3:20-3:30 - Homeroom/Packup – Students gather their lunchboxes, folders, and jackets. There's some extra time at the end, so the class sings their class song.
3:30 - Student Dismissal - Ms. Jones leads her students down to the gym for dismissal. She says goodbye to her students that take busses home and stays with the students who are getting picked up to dismissal to greet their parents and dismiss them one by one.
3:40-4:30 - Personal Prep Time - Ms. Jones calls several student families- she calls Kendall's grandma, Ms. Davidson, to tell her that Kendall's having a great day. Ms. Davidson is thrilled, especially since Kendall had a rough weekend and she had emailed Ms. Jones to give her a heads up and share her concerns. Then Ms. Jones calls Kayla's dad to tell him that Kayla was struggling with her math facts and to discuss strategies to practice at home. Finally, Ms. Jones calls David's mom to tell her that David landed on the "yellow" in the behavior chart after calling out a few times during class. Ms. Jones and David's mom discussed what might be at the root of the issue and strategies to help David stay focused. Ms. Jones reviews her plans for the next day and makes photocopies before heading home.

Attachment 3c: Exit Standards

ELA	End of Elementary School (Grade 5 End of Year) Expectations:
Reading	Use their knowledge of how words work to figure out new and challenging words; decode words in text automatically; reads independently for sustained periods of time; reads aloud with fluency and expression, using strategies for self-correction; shows understanding by retelling, summarizing and analyzing relationships among parts of the text; compare characters, setting and themes from one book to another; raises questions about what an author writes and tries to answer questions through reading; compares and contrasts books by the same author or in the same genre; discusses author's craft (e.g. point of view, word choice, plot, beginnings and endings and character development).
Writing	Writes daily for extended periods on self- selected topics, in all subject areas; takes 10-12 pieces of writing through the process of revising, editing and publishing; writes a variety of pieces (poems, stories, reports, etc.) that are longer and more complex than in earlier grades; uses punctuation and spelling correctly a majority of the time; writes using some of the types of words and sentences they read in books; includes new and more sophisticated vocabulary in their writing.
Listening & Speaking	Listens and speaks in whole class, small group discussions and in one-to-one conversations with the teacher to: share observations, information and opinions in class discussions, listen respectively and takes turns speaking, expresses thoughts clearly, uses comparison and analysis to explain ideas; uses information that is accurate and relevant to a discussion; asks questions to further a discussion, follow directions.
Math	**End of Elementary School (Grade 5 End of Year) Expectations:**
Arithmetic & Number Concepts	Uses knowledge of place value to read and write numbers through millions and thousandths; adds, subtracts, multiplies and divides whole numbers; uses addition, subtraction, multiplication and division facts with accuracy and efficiency; understands the order of operations; understands number theory (e.g., factors, multiples, powers, roots); adds, subtracts and compares fractions, decimals, integers and percents; represents multiplication and division of fractions with graphics and models; explores ratios, proportions and scale; understands positive and negative numbers as they relate to coordinates, debits, credits, etc.
Geometry & Measurement	Recognizes, classifies and describes two-and three-dimensional figures; demonstrates an understanding of perimeter, circumference, area and volume; estimates, measures and converts using both metric and customary (U.S. Standard) units; uses the coordinate plane to explore geometric ideas (e.g., graph ordered pairs).
Function & Algebra	Recognizes, describes, creates and extends patterns and sequences; Solves basic linear equations; Basic understanding of functions and functional relationships; Uses the commutative, associative and distributive properties

Statistics & Probability	Collects and records data to answer a question or test a hypothesis; Arranges and displays data using tables, Venn diagrams and graphs; Interprets and analyzes data; Determines probability of independent events
Math Process	Uses appropriate operations and a variety of strategies to solve problems; Uses the language of math to describe, explain, and compare; Uses manipulatives, the calculator and other mathematical tools appropriately
Modern Hebrew	**End of Elementary School (Grade 5 End of Year) Expectations:**
Listening	Understand phrases and simple sentences related to everyday life. recognize pieces of information and understand the main topic of what is being said.
Speaking	Communicate and exchange information about familiar topics using phrases, simple sentences, and string of sentences, sometimes supported by memorized language. They usually handle short social interactions in everyday situations by asking and answering simple questions. Students present basic information on familiar topics using language they have practiced using simple sentences and string of simple sentences.
Reading	Read and comprehend familiar phrase and sentences within short and simple texts related to everyday life and understand the main idea of the text.
Writing	Write short messages and notes on familiar topics related to everyday life.

Attachment 4: Student Discipline Policy

This is the proposed student discipline policy for Staten Island Hebrew Public Charter School, SIHP:

A. Discipline Overview We work hard to ensure that the School is a place where all students can learn and teachers can teach in a safe, secure and orderly environment. We define "discipline" as helping children develop self-control and self-motivation in a safe school community. We have developed a framework that addresses student behavior and its causes, and the maintenance of order within the school and while people are engaged in school activities.

The Discipline Policy sets forth the policy of the School regarding how students are expected to behave when participating in school activities, on and off school grounds, and how the School will respond when students fail to behave in accordance with these rules.

Responses to student behavior may include those focused on:

- Reflection: helping the student or students involved to reflect on the incident and on their behavior
- Restoration: restorative practices focused on repairing the harm caused to the School community, classroom, or individual student relationships
- Exploration: for example, diagnosing the potential causes of behavior, and partnering with family and community resources to address them
- Loss of privileges
- Exclusion: for example, short-term or long-term suspension

In looking at the School's Code of Conduct, parents will notice that there is a wide range of potential consequences for certain behaviors. **In determining the proper consequence, school personnel will keep in mind a student's age and developmental level, the context in which the incident occurred, and any relevant extenuating or exacerbating circumstances.** We will also strive for an understanding of the causes of a student's behavior, and where possible take steps to help the student to develop a more appropriate set of behaviors.

In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions.

B. Code of Conduct The School has adopted a Code of Conduct that is described in detail below. It includes four levels of violations, and a range of potential consequences for these different levels. Please note that while the list of violations is reasonably comprehensive, it is not exhaustive. In other words, the School reserves the right to address under this Code student misbehavior that is of a level of seriousness equivalent to those in the Code, even where not specifically listed.

A disciplinary violation can be addressed under the School's Code of Conduct while the student:

- is at school and/or on school grounds
- is participating in school-sponsored activities
- is walking to or from school or a school-sponsored activity

- is walking to or from or waiting for school transportation
- is riding on school transportation (for example, the school bus)
- is riding on public transportation while on the way to or from school or to or from a school-sponsored activity.

The School may also impose consequences under this Code of Conduct for student behavior that, while occurring outside of school, has a substantial impact on other students or on staff or members of the school community.

Level 1 Behavior Violations

a. Unexcused lateness to school.
b. Bringing prohibited equipment to school without authorization (for example, toys or electronic devices)
c. Violating the School's student cell phone policy.
d. Failing to be in one's assigned place on school premises (for example, staying within your classroom or in your assigned spot).
e. Disrupting the education process (for example, making excessive noise, singing when inappropriate, interruptions, calling-out, humming, in the classroom and in the hallway, etc.)
f. Engaging in verbally rude or disrespectful behavior (to both teachers and peers: talking back when given a direction, name-calling, mimicking, harassing, teasing, taunting, etc.)
g. Wearing clothing or other items that are unsafe or disruptive to the educational process.
h. Posting or distributing material on school premises in violation of School rules.
i. Using school computers, faxes, telephones, or other equipment without permission.
j. Using or touching other people's property without permission (both teachers' and peers' property, belongings, equipment, supplies, etc.)

Level 2 Behavior Violations

a. Smoking, use of any tobacco product, E-cigarette
b. Harassment, bullying, put-downs, inappropriate behavior, inappropriate photos on cell phones, electronic devices, email and social media
c. Congregating in bathrooms with other students without permission.
d. Gambling.
e. Being insubordinate; defying or disobeying school personnel or school safety agents.
f. Using profane, obscene, vulgar, lewd, or abusive, language or gestures.
g. Lying, or giving false information to school personnel.
h. Misusing property belonging to others (including breaking, destroying, ripping, etc.).
i. Engaging in or causing disruptive behavior on the school bus. (See bus policy).
j. Leaving class or school premises without permission of supervising school personnel.
k. Engaging in inappropriate or unwanted physical contract of a minor nature, such as poking, pinching, tapping, and throwing of non-harmful objects.
l. Violating the School's Internet use policy, e.g., use of the school's system for no-educational purposes, security/privacy violations.
m. Engaging in scholastic dishonesty which includes: cheating, plagiarizing, colluding, copying, and related behaviors. For these purposes, plagiarizing refers to using someone else's work

as one's own for credit without required citation and attribution. Colluding refers to partnering with another person in preparing written work for credit without permission from the teacher. Student grades and credit will also be affected by incidents of scholastic dishonesty.

n. Engaging in a pattern of persistent Level 1 behavior.

Level 3 Behavior Violations

a. Being seriously insubordinate: defying or disobeying school personnel or school safety agents in ways that potentially create danger or that seriously disrupt school instruction or operations.
b. Using slurs based upon race, ethnicity, color, national origin, religion, gender, sexual orientation, or disability.
c. Fighting or engaging in physically aggressive behavior.
d. Bringing unauthorized visitors to school or allowing unauthorized visitors to enter school in violation of written school rules.
e. Engaging in theft or knowingly possessing property belongings to another without permission.
f. Engaging in inappropriate or unwanted physical contact.
g. Tampering with, changing or altering a record or document of a school by any method, including, but not limited to, computer access or any electronic means.
h. Posting or distributing libelous or defamatory material or literature or material containing a threat of violence, injury or harm.
i. Engaging in vandalism or other intentional damage to school property, staff property, or others; including student bathrooms.
j. Engaging in gang related behavior (e.g., wearing gang apparel, writing graffiti, making gang-related gestures or signs)
k. Engaging in a pattern of persistent Level 2 behavior

Level 4 Behavior Violations

a. Engaging in intimidation, coercion or extortion or threatening violence, injury, harm or retaliation to another or others.
b. Falsely activating a fire alarm or other disaster alarm or making a bomb threat.
c. Engaging in behavior that creates a substantial risk of serious injury or that results in serious injury.
d. Engaging in serious intimidating and bullying behavior- threatening, stalking or seeking to coerce or compel a student or staff member to do something; engaging in verbal or physical conduct that threatens another with harm, including intimidation through epithets or slurs involving race, ethnicity, national origin, religion, religious practice, gender, sexual orientation or disability.
e. Engaging in sexual harassment (to peers or school staff).
f. Possessing, using, or selling illegal drugs, alcohol of controlled substances.
g. Engaging in threatening, dangerous or violent behavior that is gang-related.
h. Participating in an incident of serious group violence.
i. Threatening to use any instrument that appears capable of causing physical injury.

j. Engaging in behavior on the school bus that creates a substantial risk of injury or results in injury.
k. Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity.
l. Committing arson.
m. Inciting/causing a riot.
n. Possessing a weapon or an item intended to be used as a weapon (e.g., a broken bottle).
o. Using any weapon to attempt to inflict injury upon school personnel, students or others.
p. Possessing or using a firearm
q. Inflicting or attempting to inflict serious injury against another person.
r. Engaging in a pattern of persistent Level 3 behavior

Level 1 Violations Range of Consequences
1. Admonishment or reprimand by school staff
2. Student/teacher conference
3. Parent/guardian conference
4. Exclusion from in-school activity (for example, from extracurricular activities, recess, or communal lunchtime) or loss of specific privileges
5. Removal from the classroom by teacher

Level 2 Violations Range of Consequences
1. Any of the consequences listed in Level 1, above
2. Restitution
3. Short-term out-of-school suspension (1-5 days in length)

Level 3 Violations Range of Consequences
1. Any of the consequences listed in Levels 1 and 2, above
2. Long-term out-of-school suspension (more than 5 days in length)

Level 4 Violations Range of Consequences
1. Any of the consequences listed in Levels 1 through 3, above.
2. Expulsion.

Please note that behavior violations in Levels 3 and 4 typically involve serious incidents of misbehavior on the part of students, and are therefore much more likely to result in more severe consequences such as suspension. Level 4 violations are particularly serious, and will typically result in long-term suspension or expulsion.
In addition, please note that school officials will report student behavior to law enforcement authorities wherever they are required to do so by law or to maintain the safety and security of the School and its students and staff.

C. Firearm Violations Federal and New York law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Head of School may modify such

expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC § 921, and includes firearms and explosives. (New York Education Law §3214 effectuates this federal law.) The following are included within this definition: (a) Any device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury. Knives with a blade of two and half inches or more in length fall within this definition; (b) Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (c) the frame or receiver of any weapon described above; (d) Any firearm muffler or firearm silencer; (e) Any destructible device, which is defined as any explosive, incendiary, or poison gas, such as a bomb, grenade, rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or other similar device.

The Head of School shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42).

The Head of School shall refer any pupil sixteen years of age or older or a student fourteen or fifteen years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

D. Levels of Suspension & Due Process Procedures

Short-term Suspension A short-term suspension refers to an in-school removal or out-of-school removal of a student for disciplinary reasons for a period of five or fewer days.

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

Before imposing a short-term suspension, the Head of School shall immediately notify the parents or guardian in writing that the student may be suspended from school. Written notice of the decision to impose suspension shall be provided by personal delivery or express mail delivery within 24 hours at the last known address(es) of the parents or guardian. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Head of School. Such notice and informal conference shall be in the dominant language or mode of communication used by the parents or guardian.

The parents or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or

property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.
The Head of School's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with the School's complaint policy.

Long-Term Suspension & Expulsion A long-term suspension refers to the removal of a student from school for disciplinary reasons for a period of more than five days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons.
The Head of School may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the Head of School may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the Head of School shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The Head of School also shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents that resulted in the suspension and shall indicate that a formal hearing will be held on the matter that may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.
If the Head of School initiates the suspension proceeding, he or she shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Head of School may accept or reject all or part of it. The Head of School's decision to impose a long-term suspension or expulsion may be challenged by the parent or guardian through an appeal to the Board of Trustees. NOTE: In any instance where the Head of School is directly involved in the instance(s) at issue for a suspension or expulsion (for example, an assault upon the Head of School), the Head of School shall appoint a designee to handle any investigation, hearing and determination.

Provision of Services during Removal The School will ensure that alternative educational services are provided to a student who has been suspended or removed to help that child progress in the school's general curriculum. For a student who has been suspended, alternative instruction will be provided to the extent required by applicable law. For a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school for a reasonable period thereafter or until the end of the school year. Alternative instruction will be provided to students suspended or expelled in a way that best suits the needs of the student. Instruction for such students shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to

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

E. Student Disciplinary Records The School will maintain written records of all suspensions and expulsions including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons. The School will comply with the New York State Department of Education's data collection requirements for disciplinary data and submit that information to NYSED by required deadlines. Charter schools are subject to the federal Family Education Rights and Privacy Act of 1974 (FERPA) that requires a school to protect a student's privacy. The School will not disclose any information from the student's permanent records except as authorized pursuant to FERPA, or in response to a subpoena, as required by law. The parent(s) or guardian(s) of a student under 18 years of age, or a student 18 years of age or older, is entitled to access to the student's school records by submitting a written request to the Head of School. Further information concerning the disclosure of student information and limitations on such disclosure may be found in FERPA and the school's FERPA policy.

F. Disciplinary Policies for Students with Disabilities In addition to the discipline procedures applicable to all students, the School shall implement the following 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. SIHP shall comply with sections 300.519- 300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.
If a student violates the School's Code of Conduct and is being considered for a suspension or removal, the School must ensure the following due process protections are provided to the student and to the student's parent(s) in addition to those set forth in the regular education discipline code. For suspensions of five school days or less, the student's parent(s) or guardian must be provided with a written notice, and a follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the Head of School and appropriate staff to discuss the incident and question any complaining witness against the student. For suspensions in excess of five consecutive school days, the student's parent(s) or guardian must be provided with a written notice which indicates that the district proposes to suspend the student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity

for a fair hearing conducted by the Head of School or his or her designee at which the student will have a right to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on his/her behalf. Where possible, notification must also be provided by telephone. In addition, the School must provide alternative education to the student during the suspension as set forth below, including any special services required by the Individualized Education Program (IEP) prepared by the student's Committee on Special Education (CSE) of their district of residence. Final determination on a suspension or removal of a student, following due process, shall be made by the Head of School.

The School shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

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

If a student identified as having a disability is suspended during the course of the school year for total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement. In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

The School shall work with the district to ensure that the CSE of the student's district of residence meets within 7 days of notification of any of the following: (1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days; (2) The commission of any infraction resulting from the student's disability; (3) The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Head of School would seek to impose a suspension in excess of 5 days.

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

Provision of Services during Removal of a Student with a Disability Those students removed for a period fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The School also shall provide additional alternative instruction with the reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for weapon, drug or infliction of serious bodily injury-related offenses pursuant to 34 CFR §300.530(g)(1), (2) and (3), respectively, services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by the IDEA.

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

CSE Meetings Meetings of the CSE of the student's district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plan are required when: (1) the child is first removed from his or her current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement. The student’s special education teacher (or coordinator) and the general classroom teacher will attend all meetings regarding the student initiated by the CSE from the student’s home district. Subsequently, if other removals occur which do not constitute a change in placement, the School will work with the CSE of the student's district of residence to review the child's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE of the student's district of residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

Due Process If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student’s district of residence and other qualified personnel shall

meet and review the relationship between the child's disability and the behavior subject to the disciplinary action.
If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.
Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.
If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in any interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and the School agree otherwise.

G. Prohibition on Corporal Punishment No employee or agent of the School shall inflict corporal punishment upon a student as a penalty for unacceptable conduct. The term "corporal punishment" means any act of physical force upon a student for the purpose of punishing that student. The term does not mean the use of reasonable physical force by a teacher or staff member to protect himself or herself from physical injury; to protect another person from physical injury; to protect property; or to restrain or remove a student whose behavior is interfering with school functions, provided that alternative methods not involving the use of physical force cannot reasonably be employed.

H. Searches The school reserves the right to conduct occasional searches of school property (including desks and lockers), and students' personal possessions to protect the safety of students and staff and to enforce school rules and all applicable laws and regulations.
The Head of School or a designee may conduct searches of students and their belongings if there is a reasonable suspicion that the search will result in evidence that the student violated school policy or the Code of Conduct. Before conducting a search, the school will question the student regarding whether he/she possesses physical evidence indicating that he/she violated school policy or the Code; and attempt to obtain voluntary consent to the search from the student. If consent is not obtained, but reasonable suspicion exists, the search may proceed. Searches will be limited to the extent necessary to locate the evidence sought.
Given the intrusive nature of a search that requires a student to remove any clothing other than outer clothing, the Head of School will notify law enforcement if such a search is necessary, unless the School had evidence that failure to conduct an immediate search would pose an imminent danger to health or safety. Students will be present when their possessions are searched, if possible.

Attachment 4a: Sample Weekly Student Schedule

At SIHP, K-5 students will have 6.75 hours of instruction daily. On a weekly basis, students will have:

- 50 minutes morning meeting
- 500 minutes math
- 135 minutes physical education
- 90 minutes music/art
- 675 minutes ELA
- 225 minutes Hebrew language (plus additional Hebrew dosage during mealtimes and potentially specials, pending staffing)
- 150 minutes "What I Need" intervention and enrichment
- 100 minutes science
- 100 minutes social studies

First Grade Student Schedule[1]					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
7:30-7:50	Breakfast/ Unpack/ Morning work	Breakfast/ Unpack/ Morning work	Breakfast/ Unpack/ Morning work	Breakfast/ Unpack/ Morning work	Breakfast/ Unpack/ Morning work
7:50-8:00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:00-9:00	Math-Eureka	Math-Eureka	Math-Eureka	Math-Eureka	Math-Eureka
9:00-9:45	Phys Ed	Music/Art	Phys Ed	Music/Art	Phys Ed
9:45-11:15	English Lang. Arts	English Lang. Arts	English Lang. Arts	English Lang. Arts	English Lang. Art
11:15-12:00	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:00-12:40	Math Stories	Math Stories	Math Stories	Math Stories	Math Stories
12:40-1:25	ELA- Intervention	ELA- Close Reading	ELA- Intervention	ELA- Close Reading	ELA- Intervention
1:25-2:10	Hebrew	Hebrew	Hebrew	Hebrew	Hebrew
2:10-2:40	What I Need (WIN)	What I Need (WIN)	What I Need (WIN)	What I Need (WIN)	What I Need (WIN)
2:40-3:20	Social Studies/Science	Social Studies/Science	Social Studies/Science	Social Studies/Science	Social Studies/Science
3:20-3:30	Homeroom/ Packup	Homeroom/ Packup	Homeroom/ Packup	Homeroom/ Packup	Homeroom/ Packup
3:30	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

[1] Weekly schedules are substantially similar in each grade. This schedule reflects the total amount of instructional time per subject per day and per week that will be offered to Grades K-5 at SIHP; however, it does not necessarily represent the specific time blocks during which each subject will occur for each classroom in each grade.

Attachment 4b: Sample Weekly Teacher Schedule

Sample teaching schedules are presented below. The school day for teachers begins at 7:30 am and ends at 4:30 pm (On Fridays, their day ends at 4:00 pm).

Prior to the first day of school, teachers will engage in 10 full days of professional development—known as Induction Weeks. PD during these Induction Weeks will address SIHP's key design elements, use of data and assessment, special populations, classroom management and other relevant topics. The after-school time is designed for collaborative planning with colleagues, grade team meetings and data meetings, as well as targeted professional development topics and coaching. Teachers will meet twice weekly in grade level. The Directors of Literacy and Math and Director of Hebrew Curriculum and Instruction (DHCI) with support from Hebrew Public will work with their respective teachers on pacing calendars, mapping curricula, curriculum implementation and support, service learning projects, reviewing lesson observations, student case management and analyzing student test results. Whole staff meetings will, at times, be devoted to whole staff professional development.

Third Grade[1] Homeroom Teacher					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
7:30-7:50	Breakfast/Unpack/Morning Work	Breakfast/Unpack/Morning Work	Breakfast/Unpack/Morning Work	Breakfast/Unpack/Morning Work	Breakfast/Unpack/Morning Work
7:50-8:00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:00-9:00	Math-Eureka	Math-Eureka	Math-Eureka	Math-Eureka	Math-Eureka
9:00-9:45	Prep[2]	Prep	Prep	Prep	Prep
9:45-11:15	English Lang. Arts	English Lang. Arts	English Lang. Arts	English Lang. Arts	English Lang. Art
11:15-12:00	Personal Lunch[3]	Personal Lunch	Personal Lunch	Personal Lunch	Personal Lunch
12:00-12:40	Math Stories	Math Stories	Math Stories	Math Stories	Math Stories
12:40-1:25	English Lang. Arts	English Lang. Arts	English Lang. Arts	English Lang. Arts	English Lang. Art
1:25-2:10	Prep	Prep*	Prep*	Prep*	Prep*
2:10-2:40	What I Need (WIN)	What I Need (WIN)	What I Need (WIN)	What I Need (WIN)	What I Need (WIN)
2:40-3:20	Social Studies/Science	Social Studies/Science	Social Studies/Science	Social Studies/Science	Social Studies/Science
3:20-3:30	Homeroom/ Packup	Homeroom/ Packup	Homeroom/ Packup	Homeroom/ Packup	Homeroom/ Packup
3:30-3:45	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

[1] Teachers for all grades will have substantially similar weekly schedules.
[2] Students are at Hebrew or specials during the teacher's preps
[3] Hebrew teacher supervises student lunch/recess

3:45-4:30[4]	Grade Team Meeting	Personal Prep	Whole School Staff mtg /PD	Grade Team Meeting	Personal Prep

Hebrew Teacher: As part of SIHP's unique Hebrew program, all classes will feature differentiated instruction where the homeroom is divided into three small groups based on skill level. Typically, a Hebrew class will begin with whole class framing of the lesson, followed by differentiated practice and instruction. Since there are two Hebrew teachers per grade and three Hebrew teachers in each Hebrew class, every Hebrew teacher will teach more than one grade. In addition, Hebrew teachers supervise lunch/recess. In the first year, when SIHP serves grades K and 1 and has four Hebrew teachers, each teacher will teach 4-5 sections and supervise Kindergarten or first grade lunch/recess. A sample Hebrew teacher schedule is below.

Fifth Grade[1] Hebrew Teacher					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
7:30-7:50	Breakfast/Unpack/Morning Work	Breakfast/Unpack/Morning Work	Breakfast/Unpack/Morning Work	Breakfast/Unpack/Morning Work	Breakfast/Unpack/Morning Work
7:50-8:00	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:00-8:45	Hebrew (K-A)	Hebrew (K-A)	Hebrew (K-A)	Hebrew (K-A)	Hebrew (K-A)
8:50-9:35	Hebrew (K-B)	Hebrew (K-B)	Hebrew (K-B)	Hebrew (K-B)	Hebrew (K-B)
9:40-10:25	Hebrew (K-C)	Hebrew (K-C)	Hebrew (K-C)	Hebrew (K-C)	Hebrew (K-C)
10:25-11:15	Prep	Prep	Prep	Prep	Prep
11:15-12:00	Students' Lunch/Recess[3]	Students' Lunch/Recess	Students' Lunch/Recess	Students' Lunch/Recess	Students' Lunch/Recess
12:00-12:45	Personal Lunch	Personal Lunch	Personal Lunch	Personal Lunch	Personal Lunch
1:00-1:45	Hebrew (1-B)	Hebrew (1-B)	Hebrew (1-B)	Hebrew (1-B)	Hebrew (1-B)
2:00-3:20	Hebrew (1-C)	Hebrew (1-C)	Hebrew (1-C)	Hebrew (1-C)	Hebrew (1-C)
3:20-3:30	Homeroom/ Packup	Homeroom/ Packup	Homeroom/ Packup	Homeroom/ Packup	Homeroom/ Packup
3:30-3:45	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
3:45-4:30[4]	Grade Team Meeting	Personal Prep	Whole School Staff mtg/PD	Grade Team Meeting	Personal Prep

[4] 4:00 on Fridays. Grade team meetings are used for planning, discussing students' progress, reviewing student work and/or data, and aligning around serving students' needs (eg, ensuring the grade team is following a consistent behavioral intervention plan). Personal preps can be used for solo planning, grading, contacting students' families, etc, for 1:1 meetings with DLMs or other leaders team members, and/or meeting with small groups of colleagues.

Attachment 4c: Proposed First Year Calendar

SIHP will have an extended school day and year (185 days of school). Students will benefit from 5 more days of school and 60 more minutes each day than the traditional public schools. Below, SIHP's proposed first year calendar is presented, which includes designated PD days for teachers. The calendar may be adjusted once the NYCDOE releases its 2019-20 school calendar in order to more closely align with NYCDOE school closings as necessary.

- Summer School will provide additional instructional days for targeted students beyond the 185 days of school for all students. Summer school will begin after the third academic year.
- The first day of school for students will be 9/3/2019, and the last day will be 6/26/2020
- The first day of school for teachers will be 8/19/2019 and they will be engaged in 2 Induction Weeks—10 days of pre-opening professional development
- In addition to the weekly after school PD that teachers are engaged in during the school year, there will be PD built into the year
- The school year will be broken into three marking periods, and every report card is distributed to parents at individual parent teacher conferences after the end of each marking period.
- MAP testing and NYSESLLAT testing to be scheduled during the pre-opening year

September

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

3 First Day of School
30 No School: Rosh Hashanah

19 days of school

October

M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

1 No School: Rosh Hashanah
9 No School Yom Kippur
14 No School: Columbus Day
15 No school: Full Day Staff PD
19 days of school

November

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

5 Half Day: Election Day
11 No School: Veterans Day
14 Half Day: Parent-Teacher Conferences
27 Half Day
28-29 No school: Thanksgiving Break
18 days of school

December

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

25-31 No school: Winter break

17 days of school

January

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

1 No school: New Year's Day
10 No school: Full Day Staff PD
20 No school: MLK Day

20 days of *school*

February

M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

6 Half Day: Parent-Teacher Conferences
17-21 No School: February Break
15 days of school

March

M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

22 days of school

April

M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

2 Half Day: Parent-Teacher Conferences
8-17 No School: Spring Break
15 days of school

May

M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

25 No School: Memorial Day
20 days of school

June

M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

23-25 Half Days (students); staff PD
26 Last day of school (students)
20 days of school

Table 1: Applicant Group Additions and Deletions

Last updated: 08/13/2018

Have you made any changes (additions or deletions) to the applicant group after the submission of the LOI? Yes

Changes to Applicant Group Information

	Name/Phone/ Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)	Change (Add or Remove?)
1	Noemi Zibuts	Global Head of Governance, Policy, and Controls for Product Control, Citibank	Finance Professional, Community Member, Board Member for Charter School Non-Profit Board	Trustee	Trustee	Added
2	Ernest Paige III	Addiction Treatment Counselor, Community Health Action of State Island	Community Activist, Community Board Member, Former Dean of Discipline of a charter school, Family Child and Family Specialist	Trustee	Trustee	Added
			Community Activist, Financial Derivatives Specialist,			

3	Selina Brown Grey	Campaign Manager, Debi Rose	Local Political Organizer, Experience in Navigating Special Education Programs in Public Schools	Trustee	Trustee	Added
4						
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15						

New Applicant Group Member History

Has the newly added member(s) of the current applicant group ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity's decision; and provide a concise description of significant modifications made in this application (if applicable).

(No response)

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Ernest L. Paige, III

Proposed Charter School Name: Staten Island Hebrew Public Charter School

E-Mail Addres[redacted]

Mobile Teleph[redacted]

Home Addres[redacted]

Business Telephone: _____

Business Address: _____

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

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☐ Résumé Attached

   ☐ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   I became aware of the opportunity to join the board during a youth sub-committee meeting of Community Board 1 (Richmond). Mr. Michael Toban, Board Member, Hebrew Public Charter School for Global Citizens and Ms. Leticia Remauro, Chairperson of the Staten Island Charter Application Board, briefed committee members regarding plans to open a Staten Island campus in September 2019.

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 affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☑ I affirm that I commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

   I am a currently a Licensed Master Social Worker (LMSW) in the state of New York, with a certified school social worker in New York State and New Jersey. Additionally, I am a New York State Credentialed Alcoholism and Substance Abuse Counselor (CASAC). Lastly, for 5 years, I was the founding school social worker and later founding Dean of Discipline at an independent, charter school in Newark, New Jersey.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

   I have not had a role in the development and preparation of the application of this charter school.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Ernest L. Paige, III
Printed Name

Signature

8/13/2018
Date

Background Information—Proposed Board of Trustees Only

8. 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.

9. Please indicate whether 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).

10. 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 yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):
    member

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

    I continually look for opportunities to pay-it-forward, and I believe that this opportunity will allow me to serve the community with greater capacity. When I say "pay-it-forward" --- my intent is to be a part of a system that seeks to guide future generations of students as they navigate challenges to their success in their academic endeavors and beyond. My arrival at middle school marks my first meaningful exposure to cross cultural experiences and it came with a significant struggle. The scholars in my community participated in a busing program created for a newly created public school located Mid-Island. Despite documented evidence that we were not welcomed by vocal elements of the community, we learned to overcome adversity and achieve a degree of inclusivity. I want to use those lessons learned to help all students achieve a high level of empathy for each other.

13. 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):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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:

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

☑ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

17. 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.

☐ Yes.
☐ 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.

18. 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.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☑ I / we have no such interest.

19. 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 will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☑ I / we do not anticipate conducting any such business.

20. 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

21. 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 one or more members of the charter school's board were involved in working for their own or their family and friends' benefit, I would immediately report my concerns to the chairperson of the board.

22. 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 the previous items 16-23, you may so indicate.

☑ This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

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

My understanding is that Hebrew Public will be a free, public charter school open to all age and grade eligible students residing in New York City, with preference given to residents of Staten Island. The planned location of the school is on the North Shore. They plan to open in the Fall of 2019 serving students in kindergarten and 1st grade. By the Fall of 2023 they anticipate growing to include grades K-5 and serve 520 students with three class sections in each grade.

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

Hebrew Public's program includes instruction in English Language Arts (ELA), math, science, social studies, modern Hebrew language, music, art, dance, physical fitness and chess. Supportive services will also be available for English language learners and special education students. The curriculum is designed to develop students' understanding of the attributes of global citizenship.

25. Please indicate what you believe to be the characteristics of a successful charter school. 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 successful charter schools are characterized by grit, innovation and transparency. As a member of Hebrew Public board, I would take steps to recruit a diverse student body; emphasize the niche created by highlighting foreign language instruction in modern Hebrew; and develop systems to ensure all stakeholders to include students, parents and the surrounding community. I would organize and participate in door-to-door campaigns to recruit students, emphasize the benefits of my personal experiences with Hebrew culture and diversity, and encourage all stakeholders, especially parents and the community-at-large to be active in school activities, take ownership, and love the school as their own.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

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

Signature

8/13/2018

Date

Attachment 5b

BY-LAWS OF STATEN ISLAND HEBREW PUBLIC CHARTER SCHOOL

ARTICLE I: NAME

The name of the Corporation is the Staten Island Hebrew Public (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") of the School. 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

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 and Not-for-Profit Corporation Law), as well as the requirements of the School's Charter and these Bylaws. 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 Bylaws, and the following specific powers:

ARTICLE V: To elect and remove Trustees;

ARTICLE VI: To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them; and to fix their compensation;

ARTICLE VII: To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;

ARTICLE VIII: 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;

ARTICLE IX: 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;

ARTICLE X: 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;

ARTICLE XI: 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;

ARTICLE XII: 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.;

ARTICLE XIII: 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 New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

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 Bylaws.

ARTICLE XV: Election of Trustees.

ARTICLE XVI: 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.

ARTICLE XVII: Eligibility. The Board may elect any person who is eligible under the General Municipal Law and other applicable laws rules and regulations, is not an employee of the School and who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively

ARTICLE XVIII: Interested Persons.

ARTICLE IV: **A.** Not more than forty percent (40%) of the persons serving on the board may be (i) persons currently being compensated by the school for services rendered to it within the previous twelve (12) months; or (ii) a 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.

ARTICLE V: B. Not more than forty percent (40%) of the voting persons on the board may be directors, officers, employees, agents or otherwise affiliated with any single entity (with the exception of the school or another charter school), regardless of whether said entity is affiliated or otherwise partnered with the school. For the purposes of the foregoing sentence, "single entity" shall mean any individual entity, as well as any and all related entities to such entity such as parents, subsidiaries, affiliates and partners. The trustees, may, at their sole discretion, waive this restriction upon written request from the school.

ARTICLE VI: C. In determining eligibility for board membership and for the holding of positions as board Officers, the School and the Board shall comply with all applicable law and with the terms of the School's charter.

ARTICLE XIX: Term of Office.

ARTICLE XX: The Trustees elected shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.

ARTICLE XXI: 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. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years.

ARTICLE XXII: The term of office of a Trustee elected to fill a vacancy in these Bylaws 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.

ARTICLE XXIII: A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.

ARTICLE XXIV: 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 Bylaws or other Board action.

ARTICLE XXV: 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.

Removal of Trustees. The Board may remove a Trustee for cause upon two-thirds vote of all Trustees (other than the Trustee subject to removal). In addition, a Trustee may be removed from office on examination and due proof of the truth of a written complaint by any trustee, of misconduct,

incapacity or neglect of duty; provided, that at least one week's previous notice of the proposed action shall have been given to the accused and to each trustee. The Board may remove a Trustee with cause upon a simple majority vote and without cause upon 75 % vote of all Trustees (other than the Trustee subject to removal).

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.

Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

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 XXXIII: OFFICEs

The School's principal office shall be at the following address: Staten Island Hebrew Public., c/o: [address to be determined]; or at such other place as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary. 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 XXXIV: MEETINGS OF THE BOARD

Place of Meetings. Board Meetings shall be held at the School's facility or at any other reasonably convenient place as the Board may designate prior to the School having a school facility.

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.

Regular Meetings. Twelve (12) Meetings inclusive of the June Annual Meeting shall be held each year on dates determined by the Board.

Special Meetings. A Special Meeting shall be held at any time called by the Chair, or by any Trustee upon written demand of not less than one-half of the entire Board.

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

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

ARTICLE XLI: Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings.

ARTICLE XLII: 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.

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 requirements of the Article 7 of the Public Officers Law.

ARTICLE XLIV: ACTION BY THE BOARD

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.

ARTICLE XLVI: Action by the Board.

ARTICLE XLVII: 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 Directors 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 bylaws. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. 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.

ARTICLE XLVIII: Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the charter 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 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. All meetings of the board are subject to the provisions of the Open Meetings Law.

ARTICLE XLIX: Committees.

ARTICLE L: Appointment of Committees. The Board may create committees for any purpose, and the Chair of the Board shall appoint members to and designate the chairs of such committees. 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.

ARTICLE LI: Standing Committees. The Board shall have the following standing committees: Executive (chaired by the Board Chair), Governance, Finance and Audit (Chaired by the Treasurer) Education. And Accountability. Additional Chairs and committee members will be appointed by the Chair of the Board.

ARTICLE LII: 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:

ARTICLE LIII: The election of Trustees;

ARTICLE LIV: Filling vacancies on the Board or any committee, which has the authority of the Board;

ARTICLE LV: The amendment or repeal of Bylaws or the adoption of new Bylaws; and

ARTICLE LVI: The appointment of other committees of the Board, or the members of the committees.

ARTICLE LVII: 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 Bylaws and the Open Meetings Law with respect to the calling of meetings.

ARTICLE LVIII: Standard of Care.

ARTICLE LIX: 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.

ARTICLE LX: 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:

ARTICLE LXI: One or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;

ARTICLE LXII: Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

ARTICLE LXIII: A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

ARTICLE LXIV: 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.

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.

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.

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 LXVIII: OFFICERS

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.

ARTICLE LXX: 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 bylaws may prescribe. If present, the Chair shall preside at Board meetings.

ARTICLE LXXI: 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.

ARTICLE LXXII: 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 Bylaws, 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 Bylaws; and (e) have such other powers and perform such other duties as the Board may prescribe.

ARTICLE LXXIII: 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.

ARTICLE LXXIV: Election, Eligibility and Term of Office.

ARTICLE LXXV: 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.

ARTICLE LXXVI: Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

ARTICLE LXXVII: 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.

Removal and Resignation. The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the School, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE LXXIX: NON-LIABILITY OF TRUSTEES

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

ARTICLE LXXX: INDEMNIFICATION OF CORPORATE AGENTS

ARTICLE LXXXI: Exculpatory Provisions.

None of the School's current or former Officers or Trustees (each, an "Indemnified Person") shall be liable, directly or indirectly, to the School for any act or omission taken or omitted by such Indemnified Person in good faith, provided that such act or omission did not constitute gross negligence, fraud or willful violation of the law or a breach of such Indemnified Person's duty of loyalty to the School.

ARTICLE LXXXII: Derivative Actions.

Any and every Indemnified Person made or threatened to be made a party to any action, suit or proceeding by or in the right of the School to procure a judgment in its favor by reason of the fact that he or she, his or her testator or intestate, is or was a Trustee or Officer of this School or of any Corporation which he or she served as such at the request of the School, shall be indemnified and held harmless by the School to the fullest extent permitted by applicable law, against any and all claims, liabilities and expenses of whatever nature ("Claims") relating to activities undertaken in connection with the School, including but not limited to amounts paid in satisfaction of judgments, in compromise or settlement, or other amounts, and reasonable attorneys', accountants' and experts' and other fees, in each case incurred by him or her in connection with the investigation, defense or disposition of such action or in connection with any appeal thereof, except in relation to matters as to which it shall be adjudged in such action, suit or proceeding that such Officer or Trustee has breached his or her duty of loyalty to the School.

ARTICLE LXXXIII: Nonderivative Actions.

Any and every Indemnified Person made or threatened to be made a party to any action, suit, or proceeding other than one by or in the right of the School to procure a judgment in its favor, whether civil or criminal, including an action by or in the right of any other corporation of any type or kind, domestic or foreign, which any Trustee or Officer of the School served in any capacity at the request of the School, by reason of the fact that he or she, his or her testator or intestate, is or was a Trustee or Officer of the School, or served such other corporation in any capacity, shall be indemnified and held harmless by the School, to the fullest extent permitted by applicable law, against any and all Claims incurred by him or her in connection with the investigation, defense or disposition of such action, suit or proceeding or in connection with any appeal thereof, except in relation to matters as to which it shall be adjudged in such action, suit or proceeding that such Officer or Trustee (i) acted with gross negligence, fraud or willful violation of the law or (ii) shall not have acted in good faith.

ARTICLE LXXXIV: Advance of Expenses.

Expenses, including attorney fees incurred by an Indemnified Person in, investigation, defense or settlement of any Claim that may be subject to a right of indemnification hereunder may be advanced by the School prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the Indemnified Person to repay such amount if it shall ultimately be determined that the Indemnified Person is not entitled to be indemnified by the School.

ARTICLE LXXXV: Non-Exclusivity.

The right of any Indemnified Person to the indemnification provided herein shall be cumulative of, and in addition to, any and all rights to which such Indemnified Person may otherwise be entitled by contract or as a matter of law or equity, and shall extend to such Indemnified Person's successors, assigns and legal representatives. The School shall have the power to purchase or maintain at its cost and expense insurance on behalf of such Indemnified Persons to the fullest extent permitted by this Article and applicable law.

ARTICLE LXXXVI: Satisfaction from School's Assets.

All judgments against the School or an Indemnified Person, in respect of which such Indemnified person is entitled to indemnification, shall first be satisfied from School assets before the Indemnified Person is responsible therefore.

ARTICLE LXXXVII: Notices of Claims.

Promptly after receipt by an Indemnified Person of notice of the commencement of any action or proceeding or threatened action or proceeding involving a Claim, such Indemnified Person will, if a claim for indemnification in respect thereof is to be made against the School, give written notice to the School of the commencement of such action; provided, however, that the failure of any Indemnified Person to give notice as provided herein shall not relieve the School of its obligations under this Article VI, except to the extent that the School is actually prejudiced by such failure to give notice. Each such Indemnified Person shall keep the Chairman of the Board of Trustees and the Executive Director of the School apprised of the progress of any such proceeding.

ARTICLE LXXXVIII: Burden of Proof.

In any dispute as to indemnification between the School and a person claiming indemnity, the burden of proof shall in all events, and as to all elements of any claim or defense, be on the School.

ARTICLE LXXXIX: SELF-DEALING TRANSACTIONS

ARTICLE VII: 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 XC: OTHER PROVISIONS

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

Execution of Instruments. Except as otherwise provided in these Bylaws, 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.

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 Head of School, or Treasurer. 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.

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 Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a School and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

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.

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 Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XCVIII: AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws 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 Bylaws of said School were duly and regularly adopted as such by the Board of Trustees of said School; and that the above and foregoing Bylaws are now in full force and effect.

_____, Secretary Dated:_____

STATEN ISLAND HEBREW PUBLIC CHARTER SCHOOL
CODE OF ETHICS

The Staten Island Hebrew Public Charter School (the "School") Board of Trustees (the "Board") recognizes that sound ethical standards of conduct serve to increase the effectiveness of members of the Board (each a "Trustee" and collectively, "Trustees") and the School's staff. Actions based on an ethical code of conduct promote public confidence and the attainment of the School's goals and objectives. The Board also recognizes its obligation to adopt this code of ethics consistent with the provisions of the New York State General Municipal Law and as required under the provisions of the Education Law (the "Code of Ethics").

The Trustees, officers and employees of the School shall at all times be in compliance with the letter and spirit of the 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 is incorporated by reference into the School's duly adopted by-laws (the "By-laws"). Terms not defined herein shall have the meaning ascribed to them in the By-laws.

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 federal, state or local 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**. All Board members shall be at least 21 years of age. Not more than 40 percent of the School 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 person in a Trustee's Family.

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 school 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 Committee thereof, 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 also incorporated in the By-laws (the "Conflict of Interest Policy"); (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**. A "Self-dealing transaction" shall mean 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. 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. 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. **Loans**. The Board shall not make any sort of monetary loan to a Trustee, and no Trustee shall ask the Board for any such loan or borrow against the School's monies.

9. **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.

10. **Not-for-Profit Disclosure**. Trustees, officers or employees representing any not-for-profit entity proposing to do business with the School shall disclose to the Board the

nature and extent of such business propositions.

11. **Business Relationship with the School**. No Trustee, officer or employee of a for-profit entity having a business relationship with the School shall serve as a voting member of the Board for the duration of such business relationship, unless the business relationship qualifies as one of the Exceptions to Conflicts 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.

12. **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.

13. **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.

14. **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.

15. **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

16. **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.

17. **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.

18. **Financial Disclosure**. Trustees, officers and employees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.

19. **Gifts**. No Trustee, officer or employee shall, directly or indirectly, solicit any gifts, nor shall any 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 $75 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.

20. **Political Contributions**. The Trustees, officers, or employees of the School may never ask a subordinate, a student or a parent or guardian of a student to work on or give to any political campaign.

21. **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 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 must recuse him or herself from the decision-making process.

22. **Penalties.** In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of 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.

STATEN ISLAND HEBREW PUBLIC CHARTER SCHOOL

CONFLICT OF INTEREST POLICY

1. Purpose. The purpose of this conflict of interest policy (the "Policy") is to protect the interests of Staten Island Hebrew Public Charter School (the "School") when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer, employee or Trustee of the School or that might result in a possible excess benefit transaction. This Policy is intended to supplement but not replace any applicable federal, state or local laws governing conflicts of interest applicable to charter schools and charitable organizations. In particular, this Policy is intended to comply with the New York 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). This Policy along with the School's code of ethics (the "Code of Ethics") are incorporated by reference in the School's duly adopted by-laws (the "By-laws"). Terms not defined herein shall have the meaning ascribed to them in the By-laws.

2. Definitions.

(a) Interested Person. Any Trustee, officer, employee or member of a committee with powers delegated by the School's Board of Trustees (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 (as defined in the Code of Ethics):

(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 Section 3(f) ("Express Prohibitions"), 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. No Trustee shall vote on any matter in which he or she has a Conflict of Interest. 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 Policy, the Board shall not enter into, or knowingly remain a party to, any transaction or arrangement that constitutes a Conflict of Interest.

(c) Circumstances in Which Comparability Data is Necessary. An Interested Person may make a presentation at the Board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible Conflict of Interest.

(i) If the transaction involves compensation for services of a member of the Board, a senior executive, or other individual deemed to be a disqualified person under the federal tax laws and regulations, or if the transaction involves the transfer of property or other benefit to a Trustee, senior executive or other individual deemed to be a disqualified person under the federal tax laws and regulations, the disinterested members of the Board or committee must determine that the value of the economic benefit provided by the School to the interested person or persons does not exceed the value of the consideration received in exchange by obtaining and reviewing appropriate comparable data ("Comparability Data").

(ii) When considering the comparability of compensation for example, the relevant data which the Board or committee may consider includes, but is not limited to, the following: (1) compensation levels paid by similarly situated schools; (2) the availability of similar services within the same geographic area; (3) current compensation surveys compiled by independent firms; and (4) written offers from similar institutions competing for the same person's services. When the transaction involves the transfer of real property as compensation, the relevant factors include, but are not limited to, (1) current independent appraisals of the property and (2) offers received in a competitive bidding process.

(iii) Based on the Comparability Data, the Board or committee shall determine by a majority vote of the disinterested directors or committee members whether the transaction or arrangement is fair and reasonable to the School. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

(iv) If such transaction or arrangement is approved by the Board or committee, the Comparability Data and the approval shall be made part of and set forth in the Board minutes in accordance with Section 4 below.

(d) Violations of the Conflict of Interest Policy. If the Board or a committee thereof has reasonable cause to believe an Interested Person has failed to disclose actual or possible Conflicts of Interest, it shall inform the Interested Person of the basis for such belief and afford the Interested Person an opportunity to explain the alleged failure to disclose. If, after hearing the Interested Person's response and after making further investigation as warranted by the circumstances, the Board or a committee thereof determines the Interested Person has failed to disclose an actual or possible Conflict of Interest, it shall take appropriate disciplinary and corrective action.

(e) Exceptions to Conflicts of Interest. Notwithstanding anything to the contrary in this Policy, transactions or arrangements described in this Section 3(e) shall not be Conflicts of Interest, but shall be subject to the disclosure and determination obligations set forth in Section 3 above:

(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 New York Local Finance Law;

(viii) a contract in which Interested Person 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 Person, 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 five percent (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.

(f) 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 seventy-five dollars ($75) 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 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 Trustee, 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 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 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 or the Code of Ethics or with compliance with Article 18, Sections 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.

Business Plan Narrative

A. Comprehensive Management Organization Information:

1. Name of the Comprehensive Management Organization: National Center for Hebrew Language Charter School Excellence and Development, Inc. d/b/a Hebrew Public
2. Role of the Comprehensive Management Organization: Hebrew Public provides a wide range of resources and services to help Hebrew language charter schools deliver the highest caliber educational programs. These are detailed in the Management Agreement, Attachment E.
3. State of incorporation: Delaware
4. State(s) in which the Comprehensive Management Organization(s) operates: New York, Pennsylvania
5. Year founded: 2011 (became a CMO in 2016)
6. The contact name, address, phone number, and email address for each member of the Comprehensive Management Organization leadership team:

NAME	PHONE #	EMAIL ADDRESS	TITLE
Shane Goldstein- Smith	[redacted]		Chief Schools Officer
Kim Kassnove			Chief Talent Officer
Valerie Khaytina			Chief External Officer
Jon Rosenberg			CEO & President
Elly Rosenthal			COO & CFO

B. Comprehensive Management Organization History and Growth Plan

1. Describe the organization's mission, strategic vision, and desired impact

Hebrew Public's mission is to build a national movement of academically rigorous charter schools that teach children of all backgrounds to become fluent in Modern Hebrew and prepare them to be productive global citizens.

Hebrew Public's network of schools sits at the convergence of three sectors: charter schools, the dual-language programs, and diverse schools. By developing and supporting excellent charter schools that embody linguistic, racial, economic, and cultural diversity, we will serve as a model of charter school innovation, provide achievement gap-closing academic results, and equip our students for success in the 21st century global economy. As importantly, our students will develop attributes of worldliness, purposefulness, and responsibility, through which they will make the world a better place.

Our schools are models of racial and socioeconomic integration, helping to reverse widespread patterns of segregation and propelling students to success in college and career. They will benefit from their mastery of Modern Hebrew and their knowledge of Israel by connecting to educational, professional, and cultural opportunities in Israel and with Israeli organizations, and by enjoying the proven benefits of bilingualism, such as an increased capacity for empathy and sharpened ability to learn new topics.

2. Provide a brief overview of the organization's history. List all charter revocations or surrenders, bankruptcies, school closures, non-renewals, or shortened or conditional renewals for any of the schools operated by the organization and provide explanations. Explain any performance deficits or compliance violations that have led to formal authorizer intervention with any school operated by the organization. Provide details as to how such deficiencies were resolved.

Starting in 2009 with a single school in Brooklyn, our network of managed schools currently (as of 2017-2018) comprises 3 elementary and 2 middle school programs serving more than 1200 students. We plan to grow to a network of at least 3,500 students. All schools have the same mission, described in detail in B.1: rigorous academics, Hebrew Language learning, and global citizenship.

In 2016, Hebrew Public (originally the Hebrew Charter School Center, HCSC) formally assumed a CMO position. Prior to 2016, HCSC provided limited services to HLA and HH. Since 2016, HP has dramatically increased its capacity- we have grown from seven employees to more than 20, and have created new capacities in staff recruitment, development, and retention; student recruitment and retention; instructional coaching and evaluation; external affairs; social-emotional learning; and special education.

School Name	Location	Authorizer	Year Opened	Serving in 2018-2019	Authorized to Serve
Hebrew Language Academy (HLA)	CSD 22 (Brooklyn)	NYCDOE	2009	K-8	K-8
Harlem Hebrew Language Academy (HHLA)	CSD 3 (Manhattan)	NYSED	2013	K-6	K-8
Hebrew Language Academy-2 (HLA2)	CSD 21 (Brooklyn)	NYSED	2017	K-2	K-5
Philadelphia Hebrew Public (PHP)	Philadelphia, PA	School District of Philadelphia	2019	n/a- 2018-19 is the pre-opening year. Will serve K-1 in 2019-20.	K-8

No HP has ever had a charter revocation, bankruptcy, school-closure, or non-renewal. HP schools have received shortened renewals, and once received a conditional renewal.

Shortened renewals:

- HLA received a four-year renewal along with an expansion to middle school in 2014. This shortened renewal was the result of lingering test scores concerns (see conditional renewal narrative below). In response, HLA and HCSC made a concerted effort to raise test scores. This effort was successful- HLA had improved test scores in 2015 and received NYS Reward School Designation in that year.
- Harlem Hebrew received a four-year renewal along with an expansion to middle school in 2018. We believe the School did not receive a full five-year renewal because its test performance was not as strong as that of the high-performing district in which it is located (CSD 3); a large percentage of the School's students come from other districts. In response, HP and HH strengthened the academic program by expanding the leadership team, increasing CMO oversight of the school, and strengthening the curricula, instruction, and school culture.

Conditional renewal:

- HLA received a conditional renewal in 2013 based largely on its test score performance. Therefore, the school was granted an 18-month renewal on the condition of improving academic data. HLA intensified its academic improvement efforts, and the following year posted significantly improved state test scores, earning a four-year renewal and expansion into middle school.

More information about HLA and HH's academic data, growth, and the ways in which HP is improving the schools, are available in section C of this business plan.

3. List and describe all schools currently operated by the Comprehensive Management Organization.

See chart above.

4. List and describe all future schools the Comprehensive Management Organization plans to operate (excluding the school described in the current RFP application).

Apart from the three currently operating schools and SIHP, HP plans to open Philadelphia Hebrew Public, a newly authorized K-8 school which will open in 2019.

PHP school will share the same mission as our three current schools and SIHP, described above.

5. Describe the organization's five-year growth plan for developing new schools in New York and other states.

See above for a description of the schools the CMO plans to develop within the next five years. Specifically, in five years, we anticipate that our schools will serve and be approved for the following grade spans:

School Name	Location	Anticipated: Serving in 2023-24	Anticipated: Authorized to Serve in 2023-24
Hebrew Language Academy (HLA)	CSD 22 (Brooklyn)	K-8	K-8

Harlem Hebrew Language Academy (HHLA)	CSD 3 (Manhattan)	K-8	K-8
Hebrew Language Academy-2 (HLA2)	CSD 21 (Brooklyn)	K-5[1]	K-5
Philadelphia Hebrew Public (PHP)	Philadelphia, PA	K-5	K-8
Staten Island Hebrew Public	CSD 31 (Staten Island)	K-5	K-5[2]

6. Provide a rationale for the proposed five-year growth plan; for example, how the organization determined the appropriate pace and scope of the proposed growth and why the organization is well-positioned to implement the growth plan.

Having spent many years refining our educational and operational models and building a team to support our expansion as a CMO, we are now reaching the final stages of a period of steady and deliberate growth.

Our team is large and strong, and prepared to fully support our current and new schools. Our model has been refined to best serve our students and communities, and habits of continuous reflection and improvement are ingrained in HP. Our schools are sought after with over six applications per seat and have a history of excellent financial and operational performance – clean audits, no compliance issues, solid finances, and excellent facilities.

In developing the proposed growth plan, we have analyzed the growth and performance of peer charter school networks such as Achievement First, KIPP NYC, Uncommon Schools, and Ascend Learning (on whose Board our CEO Jon Rosenberg serves). We have also examined demographic and academic indicators in multiple Community School Districts (CSDs) in NYC, determining where we can feasibly create integrated school populations. We have paired this examination with community outreach to develop a strong sense that there would be more than adequate demand for our proposed new schools. Finally, we have developed a staffing plan to support growth and to ensure academic and operational excellence both at new schools and at our existing ones.

7. Specifically identify the key risks associated with this growth plan and describe the steps the organization is taking to mitigate these risks. Respondents should demonstrate an understanding of the challenges of replication in general and as they relate specifically

[1] HLA2 graduating fifth graders will be served by HLA's middle school. The two schools are in adjacent CSDs: 21 and 22.

[2] As described in the main narrative, near the conclusion of SIHP's first charter term, HP, along with SIHP faculty and BoT, will assess the viability of a middle school on Staten Island. The results of this assessment will inform whether HP and SIHP seek an expansion to middle school along with the first charter renewal.

to their organization's growth plans. The response should detail specific risks and explain how the organization will minimize the impact of each of these risks, and ideally provide contingency plans for them. Examples may include: a. Inability to secure facilities/facilities financing; b. Difficulty raising philanthropic funding; c. Insufficient leadership pipeline/difficulty recruiting school leaders; and, d. Ambiguous student performance outcomes and the need to curtail expansion if performance drops.

a. **Inability to create schools that are racially and economically diverse.** Under current NYS charter law, schools must admit students by random lottery if a school is oversubscribed, and students in the district (CSD in NYC) are admitted prior to those from other districts. Given that many NYC school districts are themselves both racially and economically isolated, there are a limited number of CSDs in which Hebrew Public can launch schools. In addition, changes to state law were proposed in 2015 that would have given a priority in admission to economically disadvantaged students. While this proposal was not adopted, similar legislative proposals may renew this risk in future years. While such changes were well-intended, they would have had the effect of ensuring that in-demand charter schools become high-poverty schools even in contexts where an economically integrated school is desirable.
Hebrew Public is a member of the Coalition of Diverse Charter Schools, with its CEO serving on CDCS's Board. Through this membership and leadership role, Hebrew Public is actively making the case for diverse schools. Hebrew Public leadership meets regularly with state government officials to emphasize the benefits of integrated schools for all students, especially those from minority and lower-income backgrounds. Hebrew Public also works actively with the NYC Charter School Center and peer organizations on issues relating to diversity. Hebrew Public Board and staff leadership have presented on issues of integration at public forums in NYC, to Congressional staff on Capitol Hill, in letters to the editor in the New York Times and Daily News, in blog posts, and in speeches.

Contingency Plan: If state law changes in ways that would further challenge creating and developing our schools in alignment with our intended mission, Hebrew Public will work to improve it while continuing to provide services to its schools. If our schools' enrollments become markedly less diverse (e.g., higher poverty and racial isolation), we will be constrained in the part of our mission that speaks to integration and diversity, and will look for other opportunities to connect our students to diversity and opportunity, including by expanding distance learning and experiential opportunities with Israeli peers, and by partnering with other National Coalition for Diverse Charter Schools members.

b. **Difficulty recruiting and retaining qualified Hebrew staff.** Hebrew Public's model of Hebrew language immersion relies on native speakers of Modern Hebrew. While we have recruited many Israeli-Americans to work in our schools, we also rely on increasing numbers of staff recruited directly from Israel or who are in the United States on a temporary basis. With these staff, we risk running into challenges in recruiting enough teachers. To mitigate this risk, we are expanding our partnerships with Israeli organizations such as the WZO and Ministry of Education to create programs like Arbel, our teacher fellowship which recruits talented Israeli

teachers. We also expanded our team to include a part time employee in Israel who will represent Hebrew Public to Israeli organizations and prospective Israeli teachers.
Given visa constraints, we can typically only employ an Israeli teacher for two or three years, and the visa process can be complicated and time-consuming.
Teachers who move to the US also face acculturation challenges (both personal and professional) that can affect retention. In this respect, we believe that our proposed growth as a CMO will have a positive mitigating effect, as it will enhance our ability to connect Israeli teachers in NYC with each other, and to support them with ongoing professional development and acculturation activities. Furthermore, we have expanded our acculturation support for new Israeli teachers. For instance, HP staff picks up new arrivals at the airport and accompanies them to set up an American bank account.

Contingency Plan: We would further shift our Hebrew staffing model to rely upon fewer, expert Hebrew instructional staff, as well as expanding our efforts to integrate Hebrew into other parts of the day, such as enrichment blocks, mealtimes, and specials.

c. Student academic performance risk. Like all public schools, ours face the risk of inadequate student performance on state assessments. We believe our educational model is a strong one, and our student performance data support that belief. But we are also mindful of the performance struggles of some other NYC-based CMOs. To mitigate this risk, we have built flexibility and resources into our model that allow for enhanced and intensive services to students who are struggling, including through extended day services, small group instruction, and tutoring, as well as through summer instructional sessions. Our Response to Intervention (RtI) process offers a multi-tiered system of interventions to provide support to students at the first sign of struggle. Our goal is to identify students and get them support early on, in the elementary years, to ensure that they can be academically successful at or above grade level. Through RtI, teachers bring cases of their struggling students before the Child Study Team of their colleagues (including the Director of Hebrew Curriculum and Instruction-DHCI) to review student assessment data and teacher observations to identify concerns, discuss and propose instructional modifications, intervention strategies and other means to support the student in his or her learning. Teachers work together to determine an action plan for the student and monitor the response to the prescribed intervention.

Contingency Plan: If we faced a decline in academic performance (including through interim assessments), we would seriously consider slowing the proposed rate of growth, especially of new campuses, so that we could focus on refining our model and services, make leadership or other staffing changes at a school or CMO level, or direct more intensive services to one or more underperforming schools. At the same time, modest underperformance at a single school may not in itself warrant scaling back growth plans. Additionally, we would comprehensively investigate, assess, and reevaluate our school leaders to ensure alignment with Hebrew Public mission and vision. Similarly, if we are hiring, we will be sure to onboard and coach our school leaders to be fully aware of performance challenges and provide updates long before academic underperformance occurs.

d. Facilities risk. Hebrew Public may struggle to find co-located or affordable facilities for our new schools. Hebrew Public's partner organizations, Friends of Hebrew Language Academy (FOHLA) and Friends of Hebrew Public (FOHP) have solid track records in working with landlords and developers to find, lease, and improve facilities. FOHLA holds the leases for HLA and HH, while FOHP holds the lease for our newest school, HLA2, and will continue to partner with Hebrew Public in the development of new schools.

Contingency Plan: if the cost of finding appropriate facilities became prohibitively expensive, we would consider options ranging from co-location with other charter schools to identifying neighborhoods within diverse districts that have not been highly impacted by rising real estate costs. We would not open any school sites that we did not believe would be financially sustainable. We also have the option of exploring working with FOHP to investigate various financing options, such as bond financing, etc.

e. Student recruitment risk. In 2017-2018, Hebrew Public schools received more than 3000 applications for about 600 open seats, or more than five for each open seat. Nonetheless, we are mindful of the possibility of a given school facing student recruitment challenges. Hebrew Public's Director for School Operations and Chief of External Affairs, working with school-based operations teams, support a comprehensive range of student recruitment and family engagement activities. Our schools implement an aggressive recruitment plan which includes communication through websites, newsletters, school brochures, advertisements, direct community outreach efforts, community based-organizations, pre-K and more.

However, as is inherent with all charters, there is always a risk of a school being under-enrolled. To ensure that we do not face low enrollment numbers, targeted recruitment will continue for Kindergarten and for higher grade level students to ensure that each Hebrew Public school has a sufficient waitlist to manage the risk that student attrition may exceed Hebrew Public assumptions. To decrease short-run periods of under-enrollment from attrition, Hebrew Public has improved school-based processes for backfilling vacant seats for grades K-6,which has helped us meet our enrollment targets, and fulfill our mission of providing excellent education to all.

Contingency Plan: In a specific case of insufficient enrollment prior to a new school's launch, we would strongly consider deferring the school's opening until the following year. We closely monitor our applications throughout the recruitment cycle to ensure that we are engaging in targeted outreach, and can make mid-course corrections as necessary.

f. Charter authorization risk.

If the cap on the number of charter schools in New York City prevents approval of new schools, we will not be able to grow in a manner consistent with our plans.

Contingency Plan: we would adjust our staffing and related expense plans, and/or offset with additional philanthropic support on a short-term basis. As community interest in our model

remains strong, we would also explore expanding enrollment at our existing schools and furthering our replication efforts in states that do not have charter caps.

8. Discuss lessons learned during past replication efforts, for example: identify particular challenges encountered and how the organization addressed them, as well as how the organization would minimize such challenges for the proposed schools.

a. Effective school leadership and staff recruitment: The most important asset of a school is its staff. As we have grown, we have created recruitment and hiring practices that have yielded a more effective and experienced applicant pool. We have developed a broad network within the charter space in NYC as well as with institutions of higher learning to recruit the very best talent. We have learned from the practices of other successful charter management organizations and have instituted a rigorous and engaging hiring process that effectively communicates school culture, expectations for the job, and portrays both the demands of the job as well as the support systems in place. We provide support and accountability measures to existing staff. Further, we continually refine our staff assessment and evaluation plan to ensure that all staff are adequately supported. We are currently enhancing our capacity and pipeline to grow leadership from within and are working to onboard our new leaders in a comprehensive manner, so they are prepared with high expectations to manage our schools.

Within the past two years, HP has improved its school leadership, staff retention, and staff recruitment policies, procedures, and capacity in the following ways:

- **Created a talent department,** headed by a strong and mission aligned Chief Talent Officer (Kim Kassnove). The talent department is focused on recruiting, sourcing, identifying, and on-boarding talented teachers, leaders, and staff. HP's new hires are talented and point to a strong future for our organization.
- **Grew school-based leadership teams** by raising the caliber of our leaders and enlarging the leadership teams so that leaders can specialize and collectively, can more effectively manage the school.

b. Staff retention: In the past, we faced slightly above average staff turnover at one of our schools. In part, this was due to leadership turnover at the school. It is not unusual for founding Heads of School to step aside and allow new leadership to take the school on its continuing journey towards excellence. We tracked the issue, and instituted teacher committees to both study the issue and bring concerns to the CMO team and the school's board. This resulted in additional supports for teacher development, more time to collaborate and co-teach with peers, instituting peer observation and feedback practices as well as examining ways to improve compensation. We have also strengthened our leadership teams to enhance career opportunities as teachers gain more experience and expertise in teaching, data analysis, peer coaching, and related areas; as well as to more fully support teachers. These improvements, coupled with more effective hiring practices, reduced staff attrition while raising the caliber of teachers.

c. Expanded support for schools: As our network has grown from a single school to a regional network, we have gained a clearer understanding about how to strategically meet the needs of our schools. While we are always striving to build school-based capacity, we also have realized that doing so requires an increase in centralized resources as well. In the past year, we have created a Talent Department and grown our Schools Department to include a Senior Director of Curriculum and Instruction, a Director of Social-Emotional Learning, and a Special Education Coordinator. This team provides more professional development, coaching, curricular support, and compliance support than ever before, allowing school-based personnel to focus on instruction and relationship building.

d. Branding: Because our schools teach Modern Hebrew, many people (including prospective families and faculty) mistakenly assume that our schools are only for Jewish students, or are religious or private schools. This conflation of Modern Hebrew (a secular language) with religion is understandable but problematic. After conducting extensive research and testing, we changed the organization's name in 2016 from Hebrew Charter School Center to Hebrew Public: Charter Schools for Global Citizens. The inclusion of the word "Public" helps to emphasize the public and non-religious nature of the schools. In addition, we have greatly increased our public presence – speaking at forums, writing letters to the editor, presenting on Capitol Hill – to emphasize our role in closing the achievement gap through the creation of high-quality, integrated, dual-language public charter schools. To attract new families from across our communities, we conduct extensive outreach that reaches all demographics. To attract staff that represents our communities' best talent, our talent department actively recruits in a broad range of spaces, and repositioned HP to emphasize its openness to all throughout the application and onboarding process.

9. List any schools that were previously approved by this or another authorizer, but which failed to open or did not open on time, and explain the reasons for the failure or delay.

Not applicable. All schools previously approved by this or another authorizer opened on time.

10. Complete the following table to delineate decision-making responsibilities between the school and organization as they relate to key functions:

Function	Network/Management Organization Decision-Making	School Decision-Making
Performance Goals	Network drafts, with input from school leaders, responsive to school needs and conforming to state requirements.	BoT reviews HP suggestions, requests edits, and approves. Delegates day to day responsibility for carrying out goals to School.
Curriculum	Network owned, with input from school leaders and responsive to school needs	School responsible for implementing the network's directives and following the

		charter's obligations as outlined by the network
Professional Development	Networks fully owns one week of summer PD and some year-round PD	School develops and runs one week of summer and most year-round PD with input and support from HP and contractors.
Data Management and Interim Assessments	Network owned, with input from school leaders and responsive to school needs	BoT reviews academic data on a quarterly basis. School manages day to day with oversight and logistical support from the network
Promotion Criteria	Network owned, with input from school leaders and responsive to school needs	School BoT reviews HP suggestions, requests edits, and approves. Delegates day to day responsibility for carrying out goals to School. School provides ongoing oversight throughout the academic year. If student is below grade level, intensive support is provided, including summer school when necessary.
Culture	Culture goals, code of conduct, discipline policy, and SEL framework are network owned, with input from school leaders and responsive to school needs	BoT reviews culture via school visits, conversations with school personnel and families, and review of culture data. School implements culture following queues and policy from the network
Budgeting, Finance, and Accounting	Budget development and finance/accounting oversight is network owned, with input from school leaders and responsive to school needs	School BoT reviews HP suggestions, requests edits, and approves. School employs a finance associate who works closely with the HP CFO and implements payroll
Student Recruitment	Network sets recruitment and enrollment goals; manages data, sets strategy; creates and distributes collateral materials such as flyers, ads, and postcards. Network provides PD to school-based personnel to conduct the activities delineated at right. Depending on staffing, network personnel may conduct the activities	School based personnel canvas, build relationships with CBOs, lead school tours, and process enrollments.

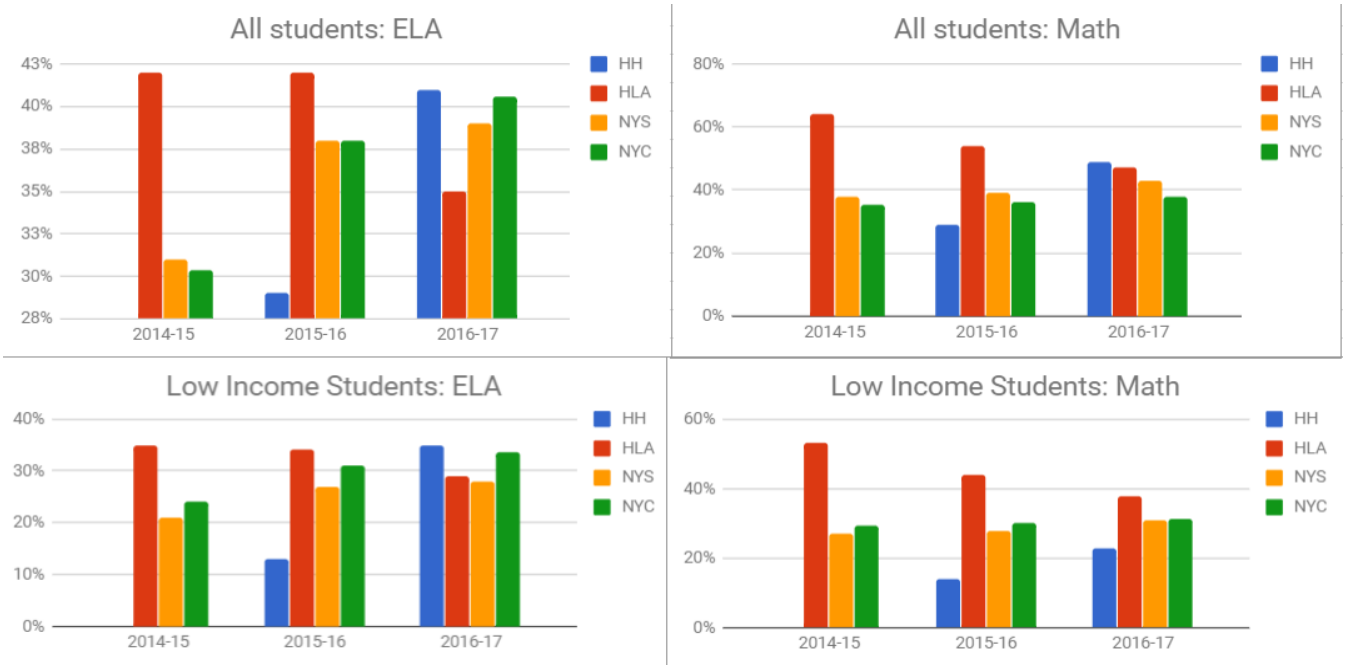
	delineated at right in the school's early years.	
School Staff Recruitment and Hiring	Network owns early stages with input from school leaders- advertising positions, gathering applications, initial vetting.	BoT hires and has oversight of Head of School, with input and guidance from HP. Delegates hiring and management of other faculty to HP and Head of School. Final hiring decisions are made by school leaders, with input from network.
H/R Services	The network drafts the policies and procedures which the school complies with	HP drafts H/R policies and BoT reviews, requests edits, approves. The school provides H/R services by administering and enforcing the BoT approved H/R policies, with coaching from HP.
Development/Fundraising	Wholly network owned, apart from parent campaigns.	School conducts parent campaigns with significant strategic and administrative support from the network
Community Relations	Jointly owned	Jointly owned
Information Technology	Set up by the Network who manages the vendor contracts and decides what programs and software to implement	The school follows the network's decisions and is responsible for assisting the consultants with any on-the-ground work
Facilities Management	Network identifies facilities and manages leases and construction or renovation projects	School manages day to day facilities upkeep with coaching from network
Vendor Management/Procurement	Network procures and manages all school vendor agreements, directly	BoT reviews and approves vendor contracts. School is responsible for dealing with the vendors on the ground level and reporting any issues to the network to resolve

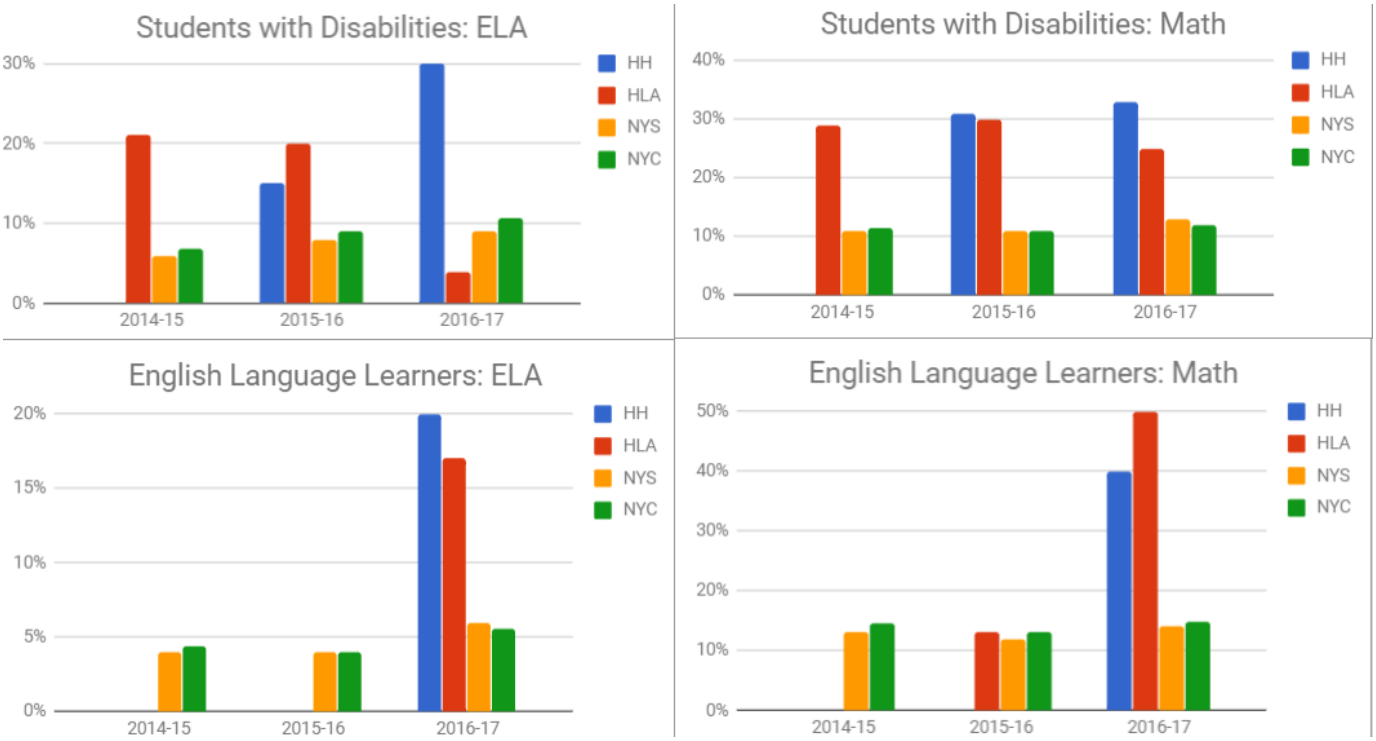
C. Performance of Existing Schools

1. Provide an overview of prior performance across all schools ever operated by the organization including closed schools and schools that merged away from the organization.

As our schools start with K-1 and add a grade each year, two of the three HP schools have administered state tests: Hebrew Language Academy (HLA) and Harlem Hebrew (HH). HH has administered state tests since 2016-2017, and HLA has administered state tests since 2011-2012. HLA's past three years of test data are summarized below. As the charts demonstrate, HP schools consistently outperform both NYC and NYS**:**

- **In aggregate**, HLA students outperformed NYS and NYC students in math in 2015 and 2016, and in math in 205, 2016, and 2017. HH students, in aggregate, outperformed NYC and NYS students in 2017 in both ELA and math. Among students from economic disadvantage, HLA students outperformed NYC and NYS counterparts in both ELA and math in 2015 and 2016.
- In 2017, HLA **students of economic disadvantage** outperformed NYS counterparts in ELA and outperformed NYS and NYC counterparts in math. HH students of economic disadvantage outperformed NYC and NYC counterparts in ELA in 2017.
- HLA **students with disabilities** outperformed NYS and NYC SWDs in 2015, 2016, and 2017 in math, and outperformed in 2015 and 2016 in ELA. At HH, students with disabilities outperformed NYS and NYC counterparts in both ELA and math in 2016 and 2017.
- Finally**, English Language Learners** from both schools outperformed NYS and NYC counterparts in 2017 in both ELA and Math, and HLA ELLs outperformed or met NYC and NYS ELLs in math in 2016. Note that a statistically insignificant number of ELLs took the state tests in 2015 at HLA and in 2016 at HH.





We are proud of the academic performance demonstrated here, and particularly the scores of our most needy students, who consistently and significantly outperform city and state. This data reflects our rigorous academic program, positive relationships with students and parents, and thriving school culture. We will continue to implement academic and organizational reforms which will further strengthen our academic program and test scores: these are documented throughout the business plan and include the creation of a talent department, the growth of our program team and school leadership teams, data informed instruction, increased emphasis on social-emotional learning, and more.

As noted elsewhere, no HP schools have ever been closed, nor have any ever merged away from the organization.

2. Select one or more of the consistently high-performing schools that the organization operates and discuss the school's academic performance.

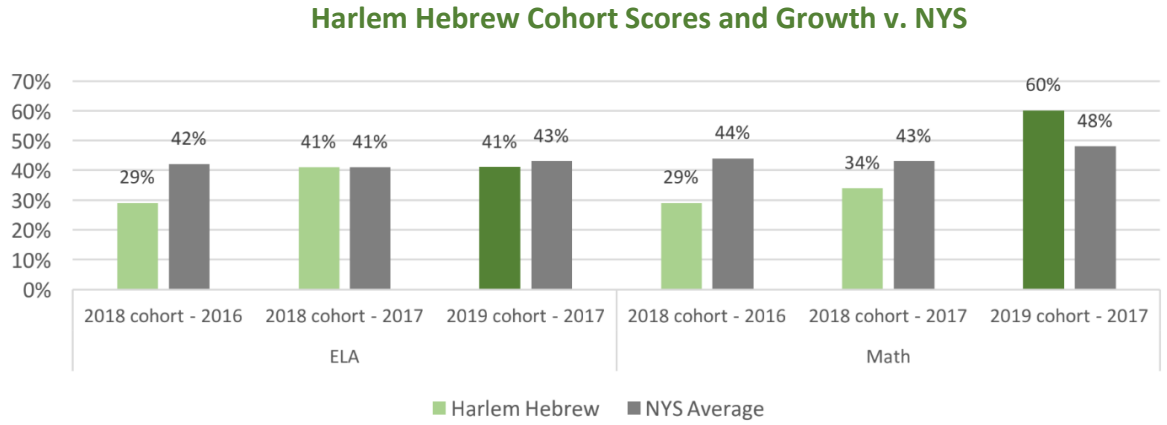
Harlem Hebrew (HH) has demonstrated strong results in meeting NYSED's benchmarks for Charter School Performance and charter renewal. After disappointing results with our first tested grade of 52 students in 2015-16, HH made targeted enhancements to its academic program, including a focus on close reading, an increase in personalized learning to differentiate instruction, and a full implementation of NWEA-MAP to support formative assessment. The school also hired an experienced Head of School with a history of driving strong academic outcomes and has benefitted from academic and operational support of its

CMO Hebrew Public. As a result of these changes, Harlem Hebrew demonstrated very significant academic growth in the 2016-17 year.

NYS ELA and Math: Absolute Proficiency

HH has met or exceeded the target outcome for aggregate school level proficiency for the 2016- 17 year[3]. In 2016-17 HH's absolute proficiency, reflecting test takers in grades 3 and 4, met the NYS average in ELA and exceeded it by three percentage points in math[4]. HH has the single largest increase in combined proficiency of any NYC charter school between 2015-16 and 2016-17, demonstrating the strong results of the enhancements to the school's educational program[5]. HH has partially met or exceeded NYSED's target outcomes for grade level proficiency

- 2019 cohort: Harlem Hebrew's 2016-17 3rd grade joined in the school's first year as Kindergarteners and is the school's first cohort to have had nearly four years at the school before taking the NYS exams. **This 3rd grade cohort very nearly met the NYS grade-level average in ELA and exceeded the NYS grade-level average in math by an impressive 12 percentage points.**
- 2018 cohort: Harlem Hebrew's 2016-17 4th grade class joined in the school's first year as 1st graders. Many of these families chose to transfer their students to HH after only one year of Kindergarten at another school because their children were not successful in that school environment. Accordingly, this class has a much higher rate of behavioral challenges and higher levels of student need than the school's other grade cohorts. While scores across NYS and NYC were mostly flat between 2016 and 2017, this challenging grade made significant gains, increasing its absolute proficiency rate by 12 percentage points in ELA and five percentage points in math, thereby closing the gap with NYS in ELA and narrowing the gap with NYS in math significantly. **In 2017, this 4th grade cohort met NYSED's target outcome for grade level proficient in ELA, but fell short in math by six percentage points.**

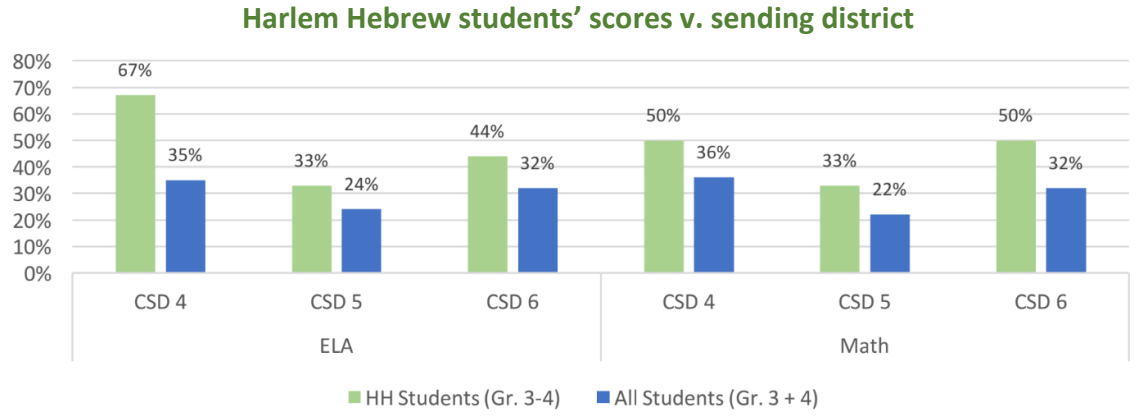


[3] NYSED has established the district average as the "minimum expectation" and the NYS average as the "target outcome". As CSD 3 is higher performing than NYS, this would suggest HH's minimum expectation is higher than its target outcome. For clarity, HH uses the NYS average target outcome as the primary benchmark in this analysis.

[4] HH's 2016-17 Proficiency in ELA was negligibly one point below the NYS average

[5] http://www.nyccharterschools.org/content/new-york-city-charter-school-center-test-score-analysis-2016-17

Though located in CSD3, Harlem Hebrew enrolls students from all over the city. In 2016-17, 52% of HH test takers resided in CSD and nearly one third resided from three nearby CSDs: 16% in CSD 6, 9% in CSD 5, and 6% in CSD 4. Given the geographic diversity of HH students, comparing the performance of HH students to the performance of students in their district of residence provides a clearer "apples-to- apples" evaluation. In 2016-17, HH students from CSD 4, CSD 5, and CSD 6 exceeded the performance of students from their districts in both ELA and Math by 11 to 32 percentage points. Based on its academic growth thus far, HH is on a path to performing at a level consistent with its district of location (CSD 3).



Harlem Hebrew has closed the gap with and performed comparably to schools with similar student demographics[6]. In 2015-16, HH trailed the average ELA proficiency rate of similar schools by 16 percentage points; in 2016-17, HH's ELA proficiency rate was 1 percentage point below similar schools. In 2015-16, HH trailed the average Math proficiency rate of similar schools by 22 percentage points; in 2016-17, HH's Math proficiency rate exceeded the similar schools' average by 2 percentage points. In 2016-17, HH's combined proficiency rate exceeded that of 15 of its 26 similar schools.

HH has partially met or exceeded NYSED's target outcomes for subgroup school level proficiency. Students with Disabilities and English Language Learners at HH met or exceeded the state and CSD 3 subgroup averages in ELA and Math in both years (with the sole exception of SWD in CSD 3 in 2015-16). Notably in 2016-17, the performance of HH SWDs exceeded NYS SWDs by 18 percentage points in ELA and 17 percentage points in math. HH SWDs performed a single percentage points below high-performing CSD 3 SWDs in ELA and met CSD 3 SWDs' performance in Math. The performance of HH ELLs exceeded NYS by 11 percentage points in ELA and 22 percentage points in math and exceeded CSD 3 by 8 percentage points in ELA and 17 percentage points in Math. These results speak to HH's strong special education and ELL programs. HH is serving a high proportion of students with disabilities compared to NYS and CSD 3 and showing strong results with this important subgroup.

[6] The list of similar schools for each 2015-16 and 2016-17 was provided by NYSED

Though the proficiency of HH's economically disadvantaged students has been lower than the state's in the past two years, HH is making strong gains. HH has closed the gap with the state by half (from 18 to 9 percentage points in ELA and from 19 to 11 percentage points in math). The school will continue to develop its program to meet the needs of economically disadvantaged students. HH will use data from triannual NWEA assessments to tailor instructional interventions. RtI intervention blocks for small groups based on skill area provide intensive support for students far below grade level. Teachers will also continue to use personalized learning tools, such as ThinkCERCA and Compass Learning, to provide differentiated instruction.

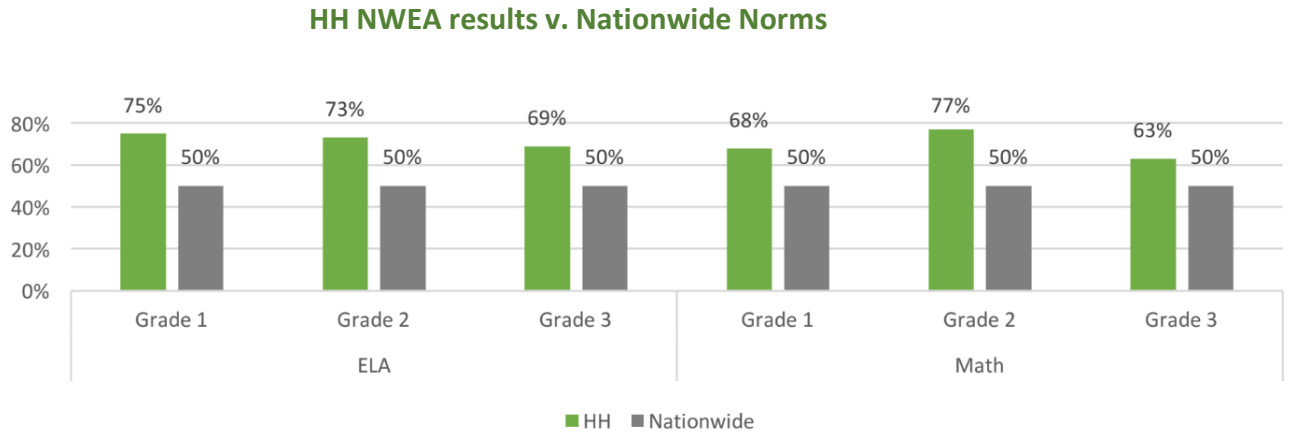
NYS ELA and Math: Growth

HH is working toward NYSED's benchmarks for aggregate standards-based trend toward proficiency and subgroup standards-based trend toward proficiency. Of the 43 test-takers in HH's 2016-17 4th grade class, 47% demonstrated trending toward proficiency in ELA and 36% in math. These results only reflect one grade-level, which is HH's oldest and most challenging cohort; HH anticipates its trend toward proficiency will be significantly stronger when it reflects additional grade-level cohorts.

HH is still working toward NYSED's benchmarks for subgroup standards-based trend toward proficiency using the instructional supports outlined in Benchmark 2: Student Learning, 4. Supports for Diverse Learners. Notably because these results reflect subgroups of only one grade-level cohort, these groups are very small and the margins of error large.

Interim Assessment Results

HH utilizes NWEA MAP, a nationally norm-referenced assessment, to monitor student performance and identify gaps in student learning. In a typical school, 50% of students would be expected to demonstrate stronger growth that the average. In HH, 71% of students in grades 1-3 demonstrated stronger growth than the average. HH's strong early grades program is preparing students to demonstrate proficiency in their first testing year in both ELA and math.



3. Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's academic performance and efforts to improve it.

While HLA and subgroups within it consistently outperform NYC and NYS, academic performance has lagged in recent years and raw performance does not yet reflect what we know our students are capable of. There are several reasons for this, and the HLA and HP teams are actively improving the conditions that led to lagging test scores, while continuing to uphold and celebrate the conditions that helped HLA students outperform city and state. The reasons for the relatively low test scores, and the efforts taken to improve them, are:

- Head of School transitions
    - In summer 2015, as HLA was preparing to transition from an independent school to a CMO school, HLA's founding Head of School departed. This caused more staff turnover than is typical, in a time when there was already significant change at the school. The transition to a new Head of School, new management relationship, and largely new staff contributed to lagging test scores.
    - *Efforts to improve:* Peter Katcher has led the School for the past two years. Peter has strong relationships with families and teachers and is supported by a now much-expanded leadership team, including two assistant heads of school and directors of literacy, math, Hebrew, and operations.
- Change in backfilling policy
    - In 2016-2017, HLA began accepting new students to its community in K-6, inclusive. Previously, new students were only accepted in grades K, 1, 2, and 6. This transition led to an influx of students who were experiencing the transitions associated with a new school, new community, and learning a new language. Moreover, a significant portion of the new students presented with learning disabilities or other challenges. As HLA adapted to serve students entering in grades 3-5, our test scores dipped.
    - *Efforts to improve:* We have improved our leadership teams, fifth and sixth grade school design, and curricula to better serve a broad range of students and needs. One key aspect of this is our increased emphasis on differentiated learning, where students have personalized learning goals based on qualitative and quantitative formative assessments and complete personalized assignments. At the middle school level, both HLA and HH have been accepted as candidate International Baccalaureate Middle Years Programme sites (see "expansion to middle school" below).
- Curriculum transitions
    - When HP became the CMO, inadequate oversight and curricular resources came to light. The transition to new oversight measures and new curricula contributed to lagging test scores.
    - *Efforts to improve:* HLA now has a robust, proven, and stable curriculum, normed with CCSS and best practices, and, between HLA and HP

leadership teams, teachers have the coaching and professional development to effectively implement the curricula.

- Size of leadership team
    - Until 2017-18 formerly had a leadership team of four: a Head of School, Director of Operations, Director of Curriculum and Instruction (DCI), and Director of Hebrew Curriculum and Instruction. The size of this team was inadequate for managing a large school like HLA.
    - *Efforts to improve:* In 2017-2018, an Assistant HoS was added and the DCI role was split into Literacy and Math Directors. This improved the oversight and coaching available to teachers. In 2018-2019, the leadership team will grow even more to include an additional Assistant Head of School, a Director of Special Education, a Dean of Culture, and an IB MYP Coordinator who oversees the implementation of the IB MYP in the School's candidate year. The core of the leadership team will be the HoS, two Assistant HoSes, and Director of Operations.
- Expansion to middle school
    - In 2015-2016, HLA expanded to middle school with the addition of the sixth grade. The middle school presented culture and curricular challenges, as our growing students had new needs which we initially struggled to address. Furthermore, as the grade by grade NYC scores below indicate, middle school cohorts tend to receive lower rates of proficiency than elementary school cohorts. HLA students tend to reflect this trend.
    - *Efforts to improve:* As HLA's middle school grow, so did HP and the school's capacity to support it:
        - As described throughout this narrative, the HLA leadership team grew significantly within 2017-2018 and is yet again poised for growth in 2018-2019. HP added a new department, and significantly grew existing departments, enabling us to identify, implement, and support cutting edge ELA and math curricula, as well as responsive social-emotional learning paradigms.
        - HLA is a candidate school for the International Baccalaureate Middle Years Program (IB MYP). Successfully candidacy will further strengthen our curriculum and, school culture, and professional development support.
        - To ease students' and families' transition to middle school, HLA's fifth and sixth grades now operate with a block schedule that reflects a hybrid of traditional elementary and middle school designs. This hybrid design is more appropriate developmentally, utilizes faculty talent and resources more efficiently, and has helped students transition academically and social-emotionally to the rigors of middle school. The seventh and eighth grades continue to have a traditional middle school design.

Math

	2014-15			2015-16			2016-17		
	HLA	*NYC*	*Diff*	*HLA*	*NYC*	*Diff*	*HLA*	*NYC*	*Diff*
3rd grade	65%	39%	+27%	49%	41%	+8%	67%	46%	+21%
4th grade	65%	39%	+25%	74%	41%	+32%	35%	40%	-6%
5th grade	61%	41%	+21%	60%	38%	+23%	69%	41%	+28%
6th grade				35%	37%	-2%	40%	36%	+4%
7th grade							25%	36%	-11%

	ELA								
	2014-15			2015-16			2016-17		
	HLA	*NYC*	*Diff*	*HLA*	*NYC*	*Diff*	*HLA*	*NYC*	*Diff*
3rd grade	44%	30%	+14%	37%	41%	-4%	36%	43%	-7%
4th grade	36%	31%	+4%	72%	41%	+31%	31%	42%	-11%
5th grade	46%	30%	+16%	35%	34%	+1%	56%	36%	+20%
6th grade				27%	35%	-7%	23%	32%	-10%
7th grade							38%	43%	-5%

D. Market Analysis and Selection of Target Communities

1. Describe how the target communities in New York State were identified and selected as attractive markets to the Comprehensive Management Organization. If the existing portfolio does not include schools in New York, provide the rationale for entering New York.

Within NYS, HP is focused on opening schools in New York City. We believe that our schools will be academically, operationally, and financially stronger if they form a regional (in this case, citywide) cluster; this lesson has been learned by our peers in the charter school sector, including NYS-based networks such as Achievement First and Uncommon Schools.

When targeting specific communities in New York City, we look for the following:

- Student and community demographics: is the population of the community school district one that includes significant racial and economic diversity?
- Existing segregation: are many or most of the district's schools significantly segregated/non-diverse?
- Student need: are there large numbers of students in poverty, or students attending schools that are not academically successful?
- Charter school concentration: is the area already saturated with charter schools?
- Facilities: do we think we can find and/or develop an appropriate, affordable facility?
- Demand: does our community outreach suggest interest in our particular model (dual-language, diverse)?
- Overlap: if the community is near an existing HP school, do we risk creating unintended competition for students?

When contemplating a new school application, HP conducts a feasibility analysis as part of its strategic decision-making process. This analysis looks at the 7 factors above, along with:

- Existing and projected staff capacity to support an expanded network
- Philanthropic and other start-up capital needs and availability of funding[7]
- Political environment (charters generally, diverse charters in particular)
- Leadership pipeline (both from within and outside of our network) to help lead the new school

Based on the results of the analysis, decisions are made to either proceed with the new school application process; delay to a future year when any extant concerns can be more fully addressed; or not proceed in the initially targeted community.

2. Discuss the Comprehensive Management Organization's competition for students and staff in the target communities, assess student demand, and describe the organization's competitive advantages.

Competition for Students and Staff in Target Communities:

Student Demand: HP schools are popular among families: the schools collectively received over 3,000 applications in 2017-2018 for only 600 seats. HP's operations and marketing staff, working with school-based operations teams, manage the student recruitment and family engagement activities to attract students representative of the community and to meet enrollment targets. We implement an aggressive recruitment plan which includes managing all HP internal and external communication including website, newsletter, school brochures, community outreach efforts and student enrollment campaigns. We are passionate about informing our families of our rigorous academic model which includes a unique dual-language immersion program. Our student enrollment campaign includes outreach at local daycare and community recreation centers to inform families of our program. We developed a comprehensive brochure outlining our academic and extracurricular programs that are made available online and distributed to local businesses and community centers. Quarterly, we complete mass mailings to targeted areas to heighten awareness about our HP academic model. Additionally, we place advertisements in over a dozen local neighborhood newspapers and have our operations team members connecting with families at multiple targeted spots in local neighborhoods.

Competitive Advantages:
HP offers many competitive advantages for staff:

[7] Note that, as reflected in Attachments 9 and 10, HP is a recipient of the federal DOE's competitive Charter Schools Program grant. As part of this grant, SIHP will receive $800,000 in its first three years, and HP will receive $806,400 between October 2016 and September 2021 to support replication and expansion efforts. In addition, HP has successfully applied for Walton funding on behalf of its new schools ($325,000) and has applied for and received over $1,000,000 in funding for its schools from local government sources in the past two years. While the SIHP budget does not rely upon Walton or local government funding, HP will explore these funding sources for SIHP to supplement existing funding.

- School staff in HP schools will be recruited with a starting salary that is competitive in the marketplace. Stipends for leaderships roles and access to plentiful internal and external professional development are compelling reasons to work for and with HP. Staff receive summer external professional development as well as induction and onboarding for new staff. Professional development is also embedded in the school day and school year.
- A career pathways plan will be in place for teacher leaders to be supported in developing their leadership skills, with accompanying increases in compensation. Our goal is to grow our future school leaders in-house, and we take the hiring, training, development, and retention of teachers very seriously. As our network grows, career pathways can lead staff to take on greater responsibility within a school, to advance to a position in a different school, or to transition to a role at the network level.
- We have a robust staffing model that allows for more adults in each classroom and smaller student/teacher ratios.
- A typical school day allows for individual teacher planning time where teachers can work individually or with their grade level peers on preparing lessons and assessing trends across the grade level.

Staff recruitment efforts will be driven by HP's Talent team, supported by other network staff including the Marketing & Communications Department. Working in close partnership with school leadership teams, and using a wide array of recruitment tools (higher education partnerships, advertising, search firms for key positions, personal and professional networks, word-of-mouth, website, social media, etc.), HP has enabled its schools to be highly competitive in staff recruitment efforts.

E. Attachments

The following attachments provide further information about HP and its schools:

A. Hebrew Public By-Laws
B. Hebrew Public Meeting Schedules, 2018-2020
C. Hebrew Public Organizational Chart
D. Annual reports for Hebrew Public's schools, submitted to NYSED yearly[8]:
    a. HLA 2016
    b. HLA 2017
    c. HHLA 2016
    d. HHLA 2017
E. Proposed Management Contract
    a. Proposed management contract between HP and SIHP included. We propose a management contract that is substantially identical to the contracts in place at our current schools.
F. Philanthropic Support

[8] HLA, HLA2, and HHLA all submitted annual reports on or before August 1, 2018. Consistent with NYSED regulations, do not yet include full financial information. Full financial information will be uploaded by the appropriate deadline. Therefore, the last two years of complete annual reports are included here.

G. Consolidated Financial Reports
H. Audited Financial Statements
I. Forms 990
J. Authorization to do Business in New York State
K. Not for Profit Status
L. Client List
M. Litigation List

BUSINESS PLAN ATTACHMENTS

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REVISED AND ADOPTED SEPTEMBER 16, 2014

BYLAWS

OF

NATIONAL CENTER FOR HEBREW LANGUAGE CHARTER SCHOOL EXCELLENCE AND DEVELOPMENT d/b/a HEBREW PUBLIC

ARTICLE I
MEMBERS

Section 1. Membership.

The Board of Directors shall serve as the members. Wherever action by the members is required, an action by the Board shall be deemed an act of the members.

ARTICLE II
BOARD OF DIRECTORS

Section 1. Powers and Duties.

Except as otherwise provided in the certificate of incorporation or these bylaws, the Board of Directors (the "Board") shall have the general power to control and manage the affairs and property of the Corporation and shall have full power to adopt rules and regulations governing the conduct of the Corporation's affairs and actions of the Board. The Board shall have full authority with respect to the governance and management of the Corporation; provided, however, that the Board shall be guided at all times by the fundamental and basic purposes of the Corporation as expressed in the certificate of incorporation, and shall not permit any part of the net earnings or assets of the Corporation to inure to the benefit of any private individual except as permitted under the Internal Revenue Code of 1986, as amended, and applicable state law.

Section 2. Number.

The number of directors shall be no less than seven (7). In the event the removal or resignation of a director causes the number of directors in office to be less than seven (7), the power of the Board and the Corporation to act will not be impaired, but in such event the Board will act promptly to add directors necessary to reach the minimum number specified above.

Section 3. Election and Tenure.

The directors shall be elected by the Board by majority vote of the directors in attendance at any meeting duly called for that purpose. Each director so elected shall hold office for a two-year term, or until his or her earlier death, resignation or removal. Directors may be re-elected to successive two-year terms.

Section 4. Newly Created Directorships and Vacancies.

Newly created directorships resulting from an increase in the number of directors and vacancies occurring in the Board for any reason may be filled by majority vote of the directors in attendance at any meeting duly called for that purpose.

Section 5. Resignation of Directors.

Any director may resign at any time by giving written notice to the Secretary. Such resignation shall take effect at the time specified therein or, if no time be specified, then on delivery.

Section 6. Removal of Directors.

a. Removal of a director for cause shall require the affirmative vote of a majority of the entire Board at any meeting of the Board. For purposes of this provision, "cause" shall mean repeated absences from board meetings, acts of dishonesty or unethical behavior, any violation of a fiduciary duty with respect to the Corporation, a breach of confidentiality concerning matters discussed at board meetings, failure to disclose a material conflict of interest, or other action which is contrary to the best interests of the Corporation.

b. Removal of a director without cause shall require the affirmative vote of two-thirds of the entire Board at any meeting of the Board.

c. The removal of a director, with or without cause, shall create a vacancy on the Board which shall be filled in accordance with Article II. Section 4.

Section 7. Meetings.

Regular meetings of the Board may be held at such time and place as from time to time may be fixed by the Board. Special meetings of the Board shall be held at the demand of the Chair or any two directors.

Section 8. Attendance by Electronic Means.

Any one or more members of the Board or any committee thereof may participate in a meeting of the Board or committee by means of a conference telephone or similar communications equipment allowing all persons participating in the meeting to hear each other at the same time. Participation by such means shall constitute presence in person at a meeting.

Section 9. Notice of Meetings.

Notice of the time and place or each meeting of the Board, and, to the extent possible, a written agenda setting forth all matters upon which action is proposed to be taken, shall be provided to each director by regular mail to an address provided by the director for that purpose, by email, by telephone, or in person, no less than eight (8) days prior to the meeting, provided however that notice of a special meeting to discuss matters requiring prompt attention shall be given to each director by email or telephone no less than forty eight (48) hours prior to the meeting.

Section 10. Waiver of Notice.

Notice of a meeting need not be given to any director who submits a signed waiver of notice, whether before or after the meeting, or who attends a meeting without protesting, prior thereto or at its commencement, the lack of notice to him or her.

Section 11. Quorum.

At all meetings of the Board, one-third of the directors, but not less than three (3) directors, shall constitute a quorum for the transaction of business or any specified item of business. Once established, a quorum is not lost by the temporary absence or departure of a director.

Section 12. Voting.

a. The affirmative vote of a majority of the directors in attendance at any meeting at which a quorum is present shall be the act of the Board, except as may otherwise be specifically provided by statute, by the certificate of incorporation, or by these bylaws.

b. To be effective, the following actions require the affirmative vote of (i) two-thirds of the directors in attendance at any meeting at which a quorum is present, or (ii) at least three (3) directors, whichever is greater:

    1. The amendment of the certificate of incorporation, or the adoption of a restated certificate;
    2. The amendment or repeal of the by-laws, or the adoption of new by-laws;
    3. The sale or encumbrance of all or substantially all the assets of the Corporation;
    4. Approval of the annual budget;
    5. Approval of any merger, dissolution, or joint venture;
    6. Hiring or firing the chief executive;
    7. The fixing of compensation for the chief executive.

c. Directors may <u>not</u> vote by proxy.

Section 13. Action Without a Meeting.

Whenever any action is required or permitted to be taken by the Board or any committee thereof, such action may be taken without a meeting if all members of the Board or the committee consent in writing to the adoption of a resolution authorizing the action.

Section 14. Compensation.

Directors shall not receive any compensation for their service on the Board. The Board may, however provide by resolution that actual and necessary expenses of attendance at any meeting of the Board or any committee thereof may be reimbursed upon written request. Directors may also be paid reasonable compensation for services rendered to the Corporation in another capacity, provided that such compensation is approved by the Board.

ARTICLE III
OFFICERS

Section 1. Officers.

The officers of the Corporation shall include a chair, a vice-chair, a secretary and a treasurer. The Board may also elect or appoint one or more additional vice-chairs, one or more assistant secretaries and assistant treasurers and such other officers and agents as it shall from time to time deem advisable. No officer except the chair need be a member of the Board and any two or more offices may be held by the same person, except the offices of chair and secretary.

Section 2. Tenure; Resignation; Removal.

The officers of the Corporation shall be elected annually by a majority vote of the directors in attendance at a meeting called for that purpose. Each officer shall hold office for one year, or until his or her successor is elected or appointed, or until his or her earlier displacement from office by resignation, removal or otherwise. Any officer may resign by written notice to the Corporation and may be removed with or without cause by majority vote of the Board. If any office becomes vacant for any reason, the vacancy may be filled by a majority vote of the directors in attendance at a meeting called for that purpose.

Section 3. Compensation.

Officers shall not receive any compensation for their service to the Corporation. The Board may, however provide by resolution that actual and necessary expenses incurred in the performance of the duties incident to office may be reimbursed upon written request. Furthermore, officers may be paid reasonable compensation for services rendered to the Corporation in another capacity, provided that such compensation is approved by the Board.

Section 4. Authority and Duties.

All officers as between themselves and the Corporation shall have such authority and perform such duties in the management of the Corporation as may be provided in these bylaws, or, to the extent not so provided, as may be assigned by the Board.

Section 5. The Chair.

The chair (and any co-chair) shall preside at all meetings of the directors and shall exercise general supervision over the affairs of the Corporation. He or she shall see to it that all resolutions and orders of the Board are carried into effect, and, in connection therewith, he or she shall be authorized to delegate to the other officers of the Corporation such of his or her powers and duties as chair at such times and in such manner as he or she may deem to be advisable. He or she shall be an ex officio member of all standing committees.

Section 6. The Vice Chair.

The vice chair or, if there be more than one, the vice chairs, shall assist the chair in the management of the business of the Corporation and the implementation of resolutions and orders of the Board at such times and in such manner as the chair or the Board deem to be advisable. The vice chair, or, if there be more than one, the vice chairs in the order of their seniority as indicated by their titles or, in the

absence of differing titles, in the order of their election, or as otherwise determined by the Board, shall in the absence or disability of the chair exercise the powers and perform the duties of chair, and he or she or they shall have such other powers and duties as the Board or the chair may from time to time prescribe.

Section 7. The Treasurer.

The treasurer shall have the care and custody of the corporate funds and other valuable effects, including securities, and shall keep or cause to be kept full and accurate accounts of receipts and disbursements in books belonging to the Corporation and shall deposit or cause to be deposited all moneys and other valuable effects in the name and to the credit of the Corporation in such depositories as may be designated by the Board. The treasurer may disburse or cause to be disbursed the funds of the Corporation as may be ordered by the Board, taking proper vouchers for such disbursements, and shall render to the Board, at meetings or whenever they may require it, an account of all his or her transactions as treasurer and of the financial condition of the Corporation. The treasurer shall perform such other duties as generally are incident to the office of treasurer and as may from time to time be prescribed by the Board or by the chair.

Section 8. The Secretary.

The secretary shall attend all meetings of the Board and shall record or cause to be recorded the minutes of all proceedings taken at such meetings, and maintain or cause to be maintained all documents evidencing corporate actions taken by written consent of the Board, in a book to be kept for that purpose; and he or she shall perform like duties for any committees of the Board when required. He or she shall see to it that all notices of meetings of the Board are duly given in accordance with these bylaws or as required by statute; he or she shall be the custodian of the seal of the Corporation, and, when authorized by the Board, shall cause the Corporation seal to be affixed to any document requiring it, and, when so affixed, attested by his or her signature as secretary or by the signature of an assistant secretary; and he or she shall perform such other duties as generally are incident to the office of secretary and as from time to time may be prescribed by the Board.

ARTICLE IV
COMMITTEES

Section 1. General power to create committees.

The Board shall have the power to create standing, special, or honorary committees, each of which shall have such authority as the Board shall by resolution provide, except that no committee shall have authority as to the following matters:

(a) The filling of vacancies in the Board.

(b) The amendment or repeal of the bylaws, or the adoption of new bylaws.

(c) The amendment or repeal of any resolution of the Board.

ARTICLE V
CONTRACTS, CHECKS, DRAFTS AND BANK ACCOUNTS

Section 1. Execution of Contracts.

The Board may by resolution authorize any officer or agent to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and may impose such restrictions or limitations on the authority as it may in its sole discretion determine are necessary or prudent.

Section 2. Loans.

No loans shall be contracted on behalf of the Corporation unless specifically authorized by the Board or by a committee of the Board vested with such authority. No loan may be made to any director or officer.

Section 3. Checks, Drafts, etc.

All checks, drafts and other orders for the payment of money out of the funds of the Corporation, and all notes or other evidences of indebtedness of the Corporation, shall be signed on behalf of the Corporation in such manner as shall from time to time be determined by resolution of the Board.

Section 4. Deposits.

All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 5. Investments.

The funds of the Corporation may be retained in whole or in part in cash, or may be invested and reinvested from time to time in such property, real, personal or otherwise, including stocks, bonds or other securities as the Board shall determine.

ARTICLE VI
INDEMNIFICATION

Section 1. Mandatory Indemnification.

The Corporation shall indemnify and save harmless any director or officer who is made, or threatened to be made, a party to an action or proceeding against judgment, fines, amounts paid in settlements arising out of his or her service to the Corporation, and all reasonable expenses including attorneys' fees actually and necessarily incurred as a result of such action or proceeding or any appeal therefrom, and same may be advanced, as needed, to such director, or officer. The preceding indemnification, etc. shall be inclusive of criminal actions or proceedings, and the termination of any such civil or criminal action or proceedings by judgment, settlement, conviction or plea of nolo contendere, or equivalent, shall not itself create any presumption that such officer or trustee did not act in good faith in the best interest of the Corporation or that he had reasonable cause to believe his conduct was unlawful.

Section 2. Discretionary Indemnification.

The Corporation may in its discretion indemnify and save harmless any employee or agent of the Corporation who is made, or threatened to be made, a party to an action or proceeding against judgment, fines, amounts paid in settlements arising out of his or her service to the Corporation, and all reasonable expenses including attorneys' fees actually and necessarily incurred as a result of such action or proceeding or any appeal therefrom, and same may be advanced, as needed, to such director, or officer. The preceding indemnification, etc. shall be inclusive of criminal actions or proceedings, and the termination of any such civil or criminal action or proceedings by judgment, settlement, conviction or plea of nolo contendere, or equivalent, shall not itself create any presumption that such officer or trustee did not act in good faith in the best interest of the Corporation or that he had reasonable cause to believe his conduct was unlawful.

Section 3. Insurance.

The Corporation may underwrite the preceding provision for indemnification by purchase of appropriate insurance, to the extent that same be reasonably available.

ARTICLE VII
CONFLICTS OF INTEREST

Section 1. Definition of Conflicts of Interest.

A conflict of interest will be deemed to exist whenever a director, officer or employee of the Corporation is in the position to approve or influence Corporation policies or actions which would or might financially benefit or harm: (a) the individual; (b) any member of the individual's immediate family (spouse, parents, children, brothers or sisters, and spouses or domestic partners of these individuals); or (c) any entity in which the individual or an immediate family member has or controls more than 10% of the ownership interests.

Section 2. Disclosure of Conflicts of Interest.

A director or officer shall disclose to the Board any actual or potential conflict of interest as soon as possible after the director or officer learns of the conflict. If the matter is before a committee, the action or transaction in question shall be referred to the Board and no further action on the matter shall be taken until the matter can be considered by the Board.

Section 3. Approval of Contracts and Transactions Involving Potential Conflicts of Interest.

Following receipt of information concerning an action or transaction involving an actual or potential conflict of interest, the Board shall consider the material facts concerning the proposed action or transaction. The Board shall approve only those actions or trans-actions in which the terms are fair and reasonable to the Corporation and the arrange-ments are consistent with the best interests of the Corporation. The Board shall set forth the basis for its decision with respect to approval of actions or transactions involving conflicts of interest in the minutes of the meeting at which the decision is made, including the basis for determining that the action or transaction is fair to the Corporation.

Section 4. Validity of Actions Involving Conflicts.

No action or transaction of the Corporation in which one or more of its directors, officers, or employees has an actual or potential conflict of interest shall be either void or voidable for this reason alone or by reason alone that such director(s) or officer(s) are present at the meeting of the Board which authorizes the action or transaction, provided that the material facts as to such director or officer's interest in such action or transaction were disclosed to the Board prior to the vote and the transaction was approved by a vote sufficient for such purpose without counting the vote or votes of any interested director. Interested directors may be counted in determining the presence of a quorum at a meeting of the Board which authorizes such contract or transaction. At the time of the discussion and decision concerning the authorization of such contract or transaction, the interested director or officer should not be present at the meeting.

ARTICLE VIII
GENERAL

Section 1. Fiscal Year.

The fiscal year of the Corporation shall be fixed, and may from time to time be changed, by resolution of the Board.

Section 2. Principal Office.

The principal office of the Corporation shall be fixed, and may from time to time be changed, by resolution of the Board.

Section 3. Other Offices.

The Corporation may also have offices at such other places as the Board may from time to time determine or the activities of the Corporation may require.

Section 4. Writings.

Whenever in these bylaws there is reference to a communication in writing, such term shall include email or transmission by other means by which the communication may be recorded and printed or saved.

Section 5. Compensation.

It is the policy of the Corporation to pay no more than reasonable compensation for services rendered to the Corporation. The Board shall have sole authority to determine the reasonableness of compensation paid by the Corporation to any party.

ARTICLE IX
AMENDMENTS

Amendments to these Bylaws may be made by an affirmative vote of two-thirds of the Directors then in office at any regular or special meeting, provided that notice of the meeting discloses that amendment of

the bylaws will be considered at the meeting, and a written summary of the proposed amendment(s) is included with the notice of meeting.

B. Meeting Schedule

BOARD OF TRUSTEES

Sara Bloom
Chair

Diane Troderman
Vice-Chair

Rev. Karim Camara

Diana Delgado

Amy Feinblatt

Allyson Galishoff

Caroline Greenwald

Hillary Leibowitz

Adam Semler,
Treasurer

Richard Shuster

Dorothy Tananbaum

Thom Waye

Eli Weiss

Judy Winitzer

Meredith Verona

Noemi Zibuts

Jonathan Rosenberg
President & CEO,
Secretary (Ex-Officio)

Hebrew Public Board Meeting Calendar 2018

- Thursday, May 10th
- Thursday, September 6th
- Thursday, December 6th

Proposed Board Meeting Dates 2019

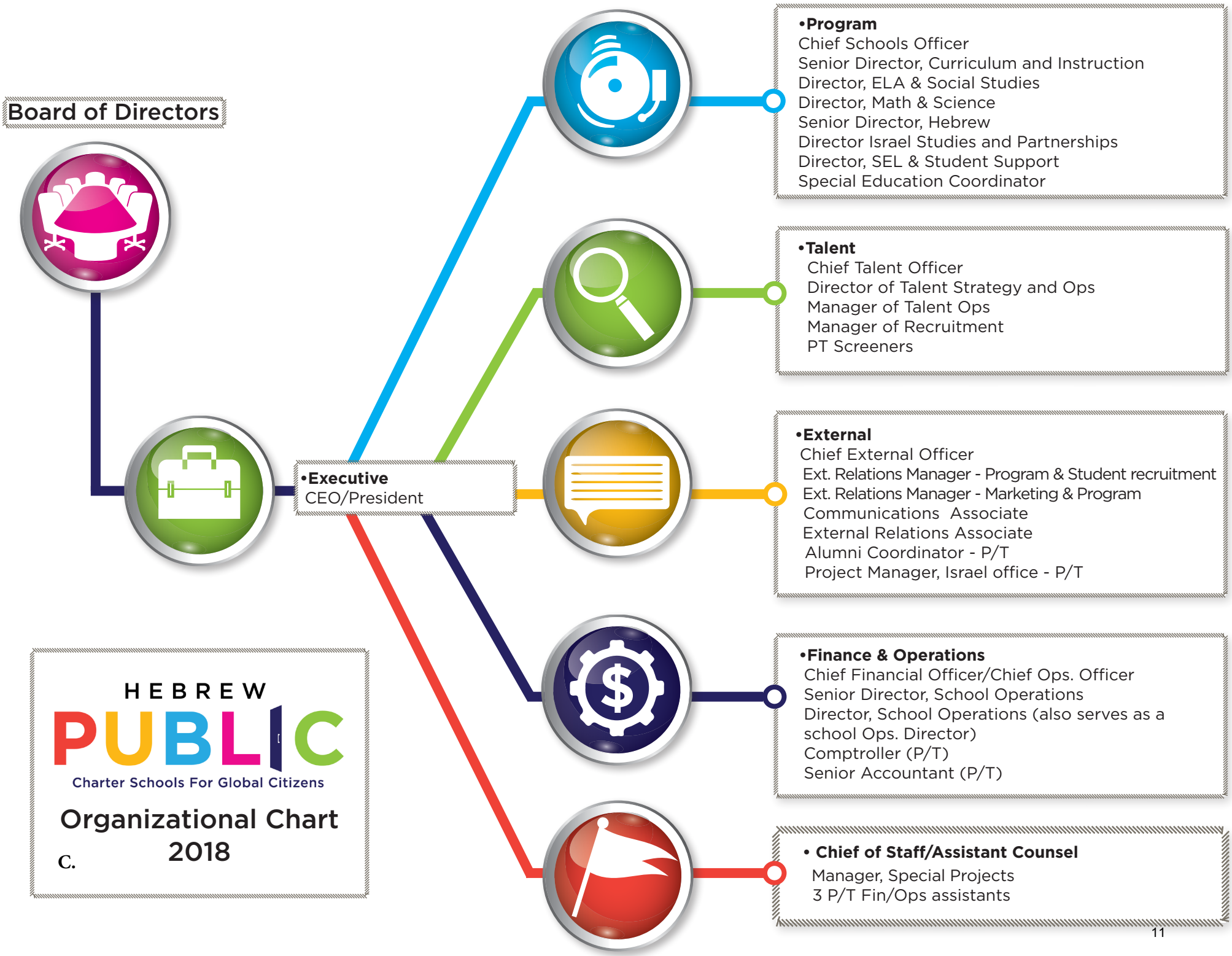
- Thursday, May 9th
- Thursday, September 12th
- Thursday, December 12th

Proposed Board Meeting Dates 2020

- Thursday, May 7th
- Thursday, September 24th
- Thursday, December 10th

**All meetings begin at 6 pm*

555 EIGHTH AVENUE SUITE 1703 NEW YORK, NY 10018 WWW.HEBREWPUBLIC.ORG 212-792-6234


Board of Directors
•Executive
CEO/President
•Program
Chief Schools Officer
Senior Director, Curriculum and Instruction
Director, ELA & Social Studies
Director, Math & Science
Senior Director, Hebrew
Director Israel Studies and Partnerships
Director, SEL & Student Support
Special Education Coordinator
•Talent
Chief Talent Officer
Director of Talent Strategy and Ops
Manager of Talent Ops
Manager of Recruitment
PT Screeners
•External
Chief External Officer
Ext. Relations Manager - Program & Student recruitment
Ext. Relations Manager - Marketing & Program
Communications Associate
External Relations Associate
Alumni Coordinator - P/T
Project Manager, Israel office - P/T
•Finance & Operations
Chief Financial Officer/Chief Ops. Officer
Senior Director, School Operations
Director, School Operations (also serves as a school Ops. Director)
Comptroller (P/T)
Senior Accountant (P/T)
• Chief of Staff/Assistant Counsel
Manager, Special Projects
3 P/T Fin/Ops assistants
HEBREW
PUBLIC
Charter Schools For Global Citizens
Organizational Chart
2018
C.

L. Client List

Agamim Classical Academy Charter School

Harlem Hebrew Language Academy Charter School

Hatikvah International Academy Charter School

Hebrew Language Academy Charter School

Hebrew Language Academy Charter School 2

Jewish Federation of West Palm Beach

Lashon Academy Charter School

Sela Public Charter School

Kavod Elementary Charter School

M. Litigation

National Center for Hebrew Language Charter School Excellence & Development, Inc. (d.b.a. Hebrew Public)
Litigation Disclosure

The National Center for Hebrew Language Charter School Excellence & Development, Inc. (d.b.a. Hebrew Public) has no claims or litigation pending. In the interest of disclosure, two lawsuits were brought against Hebrew Public on June 27, 2014 and April 12, 2018, and dismissed on June 22, 2017 and May 31, 2018, respectively.

a. On June 27, 2014, an action for personal injuries at a construction site was brought by Plaintiff Fabian Guaillazaca against Defendant Hebrew Public (Index No. 505939/2014). The court dismissed the claim against Hebrew Public on June 22, 2017, on the grounds that Hebrew Public was named in error.

b. On April 12, 2018, Plaintiff Yasmine Ganchrski filed a case against Defendant Hebrew Public in small claims court over a refund for a school trip (Index No. 1228. SCK 2018 1). On May 31, 2018, the court dismissed the case and issued a judgment in favor of Hebrew Public.

Friends of Hebrew Language Academy Charter Schools, Inc.
Litigation Disclosure

The Friends of Hebrew Language Academy has no claims and litigation pending. In the interest of disclosure, one lawsuit was brought involving Hebrew Public on July 19, 2016 and dismissed on July 12, 2017.

a. On July 19, 2016, an action for damage caused by a water main break (caused by a contractor) was brought by Plaintiffs The Merchant of Brooklyn Inc. and Ira & Larry Weinstein, LLC against Defendant Hebrew Language Academy Charter Schools (Index No. 512380/2016). The court dismissed the claim against Hebrew Language Academy Charter Schools on July 12, 2017.

Friends of Hebrew Public, Inc.
Litigation Disclosure

There are no past or current legal claims against Friends of Hebrew Public, Inc. which is a newly-formed entity and not yet operational.

Friends of Hebrew Public Borrower, LLC
Litigation Disclosure

There are no past or current legal claims brought against Friends of Hebrew Public Borrower, LLC. which is a newly-formed entity and not yet operational.

Hebrew Language Academy Charter School
Litigation Disclosure

a. On or about May 13, 2015, a student's parents on behalf of the student filed suit in Supreme Kings against the School as well as the New York City Department of Education ("NYCDOE") and the City of New York (the "City") alleging that the School, NYCDOE and the City were liable for certain injuries sustained by the student in March 2014 while in school. The matter was settled and dismissed on January 2, 2018 along with assistance from the School's insurance carrier who appointed counsel to defend the action. (Index No. 506183/2015E)
b. On July 20, 2016, an action for damage caused by a water main break within the complex where the School's facility is located (alleged damage was caused by a contractor prior to the School's tenancy) was brought by the Owner of the complex (not the owner of the School's facility). The Court dismissed the claim with prejudice against the School on July 12, 2017. (Index No. 512380/2016)
c. On or about July 27, 2016, a former employee of the School sued the School and several administrators for wrongful termination. Counsel engaged by the School's insurance carrier to represent the School in this matter informs the School that they have not heard from the Plaintiff's counsel since the fall of 2017 despite numerous attempts by the School's counsel to reach them, and will shortly be filing a motion in court to have the case dismissed for failure to proceed on a timely basis. (Index No. 4814/2016)

Harlem Hebrew Language Academy Charter School
Litigation Disclosure

None.

Hebrew Language Academy Charter School 2
Litigation Disclosure

None.

Attachment 8a: Personnel Policies and Procedures

SIHP proposes the following evaluation process for administrators, teachers, and other staff members; complaint process for staff; hiring processes for administrators, teachers, and other staff members; and job descriptions, including qualifications and responsibilities, used in the hiring of school administrators, teachers, and other school employees. The evaluation process, complaint process, hiring process, and job descriptions described herein are currently in use in HP's schools.

Evaluation Process for Administrators, Teachers, and Other Staff Members

HP will work with the SIHP HOS and BOT to design specific evaluation processes and tools that use data-driven measures, designated academic and/or operational and fiscal benchmarks (as appropriate to the position), and clear rubrics to assess the performance of other administrative staff and non-instructional staff. They will continue to base these rubrics on the Professional Standards for Educational Leaders resource), which covers the following domains: Mission, Vision, and Core Values; Ethics and Professional Norms; Equity and Cultural Responsiveness; Curriculum, Instruction, & Assessment; Community of Care and Support for Students; Professional capacity of school personnel; Professional Community for Teachers and Staff; Meaningful Engagement of Families and Community; Operations and Management; and School Improvement.

As with the HOS evaluation, the evaluation process for other administrators and non-instructional staff is designed as part of a continuous improvement model in which all staff, including leadership, will be continually identifying areas for growth. Deficiencies identified through the evaluation process inform the development of performance improvement plans and targeted support and lead into professional development to build the capacities of staff members to achieve growth goals.

Handling Unsatisfactory Staff Performance: The continuous improvement model ensures that supervisors identify any unsatisfactory staff performance through frequent assessment and respond to areas of concern with additional targeted support, professional development, and/or performance improvement plans. The Education and Accountability Committee of the Board is kept abreast of the performance of instructional administrators throughout the school year while the Finance and Audit Committee is informed about the progress of non-instructional administrators. SIHP staff members will receive ongoing advice and support from the HP CMO and his or her respective staff in the educational and operational realms in their staff evaluation functions.

Planning for Leadership and Teacher Turnover The HOS will oversee staff positions and ensure that vacancies are filled in a timely manner. HP provides HR and Recruitment support when necessary. As the school grows, SIHP will create a leadership pipeline to open leadership positions with internal candidates as often as possible. The Teaching Assistant position is also utilized as a pipeline for training future lead teachers. In addition, Hebrew Public's network of schools provides another source of qualified candidates for a wide range of school-based positions.

Instructional Staff Observations, Feedback, Coaching, and Evaluation Method SIHP's teacher evaluation process will be based on Kim Marshall's Teacher Evaluation Rubrics, which involves reviewing a researched-based set of components of instruction and is aligned with the Danielson Framework for Teaching. The components of teaching are clustered into six domains of teaching responsibility: planning and preparation for learning, classroom management, delivery of instruction, monitoring, assessment, and follow-up, family and community outreach, and professional responsibilities.

There is a clear rubric that defines and describes each component and provides a roadmap for improvement of teaching. Evaluation begins the first day of school and is continuous throughout the year. Teachers will be observed informally three times per year and formally twice per year. The HOS perform these observations in Year 1 and will partially delegate this responsibility once additional leadership positions are added. HP will support these staff members in carrying out their staff evaluation functions.

In the Framework, teacher supervision and evaluation are tied to evidence-based observations, a PD tool that supports teachers on an individual and collective basis. The evaluation process will involve continual feedback among the teacher and the DLMs, DHCI, or SPED Coordinator. When hired, the feedback begins with an initial conference and continues with informal observations, pre-observation conferences, informal observations, formal observations, post-observation conferences, and ends with the summative evaluation. The PP is an important element of this evaluation process. As described above, the PP is a set of goals created through a collaborative process. For teachers, the collaborative process is between teachers and their direct supervisors to promote PD and professional learning. The PP provides an opportunity for teachers to express their needs for professional growth that is aligned with better student outcomes, school mission and initiatives in content, and pedagogy. Frequent reference and review of the PP throughout the evaluation process ensures that the teacher reaches the goal of improved teaching quality and improved student outcomes. The summative evaluation is an annual process that uses data from all of the components in the evaluation system including evidence collected, student assessment data, and both formal and informal observations as a culmination of the total evaluation process and a source of feedback on the teacher's performance and student learning in meeting the standards. At this time the supervisor and teacher engage in dialogue that supports the development of teaching practices and improved student outcomes by discussing the following: review of student performance and other data; review of effective teacher practices; survey of knowledge of staff training and use in the classroom; expectations for grade level planning and common planning periods; expectations for the use of teacher preparation time; lesson plan development and review; individual grade level and school level development; review process for PPs; identification of staff development needs.

Ultimately, the annual renewal of their positions will be tied to performance evaluations. These evaluations will place emphasis on each teacher's performance as it relates to the six domains of teaching responsibility as well as his or her students' achievement of academic goals and/or students' progress towards the achievement of academic goals. Feedback from parents, received through surveys, will also be considered.

Complaint Process for Staff

SIHP will not tolerate any harassment, misconduct or discrimination based on race, color, creed, sex, gender, sexual orientation, national origin, age, disability (including HIV status and AIDS), marital status, military status, predisposing genetic characteristics, or any other characteristic protected by local, state, or federal law, or such actions as opposing discrimination or participating in any complaint process at the EEOC or other human rights agencies. Such harassment does not belong in our workplace or in any work-related setting outside the workplace. The same prohibition applies in relationships to students, parents or guardians, visitors and guests.

Informal Complaint Procedure SIHP encourages, but does not require, individuals who believe they are being or have been subject to any type of offensive behavior based on their identity or status to promptly notify the offender that his or her behavior is unwelcome. If for any reason an individual does not wish to confront the offender directly, or if such a confrontation does not successfully end the objectionable behavior, the individual should notify the Head of School or the Head of School's designee, who may, if the individual so requests, speak to the alleged perpetrator on the individual's behalf. An individual reporting sexual or other type of physical, emotional or mental misconduct should be aware; however, that SIHP may deem it necessary to take action to address the alleged behavior beyond an informal discussion. The decision will be discussed with that individual. The best course of action in any case will depend on many factors and, therefore, the informal procedure will remain flexible. Moreover, the informal procedure is not a required first step for the reporting individual.

Formal Complaint Procedure SIHP has worked with the Board of Trustees to develop this Formal Complaint Procedure. The Board of Trustees will consist of 5-15 members. Employees can contact the Board of Trustees through their representative Mark Fink at 646-531-5685.

Complaint Procedure and Investigation: If an employee believes that he or she has been victimized by any School employee, student, vendor, client, or other School contact, the employee should immediately report the incident to the Head of School. If the Head of School is involved in the reported conduct, or for some reason the employee feels uncomfortable about making a report to the Head of School, the employee should report directly to the Aaron Listhaus, Secretary of the Board of Trustees of SIHP.

Timeliness in Reporting Misconduct: SIHP encourages the prompt reporting of any potential violations of this policy, so that it can take appropriate steps to maintain a workplace free of misconduct, and to ensure that its procedures are effective in promoting this goal. While no fixed reporting period has been established, early reporting and intervention has proven to be the most effective method of resolving actual or perceived incidents of sexual or other forms of behavior.

Investigation and Protection Against Retaliation: SIHP will investigate any such report of misconduct. The investigation may include individual interviews with the parties involved, and where necessary, with individuals who may have observed the alleged conduct or may have relevant knowledge.

All employees have a duty to cooperate in SIHP's investigation of alleged harassment. Failure to cooperate or deliberately providing false information during an investigation shall be grounds for disciplinary action, up to and including termination of employment.

SIHP will not retaliate, nor will it tolerate retaliation, against employees who complain in good faith about objectional behavior in SIHP environment. Retaliation against an individual for reporting an offense or assisting in providing information relevant to a claim of misconduct is a serious violation of this policy and will be treated with the same strict discipline as would the misconduct itself. Acts of retaliation should be reported immediately and will be promptly investigated. SIHP is prepared to take appropriate steps to protect individuals who fear that they may be subjected to retaliation.

Confidentiality: Confidentiality will be maintained to the extent practical and appropriate under the circumstances. SIHP will maintain confidential records of all complaints and how each was investigated and resolved.

Responsive Action: SIHP will take whatever corrective action is deemed necessary, including disciplining any individual who is believed to have violated these prohibitions. Responsive action may include, for example, mandatory training or referral to counseling and disciplinary action such as warnings, reprimands, withholding of a promotion or pay increase, reassignment of the offender, temporary suspension without pay, termination of employment, or other measures such that SIHP believes will be effective in ending the misconduct and correcting the effects of the offense

False and Malicious Accusations: False and/or malicious accusations of misconduct, as opposed to complaints which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action, up to and including termination of employment.

Summary of Responsibilities

Employees (this includes all employees of SIHP):

a) Will refrain from all conduct which might be considered discriminatory or offensive
b) Will report complaints to a supervisor or the Head of School, who will treat such information with sensitivity due to its confidential nature.
c) Will cooperate reasonably in any investigation conducted by SIHP or its agent.
d) Will maintain a workplace free of discrimination, harassment, and intimidation.
e) Will inform employees of SIHP's policy prohibiting discrimination and misconduct and of their right to bring complaints of this nature, confidentially, to the Head of School.
f) Will be sensitive to the confidential nature of these matters and to the privacy of all parties involved in such complaints.
g) Will not retaliate against any employee for bringing a good faith complaint.

Administration (this includes SIHP Leader(s))

h) Will educate and train employees at each level.
i) Will ensure that all supervisors and employees are apprised of SIHP's policy against offensive misconduct and of their responsibilities hereunder.
j) Will meet with employees during orientation upon their hire to review the policy and the types of conduct prohibited.
k) Will assist supervisors in their investigation of complaints, including but not limited to the training of all investigators in proper investigative procedures and safeguards.

l) When complaints are lodged directly with the Administration, it shall investigate them promptly and report its findings to the appropriate supervisor or level of management with recommendations concerning corrective action, where appropriate.
m) Will ensure its accessibility and receptivity to anyone when and if the complaint concerns a school leader.
n) Will act accordingly should it deem said school leader guilty of any such prohibited conduct.

Hiring Processes for Administrators, Teachers, and Other Staff Members

SIHP is firmly committed to equal employment opportunity. SIHP will not discriminate in employment opportunities or practices for all qualified persons on the basis of race, color, religion, creed, sex, gender, sexual orientation, ethnicity, national origin, ancestry, age, disability (including HIV or AIDS status), marital status, military status, citizenship status, predisposing genetic characteristics, or any other characteristic protected by local, state, or federal law. Employment decisions at SIHP will be made in a non-discriminatory manner and are based on qualifications, abilities, and merit. This policy governs all aspects of employment at this School including recruitment, hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, compensation, employee benefits, discipline, and other terms and conditions of employment. If employees have any questions or concerns about any type of discrimination, they should bring these issues to the attention of their supervisor or the HOS. Anyone found to be engaging in any type of discrimination will be subject to disciplinary action, up to and including termination of employment.
The HOS reports directly to the Board of Trustees and HP's Chief of Schools, and the Board shall have the sole authority to set conditions of employment (including, negotiating an appropriate employment contract), supervise, evaluate, discipline and terminate the HOS. The HOS (or his or her designee), using his or her professional judgment, shall possess the requisite authority to hire, supervise, evaluate, discipline and terminate all other employees of the school, consistent with the Law and policies adopted by the Board, as may be amended from time to time.
Employees of SIHP are generally considered "at will", with the exception of certain employees with which the Board or the HOS may desire to enter into a contract. Being designated an "at will" employee shall mean that either the employee or SIHP may terminate the employment relationship with or without cause. Within five working days of an employee's termination, SIHP will give the terminated employee a written notice of the exact date of termination and the exact date of the cancellation of employee benefits connected with the termination. The terminated employee may be eligible for compensation for unused vacation time and may be eligible for unemployment compensation; however employees shall not earn any additional benefits, rights, or privileges beyond the last day worked. This notice applies to all employees regardless of date of hire.

Qualifications for hiring teachers, school administrators and other employees: SIHP's believes that quality of the professional staff determines the quality of education offered in the school. Staff selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional or operational practices, and ability to contribute to the furtherance of SIHP'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. SIHP's staff will be expected to fulfill their individual responsibilities and work effectively in concert with administrators, other staff members and HP staff. In selecting and hiring teachers, SIHP will comply with state laws regarding certification and with the requirements of the Every Student Succeeds Act (or its successor laws, if applicable). All offers of employment are contingent upon the potential employee completing and successful passing background check requirements which include fingerprint clearance as required by New York State law.
Critically important will be the selection of the HOS, Directors of Literacy and Math (DLMs), and DHCI and a talented, passionate, and cohesive team of teachers. Among the most important attributes, skills and characteristics SIHP 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 ESEA 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/Hebrew, English/Spanish, English/Cantonese) helpful; (8) Demonstrated and successful record of prior employment in educational environments; (9) Knowledge of and experience with assessments and relevant technologies; (10) Experience working with diverse populations of students, parents and families; (11) Experience working with students at-risk of educational failure; (12) Demonstrated success in working in a team-oriented environment; and (12) Commitment to continuous improvement and learning through professional development.

Job Descriptions, Including Qualifications and Responsibilities, Used in The Hiring of School Administrators, Teachers, and Other School Employees

Sections in all job descriptions:

About the organization:

Hebrew Public is a national network of public charter schools with a commitment to racially and economically diverse schools (we are a member of the Diverse Charter School Coalition). We are focused on global citizenship, and our schools help students become empathetic, ethical, intellectually curious young adults committed to solving the world's problems. Hebrew Public schools are dual language schools that offer partial immersion programs in Modern Hebrew with an accompanying focus on the study of Israel.
Hebrew Public's network currently contains eight schools (six elementary and two K-8) in four states and the District of Columbia, serving more than 2,500 students. In NYC, we serve as the Charter Management Organization for schools in Brooklyn and Harlem.
To learn more about Hebrew Public, please visit www.hebrewpublic.org. Read about our work and mission at: https://www.the74million.org/article/learning-to-laugh-in-hebrew-how-two-nyc-charter-schools-used-an-ancient-language-to-achieve-integration .

All team members are expected to be committed to the mission, vision and values of Hebrew Public, have a positive and professional attitude, exhibit a very strong work ethic (including a willingness to work long hours) and possess an inner drive for personal and professional excellence. The ideal candidate will thrive in an entrepreneurial, collegial, and results-driven environment. We offer competitive salaries with a comprehensive benefits package.
Hebrew Public is committed to building a diverse staff team that reflects the communities we serve. Candidates of color and those from backgrounds that are underrepresented in school leadership roles are particularly encouraged to apply.
Qualified individuals, please apply:
To be considered, interested applicants must submit a cover letter and resume to jobs@hebrewpublic.org. No telephone inquiries or recruiters please.

Qualifications for and Responsibilities by Position

Head of School: The HOS will serve as the school's program and instructional leader and manage a growing leadership team that oversees all instructional and classroom support staff. This opportunity is ideal for a visionary, entrepreneurial and results oriented individual to lead the work of shaping a school committed to helping students from all backgrounds attain high levels of academic achievement and prepare students to be engaged global citizens. Primary responsibilities include, but are not limited to:

● Coach and develop school based leadership team and teachers by providing regular, ongoing instructional feedback, support, and formal evaluations
● Build an active, engaged professional learning community among the school's staff
● Partner with the Hebrew Public and school leadership teams to provide high-quality professional development based on identified school and teacher needs
● Set rigorous instructional goals and build a culture of continuous improvement
● Actively monitor the progress of student and staff growth through collection and analysis of formal and informal data
● Develop and sustain a strong, positive, rigorous, nurturing school culture
● Manage relationships with key stakeholder groups, including parents, teachers, students.
● Partner with the Hebrew Public's Chief Talent Officer to recruit and select a team of talented educators
● Partner with key staff to recruit students
● Collaborate with the Executive Director to oversee the school's operations, finances and compliance functions
● Partner with the Executive Director to develop both long-term and short-term strategic plans to support school development, growth, and improvement

Candidate requirements:
The ideal candidate will possess the following qualifications:
● A passion for and record of driving student achievement and overall success in diverse communities
● High standards for student achievement and school culture
● A deep belief that all students can thrive in a challenging, high-quality, nurturing and supportive learning environment

● Experience in managing and coaching teachers to great outcomes
● Strong interpersonal and relationship-building skills and a proven record of creating and fostering excellent relationships through teamwork and empathy
● A strong work ethic and commitment to results
● Proven ability to work in a creative and innovative environment
● Charisma and the ability to motivate staff and students toward common goals
● An authentic commitment to the Hebrew Public mission and school model, including the values and attributes of global citizenship
● High levels of self awareness and a commitment to reflective practice
● Sense of Humor

Education background & work experience:

● A minimum of three years of experience as a successful elementary or middle school teacher, ideally in a public school setting
● A minimum of two years of experience in an educational leadership role, ideally in an elementary or middle school setting
● Appropriate Certification
● Knowledge or experience creating intentionally diverse student communities
● Knowledge of dual-language methodology and bilingual education practices preferred
● Bachelor's degree required and a graduate degree a plus

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

Responsibilities:

- Observations and performance evaluations of all Hebrew Teachers under the oversight and support of the HOS.
- Recommendations for hiring, retention, teacher leadership positions, and salary of Hebrew Teachers.
- Hebrew Teacher development and supervision: weekly, monthly, annually.
- Organization, implementation and documentation of all work with teachers.
- Overseeing the implementation of the co-teaching model among Hebrew teachers through supervision, staff development and evaluation.
- Coordinating with DLMs in overseeing the implementation of the co-teaching model between Hebrew and General Studies teachers.
- Supervising the organization of learning units according to level and age of students.
- Creation of a timetable for all types of assessment for all four language skills and supervision of its implementation.
- Systematization of templates and mechanisms for documentation of teacher and student work.
- Analysis of assessment data and report to teachers, parents, board and administration on the overall efficacy of the Hebrew language instructional program in meeting student achievement goals.

- Use of technological support for data gathering and analysis.
- Develop and implement clear communication strategies with board, parents, all teachers and administration (presence at all school-related meetings).
- Develop teacher profiles and overseeing hiring process of Hebrew teachers.
- Coordinate with the Special Education teacher regarding instruction of children with special needs and overseeing implementation of services for students with special needs.
- Coordinate with HP Director of Hebrew Educational Services and other consultants in the development and implementation of the Hebrew language curriculum and ongoing teacher professional development and student assessment.
- Work collaboratively with the DLMs in order to integrate Hebrew language and culture authentically and appropriately and effectively into Science, Social Studies, Art, Music and Physical Education.
- Work collaboratively with the DLMs to develop and implement the integration of service learning into the curriculum.
- Work collaboratively with the DLMs in the development and/or adaptation of specialized curriculum related to the CHIIC curriculum as well as Hebrew language in general.
- Develop the performance plan for each Hebrew teacher.
- Participate in the Child Study Team.

Minimum Qualifications and Training: (1) Master's Degree in Education or Hebrew Language Teaching preferred; (2) Minimum 5 years of Hebrew teaching and teacher supervisory experience recommended; (3) Understanding of the Proficiency Approach or second language acquisition methodology; (4) Demonstrated experience in working successfully with diverse populations of students, parents and families—including students, parents and families with limited English proficiency; (5) Capacity to mentor teachers in reflective practice.

Hebrew Teachers:

Responsibilities

Manages an organized and professional classroom that is conducive to learning and the development of the whole child:

• Maintains complete and accurate records of each student's academic, physical, social, and emotional growth.
• Plans, documents, and carries out daily lessons.
• Teaches curriculum based on state and national standards.
• Recognizes the needs of individual students and the entire group and offers support and flexibility as needed.
• Establishes consistent and logical limits, expectations, and classroom routines for students.
• Maintains the physical environment of the classroom in a clean and organized fashion.
• Handles stressful situations with patience, understanding, and flexibility.

Fosters a cooperative and respectful partnership with families:

• Maintains close relationships with parents, communicating on a regular basis.
• Facilitates parent-teacher conferences, providing written materials as required.
• Participates in a parent evening at the beginning of the school year.

Works as part of a cooperative and diverse team of educators and administrators to carry out the goals of the School:
• Attends, participates in, and contributes to in-service activities and staff meetings.
• Participates in the development of curriculum and assesses its effectiveness in the classroom.
• Consults the Hebrew Director or Head of School in a timely manner to address the needs of struggling students.
• Collaborates with colleagues to share experience and knowledge.
Continues intellectual and professional development:
• Observes the classrooms of colleagues as possible.
• Welcomes observation by and feedback from colleagues and other professionals in education and related fields.
• Seeks out and attends workshops, seminars, and courses relating to child development, education, and language acquisition.
Follows policies and standards established by the Public Charter School, and the State's Department of Education.
Carries out other duties as assigned.
Qualifications
All candidates must have:
• Good communication skills in English and a native or near-native level of fluency in Hebrew.
• Knowledge of language acquisition and Proficiency-based language instruction.
• Successful classroom experience in an early childhood, elementary, middle school setting.
• Experience with instructional technology.
• Strong classroom management skills.
• A willingness to go above and beyond to ensure the success of all students.
• A Bachelor's Degree or its equivalent.
• Permission to work in the United States.
• The ability to pass a criminal background check clearing them to work in a school setting.
Ideal candidates have:
• At least two years of full-time teaching experience as a lead teacher, preferably in a language immersion setting with elementary or middle school students.
• A Master's Degree or its equivalent in a related field.
• An ACTFL OPI tester training.
• A current United States or Israeli teaching license.

Social Worker: The Social Worker will support the school in addressing the social, emotional, developmental and emotional needs of the school's students and families, and in helping students' and families' access appropriate services and resources. The Social Worker reports to the HoS until such time the SPED Coordinator is hired and then the social worker will report to the SPED Coordinator.
Responsibilities:
- Counsel students whose behavior, school progress, or mental or physical impairment indicate a need for assistance, diagnosing these students' problems and arranging for needed services.

- Consult with parents, teachers, and other school personnel to determine causes of problems such as truancy and misbehavior, and to implement solutions.
- Develop and review service plans in consultation with students, their families and school staff, and performing follow-ups assessing the quantity and quality of services provided.
- Collect supplementary information needed to assist students.
- Support 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).
- Assist with such legal issues as hearings and providing testimony to inform custody arrangements.
- Providing, finding or arranging for support services for SIHP 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.
- Refer students to community resources for services.
- Maintain case history records and preparing reports.
- Address emergency situations impacting students—e.g. leading group counseling sessions that provide support in such areas as grief, stress or chemical dependency.
- Arrange for medical, psychiatric, and other tests that may disclose causes of difficulties and indicate remedial measures.
- liaison between students, homes, schools, family services, child guidance clinics, courts, protective services, doctors and other contacts, to help children who are facing problems.
- Interviewing students individually, in families, or in groups, and assessing their situations, capabilities, and problems, to determine what services are required to meet their needs.
- Participate in the Child Study Team

Minimum Qualifications and Training: (1) A Master's degree or higher degree in Social Work, with clinical and supervisory experience preferred; (2) Appropriate New York State Certification: (3) Demonstrated and successful record of prior employment as a counselor or social worker in an educational environment; (4) Demonstrated ability to work productively with staff and with diverse populations of students, parents and families—including students, parents and families with limited English proficiency; (5) Demonstrated understanding of issues facing children and youth, especially those from immigrant families and poverty-level families, in urban areas; (6) Bilingual (English/Spanish), helpful.

Associate Teacher:

Job Responsibilities:

- Work alongside a classroom teacher assisting throughout the day
- Provide in-house substitute teaching coverage for teachers if needed
- Co-teach with teacher-leaders.
- Support teachers with tutoring, grading, and individual or small group student instruction.
- Full participation in summer and school-year professional development, as well as regular meetings with an instructional coach.
- Strong desire to collaborate with other faculty and instructional leaders to discuss student work and ensure curricular coherence.

- Passion for teaching and learning and the ability to connect with and motivate, individually and collectively, a diverse group of students.
- A strong commitment to all students with the belief that all students can learn and must be held to high academic standards.
- Boundless energy and enthusiasm for working with students and other adults in the building.

Minimum Requirements:

- Bachelor's degree from an accredited institution is required
- Hold NYS certification or working towards certification is preferred
- Excellent oral and written communication skills
- Experience in an urban school setting in which the students were selected by lottery and not by entrance exam or by discretionary criteria is preferred

Directors of Literacy and Mathematics:

Job Responsibilities:

- Working with the Network Director of Curriculum and Instruction and Heads of School, provide instructional coaching and professional development to school based instructional staff.
- Collaborating with other members of the network academic team, establish a unified vision of academic rigor grounded in data-driven instructional decision making.
- Analyze instructional data, including student achievement outcomes, and leverage insights to inform academic priorities.
- Establish and manage exceptional professional relationships with critical stakeholders including Heads of School, Network Directors of Curriculum and Instruction and all teaching staff in order to provide best-in-class coaching and support.
- Design and continually improve systems for capturing, codifying and sharing materials and best practices within and across campuses.

CANDIDATE REQUIREMENTS:

- A passion for and record of driving student achievement and overall success in diverse communities
- Strong experience analyzing and interpreting instructional data
- An ability to build empathy-based relationships to influence towards outcomes
- Familiarity with New York state and national curriculum and assessments
- Comfort navigating a matrixed reporting structure with the capacity to focus on broader organizational goals while adapting to individualized school needs
- A deep belief that all students can thrive in a challenging, high-quality, nurturing and supportive learning environment
- A strong work ethic and commitment to results
- Proven ability and desire to work in an entrepreneurial environment
- An authentic commitment to the Hebrew Public mission and school model
- Sense of humor

Educational Background and Work Experience:

- A minimum of five years of instructional experience, ideally with familiarity of both elementary and secondary teaching, and with experience in math and/or literacy (as applicable).
- A minimum of two years of experience as an instructional leader (e.g. Dean of Instruction, Assistant Principal, Grade Level Chair, etc.).
- Deep knowledge of instructional best-practices and comfort across the K-12 continuum of learning.

Elementary School Teacher (General Studies):

Job Responsibilities:

- Produce quality Common Core aligned lesson plans that strive for higher-level objectives while accommodating all learning styles;
- Analyze and regularly review student assessment data from a variety of sources – both formally and informally - to drive curricular and pedagogical choices and adjustments;
- Maximize learning time through effective classroom management;
- Provide an inviting, exciting, learning environment using varied instructional techniques and developmentally appropriate strategies;
- Mastery/deep knowledge in instructional subject area, with an undergraduate major or minor or graduate degree in the subject;
- Evidence of student achievement growth in previous teaching roles;
- Strong desire to collaborate with other faculty and instructional leaders to discuss student work and ensure curricular coherence;
- Passion for his/her subject and the ability to connect with and motivate, individually and collectively, a diverse group of students;
- A strong commitment to all students with the belief that all students can learn and must be held to high academic standards; and,
- Boundless energy and enthusiasm for working with students and other adults in the building.

Minimum Requirements:

- Bachelor's degree from an accredited institution required; Masters degree preferred
- A minimum of 2 years teaching experience preferred; experience in an urban school setting in which the students were selected by lottery and not by entrance exam or by discretionary criteria is preferred
- Hold NYS certification or working towards certification is preferred
- Excellent oral and written communication skills

Special Education Teacher:

Job Responsibilities:

- Provide instructional services to students with IEPs in the areas of reading, mathematics, and writing
- Deliver prescribed instructional delivery methods as determined by the student's IEP
- Consult with school personnel to coordinate efforts in providing services to students
- Communicate and conference with parents providing information on student progress
- Manage and support an organized and professional classroom that is conducive to learning

- Support student and school needs in preparing to be successful on the NYS State Exam
- Work closely with peers and administration to develop multifaceted curriculum that integrate multiple subjects and approaches to meet the individual needs of students
- Lead classroom differentiation through curricular modifications, instructional techniques, parallel instruction, and integrated classroom strategies
- Assess and develop goals for the IEP process
- Implement IEP goals and strategies into an integrated classroom
- Maintain an awareness of school's strategic initiatives and incorporate them into your work.
- Regularly and accurately report student progress and maintain accurate and up to date records related to student achievement, performance, and IEP goals
- Review data daily and amend your approach accordingly
- Take an active role in your professional development by identifying and creating opportunities to expand your skills to meet the demands of individual student needs
- Attend IEP meetings and parent conferences
- Develop strong relationships with parents and students to create investment in school culture and academics
- Meet professional obligations through efficient work habits such as: meeting deadlines, honoring schedules and collaborating effectively with co-teachers and colleagues

Minimum Requirements:

- Bachelor's degree from an accredited institution is required; Master's degree preferred
- A minimum of 1-year teaching experience is required; experience in an urban school setting in which the students were selected by lottery and not by entrance exam or by discretionary criteria
- Must hold NYS Teaching Certification Students with Disabilities Birth -5th
- Excellent oral and written communication skills
- Passionate about teaching and learning

Intervention Teacher/ ESL Teacher:

Job Responsibilities:

- Produce quality Common Core aligned lesson plans that strive for higher-level objectives while accommodating all learning styles;
- Analyze and regularly review student assessment data from a variety of sources – both formally and informally - to drive curricular and pedagogical choices and adjustments;
- Administer the NYSITEL to all new entrants within 10 days of entry to school;
- Administer the NYSESLAT to all ESL students each year;
- Maximize learning time through effective classroom management;
- Provide an inviting, exciting, learning environment using varied instructional techniques and developmentally appropriate strategies;
- Mastery/deep knowledge in instructional subject area, with an undergraduate major or minor or graduate degree in the subject;
- Strong desire to collaborate with other faculty and instructional leaders to discuss student work and ensure curricular coherence;
- Passion for his/her subject and the ability to connect with and motivate, individually and collectively, a diverse group of students;

- A strong commitment to all students with the belief that all students can learn and must be held to high academic standards; and,
- Boundless energy and enthusiasm for working with students and other adults in the building.

Minimum Requirements:

- Bachelor's degree from an accredited institution is required; Master's degree preferred
- A minimum of 1 year of teaching experience is required; experience in an urban school setting in which the students were selected by lottery and not by entrance exam or by discretionary criteria is preferred
- Hold appropriate NYS certification or working towards certification is required
- Excellent oral and written communication skills

Music Teacher

Job Responsibilities:

- Build a classroom culture in which students love music;
- Collaborate with Music Teachers across the network to build a world-class music program while investing the community in the vital role of music in education;
- Engage students with a repertoire that is relevant to their lives and interests;
- Design and execute professional-quality music performance opportunities for all students
- Ensure that students master grade-level standards
- Establish and maintain standards of pupil behavior needed to provide an orderly, productive environment in the physical education areas.
- Boundless energy and enthusiasm for working with students and other adults in the building.
- Performs other duties from time to time that may be assigned by the supervisor.

Minimum Requirements:

- Bachelor's degree from an accredited institution is required; Masters degree preferred
- A minimum of 2 years of Music teaching experience is preferred; experience in an urban school setting in which the students were selected by lottery and not by entrance exam or by discretionary criteria is preferred
- Hold NYS certification or working towards certification is required
- Excellent oral and written communication skills

Special Education Coordinator:

Job Responsibilities:

- Serves as the primary liaison between the district and school personnel for special education services provided by the school
- Coordinates and oversees special education services and personnel to ensure students' needs are being met
- Assumes some classroom teaching responsibilities
- Ensures compliance with local, state, and federal regulations pertaining to the education of students with special needs, including ADA, IDEA, and students' IEPs

- Provides specialized instructional support and leadership in progress monitoring, student observations, and consultation with general education teachers.
- Supports the development of students' IEPs and curriculum development
- Demonstrates a relentless pursuit to promote excellence in student achievement and conduct
- Maintains and exemplifies culture of high expectations and accountability for scholarly and professional conduct
- Facilitates the development and administration of policies related to students with special needs
- Supports faculty in curriculum development, and promotion of effective classroom instruction and management
- Supports, prepares, and submits requisite reports in a timely manner

Minimum Requirements:

- NYS Special Education Certification
- Masters' Degree in Special Education or related field
- Previous experience in leadership role preferred
- Minimum 3 years of successful teaching experience
- Track record of accomplishment and achievement
- Experience with and commitment to improving the quality of urban education, specifically for scholars who have been traditionally underserved

Operations Associate:

Job Responsibilities:

Administrative

- Office reception activities such as: fostering a welcoming environment, answering phone calls, responding to electronic communication, completing copy requests, maintaining files, and greeting students, staff, and visitors
- Updating dismissal changes
- Assist with main office aesthetics, event execution and vendor communication
- Collect attendance and meal tracking sheets and other administrative duties as required
- Other tasks as assigned to support the mission of the school

Student and Family Engagement

- Foster an attitude of cooperation and positive support with all school staff and parents
- Build strong relationships with staff and families to support students

Communication

- Communicate effectively with school leadership, staff and families
- Review and distribute mail/school email/phone calls to appropriate staff
- Duplicate, coordinate and distribute notices and curriculum materials as directed by supervisor

Qualifications Include:

- Attention to detail: Thinks critically about the details of a task at hand
- Flexibility: Ability to adjust expected tasks and schedule to the updated priorities
- Independence: Can work independently, be assertive, and make thoughtful decisions about projects

- Collaborative: Works with teammates and is responsive to feedback. Willingness to go above and beyond the requirements of the job to be innovative and support the organization

Required:

- Preference for 1 to 3 years of office experience.
- Experience working with elementary school children is preferred, but not required.
- Proficiency with computers and Microsoft applications is required.

Operations Manager

Responsibilities:

Daily Operations Management

- Develop daily systems and procedures to ensure seamless execution all school operations, including, student transportation, attendance, school food, school safety plans and facilities management
- Implement effective main office systems to ensure maximum efficiency
- Create a welcoming environment, answer phone calls, respond to electronic communication, maintain student files, and greet students, staff, and visitors
- Complete other tasks as assigned to support the mission of the school

Student and Family Engagement

- Provide customer service and positive support to all school staff, students and parents
- Build strong relationships with staff and families to support student academic achievement
- Assist and support all internal and external school events
- Manage student enrollment and registration process

Management

- Directly manage and coach operations staff
- Build and Manage relationships with Key Stakeholders (Families, School Staff, Students, Charter School Office, Vendors and Hebrew Public Staff)
- Train all school staff on daily procedures by ensuring operational systems are implemented with fidelity by all staff members and by giving feedback to stakeholders when systems are not meeting school needs

Qualifications Include:

- Attention to detail: Thinks critically about the details of a task at hand
- Flexibility: Ability to adjust expected tasks and schedule to the updated priorities
- Independence: Can work independently, be assertive, and make thoughtful decisions about projects
- Collaborative: Works with teammates and is responsive to feedback. Willingness to go above and beyond the requirements of the job to be innovative and support the organization

Required:

- Bachelor's degree and 4-6 years of related work experience
- Exceptional communication skills – verbal and written

Finance Associate: The Finance Associate posts all revenues, bank deposits, expenses, check disbursements in accounting system and maintains files of all related accounting documents;

Manages all payroll responsibilities including relationship with payroll service, electronic payroll processing, W-2 and 1099 distribution, time sheet management, posting payroll expenses in accounting system, filing of related documents using Binder System**;** Tracks all days off (vacation, sick, personal, jury duty, bereavement, excused absences for professional development) and researches ways to automate tracking and communicating this to staff members. The bookkeeper reports to the Operations Manager.
Minimum Qualifications and Training: (1) Associates Degree in Accounting; (2) Attention to Detail; (3) Certification by the American Institute of Professional Bookkeepers a plus.

New York State Education Department

Request for Proposals to Establish Charter S Authorized by the Board of Regents

Budget and Cash Flow Templates for the 2018 New Charter Applications

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1. - Complete ALL SIX tabs in BLUE
2. - Enter information into the GRAY cells
3. - Cells labeled in ORANGE contained guidance pertaining to that tab
4. - Cells containing RED triangles in the upper right corner in columns B thru G contain guidance on that particular line item
5. - Funding by School District information for all NYS School districts is located on the State Aid website at State Aid--https://stateaid.nysed.gov/cha Refer to this website for per-pupil tuition funding for all school districts. Rows may be inserted in the worksheet to accommodate additional districts if necessary.
6. - Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicate the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

New York State Education Department
Request for Proposals to Establish Charter Schools
Authorized by the Board of Regents

New Application Budget(s) & Cash Flow(s) Templates

Staten Island Hebrew Public

Contact Name:	Kay Lodge
Contact Email:	[redacted]
Contact Phone:	
District of Location	NYC CSD 31
Pre-Opening Period	November 7, 2018 to June 30, 2019
Operational Year ONE	July 1, 2019 to June 30, 2020

Staten Island Hebrew Public
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
November 7, 2018 to June 30, 2019

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable.* For example, student enrollment would reference the page in the application that states enrollment targets.

Total Revenue		205,000	
Total Expenses		190,321	
Net Income		14,679	
Actual Student Enrollment		-	
Total Paid Student Enrollment		-	
		START-UP PERIOD	
REVENUE			
REVENUES FROM STATE SOURCES			
Per Pupil Revenue	**CY** Per Pupil Rate		
District of Location	-	-	
School District 2 (Enter Name)	-	-	
School District 3 (Enter Name)	-	-	
School District 4 (Enter Name)	-	-	
School District 5 (Enter Name)	-	-	
		-	
Special Education Revenue			
Grants			
Stimulus		-	
Other		-	
Other - Revenues from State Sources		-	
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		130,000	CSP Passthrough Grant
Other		-	
Other - Revenue from Federal Sources		-	
TOTAL REVENUE FROM FEDERAL SOURCES		130,000	
LOCAL and OTHER REVENUE			
Contributions and Donations, Fundraising		75,000	Grant income from Hebrew Public
Erate Reimbursement		-	
Interest Income, Earnings on Investments,		-	
NYC-DYCD (Department of Youth and Community Developmt.)		-	
Food Service (Income from meals)		-	
Text Book		-	
OTHER		-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		75,000	
TOTAL REVENUE		205,000	

EXPENSES			
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions		***List exact titles included in the position category, if different from description, and staff FTE"s (Full time eqiuilivalent)***
Executive Management	0.50	75,000	Head of School (.5)
Instructional Management	0.66	46,667	Dir. Of Literacy (.6)

Deans, Directors & Coordinators	0.50	40,000	Director of Ops (.5)
CFO / Director of Finance	-	-	
Operation / Business Manager	-	-	
Administrative Staff	-	-	
TOTAL ADMINISTRATIVE STAFF	1.66	161,667	
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	161,667	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		15,514	
Fringe / Employee Benefits		-	
Retirement / Pension		-	
TOTAL PAYROLL TAXES AND BENEFITS		15,514	
TOTAL PERSONNEL SERVICE COSTS	1.66	177,181	
CONTRACTED SERVICES			
Accounting / Audit		5,000	
Legal		500	
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		600	
Special Ed Services		-	
Titlement Services (i.e. Title I)		5,000	
Other Purchased / Professional / Consulting		-	
TOTAL CONTRACTED SERVICES		11,100	
SCHOOL OPERATIONS			
Board Expenses		-	
Classroom / Teaching Supplies & Materials		-	
Special Ed Supplies & Materials		-	
Textbooks / Workbooks		-	
Supplies & Materials other		-	
Equipment / Furniture		-	
Telephone		500	
Technology		-	
Student Testing & Assessment		-	
Field Trips		-	
Transportation (student)		-	
Student Services - other		-	
Office Expense		500	
Staff Development		500	
Staff Recruitment		-	
Student Recruitment / Marketing		500	
School Meals / Lunch		-	

Travel (Staff)	-
Fundraising	-
Other - School Operations	40
TOTAL SCHOOL OPERATIONS	2,040
FACILITY OPERATION & MAINTENANCE	
Insurance	-
Janitorial	-
Building and Land Rent / Lease	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	-
TOTAL FACILITY OPERATION & MAINTENANCE	-
DEPRECIATION & AMORTIZATION	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-
TOTAL EXPENSES	**190,321**
NET INCOME	**14,679**

ENROLLMENT - *School Districts Are Linked To Above Entries*	
District of Location	-
School District 2 (Enter Name)	-
School District 3 (Enter Name)	-
School District 4 (Enter Name)	-
School District 5 (Enter Name)	-
TOTAL ENROLLMENT	-
REVENUE PER PUPIL	-
EXPENSES PER PUPIL	-

Staten Island Hebrew Public
PROJECTED CASH FLOW FOR PRE-OPENING PERIOD
November 7, 2018 to June 30, 2019

* This section sho

Total Revenue	25,000	30,000	35,000	35,000	40,000	40,000	205,000	-	-	-
Total Expenses	21,952	22,452	34,219	34,219	38,469	39,009	190,321	-	-	-
Net Income	3,048	7,548	781	781	1,531	991	14,679	-	-	-
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-
Net Income	3,048	7,548	781	781	1,531	991	14,679	-	-	-

		January	February	March	April	May	June	TOTAL	July	August	September
REVENUE											
REVENUES FROM STATE SOURCES											
Per Pupil Revenue											
District of Location		-	-	-	-	-	-	-	-	-	-
School District 2 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-	-	-	-	-
		-	-	-	-	-	-	-	-	-	-
Grants											
Stimulus		-	-	-	-	-	-	-	-	-	-
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		20,000	20,000	20,000	20,000	25,000	25,000	130,000	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		20,000	20,000	20,000	20,000	25,000	25,000	130,000	-	-	-
LOCAL and OTHER REVENUE											
Contributions and Donations, Fundraising		5,000	10,000	15,000	15,000	15,000	15,000	75,000	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-
Interest Income, Earnings on Investments,		-	-	-	-	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	-
OTHER		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		5,000	10,000	15,000	15,000	15,000	15,000	75,000	-	-	-
TOTAL REVENUE		25,000	30,000	35,000	35,000	40,000	40,000	205,000	-	-	-
EXPENSES											
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions										
Executive Management	0.50	12,500	12,500	12,500	12,500	12,500	12,500	75,000	-	-	-
Instructional Management	0.50	6,667	6,667	6,667	6,667	6,667	6,667	40,000	-	-	-
Deans, Directors & Coordinators	0.66	-	-	11,667	11,667	11,667	11,667	46,667	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	1.66	19,167	19,167	30,833	30,833	30,833	30,833	161,667	-	-	-

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	19,167	19,167	30,833	30,833	30,833	30,833	161,667	-	-	-
PAYROLL TAXES AND BENEFITS											
Payroll Taxes		2,586	2,586	2,586	2,586	2,586	2,586	15,514	-	-	-
Fringe / Employee Benefits		-	-	-	-	-	-	-	-	-	-
Retirement / Pension		-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		2,586	2,586	2,586	2,586	2,586	2,586	15,514	-	-	-
TOTAL PERSONNEL SERVICE COSTS	1.66	21,752	21,752	33,419	33,419	33,419	33,419	177,181	-	-	-
CONTRACTED SERVICES											
Accounting / Audit		-	500	500	500	2,000	1,500	5,000	-	-	-
Legal		-	-	-	-	-	500	500	-	-	-
Management Company Fee		-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-
Payroll Services		100	100	100	100	100	100	600	-	-	-
Special Ed Services		-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	2,500	2,500	5,000	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES		100	600	600	600	4,600	4,600	11,100	-	-	-
SCHOOL OPERATIONS											
Board Expenses		-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-	-	-	-	-	-
Supplies & Materials other		-	-	-	-	-	-	-	-	-	-
Equipment / Furniture		-	-	-	-	-	-	-	-	-	-
Telephone		50	50	100	100	100	100	500	-	-	-
Technology		-	-	-	-	-	-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-	-	-	-	-	-
Field Trips		-	-	-	-	-	-	-	-	-	-
Transportation (student)		-	-	-	-	-	-	-	-	-	-
Student Services - other		-	-	-	-	-	-	-	-	-	-
Office Expense		50	50	100	100	100	100	500	-	-	-
Staff Development		-	-	-	-	-	500	500	-	-	-
Staff Recruitment		-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing		-	-	-	-	250	250	500	-	-	-
School Meals / Lunch		-	-	-	-	-	-	-	-	-	-
Travel (Staff)		-	-	-	-	-	-	-	-	-	-
Fundraising		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	40	40	-	-	-
TOTAL SCHOOL OPERATIONS		100	100	200	200	450	990	2,040	-	-	-

FACILITY OPERATION & MAINTENANCE										
Insurance	-	-	-	-	-	-	-	-	-	-
Janitorial	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	21,952	22,452	34,219	34,219	38,469	39,009	190,321	-	-	-
NET INCOME	3,048	7,548	781	781	1,531	991	14,679	-	-	-
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										
Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-
NET INCOME	3,048	7,548	781	781	1,531	991	14,679	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	3,048	7,548	781	781	1,531	991	14,679	-	-	-

PROJECTED CASH FLOW FOR DISCRETIONARY PLANNING YEAR *

November 7, 2018 to June 30, 2019

ould be left blank unless and/or until the charter agreement is duly modified to include a planning year

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Staten Island Hebrew Public
PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

July 1, 2019 to June 30, 2020

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 147. This will populate the data in row 9.

Total Revenue	**3,152,354**	**319,465**	**-**	**-**	**719,123**	**4,190,942**
Total Expenses	**2,849,965**	**565,995**	**-**	**-**	**597,691**	**4,013,651**
Net Income	**302,389**	**(246,530)**	**-**	**-**	**121,432**	**177,291**
Actual Student Enrollment	**162**	**10**				**162**
Total Paid Student Enrollment	**-**	**-**				**-**

		PROGRAM SERVICES			SUPPORT SERVICES		
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue	**CY** Per Pupil Rate						
District of Location	15,307	1,983,787	-	-	-	495,947	2,479,734
School District 2 (Enter Name)		-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-
		1,983,787	-	-	-	495,947	2,479,734
Special Education Revenue		-	185,156	-	-	-	185,156
Grants							
Stimulus		-	-	-	-	-	-
Other		-	-	-	-	-	-
Other - Revenues from State Sources		515,030	78,776	-	-	223,176	816,982
TOTAL REVENUE FROM STATE SOURCES		2,498,818	263,932	-	-	719,123	3,481,872
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		-	13,818	-	-	-	13,818
Title I		36,003	2,298	-	-	-	38,301
Title Funding - Other		2,969	190	-	-	-	3,159
School Food Service (Free Lunch)		-	-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation		282,000	18,000	-	-	-	300,000
Other		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		320,972	34,306	-	-	-	355,278
LOCAL and OTHER REVENUE							
Contributions and Donations, Fundraising		-	-	-	-	-	-
Erate Reimbursement		-	-	-	-	-	-
Interest Income, Earnings on Investments,		-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		242,426	15,474	-	-	-	257,900
Food Service (Income from meals)		77,347	4,937	-	-	-	82,284
Text Book		12,792	816	-	-	-	13,608
OTHER		-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		332,564	21,228	-	-	-	353,792
TOTAL REVENUE		**3,152,354**	**319,465**	**-**	**-**	**719,123**	**4,190,942**

EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions						
Executive Management	1.00	97,500	15,000	-	-	37,500	150,000

Instructional Management	2.00	141,000	9,000	-	-	-	150,000
Deans, Directors & Coordinators	1.00	-	-	-	-	80,000	80,000
CFO / Director of Finance	-	-	-	-	-	-	-
Operation / Business Manager	1.00	-	-	-	-	60,000	60,000
Administrative Staff	3	63,000	5,250	-	-	36,750	105,000
TOTAL ADMINISTRATIVE STAFF	8.00	301,500	29,250	-	-	214,250	545,000
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	10.00	556,480	35,520	-	-	-	592,000
Teachers - SPED	3.00	-	180,000	-	-	-	180,000
Substitute Teachers	-	-	-	-	-	-	-
Teaching Assistants	3.00	141,000	9,000	-	-	-	150,000
Specialty Teachers	2.00	112,800	7,200	-	-	-	120,000
Aides	-	-	-	-	-	-	-
Therapists & Counselors	1.00	65,800	4,200	-	-	-	70,000
Other - Instructional	-	15,092	3,287	-	-	2,620	21,000
TOTAL INSTRUCTIONAL	19.00	891,172	239,207	-	-	2,620	1,133,000
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	1.00	56,400	3,600	-	-	-	60,000
Librarian	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	1.00	56,400	3,600	-	-	-	60,000
SUBTOTAL PERSONNEL SERVICE COSTS	28.00	1,249,072	272,057	-	-	216,870	1,738,000
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		121,254	26,410	-	-	21,053	168,717
Fringe / Employee Benefits		198,055	43,138	-	-	34,387	275,580
Retirement / Pension		18,736	4,081	-	-	3,253	26,070
TOTAL PAYROLL TAXES AND BENEFITS		338,045	73,629	-	-	58,693	470,367
TOTAL PERSONNEL SERVICE COSTS	28.00	1,587,117	345,686	-	-	275,564	2,208,367
CONTRACTED SERVICES							
Accounting / Audit		-	-	-	-	78,500	78,500
Legal		-	-	-	-	15,600	15,600
Management Company Fee		196,772	42,858	-	-	34,165	273,795
Nurse Services		-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-
Payroll Services		2,515	548	-	-	437	3,500
Special Ed Services		-	-	-	-	-	-
Titlement Services (i.e. Title I)		2,820	180	-	-	-	3,000
Other Purchased / Professional / Consulting		59,945	7,412	-	-	7,043	74,400
TOTAL CONTRACTED SERVICES		262,053	50,998	-	-	135,744	448,795
SCHOOL OPERATIONS							
Board Expenses		-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		62,980	4,020	-	-	-	67,000
Special Ed Supplies & Materials		-	-	-	-	-	-
Textbooks / Workbooks		69,192	4,416	-	-	-	73,608
Supplies & Materials other		2,820	180	-	-	-	3,000
Equipment / Furniture - SO		6,827	1,487	-	-	1,185	9,500
Telephone		8,624	1,878	-	-	1,497	12,000
Technology		12,909	2,595	-	-	1,997	17,500
Student Testing & Assessment		2,115	135	-	-	-	2,250
Field Trips		470	30	-	-	-	500
Transportation (student)		3,290	210	-	-	-	3,500
Student Services - other		5,640	360	-	-	-	6,000
Office Expense		-	-	-	-	32,500	32,500
Staff Development		40,187	2,964	-	-	449	43,600
Staff Recruitment		3,593	783	-	-	624	5,000
Student Recruitment / Marketing		37,600	2,400	-	-	-	40,000

School Meals / Lunch	92,967	5,934	-	-	-	98,901
Travel (Staff)	719	157	-	-	125	1,000
Fundraising	-	-	-	-	-	-
Other - School Operations	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	349,933	27,548	-	-	38,377	415,859
FACILITY OPERATION & MAINTENANCE						
Insurance	17,967	3,913	-	-	3,120	25,000
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease	534,643	116,449	-	-	92,828	743,920
Repairs & Maintenance	69,504	15,138	-	-	12,068	96,710
Equipment / Furniture	-	-	-	-	-	-
Security	-	-	-	-	-	-
Utilities	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	622,114	135,501	-	-	108,015	865,630
DEPRECIATION & AMORTIZATION	28,747	6,261	-	-	4,991	40,000
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	35,000	35,000
TOTAL EXPENSES	**2,849,965**	**565,995**	**-**	**-**	**597,691**	**4,013,651**
NET INCOME	**302,389**	**(246,530)**	**-**	**-**	**121,432**	**177,291**

ENROLLMENT - *School Districts Are Linked To Above Entries*	**REGULAR EDUCATION**	**SPECIAL EDUCATION**		
District of Location	162	10		162
School District 2 (Enter Name)				-
School District 3 (Enter Name)				-
School District 4 (Enter Name)				-
School District 5 (Enter Name)				-
TOTAL ENROLLMENT	**162**	**10**	**-**	**162**
REVENUE PER PUPIL	**19,459**	**32,867**	**-**	**25,870**
EXPENSES PER PUPIL	**17,592**	**58,230**	**-**	**24,776**

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable.* For example, student enrollment would reference the page in the application that states enrollment targets.

Based on per pupil rate x enrollment

Based on 9.72 (>60%) x $19,049

Facilities & NYS Appropriation funding

CSP Passthrough Grant

First year only -Based $185K + $450 x enrollment

NYSTL

List exact titles included in the position category, if different from description, and staff FTE"s (Full time eqiuilivalent)

All positions: see narrative p 51

Head of School

Director of Hebrew Instruction & Director of Literacy
Director of Ops

Finance Associate
Operations Associate (3)

GenEd (6) & Hebrew (4)
2 ICT teachers, 1 intervention teacher

PE and Music

Social Worker
PTO buyout

Nurse

13% of rent

see narrative p 13. Conservative SPED projections to enable conservative budgeting.

Staten Island Hebrew Public
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
July 1, 20XX to June 30, 20XX

		July	August	September	October	November	December	January	February	March	April
Total Revenue		580,312	580,312	8,228	688,540	16,520	602,358	8,228	696,832	21,836	600,978
Total Expenses		172,244	303,475	378,814	310,365	310,365	378,814	310,365	310,365	378,814	310,365
Net Income		408,068	276,837	(370,585)	378,175	(293,845)	223,545	(302,137)	386,467	(356,977)	290,613
Cash Flow Adjustments		-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance		-	-	-	-	-	-	-	-	-	-
Net Income		408,068	276,837	(370,585)	378,175	(293,845)	223,545	(302,137)	386,467	(356,977)	290,613
REVENUE		* Total Column (Column U) for all lines other than Cash Flow Adjustments should equal the Total Column (Colum Assumptions'.									
REVENUES FROM STATE SOURCES											
Per Pupil Revenue	**CY** Per Pupil Rate										
District of Location	15,307	413,289	413,289	-	413,289	-	413,289	-	413,289	-	413,289
School District 2 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 3 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 4 (Enter Name)		-	-	-	-	-	-	-	-	-	-
School District 5 (Enter Name)		-	-	-	-	-	-	-	-	-	-
		413,289	413,289	-	413,289	-	413,289	-	413,289	-	413,289
Special Education Revenue		30,859	30,859	-	30,859	-	30,859	-	30,859	-	30,859
Grants											
Stimulus		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
Other		136,164	136,164	-	136,164	-	136,164	-	136,164	-	136,164
TOTAL REVENUE FROM STATE SOURCES		580,312	580,312	-	580,312	-	580,312	-	580,312	-	580,312
REVENUE FROM FEDERAL FUNDING											
IDEA Special Needs		-	-	-	-	-	13,818	-	-	-	-
Title I		-	-	-	-	7,660	-	-	7,660	-	11,490
Title Funding - Other		-	-	-	-	632	-	-	632	-	948
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-
Grants											
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	-	8,292	13,818	-	8,292	-	12,438
LOCAL and OTHER REVENUE											
Contributions and Donations, Fundraising		-	-	-	100,000	-	-	-	100,000	-	-
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-
Interest Income, Earnings on Investments,		-	-	-	-	-	-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	8,228	8,228	8,228	8,228	8,228	8,228	8,228	8,228
Text Book		-	-	-	-	-	-	-	-	13,608	-
OTHER		-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	8,228	108,228	8,228	8,228	8,228	108,228	21,836	8,228
TOTAL REVENUE		580,312	580,312	8,228	688,540	16,520	602,358	8,228	696,832	21,836	600,978
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
Instructional Management	2.00	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500
Deans, Directors & Coordinators	1.00	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
Administrative Staff	3.00	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750	8,750
TOTAL ADMINISTRATIVE STAFF	8.00	45,417	45,417	45,417	45,417	45,417	45,417	45,417	45,417	45,417	45,417

INSTRUCTIONAL PERSONNEL COSTS												
Teachers - Regular	10.00	-	49,333	49,333	49,333	49,333	49,333	49,333	49,333	49,333	49,333	49,333
Teachers - SPED	3.00	-	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000	15,000
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	3.00	-	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500
Specialty Teachers	2.00	-	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
Aides	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	1.00	-	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833	5,833
Other	-	-	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750	1,750
TOTAL INSTRUCTIONAL	19.00	-	94,417	94,417	94,417	94,417	94,417	94,417	94,417	94,417	94,417	94,417
NON-INSTRUCTIONAL PERSONNEL COSTS												
Nurse	1.00	-	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00
Librarian	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	1.00	-	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000
SUBTOTAL PERSONNEL SERVICE COSTS	28.00	45,417	144,833	144,833	144,833	144,833	144,833	144,833	144,833	144,833	144,833	144,833
PAYROLL TAXES AND BENEFITS												
Payroll Taxes		14,060	14,060	14,060	14,060	14,060	14,060	14,060	14,060	14,060	14,060	14,060
Fringe / Employee Benefits		22,965	22,965	22,965	22,965	22,965	22,965	22,965	22,965	22,965	22,965	22,965
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		37,025	37,025	37,025	37,025	37,025	37,025	37,025	37,025	37,025	37,025	37,025
TOTAL PERSONNEL SERVICE COSTS	28.00	82,441	181,858	181,858	181,858	181,858	181,858	181,858	181,858	181,858	181,858	181,858
CONTRACTED SERVICES												
Accounting / Audit		6,542	6,542	6,542	6,542	6,542	6,542	6,542	6,542	6,542	6,542	6,542
Legal		1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300	1,300
Management Company Fee		-	-	68,449	-	-	68,449	-	-	68,449	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-
Payroll Services		292	292	292	292	292	292	292	292	292	292	292
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	3,000	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		6,200	6,200	6,200	6,200	6,200	6,200	6,200	6,200	6,200	6,200	6,200
TOTAL CONTRACTED SERVICES		14,333	17,333	82,782	14,333	14,333	82,782	14,333	14,333	82,782	14,333	
SCHOOL OPERATIONS												
Board Expenses		-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	6,091	6,091	6,091	6,091	6,091	6,091	6,091	6,091	6,091	6,091
Special Ed Supplies & Materials		-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks		-	6,692	6,692	6,692	6,692	6,692	6,692	6,692	6,692	6,692	6,692
Supplies & Materials other		-	273	273	273	273	273	273	273	273	273	273
Equipment / Furniture		-	864	864	864	864	864	864	864	864	864	864
Telephone		-	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091	1,091
Technology		-	1,591	1,591	1,591	1,591	1,591	1,591	1,591	1,591	1,591	1,591
Student Testing & Assessment		-	205	205	205	205	205	205	205	205	205	205
Field Trips		-	45	45	45	45	45	45	45	45	45	45
Transportation (student)		-	318	318	318	318	318	318	318	318	318	318
Student Services - other		-	545	545	545	545	545	545	545	545	545	545
Office Expense		-	2,955	2,955	2,955	2,955	2,955	2,955	2,955	2,955	2,955	2,955
Staff Development		-	3,964	3,964	3,964	3,964	3,964	3,964	3,964	3,964	3,964	3,964
Staff Recruitment		-	455	455	455	455	455	455	455	455	455	455
Student Recruitment / Marketing		-	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636	3,636
School Meals / Lunch		-		9,890.10	9,890.10	9,890.10	9,890.10	9,890.10	9,890.10	9,890.10	9,890.10	9,890.10
Travel (Staff)		-	91	91	91	91	91	91	91	91	91	91
Fundraising		-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS		-	28,814	38,704	38,704	38,704	38,704	38,704	38,704	38,704	38,704	
FACILITY OPERATION & MAINTENANCE												

Insurance	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083
Janitorial	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease	61,993	61,993	61,993	61,993	61,993	61,993	61,993	61,993	61,993	61,993
Repairs & Maintenance	8,059	8,059	8,059	8,059	8,059	8,059	8,059	8,059	8,059	8,059
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	72,136	72,136	72,136	72,136	72,136	72,136	72,136	72,136	72,136	72,136
DEPRECIATION & AMORTIZATION	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	**172,244**	**303,475**	**378,814**	**310,365**	**310,365**	**378,814**	**310,365**	**310,365**	**378,814**	**310,365**
NET INCOME	**408,068**	**276,837**	**(370,585)**	**378,175**	**(293,845)**	**223,545**	**(302,137)**	**386,467**	**(356,977)**	**290,613**
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	**408,068**	**276,837**	**(370,585)**	**378,175**	**(293,845)**	**223,545**	**(302,137)**	**386,467**	**(356,977)**	**290,613**
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	**408,068**	**276,837**	**(370,585)**	**378,175**	**(293,845)**	**223,545**	**(302,137)**	**386,467**	**(356,977)**	**290,613**

8,228	**378,566**	**4,190,942**
310,365	**539,301**	**4,013,651**
(302,137)	**(160,734)**	**177,291**
-	**-**	**-**
-	**-**	**-**
(302,137)	**(160,734)**	**177,291**

May	June	TOTAL

n N) on tab '4.) Year Budget &

-	-	2,479,734
-	-	-
-	-	-
-	-	-
-	-	-
-	-	2,479,734
-	-	185,156
-	-	-
-	-	-
-	-	816,982
-	-	3,481,872
-	-	13,818
-	11,490	38,301
-	948	3,159
-	-	-
-	-	-
-	-	-
-	-	-
-	12,438	55,278
-	100,000	300,000
-	-	-
-	-	-
-	257,900	257,900
8,228	8,228	82,284
-	-	13,608
-	-	-
8,228	366,128	653,792
8,228	**378,566**	**4,190,942**

12,500	12,500	150,000
12,500	12,500	150,000
6,667	6,667	80,000
-	-	-
5,000	5,000	60,000
8,750	8,750	105,000
45,417	45,417	545,000

49,333	98,667	592,000
15,000	30,000	180,000
-	-	-
12,500	25,000	150,000
10,000	20,000	120,000
-	-	-
5,833	11,667	70,000
1,750	3,500	21,000
94,417	188,833	1,133,000
5,000.00	10,000.00	60,000
-	-	-
-	-	-
-	-	-
-	-	-
5,000	10,000	60,000
144,833	244,250	1,738,000
14,060	14,060	168,717
22,965	22,965	275,580
-	26,070	26,070
37,025	63,095	470,367
181,858	307,345	2,208,367
6,542	6,542	78,500
1,300	1,300	15,600
-	68,449	273,795
-	-	-
-	-	-
292	292	3,500
-	-	-
-	-	3,000
6,200	6,200	74,400
14,333	82,782	448,795
-	-	-
6,091	6,091	67,000
-	-	-
6,692	6,692	73,608
273	273	3,000
864	864	9,500
1,091	1,091	12,000
1,591	1,591	17,500
205	205	2,250
45	45	500
318	318	3,500
545	545	6,000
2,955	2,955	32,500
3,964	3,964	43,600
455	455	5,000
3,636	3,636	40,000
9,890.10	9,890.10	98,901
91	91	1,000
-	-	-
-	-	-
38,704	38,704	415,859

2,083	2,083	25,000
-	-	-
61,993	61,993	743,920
8,059	8,059	96,710
-	-	-
-	-	-
-	-	-
72,136	72,136	865,630
3,333	3,333	40,000
-	35,000	35,000
310,365	**539,301**	4,013,651
(302,137)	**(160,734)**	**177,291**
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-
-	**-**	**-**
(302,137)	**(160,734)**	**177,291**
-	-	-
(302,137)	**(160,734)**	**177,291**

Staten Island Hebrew Public
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.**

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 148. This will populate the data in row 10.

Total Revenue		4,190,942	5,626,631	7,137,698	8,908,514	10,571,438
Total Expenses		4,013,651	5,378,017	6,884,469	8,286,246	9,640,713
Net Income (Before Cash Flow Adjustments)		177,291	248,614	253,229	622,268	930,725
Actual Student Enrollment		162	235	320	400	475
Total Paid Student Enrollment		-	-	-	-	-
		Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
		2019-20	**2020-21**	**2021-22**	**2022-23**	**2023-24**
		***Year 1 should tie to Totals for Year 1 on Tabs 4 and 5**				
REVENUE		**Per Pupil Revenue Percentage Increase**				
REVENUES FROM STATE SOURCES		**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**
Per Pupil Revenue	**CY** Per Pupil Rate					
District of Location	15,307	2,479,734	3,597,145	4,898,240	6,122,800	7,270,825
School District 2 (Enter Name)	-	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-	-
		2,479,734	3,597,145	4,898,240	6,122,800	7,270,825
Special Education Revenue		185,156	268,591	365,741	457,176	542,897
Grants						
Stimulus		-	-	-	-	-
Other		-	-	-	-	-
Other - Revenues from State Sources		816,982	1,185,128	1,613,792	2,017,240	2,395,472
TOTAL REVENUE FROM STATE SOURCES		3,481,872	5,050,864	6,877,773	8,597,216	10,209,194
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		13,818	18,654	23,318	27,748	32,188
Title I		38,301	51,706	64,633	76,913	89,219
Title Funding - Other		3,159	4,583	6,240	7,800	9,263
School Food Service (Free Lunch)		-	-	-	-	-
Grants						
Charter School Program (CSP) Planning & Implementation		300,000	370,000	-	-	-
Other		-	-	-	-	-
Other - Revenue from Federal funding		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		355,278	444,943	94,191	112,461	130,670
LOCAL and OTHER REVENUE						
Contributions and Donations, Fundraising		-	-	-	-	-
Erate Reimbursement		-	-	-	-	-
Interest Income, Earnings on Investments,		-	-	-	-	-
NYC-DYCD (Department of Youth and Community Developmt.)		257,900	-	-	-	-
Food Service (Income from meals)		82,284	111,083	138,854	165,236	191,674
Text Book		13,608	19,740	26,880	33,600	39,900
OTHER - Revenue		-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		353,792	130,823	165,734	198,836	231,574
TOTAL REVENUE		**4,190,942**	**5,626,631**	**7,137,698**	**8,908,514**	**10,571,438**

EXPENSES

	No. of Positions					
ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management	1	150,000	154,500	159,135	167,092	175,446
Instructional Management	2	150,000	224,500	231,235	242,797	254,937
Deans, Directors & Coordinators	1	80,000	112,400	144,872	152,116	159,721
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	1	60,000	61,800	63,654	66,837	70,179
Administrative Staff	3	105,000	108,150	161,395	169,464	177,937
TOTAL ADMINISTRATIVE STAFF	8.00	545,000	661,350	760,291	798,305	838,220
INSTRUCTIONAL PERSONNEL COSTS	**No. of Positions**					
Teachers - Regular	10	592,000	905,760	1,228,933	1,586,379	1,961,698
Teachers - SPED	3	180,000	275,400	372,762	511,400	596,970
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	3	150,000	154,500	159,135	167,092	175,446
Specialty Teachers	2	120,000	123,600	197,308	207,173	217,532
Aides	-	-	-	-	-	-
Therapists & Counselors	1	70,000	72,100	74,263	77,976	81,875
Other - Instructional	-	21,000	27,000	33,750	39,000	43,500
TOTAL INSTRUCTIONAL	19.00	1,133,000	1,558,360	2,066,151	2,589,021	3,077,022
NON-INSTRUCTIONAL PERSONNEL COSTS	**No. of Positions**					
Nurse	1	60,000	61,800	63,654	66,837	70,179
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	1.00	60,000	61,800	63,654	66,837	70,179
SUBTOTAL PERSONNEL SERVICE COSTS	28.00	1,738,000	2,281,510	2,890,095	3,454,163	3,985,421
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		168,717	221,516	280,582	335,335	386,923
Fringe / Employee Benefits		275,580	366,151	467,180	561,964	651,802
Retirement / Pension		26,070	34,223	43,351	51,812	59,781
TOTAL PAYROLL TAXES AND BENEFITS		470,367	621,890	791,113	949,112	1,098,506
TOTAL PERSONNEL SERVICE COSTS	28.00	2,208,367	2,903,400	3,681,208	4,403,274	5,083,926
CONTRACTED SERVICES						
Accounting / Audit		78,500	82,500	86,785	91,378	96,309
Legal		15,600	15,912	16,230	16,555	16,886
Management Company Fee		273,795	397,172	540,830	676,038	802,795
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-
Payroll Services		3,500	3,570	3,641	3,714	3,789
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		3,000	4,050	5,387	6,679	7,882
Other Purchased / Professional / Consulting		74,400	117,758	140,855	178,397	219,778
TOTAL CONTRACTED SERVICES		448,795	620,962	793,727	972,762	1,147,438
SCHOOL OPERATIONS						
Board Expenses		-	-	-	-	-
Classroom / Teaching Supplies & Materials		67,000	90,450	113,063	134,544	156,071
Special Ed Supplies & Materials		-	-	-	-	-
Textbooks / Workbooks		73,608	101,916	129,222	155,179	180,842
Supplies & Materials other		3,000	4,050	5,063	6,024	6,988
Equipment / Furniture - SO		9,500	9,785	10,079	10,381	10,692
Telephone		12,000	12,240	12,485	12,734	12,989
Technology		17,500	18,345	19,178	19,992	20,813
Student Testing & Assessment		2,250	3,038	4,040	5,009	5,911
Field Trips		500	675	844	1,004	1,165
Transportation (student)		3,500	4,725	5,906	7,028	8,153
Student Services - other		6,000	8,100	10,125	12,049	13,977

Office Expense	32,500	33,475	34,479	35,514	36,579
Staff Development	43,600	57,708	75,639	92,991	109,139
Staff Recruitment	5,000	5,150	5,305	5,464	5,628
Student Recruitment / Marketing	40,000	41,200	42,436	43,709	45,020
School Meals / Lunch	98,901	133,516	166,895	198,606	230,382
Travel (Staff)	1,000	1,100	1,210	1,331	1,464
Fundraising	-	-	-	-	-
Other - School Operations	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	415,859	525,473	635,967	741,559	845,814
FACILITY OPERATION & MAINTENANCE					
Insurance	25,000	28,750	33,062	38,022	43,725
Janitorial	-	-	-	-	-
Building and Land Rent / Lease	743,920	1,079,143	1,469,472	1,836,840	2,181,247
Repairs & Maintenance	96,710	140,289	191,031	238,789	283,562
Equipment / Furniture	-	-	-	-	-
Security	-	-	-	-	-
Utilities	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	865,630	1,248,182	1,693,566	2,113,651	2,508,535
DEPRECIATION & AMORTIZATION	40,000	45,000	50,000	55,000	55,000
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	35,000	35,000	30,000	-	-
TOTAL EXPENSES	**4,013,651**	**5,378,017**	**6,884,469**	**8,286,246**	**9,640,713**
NET INCOME	**177,291**	**248,614**	**253,229**	**622,268**	**930,725**
ENROLLMENT - *School Districts Are Linked To Above Entries*					
District of Location	162	235	320	400	475
School District 2 (Enter Name)	-	-	-	-	-
School District 3 (Enter Name)	-	-	-	-	-
School District 4 (Enter Name)	-	-	-	-	-
School District 5 (Enter Name)	-	-	-	-	-
TOTAL ENROLLMENT	**162**	**235**	**320**	**400**	**475**
REVENUE PER PUPIL	**25,870**	**23,943**	**22,305**	**22,271**	**22,256**
EXPENSES PER PUPIL	**24,776**	**22,885**	**21,514**	**20,716**	**20,296**
CASH FLOW ADJUSTMENTS					
OPERATING ACTIVITIES					
Example - Add Back Depreciation	40,000	45,000	50,000	55,000	55,000
Other	-	-	-	-	-
Total Operating Activities	40,000	45,000	50,000	55,000	55,000
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	**40,000**	**45,000**	**50,000**	**55,000**	**55,000**
NET INCOME	**217,291**	**293,614**	**303,229**	**677,268**	**985,725**
Beginning Cash Balance	-	217,291	510,905	814,134	1,491,401
ENDING CASH BALANCE	**217,291**	**510,905**	**814,134**	**1,491,401**	**2,477,126**

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please reference section/page number in application *if applicable.* For example, student enrollment would reference the page in the application that states enrollment targets.

remains flat @ $15,307

Facilities & NYS Appropriation funding

CSP Passthrough Grant

DYCD YR1 only

NYSTL

List exact titles included in the position category, if different from description,

and staff FTE"s (Full time eqiuilivalent)

State number of positions for years 2 thru 5 in assumptions if differ from year 1.
Head of School + annual increases. P 51 of narrative for this and all positions.
Director of Hebrew, Director of Literacy, Director of Math (Yr2-5) + annual increases
Director of Ops; SpEd Coordinator (YR2-5) + annual increases

Finance Associate + annual increases
Ops Associates (3), Community Relations Coordinator (Yr 3-5) + annual increases

Gen Ed (YR2 -9, Yr3-12, YR4-15, YR5-18), Hebrew (YR2-6, YR3-8, YR4-10, YR5-12)
SpEd (YR2-3, YR3-4, YR4-5, YR5-6), SpEd C., intervention (YR1-1, YR2-1.5, YR3-2, YR4-3, YR5-3)

annual increases
PE (1 teacher in YR1-2; 2 in YR3-5); Art/ Music + annual increases

Social Worker + annual increases
PTO buyouts

13% of rent

based on conservative enrollment projections

SIHP Attachment 10

Attachment 10 includes letters of commitment for a $75,000 grant from Hebrew Public to SIHP in the pre-opening year, and a Grant Award Notification (GAN) form the US Department of Education to Hebrew Public regarding a competitive Charter School Program (CSP) grant for Replication and Expansion. $800,000 of the five year grant will be used to offset operating costs at SIHP, including $130,000 in the planning year. Further documentation of the CSP grant is available upon request.

US Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

1 RECIPIENT NAME

National Center for Hebrew Language Charter
School Excellenc
555 Eighth Avenue
Suite 1703
New York, NY 10018 - 4645

2 AWARD INFORMATION

PR/AWARD NUMBER	U282M160011 - 17A
ACTION NUMBER	4
ACTION TYPE	Revision
AWARD TYPE	Discretionary (Research and Development)

3 PROJECT STAFF

RECIPIENT PROJECT DIRECTOR

[redacted]

EDUCATION PROGRAM CONTACT

[redacted]

EDUCATION PAYMENT HOTLINE

[redacted]

4 PROJECT TITLE

84.282M
Hebrew Public Replication and Expansion Project

5 KEY PERSONNEL

NAME	TITLE	LEVEL OF EFFORT
Jon Rosenberg	Project Director	5 %

6 AWARD PERIODS

BUDGET PERIOD	10/01/2017 - 09/30/2018
PERFORMANCE PERIOD	10/01/2016 - 09/30/2021

FUTURE BUDGET PERIODS

BUDGET PERIOD	DATE	AMOUNT
3	10/01/2018 - 09/30/2019	$1,607,478.00
4	10/01/2019 - 09/30/2020	$883,835.00
5	10/01/2020 - 09/30/2021	$246,014.00

7 AUTHORIZED FUNDING

THIS ACTION	$1,607,478.00
BUDGET PERIOD	$1,607,479.00
PERFORMANCE PERIOD	$3,781,155.00

8 ADMINISTRATIVE INFORMATION

DUNS/SSN	969056337
REGULATIONS	CFR PART X EDGAR AS APPLICABLE 2 CFR AS APPLICABLE
ATTACHMENTS	N/A

9 LEGISLATIVE AND FISCAL DATA

AUTHORITY:	PL 107-110 IV ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965 (ESEA), AS AMENDED BY THE EVERY STUDENT SUCCEEDS ACT OF 2015 (ESSA) (20 U.S.C. 7221-7221J)
PROGRAM TITLE:	CHARTER SCHOOLS

US Department of Education
Washington, D.C. 20202

GRANT AWARD NOTIFICATION

CFDA/SUBPROGRAM NO: 84.282M

FUND CODE	FUNDING YEAR	AWARD YEAR	ORG. CODE	CATEGORY	LIMITATION	ACTIVITY	CFDA	OBJECT CLASS	AMOUNT
0204A	2017	2017	EU000000	B	U30	000	282	4101C	$1,607,478.00

10

PR/AWARD NUMBER: U282M160011 - 17A

RECIPIENT NAME: National Center for Hebrew Language Charter School Excellenc

GRANTEE NAME: NATIONAL CTR FOR HEBREW LANGUAGE CHARTER SCHOOL EXCELLENCE AND DEVELOPMENT INC
6 EAST 39TH ST NO10TH,
NEW YORK, NY 10016 - 0112

PROGRAM INDIRECT COST TYPE: Unrestricted

PROJECT INDIRECT COST RATE:

TERMS AND CONDITIONS

(1) THIS ACTION INCREASES THE AMOUNT OF FUNDS AUTHORIZED FOR THE CURRENT BUDGET PERIOD AND PERFORMANCE PERIOD AS SHOWN IN BLOCK 7.

(2) As outlined in the Notice Inviting Applications for New Awards, each grantee must submit an annual performance report (APR) by the due date established by CSP staff for each project year. In the absence of prior written approval from the Department, the grantee may not draw down funds for a future project year, as outlined in the final Budget Summary form approved by the Department, until after the grantee has (1) completed all FY 2017 project activities; (2) submitted its APR demonstrating that all FY 2017 project activities have been completed; and (3) obtained written approval by the Department to begin FY 2018 project year activities.

Validity unknown
Digitally signed by Kathryn Meeley
Date: Thu Sep 28 11:51:30 EDT 2017

AUTHORIZING OFFICIAL **DATE**

Ver. 1

HEBREW PUBLIC
Charter Schools for Global Citizens

BOARD OF TRUSTEES

Sara Bloom
Chair

Diane Troderman
Vice-Chair

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Noemi Zibuts

Jonathan Rosenberg
President & CEO,
Secretary (Ex-Officio)

August 8, 2018

New York State Education Department
89 Washington Avenue
Board of Regents, Room 110 EB
Albany, NY 12234

Dear NYS Board of Regents:

This letter affirms that, if Staten Island Hebrew Public Charter School (SIHP) is approved to open, the National Center for Hebrew Language Charter School Excellence and Development, Inc (D/B/A "Hebrew Public"), will support SIHP in its start-up year with a grant of $75,000. Hebrew Public will be the Charter Management Organization (CMO) for SIHP. Our experience opening and running schools informs the decision to provide a grant and the decision to provide this amount. The grant is included in the budget.

Best,

Jon Rosenberg, President and CEO

555 EIGHTH AVENUE SUITE 1703 NEW YORK, NY 10018 WWW.HEBREWPUBLIC.ORG 212-792-6234

Attachment 11: Pre-Opening Plan

SIHP will implement and adhere to the following timeline should our application be approved. Additional tasks may be added as needed.

Action	Start & End Dates	Responsibility
Request DOE space	Upon approval	BOT, HP
File for SIHP 501(c)(3) & NYS Tax Exempt Status	Upon Approval-Until Rec'd	BOT, Legal Counsel, HP
Recruit new BOT members with specific expertise valuable to school start-up and implementation	Ongoing	BOT, HP
Elect BOT officers, ratify by-laws, establish committees and membership	At 1st BOT meeting	BOT
Hold BOT Training	Ongoing	BOT, HOS, HP
Apply for available public and private grants	Ongoing	HP, BOT, HOS
Finalize Employee Benefits Package	Upon Approval-1/2019	BOT, HP
Recruit and Hire HOS	Ongoing-1/2019	HP, BOT
Contract with CSBM or similar provider	11/2018-12/2018	BOT
Develop FPP, approve by BOT & submit to SED	Upon approval-12/2018	Treasurer, CSBM*, HP
Establish all relevant financial systems, payroll, billing and other disbursements as per FPP	11/2018-12/2018	Treasurer, CSBM*, HP
Establish bank checking account	Upon Approval	Treasurer
Recruit and Hire Office Manager	12/2018-1/2019	HP, HOS*
Adapt or adopt HP's employee and family handbooks, to contain uniform policy, discipline policy, contact information, complaint policy, school calendar, and more	2/2018	HP, BOT, HOS
Recruit and hire Directors Literacy and Math	Upon Approval-3/2019	HP, HOS*
Recruit and hire other 1st year school faculty and staff, including Social Worker who will focus on SEL	1/2019-6/2019	HP, HOS, School Leadership
Seek a nurse from DOH or hire a private nurse; engage security and custodial contractors	7/2019-8/2019	HP, Director of Operations
Apply for Consolidated Title Funds	7/2019-8/2019	HP, HOS, Dir. of Operations

Finalize evaluation tools for HOS and other admin, instructional and non-instructional staff	4/2019-8/2019	HP, HOS, School Leadership, BOT
Develop agenda, engage consultants for pre-opening PD. Develop PD Plan for Year 1	4/2019-8/2019	HP, HOS, School Leadership, Teachers
Student/Family Outreach and Conduct Student Lottery, Generate Acceptance List and waitlist	Upon Approval-4/2019	HP, BOT, Director of Operations, School, HOS, School Leadership
Send acceptance packages to families, continue to recruit and make offers off waitlist as necessary. Paper work contains student registration form, emergency contact form, HLS, Free and Reduced Lunch Form, Student Release forms for test data, Media Release Forms, etc.	4/2019-Ongoing	HOS, HP, Operations Team
Request/Secure Student records from previous schools (including all IEPs for SWD)	4/2019-8/2019 (as students are admitted)	Director of Operations, Operations Team, sp. ed. teacher
Secure School Facility	Ongoing-6/2019	BOT,HOS, HP
If necessary, renovate school facility. Outfit school facility.	Procurement of school facility – 8/2019	Dir. of Operations, HP, BOT
Arrange phone, interne, utility accounts	1/2019-7/2019	HOS, Director of Operations, Ops Team
Purchase and accept delivery of all FFE	5/2019-8/2019	HOS, Director of Operations, Ops Team
Further develop, refine and formally adopt, by BOT actions, SIHP's policies including Discipline, Personnel, Grievance, School Safety Plan, FERPA, FOIL, Open Meetings Law, etc. and distribute to relevant parties.	Upon Approval-8/2019	BOT, HP, HOS, Director of Operations, legal counsel
Arrange bus and food service with NYCDOE	7/2019-8/2019	Director of Operations, Ops Team, HP
Arrange for CPR training, obtain defibrillators	8/2019	Ops Team
Secure D&O Insurance Policy	Upon Approval	HP, BOT
Secure umbrella insurance coverage	1/2019	HP, BOT
Arrange, advertise, and host summer events for enrolled families	Summer 2019	HP, HOS, DO, school faculty
Send handbook to families	8/2019	DO and operations staff
Professional development/induction weeks	8/2019	HP, all faculty/staff

Attachment 12: Dissolution Plan

In the event of school closure, we will work with stakeholders to create a plan that protects their interests. Under the direction of the Board, Hebrew Public will assemble a transition team to collaborate with the SED, faculty, parents, and media and will assign a finance lead. The Board Chair, in coordination with the SED, will create and distribute a press release that will include the reason for closure and how we plan to support our families through the process.

We will work closely with parents to minimize disruption. Our parents and faculty will be notified of our closing in person and in writing as well as local school districts for the purpose of enrolling our students. Parents will be informed of the SED's closure policy, notified of important dates in the closure process (including the last day of instruction), presented with a list of next steps in transferring their child, and provided with additional resources and contact information for future inquiries. We will ensure that student records, including special education records, are complete and up to date. A master list of all students and the documents that comprise their student records will be created. We will determine a date when student records will be transferred to the receiving schools, and will arrange for pickup and delivery of student records to the appropriate district(s). Written documentation will be maintained on the number of general and special education students that were transferred, the date of the transfer, and a signature from the receiving party. Lastly, we will follow the proper guidelines in discarding testing materials kept at the School.

We will work with staff to ensure a smooth transition. We will also work to make the transition as smooth as possible for our staff by first and foremost continuing with our education program and school operations. Furthermore, we will share detailed information on the closure process, compensation and benefits, and contact information for future inquires. A termination date will be established for all employees, and we will notify our benefit and payroll providers of the last day of service.

We will allocate the money set aside in escrow ($100,000) to the highest priority expenses related to wind-down and dissolution. Financial priorities during a dissolution will be to maintain insurance, including directors and officers, facilities, automobile, and insurance to protect the School's assets. The School will solicit an independent audit firm to conduct a closeout audit that will be submitted to the SED and work with legal counsel throughout the wind-down, too. If we cannot fulfill our financial obligations, we will work with the SED on a payment strategy to pay our staff, taxes, creditors, audit, legal wind-down, etc.

We will create a fixed assets list and differentiate between assets purchased with federal funds and New York State funds. The initial and amortized fair market value of the assets will be determined. In accordance with Education Law 220, within three months of the dissolution, the Board of Trustees will petition the court for approval to dispose of any assets. The assets will be used to pay any outstanding debts and for the cost of the dissolution. The finance lead on the transition team will work with the SED to transfer the School's assets to the school district in which our school will be located or to another charter school.

We will follow any additional procedures required by the SED. As stated above we will comply with the applicable requirements of Education Law 219 and 220 and with any Closing Procedures specified by the SED.

2018 PHASE I: Letter of Intent

Created: 05/31/2018 • Last updated: 07/09/2018

Basic Contact and Application Information

New Applicant groups and Existing Education Corporations interested in submitting an application to establish Regents-authorized charter schools are asked to complete this brief information sheet. The Department will use this information to plan and coordinate peer review panels with appropriate expertise to evaluate all application materials.

Please indicate whether a New Operator Applicant Group (which does not operate a Regents-authorized charter school or does not operate any schools currently) or an Existing Education Corporation (which operates one or more Regents-authorized charter schools) is submitting this Round 1 Letter of Intent.

Existing Ed Corp (operating one or more Regents-authorized charter schools)

Name of Existing Education Corporation

	Name of Existing Education Corporation	Number of Charter Schools Existing Ed Corp Currently Operates
	National Center for Hebrew Language Charter School Excellence and Development, Inc (D/B/A "Hebrew Public")	3

Proposed Charter School Name(s)

(Please write out the full name of the proposed new charter school(s), and include the words "charter" and "school" in the naming).

	Name of Proposed School(s)	Grades Served Over Charter Term (K-5, .6-8, 9-12, etc.)	Max # of Students Served Over Charter Term
	Staten Island Hebrew Public Charter School	K-5	510

Proposed or Current Board Chair and Public Contact information, including mailing address, phone number, and email address.

(The entire chart may not be visible on your screen. Use the "tab" key to move from column to column. The first column will remain static as you do so).

	First and Last Name	Best Phone Number (###-###-####)	Email Address
Proposed/Current Board Chair	Leticia Remauro	[redacted]	
Public/Media Contact Person	Kay Lodge		

List of Key Design Elements

List the key design elements which are those features of the school that are innovative or unique to the school's mission and goals, are core to the school's overall design, and critical or integral to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems. Approved schools will be accountable for implementation of the key design elements included in their charter.

1	1. Hebrew language instruction through the proficiency approach and experiential Israel studies
2	2. Academic differentiation for every learner, including robust supports for students with disabilities
3	3. Diverse by design school community
4	4. Emphasis on social-emotional learning.
5	5. Emphasis on developing the traits of global citizens such as empathy, cross cultural communication, and civic engagement
6	6. Support from charter management organization, including frequent and in depth professional development and philanthropic support
7	(No response)

If available, please provide the URL to the website established for the proposed school or existing education corporation.

www.statenislandhebrewpublic.org

Proposed Management and/or Partner Organization(s), such as a charter or educational management company or a university, academic program partner, or whole school change partner.

(Refer to the application kit for definitions and guidance as only "substantial" partnerships should be listed here).

Proposed Management Company	National Center for Hebrew Language Charter School Excellence and Development, Inc (D/B/A "Hebrew Public")
Partner Organization 1	(No response)
Partner Organization 2	(No response)

Proposed Board Chair Signature

(Internet Explorer may not support this feature. Open the portal using Google Chrome, Firefox, or Safari).

Date 2018/07/03

Thank you for completing this form.

STATEN ISLAND HEBREW PUBLIC: LETTER OF INTENT TO APPLY

I: Applicant Group Information

Applicant Group: Please see Table 1 for summary information on our applicant group, and please see Attachment 5a for each applicant and prospective trustee's Background Information Form (including signed Statements of Assurance and Intent), Resume or CV, and Education Credentials.

Public Contact: Inquiries about the proposed charter school may be directed to Kay Lodge, Manager of Special Projects, at[redacted]

Application History: This is the first application submitted for any charter school by any member of the applicant team, and the first application for a charter school on Staten Island naming Hebrew Public (HP) as an Education Corporation.

II: Proposed Charter School Information

Proposed school name: Staten Island Hebrew Public Charter School

Proposed mission statement*:* Staten Island Hebrew Public Charter School (SIHP) is an exceptional, diverse public charter school that teaches Modern Hebrew to children of all backgrounds and prepares them to be successful global citizens. Though the wording is different, this mission is identical to the mission of HLA2, the school to be replicated.

Proposed school location: NYC, Staten Island, CSD 31. In response to community feedback and need, we will seek a facility on the North Shore of Staten Island. The applicant group will request to be co-located in a NYCDOE facility. Understanding that space may be limited, the applicant group is actively exploring private facility options.

Target population/Community to be served: HP schools serve students from diverse backgrounds who need excellent educational options, including foreign language learning. We plan to locate the school on the North Shore of Staten Island, ideally within or near the communities of Stapleton or Rosebank- two diverse communities in need of high quality public education.

School Choice Need: Staten Island has the fewest charter schools of any NYC borough. There are currently only three charter schools in operation on Staten Island, one due to open in 2018, and two due to open in 2019. One of the three in operation and one of the schools due to open in 2019 are elementary schools. However, we do not anticipate overlapping markets: the school in operation is on the western shore of Staten Island, while we seek to locate near the eastern shore, and recently approved school (Bridge Prep) specifically serves students with special needs, while we serve all students. Therefore, SIHP will be the first elementary charter school choice serving all students in Staten Island's most heavily populated region.

Academic Need: In 2017, students in Staten Island schools had higher rates of proficiency than the City overall[1]. However, that trend is reversed in the communities of Stapleton and Rosebank, where all but one (PS 65) of the elementary schools underperformed the City in both ELA and Math 2017[2]**. HP schools overwhelmingly outperform Stapleton/Rosebank elementary schools**. In math, HP schools outperformed all but one Stapleton/Rosebank school. In ELA,

[1] http://schools.nyc.gov/Accountability/data/TestResults/ELAandMathTestResults
[2] http://schools.nyc.gov/NR/rdonlyres/595B5BA0-C1A1-4520-B71C-22428ADC9E6B/0/2018NYCKindergartenDirectoryStatenIslandENGLISH.pdf

Harlem Hebrew outperformed six Stapleton/Rosebank schools, achieved the same proficiency rate as one, and underperformed one; while HLA outperformed five schools and underperformed two:

	State Test Proficiency Rates: 2017[3]												
	HH	HLA	NYC	NYS	CSD 31	PS 13	PS 16	PS 31	PS 45	PS 57	PS 74	PS 78	PS 65
ELA	41%	35%	41%	42%	47%	37%	18%	10%	41%	21%	24%	12%	57%
Math	49%	47%	38%	46%	41%	43%	18%	9%	29%	18%	21%	12%	57%

Foreign Language Need: Stapleton and Rosebank each contain more foreign born residents than New York City overall: across the city, 23%[4] of residents are foreign born, while in Stapleton and Rosebank, 30.4%[5] and 36%[6] respectively, are foreign born**. Despite this, there are no public elementary schools that include foreign language learning as a core curricular program.** HP will be a much needed unique and high quality school choice on Staten Island's North Shore.

Diversity: Within CSD 31, **SIHP will serve all students**. Students with particular backgrounds or learning needs will not receive preferential treatment in the lottery. Since HP schools are diverse by design, we seek diverse districts in which to locate. CSD 31 offers that diversity. According to NYC DOE's 2017-18 Demographic Snapshot, CSD 31 is composed of 9.7% Asian students, 13.5% Black, 28.9% Hispanic, 2.2% Multiracial, and 45.7% White. 25.9% of students are designated as Students with Disabilities (SWDs), 6.2% are English Language Learners (ELLs), and 58% qualify for Free or Reduced Price Lunch (FRPL). CSD 31 also reflects wide linguistic diversity. According to the 2016-2017 English Language Learner Demographics Report[7] (the most recent report available), 57.6% of ELLs on Staten Island speak Spanish at home, 11.2% speak Arabic at home, 10.1% speak Chinese, and 4.8% speak Russian. We plan to conduct outreach in these common languages.

Planned grades and enrollment: SIHP will enroll new students in grades K-5 in its first charter term. Whole school enrollment will not exceed 510 students.

Grades	Ages	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
K	4-6	87	87	87	87	87
1st	5-7	75	87	87	87	87
2nd	6-8		75	87	87	87
3rd	7-9			75	87	87
4th	8-10				75	87
5th	9-11					75
Total	4-11	162	249	336	423	510

[3] ibid
[4] http://www.city-data.com/neighborhood/Rosebank-Staten-Island-NY.html
[5] http://www.city-data.com/neighborhood/Stapleton-Staten-Island-NY.html
[6] http://www.city-data.com/neighborhood/Rosebank-Staten-Island-NY.html
[7] http://schools.nyc.gov/NR/rdonlyres/3A4AEC4C-14BD-49C4-B2E68EDF5D873BE4/223369/201617DemographicReportFINALSpring20191.pdf

Proposed management and/or partner organizations: HP, a charter management organization, will manage SIHP. HP currently manages three charter schools in operation and one which has been approved to open in 2019. All four schools (listed in I.C above) have substantially similar missions and programs. Under HP's leadership, the three schools in operation have proved successful academically, fiscally, and operationally. In addition, HP is the only CMO whose mission reflects SIHP's: language learning combined with rigorous academics and a diverse by design school community. Therefore, the applicant team has decided to partner with HP to manage SIHP.

School Performance: SIHP will replicate SED-authorized HLA2, and will be substantially similar to HP's other schools: HLA in CSD 22, HH in CSD 3, HLA2 in CSD 21, and PHP in Philadelphia. HP schools have demonstrated academic success, fiscal stability, and success in recruiting and retaining students.

Academics: Since HP schools start by serving Kindergarten and first grade and gradually serve increasingly older students, only HH and HLA administered state tests in 2017. HLA and HH have a strong record of success, despite serving a high needs population. In 2016-2017, 20% of HLA and 27% of HH students were SWDs. These rates are significantly higher than the city and state rates, where only 19% and 10% of students respectively were classified as SWDs. Notwithstanding, as the chart above demonstrates (see "Target Population" section), HP students achieved proficiency rates on par with or exceeding those of the city and state: in math, both schools outperformed the city and state. In ELA, HH met[8] city and state proficiency rates and HLA fell short by 6-7%[9]. While these scores speak to the strength of our model, we have also implemented reforms in 2017-2018, including but not limited to enhanced professional development, increased emphasis on social-emotional learning (SEL), improved curricula, and an increased emphasis on academic data analysis to inform instruction. We anticipate that these reforms will help all HP students meet their potential.

Student Recruitment and Enrollment: HP schools' success in recruitment and enrollment is described in section III below.

Financial: Per state regulations, HP schools are audited on a yearly basis. Our audits have been clean since the schools' inceptions. In addition, HP schools were awarded upwards of $1,000,000 in grant awards in 2017, including a $325,000 Walton startup award. Each year, HP fundraises about $4.5M towards its operations. HP received a competitive federal CSP grant in 2016, which awards each replication school $800,000 throughout its startup year and first two years of operation. The grants and philanthropy are vital to our fiscal success, but are also a valuable vote of confidence from leaders such as the Walton Foundation and the Federal DOE.

Why this model is needed on Staten Island: As described above in "target population/community to be served", there exists minimal school choice and foreign language learning options on Staten Island and schools in the Stapleton and Rosebank communities have underperformed the city, district, and Hebrew Public schools on state tests, indicating a need for high quality academics.

Proposed changes from the model: none.

[8] HH's 2017 proficiency in ELA was negligibly one percentage point below the NYS average.
[9] http://www.nyccharterschools.org/content/new-york-city-charter-school-center-test-score-analysis-2016-17

Strategic Vision and Growth Plan: Within the next five years, HP hopes to 1) Expand its schools that are not yet at scale. Harlem Hebrew, currently a K-5, will become a K-8, and HLA2, currently a K-1, will become a K-5; 2) open Philadelphia HP in 2019, and expand it to a K-5 school; and 3) open two new schools in New York City: Staten Island HP and a school in Queens. These expansion and replication activities further the CMO's mission: To lead a national movement of exceptional, diverse public charter schools that teach Modern Hebrew to children of all backgrounds and prepare them to be successful global citizens. More importantly, they serve a unique and needed purpose: our school model of rigorous, diverse charter schools which prepare students to become global citizens is rare in New York City. At the same time, our school model is increasingly relevant in a globalized world.

III: Enrollment and retention strategies

Strategies to attract and recruit students: SIHP will be an intentionally diverse school. We strive to recruit and retain a student body that reflects our neighborhood and district. To meet enrollment targets, we will engage in **a focused effort to attract and recruit ELLs, SWDs, and Economically Disadvantaged student***s*. Outreach will continue to stress our proven ability to serve children with our supportive and differentiated academic model. HP schools have the staffing, programs, interventions, and educational philosophy to meet students' individual needs. We will market the school heavily in neighborhoods where low income families reside and where non English speaking families reside. In neighborhoods where non-English speakers concentrate, we will include outreach materials in prominent local languages, and send multilingual canvassers whenever possible. To support our efforts, we will utilize our community-based contacts and the many community leaders we have engaged, including elected officials, nonprofit administrator, and directors of preschool programs who serve low income and/or non-English speaking families. We will host family information sessions at community organizations, especially those that serve low income students, SWDs, and ELLs. We will highlight the proven academic program, supportive school culture, and intervention services which are specifically focused on ELLs, SWDs, and Title I students. In addition to what was described above, outreach efforts will include, but are not limited to: canvassing, disseminating flyers, emailing families of preschool aged children, sending postcards, and placing ads. Where appropriate, materials will be translated.

Strategies to retain students:

Economically Disadvantaged: To retain and support economically disadvantaged students, SIHP will have the following policies: 1) all families complete a free and reduced price lunch application; 2) students who do not qualify for free and reduced price lunch are not charged for the food at the point of sale, and no one is denied food for fiscal reasons; 3) uniforms and school supplies are available to families who request them; 4) Yellow buses are available. Yellow buses are particularly necessary for economically disadvantaged families who are often unable to shift work schedules to accommodate student drop off and pick up; 5) Financial assistance is available for after-school, to provide enrichment programs to all our students and to accommodate working parents; 6) SIHP will employ a full time social worker, who counsels students and helps economically disadvantaged families navigate NYC's social services.

ELL students: To retain and support ELL students, SIHP will employ at least one English language learning teacher; partner with NYC Charter Center's SPED Collaborative, who will provide

robust training for ELL instruction and will visit the school 2+ times each year to observe, provide feedback, and provide whole staff training; employ a Coordinator of Student Support Services starting in year three; and will receive robust support for ELL instruction from HP. Note that SIHP's ELLs and non-ELLs will all learn Modern Hebrew, typically with no background in the language. In our Modern Hebrew program, every student is a new language learner, leveling the playing field and helping ELLs gain academic confidence.
Students with disabilities: To retain and support students with disabilities, SIHP will employ a full time Social Worker and a Coordinator of Student Support Services, who will be on the leadership team. SIHP will have at least one ICT class in each grade, where students are taught by two teachers. This staffing model enables close student-teacher relationships, differentiated instruction for individual students and small groups, and push in/pull out instruction. All students receive support in the least restrictive environment and we utilize push ins instead of pull outs wherever possible. SIHP will provide with occupational, physical, and speech therapy as necessary. HP has a robust Response to Intervention (RtI) policy and the school will work closely with the Child Study Team to ensure that students receive necessary supports and remain in the least restrictive environment.

Success meeting recruitment and retention targets

Recruitment:

Success in meeting targets: **HP schools received over 2900 applications for approximately 600 seats in 2018-2019, which equates to nearly five applications per seat**. This reflects the strong demand for our model: rigorous academics, foreign language learning, and a diverse by design community. Each school received a similar number of applications: HLA and Harlem, which are accepting new students in grades K-6 for 2018-19, received over 1100 applications each. HLA2, which will only serve grades K-2 in 2018-19, received over 500 applications for all three grades.
Actions taken towards meeting targets: HP conducts expansive outreach to new families, including, but not limited to: **sending postcards** to families in our catchment areas with school aged children (60k+ postcards sent in 2017-18); **canvassing** for our schools in popular pedestrian areas and at local events targeted at school age families (note: canvassers typically spoke multiple languages); frequent **school tours** for prospective families; and **running advertisements** in multiple languages in newspapers, blogs, and websites popular with local school age families, and on bus shelters. Overall, we reached tens of thousands of New Yorkers. Our outreach continues after we receive applications: we engage applicants and new families via our monthly **applicant newsletter**, applicant and new family **events and meet and greets**, one on one **phone calls** to admitted applicants to discuss the school and assist with completing registration paperwork, **invitations** to school events such as plays, and other forms of outreach.

Retention:

Success in meeting enrollment and retention targets:
HLA2: In its inaugural year of operations, HLA2's September enrollment was 84% of its maximum enrollment. We are optimistic that HLA2 will be enrolled well within 85% of its projected enrollment in 2018-19: the school has received over 500 applications for 2018-2019 and we anticipate that it will retain 92% of current Kindergarteners and 85% of current first graders.

HLA: HLA has demonstrated consistent success in meeting enrollment targets: HLA's enrollment has been within 15% of its chartered maximum for the entirety of this charter term (2015-16 to present), and has been within 15% of its chartered maximum during most years since its opening in 2009. HLA's retention rate was 85% going into 2017-2018, and we anticipate upwards of 90% retention schoolwide going into 2018-2019.
Harlem Hebrew: Harlem Hebrew's retention rate for the most recent year was 88% going into 2017-2018. We project 90% retention of current K-4th graders going into 2018-2019. Due to the timing of Harlem Hebrew's authorization to expand to middle school, most fifth grade families had already applied to and been accepted at some of the best middle schools in Manhattan. We therefore anticipate significantly lower retention among our current fifth grade families.
Actions taken toward meeting targets: HP schools engage in extensive family engagement throughout the year, and we reach out to parents who have expressed a desire to leave the school to learn more about their concerns and address them if possible. We anticipate that this increased attentiveness will encourage more families to remain in the HP community. In addition, as described in the "academic performance" section, HP is introducing major improvements to our academic and SEL programs. While these reforms are not specifically targeted at retention, we anticipate that they will help retention.

IV: Public Outreach and Community Support

Summary and Samples: Please see Table 2 for a summary of all outreach efforts and Attachment 2a for outreach samples.
Assessment of Feedback: HP received **overwhelmingly positive feedback from the 400+ Staten Islanders who we've heard from** via canvassing, social media, email, in person events, meetings, and our school design survey. Parents and community leaders are eager to see an academically rigorous, diverse school with a strong foreign language component. Our survey feedback, summarized in attachment 2a and table 2, supports this enthusiasm for our model. We have gotten some parent feedback that encouraged us to rethink parts of our model or our outreach strategy: in response to questions around whether we are a religious institution (we are not), we are emphasizing in our outreach that SIHP will be a secular public school; some parents and community leaders have asked that we explore a mid-island location. The applicant team is therefore actively considering that option. Most parent feedback has been enthusiastic support for our model or requests for programmatic elements which we are already implementing, such as music and gym classes and increased time in class.

V. Proposed Chair Signature and Date

Leticia Remauro — 7/3/2018

Signature of Board Chair- Leticia Remauro — Date

Table 1: Applicant Group Information

Created: 07/03/2018 • Last updated: 07/09/2018

Must include a minimum of 5 members proposed as Trustees

Applicant Group Information

	Name/Phone/Email Address	Current Employment	Relevant Experience/Skills and Role on Applicant Group	Proposed Role in School (e.g., trustee, employee, none)	Proposed Position on Board (Officer, Trustee, Constituent Rep)
1	Yelena Sklyar - [redacted]	Bambi Schools Operations Director	Deeply knowledgeable about school operations, having served as the network-wide operations director for four private pre-K-8 schools in Brooklyn for many years. Has lived on Staten Island for decades and is deeply familiar with and involved with the Russian community.	Trustee	Treasurer
2	Shelley Jain - [redacted]	Founder and CEO of Students Partnering and Reaching Kids,	Deeply experienced in organizational management and K-12 education, with a focus on social emotional learning. Created a program to train college students to become mentors and teach workshops in classrooms to supplement the	Trustee	Vice Chair

		Inc.	current K-12 education system, created program and workshops which focus on self-esteem, self-awareness, leadership, anti-bullying. Manages day to day operations of the non-profit.		
3	Angela Olsen - [redacted]	President & CEO of Situs Equities	Real Estate: Ms. Olsen has over 30 years of real estate banking and structured finance experience. Her expertise in financing enables her to place both debt and equity positions on numerous projects. Ms. Olsen has sold numerous bank owned properties, development sites and commercial condos in Soho and Tribeca submarkets. Ms. Olsen also manages $100 million dollars in multifamily portfolio assets. Community Experience: Board Member at SI YMCA; Community Liasion for NYS Assembly 64th District; Edgar	Trustee	Trustee

			FOundation Community Leadership Award winner; YMCA Greater NY Volunteer Award.		
4	Mark Fink - [redacted]	Chief of Staff/Assistant Counsel at Hebrew Public	Attorney for over 10 years. Deeply knowledgeable in board governance and NYS charter law and compliance. Experience coordinating charter school board agendas, meetings, and state compliance. First hand school operational experience having worked as Interim Director of Operations at Harlem Hebrew Language Academy.	Trustee	Secretary
5	Leticia Remauro [redacted]	President and CEO of the Von Agency	Over 30 years experience in public relations. Community liaison with a strong background in organizational and local politics. Volunteers and is a board member of many local non profits/charities throughout Staten Island.	Trustee	Chair
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Application History

Identify whether any member of the current applicant group has ever applied to this or another charter entity to open this proposed school or another charter school, either in New York State or outside of New York State. Indicate the date on which the application(s) was/were submitted and to which charter entity; briefly describe the outcome of the charter entity’s decision; and provide a concise description of significant modifications made in this application (if applicable).

No member of the applicant team has ever applied to open a charter school in or out of New York State. In addition, this is the first charter application for a school on Staten Island proposing Hebrew Public as the CMO.

COMMUNITY BOARD #1 AGENDA –THURSDAY FEBRUARY 15, 2018 7:30 P.M.
ALL SAINTS EPISCOPAL CHURCH, 2329 VICTORY BLVD.
PLEASE NOTE: BOARD MEETING ON THURSDAY

SESSION OPENING

---Pledge of Allegiance
---Call to Order
---Roll Call Attendance
---Acceptance of Minutes
---Public Session

Certificates of appreciation will be presented to volunteers of Helping Others obtain Possibilities Through Horses (HOOPH).
The Department of Consumer Affairs will give a brief presentation on free tax preparation.
Ms. Leticia Remauro will give a brief presentation on a proposed Hebrew School in Community Board #1.

OFFICERS' REPORTS

---First Vice-Chairman, Anthony Cosentino
---Second Vice-Chairman, Christopher Rooney
---Third Vice-Chairman, Friday Ogbewele
---Treasurer, Larry Beslow
---Secretary, Anjail Ameen Rice
---Chairman, Nicholas Siclari
--- District Manager, Joseph Carroll

FUNCTIONAL COMMITTEE REPORTS

---Land Use, Vincent Accornero
----Health/Human Services, Catherine Paradiso
---Waterfront, Ole Olsen
---Public Services, Sunny Jain
---Youth Services, Kelly Vilar
---Rules & Legislative Affairs, Christopher Rooney
---Budget & Finance, Anthony Cosentino
--Transportation, Nicholas Zvegintzov

AD HOC COMMITTEE

----Veterans, Bob Zion
---Labor, Victoria Gillen/Anthony Scutari
---Parks & Recreation, Megan Delmar
---Civic – Victoria Gillen
---Cultural Affairs, Pearl Minsky

AREA COMMITTEE REPORTS

---Clifton/Concord/Stapleton, Larry Beslow
---West Brighton/St. George, Loretta Cauldwell
---Silver Lake/Sunnyside/Westerleigh/Willowbrook, Camille Zarrelli/Timothy Forsyth
---Rosebank/Ft. Wadsworth, John Guzzo
---Mariners Harbor/Port Richmond, John McBeth

Old Business
New Business
Adjournment

If you are unable to attend the meeting please call or e-mail Anjail Ameen-Rice or the Board Office **prior** to the meeting 1-718-981-6900 lcrosby@cb.nyc.gov.

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Mark Fink

Proposed Charter School Name: Staten Island Hebrew Public Charter School

E-Mail Address [redacted]

Home Telepho [redacted]

Home Address [redacted]

Business Tele [redacted]

Business Addr [redacted]

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

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group. **Having worked at Hebrew Public since 2011, I have seen the creation and formation of numerous schools. I have always been eager to serve on a school board to help assist in the oversight of a school and dedicate some of my time to public service. Staten Island is an incredibly culturally diverse and interesting community and I feel my knowledge of board governance would be helpful to the prospective board.**

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 affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.
   As a barred attorney and having spent the last few years helping managing school boards, I bring nonprofit, legal and governance experience. Having worked at Hebrew Public for the last seven years, I am familiar with the model and understand the needs of an emerging school.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).
   As a member of the proposed board of trustees, I will participate and review sections of the charter application that are directly related to governance and oversight. I will weigh in on any matters where the board has fiduciary and ethical responsibilities. I would continue in this oversight if and when the school is approved for a charter and opens.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Mark J. Fink

Printed Name

Signature

6/21/18

Date

Background Information—Proposed Board of Trustees Only

8. 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.

9. Please indicate whether 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).

10. 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 yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Secretary.**

12. Please explain why you wish to serve on the board.
    As a member of the NYC community and as someone who has spent the last seven years working with schools, I want to help create a school that is dedicated to academic excellence and fosters a love of language and culture where students not only learn but are excited and proud of their school.

13. 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 do not serve on any other boards but I work as an employee of Hebrew Public as the Chief of Staff/Assistant Counsel. Much of my work deals in board governance, operations and legal matters all of which are related to Hebrew Public's management of its network of schools as a CMO.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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:
Through my work at Hebrew Public, I know Noemi Zibuts who is a member of the Hebrew Public Board of Directors as well. Through my work on the Staten Island Hebrew Public application I have met or spoken to all of the other proposed members.

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

☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

17. 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.

☒ Yes.
☐ 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.
Since 2011, I have worked for Hebrew Public as an employee which would manage Staten Island Hebrew Public as a CMO, most recently as Chief of Staff/Assistant Counsel. As such, I know and work with all of the Hebrew Public employees and board members.

18. 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.

☒ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we have no such interest.
Since 2011, I have worked for Hebrew Public as an employee, most recently as Chief of Staff/Assistant Counsel.

19. 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 will be conducted.

☒ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.
Since 2011, I have worked for Hebrew Public as an employee, most recently as Chief of Staff/Assistant Counsel.

20. 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

21. 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.

Per the proposed bylaws, I would recuse myself from votes and discussions relating to conflicts or where the appearance of such a conflict may exist.

22. 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 the previous items 16-23, you may so indicate.

☐ This does not apply to me, my spouse or other family members.
☒ Yes.
Since 2011, I have worked for Hebrew Public as an employee which would manage the school as a CMO, most recently as Chief of Staff/Assistant Counsel.

Educational Philosophy -Proposed Board of Trustees Only

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

The school's mission would be: Staten Island Hebrew Public is an exceptional, diverse public charter school that teaches Modern Hebrew to children of all backgrounds and prepares them to be successful global citizens.

I envision Staten Island Hebrew Public as a school that has a diverse population of students receiving a top flight education as well as immersion in modern Hebrew language.

24. Please explain your understanding of the educational program of the charter school.
In general this would mean rigorous academics, including Hebrew language education, grounded in global citizenship with an emphasis on service learning as well.

25. Please indicate what you believe to be the characteristics of a successful charter school. 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 is aligned with its mission, able to navigate under different circumstances, serves its community's families and accomplishes the goals set out in its charter application.
A board must provide oversight to ensure that school leadership is accomplishing the goals mentioned above. It should not monitor the day to day activities or micromanage the school's leadership, but it must periodically evaluate school leadership and ensure the charter goals and mission statement are being aligned with and met. The board must identify any areas of challenge or growth and work with the school leadership to resolve those issues.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

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

Signature

6/21/18

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

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Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Shelley Jain

Proposed Charter School Name: _____

E-Mail Address: [redacted]

Home Telephon [redacted]

Home Address: [redacted]

Business Telephone: _____

Business Address: _____

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

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   X Résumé Attached

   X Copy of Diploma, Transcript or Supporting Documentation Attached
   - ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.
   I was notified by Leticia Remauro, a prominent community member, about this opportunity.

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.

   X I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   X I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Shelley Jain

_____

Printed Name
Shelley Jain

_____

Signature

6/22/18

_____

Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   X I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   X 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).

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

    X This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.): Member /**Vice Chair**

12. Please explain why you wish to serve on the board.
    I have been passionate about education and a member of the Staten Island community for as long as I can remember. A chance to bring this amazing organization and opportunity to Staten Island would be an honor. The mission of bringing global citizenship, leadership, and diversity to students is a powerful one and to be able to facilitate that would be an amazing endeavor.

13. 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. X Yes. (Include description here): I am on the board of Students Partnering and Reaching Kids Inc.

Conflict of Interest - Proposed Board of Trustees Only

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

    X I / we do not know any such persons. ☐ Yes.
    If your answer is yes, please indicate the precise nature of your relationship here:

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

    X I / we do not know any such persons. ☐ Yes.
    If yes, please indicate the precise nature of your relationship here:

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

    X 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:

17. 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.

    ☐ Yes.
    ☐ Not applicable because the School does not/will not contract with a management company or charter management organization.
    X I / we do not know any such persons.

18. 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.

    ☐ Yes.
    ☐ Not applicable because the School will not contract with a management company or charter management organization.
    X I / we have no such interest.

19. 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 will be conducted.

☐ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
X I / we do not anticipate conducting any such business.

20. 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.

X None ☐ Yes

21. 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 address them to clarify the situation and work with the board to find a solution and notify the correct entities.

22. 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 the previous items 16-23, you may so indicate.

X This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.
The mission of bringing global citizenship, leadership, and diversity to students is a powerful one. Encouraging this awareness about the world around us and fitting that narrative into how students fit into this globalized society will serve students well in their life.

24. Please explain your understanding of the educational program of the charter school.
Providing a diverse education and teaching Modern Hebrew to students with teachers that are capable qualified to make each student feel safe, welcome, and guided.

25. Please indicate what you believe to be the characteristics of a successful charter school. 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 that is successful has good communication between the board, administration, parents, and students as well as the community. The school is diverse and dedicated to the students well-being and success.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

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

Shelley Jain

_____
Signature

6/22/18
Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Angela Mirizzi Olsen

Proposed Charter School Name: Staten Island Hebrew Public Charter School

E-Mail Addres

Home Telepho

Home Address

Business Tele

Business Add

[redacted]

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

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   X Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group. **I was recommended to the board by Leticia Remauro and then I visited another Hebrew Public school, Hebrew Language Academy in Mill Basin, to learn about the model.**

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.

   X I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   X I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

   My experience raising two sons with disabilities gives me the experience and skills needed to serve as a Trustee. My oldest child TJ was diagnosed with retinoblastoma at 6 months old and had both eyes removed. Raising a blind child was not the issue but mainstreaming him into society was. The American Disability Act was just signed into the law in 1990 and I needed to educate school administrators about my son's rights. TJ is now 31 years old, graduated Seton Hall and is in booking agent and owns a bar in Bushwick, Brooklyn. My youngest son Mark has apraxia and was kicked out of private school in the second grade. I realized he had an auditory issue around his 3rd birthday. Mark was placed in an early intervention program by his 3rd birthday. I enrolled him in our local public school where I was introduced to a teacher who specialized in special education with a concentration in reading. Once he graduated her class I hired her to privately tutor my son. My experience navigating public school systems to advocate for my sons gives the perspective and experience to advocate for Staten Island Hebrew Public students.

   In addition, my experience as a business leader on Staten Island gives me the experience and skill needed to ensure that SIHP remains financially stable.

   I'm also very involved in my community: I serve on the executive committee of the Da Vinci Society, I won the Edgar Foundation Community Leadership Award for my work in Superstorm Sandy recovery, and won the YMCA of Greater New York Volunteer of the Year Award for my service on the YMCA Board. As a community leader, I am well positioned to listen to the community and address needs and concerns.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

   I feel that my chief role as a board member who would be to ensure the safety, security and education of the school's students. The board would serve to oversee the school's administration and keep it within the bounds of its charter. The board also listens to the community and addresses the concerns it has. As a board member, I would help the board in navigating these matters.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

gr

Angela Mirizzi Olsen

Printed Name

Signature

6/26/2015

Date

Background Information—Proposed Board of Trustees Only

8. 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.

9. Please indicate whether 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).

10. 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 yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Member.**

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

    I believe in my community and I believe in its children. As a mother of two, I understand how important raising children is. I want to help give my community's children the best education possible in a safe environment which celebrates difference.

13. 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 the Staten Island YMCA which supports local projects. I serve on the Executive Committee of the Da Vinci Society of Wagner College.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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 Leticia Remauro as a friend and from my work in community friends.

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

☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

17. 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.

☒ Yes.
☐ 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.

I have met and or spoken with Jon Rosenberg, Valerie Khaytina, Kay Lodge, and Mark Fink all of whom work for Hebrew Public as employees.

18. 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.

☐ Yes.
☐ Not applicable because the School will not contract with a management company

or charter management organization.

☒ I / we have no such interest.

19. 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 will be conducted.

☐ Yes.

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

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

20. 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

21. 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 notify my other colleagues on the board of the matter to ensure that the matter was dealt with.

22. 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 the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.

☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.
As I understand it, Staten Island Hebrew Public would be an open enrollment charter school teaching Hebrew in an immersion language model as well as promoting student diversity and striving for academic excellence for all of its students.

24. Please explain your understanding of the educational program of the charter school.
The school will feature rigorous academics, Hebrew language instruction, and be a model of socio-economic and racial integration. The curriculum will also include service learning, Israel Studies, and student enrichment programs.

gr

25. Please indicate what you believe to be the characteristics of a successful charter school. 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 where its students come first. The school puts its students first and foremost by ensuring their safety, education and happiness. The board needs to keep abreast of all school developments and ensure that the school's leaders are on top of their responsibilities and responsive to the community. The board needs to speak and or meet with school's leadership regularly and examine its own procedures and effectiveness regularly.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

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

Signature

6/26/2018

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Leticia Remauro

Proposed Charter School Name: Staten Island Hebrew Public Charter School

E-Mail Address [redacted]

Home Telepho [redacted]

Home Address [redacted]

Business Tele [redacted]

Business Addr [redacted]

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

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   X Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group. **As a consultant of Hebrew Public, I helped the organization canvas and gain community support for the application of Staten Island Hebrew Public. Because of my knowledge and strong ties with the community, I was asked to serve on the board should the school's charter application be approved.**

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.

   X I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   X I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.
   As a long time Staten Island resident, activist, and community leader, I deeply understand the landscape of the proposed school community. As a community organizer and political consultant I have both strong ties to the community and an interest in improving the quality of life for all of its members. As an advocate, I am a tireless supporter of our children being afforded the best education opportunities possible. My experience and knowledge in local matters allows me to help the board as it works in tandem with parents, guardians and other community members to launch and run a successful school.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).
   School Boards serve to oversee the school and are responsible for the school fulfilling its commitments to the children, the community, the authorizer and the State of New York. If chosen to serve on the Staten Island Hebrew Public Board, it will be my responsibility to provide the school with guidance, oversight and support. I would regularly attend board meetings, engage with school leadership and the community and ensure that the school stays true to its goals and mission.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Leticia Remauro
Printed Name

Signature

6/28//18
Date

Background Information—Proposed Board of Trustees Only

8. 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.

9. Please indicate whether 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).

10. 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 yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.) **Chair.**

12. Please explain why you wish to serve on the board.
    I believe in community service. I am proud of my community and I agree with what Hebrew Public is trying to achieve. I want to improve educational opportunities for all children and I want the children to love the community as much as I do. I feel serving on the board would help me achieve those objectives.

13. 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):

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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:

From my work with the Staten Island community and Hebrew Public, I know or have met many of the prospective board members.

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

☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

17. 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.

☒ Yes.
☐ 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.

I have met and or spoken with Jon Rosenberg, Kay Lodge, Aaron Listhaus, Valerie Khaytina, Roger Katz and Mark Fink all of whom work for Hebrew Public as employees. I have spoken with Noemi Zibuts who also serves on the Hebrew Public Board of Directors.

18. 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.

☒ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we have no such interest.

As of January 2018, I have worked for Hebrew Public as a consultant assisting in their work in canvassing and gathering community support for establishing a charter school on Staten Island. This contract will end August 2018.

19. 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 will be conducted.

☒ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.

As of January 2018, I have worked for Hebrew Public as a consultant assisting in their work in canvassing and gathering community support for establishing a charter school on Staten Island. This contract will end August 2018.

20. 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

I do not believe any conflicts would exist, however, should a conflict between my role as a board member and my working relationship with Hebrew Public arise, I would immediately inform the board and recuse myself of any involvement in such a matter.

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

I would ask the individual(s) involved to immediately recuse themselves from all further business while I work with the board's lawyer to determine what happened and what recourse must be taken, including but not limited to removing involved party(ies) from the board and revisiting contracts that were not entered into in good faith.

22. 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 the previous items 16-23, you may so indicate.

☐ This does not apply to me, my spouse or other family members.

☒ Yes.

See question 18.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.
Staten Island Hebrew Public would be an open enrollment charter school teaching Hebrew in an immersion language model as well as promoting student diversity and striving for academic excellence for all of its students.

24. Please explain your understanding of the educational program of the charter school.
The school would feature rigorous academics, a diverse by design community, a progressive approach social-emotional learning, service learning and Hebrew studies. Staten Islanders have very few options for foreign language learning at the elementary level, SIHP would be an excellent addition.

25. Please indicate what you believe to be the characteristics of a successful charter school. 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 where its students come first. The school puts its students first and foremost by ensuring their safety, education and happiness. The board needs to keep abreast of all school developments and ensure that the school's leaders are on top of their responsibilities and responsive to the community. The board needs to speak and or meet with school's leadership regularly and examine its own procedures and effectiveness regularly.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

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

Signature

6/28/18
Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET
(For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: _Yelena Sklyar_____

Proposed Charter School Name: _Hebrew Public Charter School in Staten Island

E-Mail Address [redacted]

Home Telepho [redacted]

Home Address [redacted]

Business Telephone: _____

Business Address: _____

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

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   X Résumé Attached

   X Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

   I was invited to join after a meeting with key group leaders.

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.

   X I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   X I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

I have joined the world of educational leadership over 12 years ago in the administrative role. Throughout the 12 year journey, I have learned the secrets of the trade by learning the industry from within while moving up in my career. At this point of my professional development, I'm experienced in all aspects of managing and running school operations, varying from calming down a crying kindergarten student to managing budget, to running human resource, to maintaining productive relationships with parents and to being in compliance with all the regulations of the various city and state departments.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).

As a proposed member of the board of trustees, my goal is to use my extensive professional school operations experience in order to benefit the future of its potential students. It is my deep, personal belief that the ultimate goal of any school is to provide students with a safe and welcoming learning environment so that they can grow and mature into a well-rounded, responsible and successful adults. To successfully achieve this, I'm willing to fully commit to Hebrew Public project and to fulfill all the responsibilities given to me to the best of my ability.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

My educational credentials are under my maiden name, Yelena Kukushkina.

Yelena Sklyar
Printed Name

Signature

6/18/2018
Date

Background Information—Proposed Board of Trustees Only

8. Please affirm that you are or will be at least eighteen years old at the time of your appointment/election to the board.

   X I affirm.

9. Please indicate whether you have ever been convicted of a misdemeanor and/or felony in state or federal court in any jurisdiction.

   X 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).

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

    X This does not apply to me. ☐ Yes. If yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.):
    _____**Trustee /Treasurer**_____

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

    My desire to serve on the board comes from the deep passion for the Hebrew Public project. Combining diversity with quality education and cultural exposure to various groups is a long-term goal that has motivated me throughout my professional career. Possibility of joining Hebrew Public is the opportunity that will allow me to use my knowledge and experience to further promote these important values in the educational setting.

13. 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.

    X This does not apply to me. ☐ Yes. (Include description here):

Conflict of Interest - Proposed Board of Trustees Only

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

    X I / we do not know any such persons. ☐ Yes.
    If your answer is yes, please indicate the precise nature of your relationship here:

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

    ☐ I / we do not know any such persons. **X** Yes.
    If yes, please indicate the precise nature of your relationship here:

    Valery Khaytina is a personal friend of mine from high school. She will not be a board member of Staten Island Hebrew Public but is employed by Hebrew Public as a CMO.

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed charter school.

    X 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:

17. 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.

    X Yes.
    ☐ 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.

    I'm friends with Valery Khaytina who is employed as a CMO of the Public Hebrew which will be managing Staten Island Public Hebrew School.

18. 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.

☐ Yes.
X Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we have no such interest.

19. 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 will be conducted.

☐ Yes.
X Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.

20. 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.

X None ☐ Yes

Currently I'm employed as Operations Director by a private school. This will not create any conflicts of interest since private and charter sectors are separate from each other. I also run an educational consulting company which provides various services to school but my company is not affiliated with Hebrew Public in any way.

21. 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 such situation arise I would disclose a conflict to the board and recuse myself from any such vote that where there might even be the view of a conflict.

22. 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 the previous items 16-23, you may so indicate.

X This does not apply to me, my spouse or other family members.
☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

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

John Dewey once said, "Education is not preparation for life, education is life itself." My philosophy is that this educational life should be available to everyone regardless of race, gender, financial situation or anything else. Every child deserves to be educated in the environment filled with professional teachers who love the job because of what it gives students, not because of who these students are or where they come from.

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

The successful educational program combines rigorous academic curricular with a strong social program. Such combination provides students with an educational background which will help them succeed in their studies and social skills necessary to use that knowledge in the society conscience manner. I strongly believe that students who mature into adults possessing both of these aspects are more likely to succeed in life.

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

The successful charter school manages to combine the following characteristics:

a. **Rigorous educational curricula**
b. **Community involvement**
c. **Diversity**

To ensure the proposed school has all of these and is successful, the board will have to follow these necessary steps:

1. **Hire highly trained educators and administrators**
2. **Educate community about the goals of the school**
3. **Get students involved in the community and vise versa.**
4. **Develop and implement operations plan that would cover all the aspects of operations, such as, planning, development, implementation, supervision, reporting, accountability, and evaluation.**

With these steps being followed, any school will have a high chance of achieving and maintaining successful status.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

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

Signature

06/18/2018
Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

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Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Selina Brown Grey

Proposed Charter School Name: Staten Island Hebrew Public Charter School

E-Mail Addres [redacted]

Home Teleph

Home Addres

Business Tele

Business Address:

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

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   X Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group. **Recommended by Leticia Remauro**

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.

   X I affirm.

4. Please affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   X I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.
   As a working professional with experience in finance investigation, settlements and derivatives as well as local politics, I bring a perspective that combines no-nonsense business with a love of community. As a grandmother raising my special needs grandson, I am deeply committed to the care and education of all children. I am tough but compassionate, demanding but fair. I want to help build a school that is all inclusive and furthers the lives of all who attend it no matter where they come from or where they want to go. I believe my life and vocational experience can help represent a diverse community with different needs.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).
   As a board member, I feel my responsibility is to listen, learn and serve. For the application, I help review anything that is specific to the board and/or my role on it. I also serve as an ambassador to the school by attending local meetings and speaking with interested families. Once the school is operational, my job as a board member becomes to regularly attend monthly board meetings, listen to the issues and concerns of the school community and provide oversight to the school leadership as it builds a strong school.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Selina Brown-Grey
Printed Name

SELINA B Grey
Signature

____8/1/2018_____
Date

Background Information—Proposed Board of Trustees Only

8. 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.

9. Please indicate whether 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).

10. 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 yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Member.**

12. Please explain why you wish to serve on the board.
    I love my community and I love children. I can see no better way to serve both than by joining the board of a school committed to educational excellence for all children.

13. 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 deeply involved in my community and the local politics. For instance, I have experience in finance investigation and currently work for a local councilwoman. I am a lifelong Staten Islander who cares for her community and worked for its betterment for decades.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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 Leticia Remauro from work related projects. I have spoken with Mark Fink via email re: board service.

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

    ☒ I / we do not know any such persons. ☐ Yes.
    If yes, please indicate the precise nature of your relationship here:

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

17. 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.

    ☒ Yes.
    ☐ 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.

I have met and or spoken with Jon Rosenberg, Kay Lodge and Mark Fink all of whom work for Hebrew Public as employees.

18. 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.

    ☐ Yes.
    ☐ Not applicable because the School will not contract with a management company

or charter management organization.

☒ I / we have no such interest.

19. 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 will be conducted.

☐ Yes.

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

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

20. 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

21. 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 notify the chair (unless the chair was involved in which case I would notify the vice chair) and my other colleagues on the board and call for an investigation.

22. 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 the previous items 16-23, you may so indicate.

☒ This does not apply to me, my spouse or other family members.

☐ Yes.

Educational Philosophy -Proposed Board of Trustees Only

23. Please explain your understanding of the charter school's mission and/or philosophy.
Staten Island Hebrew Public would be an open enrollment charter school devoted to educational excellence that teaches Hebrew and English in a dual immersion program.

24. Please explain your understanding of the educational program of the charter school.
A dual language Hebrew-English charter school that uses the proficiency approach to educate children in both languages utilizing the most up to date educational tools.

25. Please indicate what you believe to be the characteristics of a successful charter school. 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 school that cares about its students; not only their academic well-being but their emotional and social well-being as well. A school that adheres to its charter, is responsible to its community and is a destination for students from all walks of life.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

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

Selina B. Grey

_____

Signature

8/1/18

_____

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

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Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Noemi Zibuts

Proposed Charter School Name: Staten Island Hebrew Public Charter School

E-Mail Addre[redacted]

Home Teleph

Home Addre

Business Te

Business Ad

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Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   - ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group.

As a Hebrew Public Board Member since 2016, I have been in the unique position to be able to see the emergence and operation of Hebrew Public schools throughout NYC. When Hebrew Public decided to put in an application for a school in Staten Island, knowing I was a resident, I was asked to recommend quality candidates. Excited about the mission and for the chance to open a school in my own community, I leapt at the chance to join the inaugural board.

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 affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.

Having served on the Hebrew Public Board for almost two years and being a long time Staten Island resident, I bring experience not only in understanding the Hebrew Public mission and in oversight of charter schools, but strong ties to the school's community.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school

I will review any sections of the application that pertain to the board and my membership on the board.
As a board member, I will provide oversight of school leadership.
I will uphold the board's fiduciary responsibility to the school.
I will help ensure that the school adheres to its mission.
I will help ensure that the school meets its charter goals.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Printed Name
Noemi Zibuts

_____*noemizibuts*_____
Signature

6/25/2018
_____
Date

Background Information—Proposed Board of Trustees Only

8. 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.

9. Please indicate whether 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).

10. 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 yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Member.**

12. Please explain why you wish to serve on the board.
    I want to help create a school on Staten Island that offers students the chance to grow academically, become proud global citizens by experiencing multiple cultures and be proficient in Hebrew Language.

13. 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 as a director on the Hebrew Public Board. The Board of Hebrew Public governs and supervises a network of charter school. As such, I understand the management, development and operation of charter schools.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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:
    Through my work on the Staten Island Hebrew Public application I have met or spoken to all of the other proposed members.

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

    ☒ I / we do not know any such persons. ☐ Yes.
    If yes, please indicate the precise nature of your relationship here:

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

17. 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.

    ☒ Yes.
    ☐ 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.
    Since 2016, I have served on the Hebrew Public Board of Directors. I know and work with all of the Hebrew Public employees and board members.

18. 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.

☒ Yes.

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

☐ I / we have no such interest.

Since 2016, I have served on the Hebrew Public Board of Directors. I know and work with all of the Hebrew Public employees and board members.

19. 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 will be conducted.

☐ Yes.

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

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

20. 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

21. 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 report my suspicion to the board chair. I would recuse myself from votes and discussions relating to such incident as not to appear to have any bias.

22. 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 the previous items 16-23, you may so indicate.

☐ This does not apply to me, my spouse or other family members.

☒ Yes.

Since 2016, I have served on the Hebrew Public Board of Directors. I know and work with all of the Hebrew Public employees and board members.

Educational Philosophy -Proposed Board of Trustees Only

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

Staten Island Hebrew Public is an exceptional, diverse public charter school that teaches Modern Hebrew to children of all backgrounds and prepares them to be successful global citizens.

I see SIHP as a school open to all where students are taught to succeed academically and take their place in the modern world as global citizens.

24. Please explain your understanding of the educational program of the charter school.
Strong academics. Immersion in Modern Hebrew. Understanding and compassion for people all of all backgrounds. Happy and grounded future leaders.

25. Please indicate what you believe to be the characteristics of a successful charter school. 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.

To be successful, a charter school must serve its community, reach its charter goals and be mission driven.

It is the responsibility of the school's board through governance and oversight to ensure that the school is accomplishing these points. The school leadership that is tasked with accomplishing these goals on a day to day basis must report to the board and ask for guidance when it is needed.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

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

_____

noemizibuts

_____6/25/2018_____

Date

NEW YORK STATE EDUCATION DEPARTMENT
CHARTER SCHOOL OFFICE

ATTACHMENT 5a: NEW APPLICANT AND PROSPECTIVE SCHOOL TRUSTEE BACKGROUND INFORMATION SHEET (For New School Applications Only)

Applicant Group Members ("AG"): The term Applicant Group is newly applied to include those individuals formerly identified as *lead applicants* and those participating in the planning of the application to establish the proposed charter school; those who will comprise the initial board of trustees; and those who will become school employees—anyone who is involved in the development of the Letter of Intent and the Full Application. All members, including prospective board members, must provide the background information where indicated for Applicant Group Members.

Prospective BOT Members ("BOT"): Service on a public charter school board of trustees ("board") is a position of great trust and responsibility. As a member of a public charter school's board, you are charged with overseeing the education of all students enrolled in the school, as well as the expenditure of public monies directed to the charter school. To properly evaluate proposed board members, please provide full and complete background information where indicated for proposed board members.

Note: Additionally, prospective members of the Board of Trustees are required to undergo a criminal background check via a fingerprint scan arranged by and at the expense of the State Education Department. ***The inability or unwillingness of any member of the applicant group to promptly undergo the required criminal background check via fingerprint scans within the timeframe requested in advance of the Board of Regents meeting shall be grounds for terminating an application or denying a charter recommendation.***

CONTACT INFORMATION FOR ALL APPLICANT GROUP MEMBERS

Member Name: Mark Fink

Proposed Charter School Name: Staten Island Hebrew Public Charter School

E-Mail Addres

Home Teleph

Home Addres

Business Tel

Business Add

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

Background Information – All Applicant Group Members

1. Please provide your educational and employment history. You may do so by attaching a résumé. **Note:** Individuals are not required to have degrees or education credentials to serve on a charter school's Board of Trustees. This documentation is for identify verification only.

   ☒ Résumé Attached

   ☒ Copy of Diploma, Transcript or Supporting Documentation Attached
   ☐ If education credentials are not available, please submit a signed and notarized letter stating the highest level of education obtained and the reason why the documentation cannot be provided.

2. Please indicate how you became aware of the opportunity to join the applicant group. **Having worked at Hebrew Public since 2011, I have seen the creation and formation of numerous schools. I have always been eager to serve on a school board to help assist in the oversight of a school and dedicate some of my time to public service. Staten Island is an incredibly culturally diverse and interesting community and I feel my knowledge of board governance would be helpful to the prospective board.**

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 affirm that you have read and understand the charter school application, the charter school board's by-laws and all proposed policies. If your team has not yet submitted a full application, please affirm that you will commit to read and understand the charter school application, the charter school board's by-laws and all proposed policies at the time of its submission for review.

   ☒ I affirm.

Statement of Intent—All Applicant Group Members

5. Please provide a personal statement regarding the experience and skills that you bring to the table.
   As a barred attorney and having spent the last few years helping managing school boards, I bring nonprofit, legal and governance experience. Having worked at Hebrew Public for the last seven years, I am familiar with the model and understand the needs of an emerging school.

6. Please provide a personal statement regarding your role, responsibilities, and commitment in relation to the development and preparation of the application (as a member of the applicant group), and/or in relation to the operation of the charter school (if you are a member of the proposed initial board of trustees).
   As a member of the proposed board of trustees, I will participate and review sections of the charter application that are directly related to governance and oversight. I will weigh in on any matters where the board has fiduciary and ethical responsibilities. I would continue in this oversight if and when the school is approved for a charter and opens.

7. Please provide any other information that you feel is pertinent to the Department's review of your background.

Mark J. Fink

Printed Name

Signature

6/21/18

Date

Background Information—Proposed Board of Trustees Only

8. 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.

9. Please indicate whether 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).

10. 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 yes, please provide an explanation.

11. What board position(s) and/or offices(s) will you hold? (e.g., member, parent representative, vice-president, Finance committee, etc.): **Secretary.**

12. Please explain why you wish to serve on the board.
    As a member of the NYC community and as someone who has spent the last seven years working with schools, I want to help create a school that is dedicated to academic excellence and fosters a love of language and culture where students not only learn but are excited and proud of their school.

13. 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 do not serve on any other boards but I work as an employee of Hebrew Public as the Chief of Staff/Assistant Counsel. Much of my work deals in board governance, operations and legal matters all of which are related to Hebrew Public's management of its network of schools as a CMO.

Conflict of Interest - Proposed Board of Trustees Only

14. Please indicate whether you, your spouse, or other family member knows any of the other prospective 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:
Through my work at Hebrew Public, I know Noemi Zibuts who is a member of the Hebrew Public Board of Directors as well. Through my work on the Staten Island Hebrew Public application I have met or spoken to all of the other proposed members.

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

☒ I / we do not know any such persons. ☐ Yes.
If yes, please indicate the precise nature of your relationship here:

16. 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, plans to contract or do business with, the proposed charter school, including but not limited to, the lease of real or personal property to the proposed 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:

17. 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.

☒ Yes.
☐ 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.
Since 2011, I have worked for Hebrew Public as an employee which would manage Staten Island Hebrew Public as a CMO, most recently as Chief of Staff/Assistant Counsel. As such, I know and work with all of the Hebrew Public employees and board members.

18. 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.

☒ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we have no such interest.
Since 2011, I have worked for Hebrew Public as an employee, most recently as Chief of Staff/Assistant Counsel.

19. 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 will be conducted.

☒ Yes.
☐ Not applicable because the School will not contract with a management company or charter management organization.
☐ I / we do not anticipate conducting any such business.
Since 2011, I have worked for Hebrew Public as an employee, most recently as Chief of Staff/Assistant Counsel.

20. 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

21. 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.

Per the proposed bylaws, I would recuse myself from votes and discussions relating to conflicts or where the appearance of such a conflict may exist.

22. 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 the previous items 16-23, you may so indicate.

☐ This does not apply to me, my spouse or other family members.
☒ Yes.
Since 2011, I have worked for Hebrew Public as an employee which would manage the school as a CMO, most recently as Chief of Staff/Assistant Counsel.

Educational Philosophy -Proposed Board of Trustees Only

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

The school's mission would be: Staten Island Hebrew Public is an exceptional, diverse public charter school that teaches Modern Hebrew to children of all backgrounds and prepares them to be successful global citizens.

I envision Staten Island Hebrew Public as a school that has a diverse population of students receiving a top flight education as well as immersion in modern Hebrew language.

24. Please explain your understanding of the educational program of the charter school.
In general this would mean rigorous academics, including Hebrew language education, grounded in global citizenship with an emphasis on service learning as well.

25. Please indicate what you believe to be the characteristics of a successful charter school. 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 is aligned with its mission, able to navigate under different circumstances, serves its community's families and accomplishes the goals set out in its charter application.
A board must provide oversight to ensure that school leadership is accomplishing the goals mentioned above. It should not monitor the day to day activities or micromanage the school's leadership, but it must periodically evaluate school leadership and ensure the charter goals and mission statement are being aligned with and met. The board must identify any areas of challenge or growth and work with the school leadership to resolve those issues.

STATEMENT OF ASSURANCE—PROPOSED TRUSTEES ONLY

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

Signature

6/21/18

Date