

FULL APPLICATION SUMMARY

Proposed Charter School Name	Hebrew Language Academy Charter School 2
Application History	Members of our current applicant group have previously applied to the NYS Board of Regents and SUNY Charter Schools Institute to open Hebrew Language Academy Charter School 2 (HLA2) in 2015 and 2016, respectively. In both cases, the application was withdrawn.
Proposed Board Chair Name	Adam S. Miller
Proposed Board Chair Email Address	████████████████████
Proposed Board Chair Telephone Number	██████████
District of Location	CSD 21
Opening Date	8/14/2017 (First day of school for teachers) 8/28/2017 (First day of school for students)
Proposed Charter Term	Five Year Term
Proposed Management Company or Partner	CMO: Hebrew Public (HP) ¹
Project Enrollment and Grade Span for Indicated Years	Year 1: 162
	Year 5:489
<p>Mission Statement:</p> <p>Hebrew Language Academy Charter School 2 (HLA2) will provide its students with the foundation necessary to pursue advanced studies and become ethical and informed global citizens. HLA2 will offer an rigorous K-5 curriculum, which includes intensive instruction in the Modern Hebrew language. Our diverse student body will develop a strong sense of social and civic responsibility through the integration of service learning across the curriculum.</p>	

¹ At the time of the June 28, 2016 Letter of Intent, the CMO Hebrew Public was known as Hebrew Charter School Center. The name of the CMO is currently being changed to Hebrew Public and is referenced as Hebrew Public throughout this charter application; however there may be references to Hebrew Charter School Center in some Attachments. The CMO is currently d/b/a both Hebrew Public and Hebrew Charter School Center.

Hebrew Language Academy Charter School 2 (HLA2) will provide its students with the foundation necessary to pursue advanced studies and become ethical and informed global citizens. HLA2 will offer an rigorous K-5 curriculum, which includes intensive instruction in the Modern Hebrew language. Our diverse student body will develop a strong sense of social and civic responsibility through the integration of service learning across the curriculum.

The fundamental objective of HLA 2 is to prepare its students academically and personally to achieve their full potential in life. In order to achieve its overarching objective, HLA 2 will ensure that:

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

HLA 2's model is based on that of two successful Hebrew language charter schools in NYC: the NYC Chancellor-authorized Hebrew Language Academy Charter School in Brooklyn's CSD 22 now in its second charter term serving grades K-7 on its way to serving K-8 at capacity and the Regents-authorized Harlem Hebrew Language Academy Charter School in Harlem's CSD 3 beginning its 4th year of operations this Fall serving Grades K-4.

HLA 2 will serve students in Brooklyn's CSD 21. Creating a racially, linguistically and economically diverse school, and reversing patterns of school segregation, is an important goal. Thus, an integral part of our mission is to educate a diverse student body; as such, CSD 21 is an ideal district for our school reflecting the racial, economic and language diversity we seek. According to the 2014-15 NYS District Report Card, CSD 21 was comprised of 17% Black, 25% Hispanic, 25% Asian/Native Hawaiian/Other Pacific Islander and 32% White students; 70% qualified for free- or reduced-priced lunch (FRL); 16% were ELLs, and 16% were designated as SWD. The top five home languages for CSD 21 students for the K-5 grade span were Spanish, Chinese, Russian, Urdu and Uzbek. HLA 2 students will reflect this diversity.

CSD 21 is also in need of strong public school options as is evident by student performance on the 2015 NYS ELA and math assessments². On the ELA assessment, only 34% of Grade 3-5 students were proficient and the achievement gap between at-risk groups and their non-at-risk peers is wide. Only 7% of ELLs were proficient versus 38% of English proficient (EP) students; 8% of SWD versus 42% of general education students (GE); 29% of FRL students versus 47% of non-FRL students and 14% of black and 21% of Hispanic students versus 47% of Asian and 41% of white students. The results on the 2015 NYS Math assessment was similar—47% of all students were proficient while the disaggregated data shows the achievement gap persists: 20% of ELLs, 52% of EP, 22% of SWD, 53% of GE, 41% of FRL students, 60% of non-FRL, and 19% of black, 30% of Hispanic, 64% of Asian and 54% of white students were proficient. Based on a model that supports student achievement, HLA 2 will be an important CSD 21 charter school option where only two K-5 charter schools currently exist.

² <http://data.nysed.gov/profile.php?instid=800000044121>

HLA 2 will devote significant instructional time to core academic subjects to ensure student mastery of NYS Common Core Learning Standards (CCLS) and will set high standards for and expect high levels of achievement from all its students. Each week, students will receive 10 hours of ELA, 5 hours of Math, 3 hours of Social Studies, 2¼ hours of Science and 5 hours of Hebrew instruction. In addition, students will participate in 3 hours of gym, 3 hours of the arts and 1 hour of chess weekly. HLA 2 will have a longer school day (8 am-3:30 pm) and school year (185 days) than district schools. Increased learning time will benefit all students, especially those who are identified as being at risk of academic failure.

HLA 2 will use the Gradual Release of Responsibility instructional model (more familiarly known as the workshop model), which is highly effective in working with heterogeneous classrooms of students, including students with disabilities (SWD), English language learners (ELLs) and Title I students. The workshop model is consistent with our commitment to a balanced instructional approach and builds capacity in teachers to differentiate instruction through the use of assessment data to identify students' needs. HLA 2's comprehensive assessment program will include a variety of formative and summative tools.

An integral part of HLA 2's mission is the study of the Hebrew language. There is ample research that points to the advantages children gain when they begin the study of a foreign language at an early age, not the least of which is their development as individuals who are bilingual, bi-literate, and cross-culturally competent, better preparing them to be active participants in the global community. Hebrew is taught using the Proficiency Approach, considered by the American Council on the Teaching of Foreign Languages as the gold standard for teaching foreign language. Like the workshop model, the Proficiency Approach is an assessment-driven approach with instruction constantly informed by an on-going assessment of the learners' abilities to function in the target language.

A unique instructional element will be HLA 2's co-teaching model allowing students to benefit from the instructional intensity that is derived from having two teachers in the classroom. Co-teaching will manifest itself through two general studies teachers co-teaching in Readers Workshop and Math. In Hebrew, students will benefit from a Hebrew instructional team supporting differentiated instruction in diverse Hebrew language abilities. As often as possible, co-teaching will be evident in other content areas, such as science and social studies, and will consist of the general studies and Hebrew teachers so as to integrate Hebrew into these subjects.

As our mission statement attests, we seek to imbue students with values of understanding and respect for others. Through the integration of an experiential service-learning curriculum that promotes social responsibility through a cycle of action and reflection, students will work collaboratively through a process of applying what they are learning to community problems.

We will invest in strong leadership and highly qualified and experienced teachers. Our approach emphasizes embedded professional development as reflected in full-time Directors of Curriculum and Instruction, for both the General Studies and Hebrew programs, in addition to the Head of School who acts as educational leader. Embedded staff development ensures teachers are fully supported and their instructional capacity is strengthened and deepened as the school continues to grow and develop. Our organizational structure will be further bolstered by our planned engagement of HP as our CMO. We believe that with CMO support in both the educational and operational realms, HLA 2's leadership will be better able to direct its focus on continual improvement of student performance.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name Hebrew Language Academy Charter School 2
Proposed School Location (District) New York City, CSD 21, Brooklyn
Name of Existing Education Corporation (if applicable) Not Applicable

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."¹¹

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

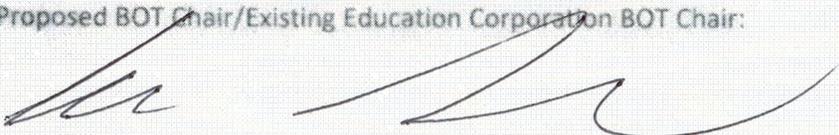
¹¹ N.Y. Education Law § 2854(2)(a)

required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;¹²

- 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;¹³ 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.¹⁴

I, Adam S. Miller hereby certify that the information submitted in this Full Application to establish Hebrew Language Academy Charter School is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

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



Date: August 12, 2016

¹² 20 USC § 7221b(b)(3)(J)

¹³ 20 USC § 7221b (b)(3)(K)

¹⁴ 20 USC § 7221b (b)(3)(N)

Hebrew Language Academy Charter School 2 Charter Application

Table of Contents

I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY	
A. Mission Statement and Objectives	1
B. Key Design Elements	1
C. Enrollment, Recruitment, and Retention	3
D. Community to be Served	5
E. Public Outreach	7
F. Programmatic and Fiscal Impact	9
II. EDUCATIONAL PLAN	
A. Curriculum and Instruction.....	10
B. Special Student Populations and Related Services	16
C. Achievement Goals.....	23
D. Assessment System	29
E. Performance, Promotion, and Graduation Standards	32
F. School Schedule and Calender.....	35
G. School Culture and Climate.....	37
III. ORGANIZATIONAL AND FISCAL PLAN	
A. Applicant Group Capacity	39
B. Board of Trustees and Governance	40
C. Management and Staffing	42
C.1. Charter Management Organization	48
C.2. Partner Organization (Not Applicable)	48
D. Evaluation	51
E. Professional Development	54
F. Facilities	57
G. Insurance	59
H. Health, Food, and Transportation Services	59
I. Family and Community Involvement	60
J. Financial Management	61
K. Budget and Cash Flow	63
L. Pre-Opening Plan	63
M. Dissolution Plan.....	65

Attachments

Attachment 1:	Admissions Policies and Procedures (pp. 1-3)
Attachment 2b:	Samples of Evidence of Public Review Process (pp. 3-1—3-57)
Attachment 2c:	Evidence of District Support for Restart/Turnaround (NA and not included)
Attachment 3a:	Sample Weekly Student Schedule (p. 4)
Attachment 3b:	Sample Weekly Teacher Schedule (pp. 5-8)
Attachment 3c:	Proposed First Year Calendar (pp. 9-10)
Attachment 4:	Student Discipline Policy (pp. 11-24)
Attachment 5a:	New Applicant and School Trustee Background Information Sheet (Not included, no changes since the Letter of Intent)
Attachment 5b:	By-Laws (pp. 25-33)
Attachment 5c:	Code of Ethics (pp. 34-36)
Attachment 6a:	CMO Information (pp. 36-1—36-25)
Attachment 6b:	Proposed Management Contract with CMO (pp. 36-26—36-50)
Attachment 7:	Partnership Information (NA and not included)
Attachment 8a:	Hiring and Personnel Policies and Procedures (pp. 37-52)
Attachment 8b:	Resume for Proposed School Leader (NA and not included)
Attachment 9:	Budget and Cash Flow Template
Attachment 10:	Replication Strategic/Business Growth Plan (pp. 52-1—52-15)

Tables

Table 2	Public Outreach Information
----------------	-----------------------------

I. Mission, Key Design Elements, Enrollment and Community

A. Mission Statement and Objectives

Hebrew Language Academy Charter School 2 (HLA2) will provide its students with the foundation necessary to successfully pursue advanced studies and achieve continued personal growth as ethical and informed global citizens. To accomplish this, Hebrew Language Academy Charter School 2 will offer 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.

Objectives: The fundamental objective of HLA2 is to prepare its students academically and personally to reach their full potential in life. In order to achieve its overarching objective, HLA2 will ensure that:

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

B. Key Design Elements

HLA2, to be located in Brooklyn's CSD 21, is modeled in part after two NYC charter schools: NYCDOE-chartered Hebrew Language Academy Charter School (HLA), recently renewed with a middle grades expansion, opened in 2009 in CSD 22, and NYSED-chartered Harlem Hebrew Language Academy Charter School (HHLA) opened in 2013 in CSD 3. HLA2 will be managed by the charter management organization (CMO), Hebrew Public (HP). To achieve our mission, we will offer: *Rigorous instruction*, including increased time on task, a readers/writers workshop/gradual release of responsibility approach, co-teaching, targeted instructional supports for students at risk, and Modern Hebrew language instruction, through a partial immersion approach: *Socio-economic, racial/ethnic, and linguistic diversity* (consistent with Design Priority 8), deeply valued across the HP network of schools: *High-quality professional development* (PD) and career pathways, to support the effectiveness and retention of our instructional staff members: and *Service learning* across the curriculum to reinforce values of cross-cultural communication, empathy, citizenship, community and social responsibility.

HLA2's academic model is grounded in research and successfully implemented in schools nationwide, including New York charter schools. The following describes core aspects of HLA2's design, which are closely aligned to our mission and will support our students' attainment of NYS and Common Core State Standards (CCSS).

Increased Time on Task: We will have a longer school day and year. This increased time will ensure that students, especially those at-risk of academic failure, can meet proficiency standards. HLA2 will use the additional instructional time to maximize the amount, and vary the approaches to, academic learning in core subjects and enrichment courses. In addition, supplementary academic interventions can be provided in addition to rather than instead of core and enrichment subjects, and longer learning blocks can immerse students more deeply and engage them more experientially in learning content.

Gradual Release of Responsibility/Workshop Model: We will use Graduate Release of Responsibility (GRR) as our overarching instructional model and Columbia University's Teachers College Readers and Writers Workshop (RWW), a balanced literacy approach, as the core model for ELA instruction. Both encourage higher level thinking by challenging students to engage in analyzing, evaluating and creating; they also both support the underlying premise of teaching for understanding, promoted by Wiggins and McTighe's *Understanding by Design* approach. GRR and RWW shift the cognitive load slowly and purposefully so students gradually assume increasing responsibility for their learning and become competent, independent learners.

The peer learning aspect of these methodologies is highly effective in working with classrooms of heterogeneous students, including students with disabilities (SWD) and English Language Learners (ELLs). GRR and RWW allow 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.

Co-Teaching: Co-teaching will manifest itself through strategic scheduling at the school level that ensures Readers Workshop (RW) and Math in particular are co-taught. This will either take the form of Integrated Co-Teaching (ICT) classes, with a team of two general studies teachers and a special education teacher, or a non-ICT classroom with two general studies teachers. In Hebrew class, students will benefit from a Hebrew instructional team supporting small-group differentiated instruction in Hebrew. This co-teaching model, which allows teachers to work together in a variety of formats, facilitates a greater level of differentiated instruction and small group instruction in classes of heterogeneous learners.

Instructional Supports for Students at Risk: GRR, RWW and our co-teaching model support differentiated instruction addressing the needs of all students, including at-risk students. HLA2 will also have dedicated instructional personnel, strategies and resources to support at-risk students. HLA2 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. HLA2's schedule is designed for intervention services to occur in addition to, rather than in lieu of, core instruction. More time has been built into HLA2's schedule to support struggling students in other content areas. Beginning in the summer after the first year of operation and every summer thereafter, HLA2 will hold a 4-week summer academic intervention program for struggling students. Once HLA2 has testing grades, it will also offer a 4-day full day Learning Review Program (LRP) for struggling students during the winter break.

Hebrew Language Instruction: An integral part of HLA2'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.

Socio-Economic, Racial/Ethnic, and Linguistic Diversity: Core to HLA2's mission is to create a school that is racially and economically integrated, with significant linguistic and special needs diversity. 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. HP has demonstrated success in achieving diversity in its NYC schools shown in the chart below.

HP NYC School: Enrollment Demographics ¹							
	FRL	SWD	ELL	Black	Latino	White	Multi-Racial
HLA (CSD 22)	62%	14%	8%	38%	4%	56%	2%
HHLA (CSD 3)	52%	19%	10%	36%	20%	40%	4%

Students in HH and HLA speak 12 non-English languages at home (Arabic, Spanish, Russian, French, Haitian Creole, Hebrew, Romanian, Italian, Japanese, Twi, Urdu, and Yoruba), reflecting the great linguistic diversity in HP's schools.

Professional Development and Career Pathways: Recruiting and retaining high quality leadership and staff and continuing to build their leadership and instructional capacities are critical to ensure successful student outcomes. HP will support the instructional leadership in identifying, designing and implementing HLA2's PD. HP and HLA2 embrace the concept that PD must be integrated throughout the school day. At HLA2, this means that the Director of General Studies Curriculum & Instruction (DCI), Director of Hebrew Curriculum & Instruction (DHCI) and Director of Special Student Services (DSSS) work on a daily basis coaching teachers and providing training and guidance in the way teachers work with all learners, including at-risk students and accelerated learners. HLA2 has set aside resources and time in the school day, in addition to pre-opening PD and designated full and half-day PD sessions during the school year, for teachers to engage in reflective practice, individual planning and collaboration with their colleagues within and across grade levels.

HLA2 will also include school-based career pathways that incorporate roles of increasing leadership responsibility for staff, particularly teachers. In doing so, HLA2 will succeed in retaining high quality staff while building a future leadership pipeline from within.

Service Learning: HLA2 will imbue students with values of understanding and respect for others through the integration of an experiential service-learning curriculum that promotes social responsibility through a cycle of action and reflection. Students will work collaboratively through a process of applying what they are learning to community problems, learning about the value of improving the world and being responsible members of society by identifying problems and creating and implementing plans that they have developed to address those needs.

C. Enrollment, Recruitment, and Retention

Projected Enrollment Table Over The Charter Term
--

¹ FRL=Free & Reduced Lunch, SWD=Students with Disabilities, ELL=English Language Learners

Grades	Ages*	2017-18	2018-19	2019-20	2020-21	2021-22
K	4-6	87	87	87	87	87
1	5-7	75	87	87	87	87
2	6-8		75	87	87	87
3	7-9			72	83	83
4	8-10				69	79
5	9-11					66
Totals		162	249	333	413	489

**Ages may vary depending on whether students were retained in a grade or advanced a grade in their prior school setting or while at HLA2.*

Enrollment Rationale and Growth Strategy: HLA2 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, HLA2 will have greater impact on its students' futures by engaging them from the start of their formal schooling. HLA2 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, HLA2 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, HLA2 will accept a new class of 87 students in Grade K. HLA2 will seek to replace any students lost through attrition through Grade 2; the enrollment table reflects 5% expected attrition after Grade 2. As a dual language school, to meet HLA2's unique goal of producing students with high levels of Hebrew proficiency, continuity of instruction becomes critical. Thus, backfilling only through Grade 2 will help to preserve HLA2's focus on a continuum of learning for every student.

HLA2 will have an expected enrollment of approximately 489 students in Grades K-5 in its first charter term. HLA2's small size is in contrast to over 70% of the 15 elementary schools in CSD 21 that have larger student populations—in several cases 700 to over 850 in their K-5 communities. Based on how community stakeholders have embraced the idea of HLA2, the enrollment target is attainable and provides an attractive option particularly for CSD 21 families whose only other public school choice may be a larger and academically struggling school.

Recruitment/Outreach Plan: HLA2 will be marketed to CSD 21 neighborhoods where a predominance of low-income/poverty-level and non-English speaking families reside. 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 Shorefront Y, where our Applicant Group and Prospective Board of Trustee (BOT) member Sue Fox serves as Executive Director. The Shorefront Y has preschool 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.

HLA2 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 21; 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 21 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.

Based on the enthusiastic support we have received from leaders of CBOs, preschools and other entities connected to families of school-age children, there is ample evidence that the number of eligible applicants for HLA2 will ensure adequate enrollment. Further, the existing elementary charter schools in CSD 21 have experienced overwhelming demand for seats in their schools. Coney Island Preparatory Charter School reported to us that their waitlist numbers for next year for Grades K, 1 and 2 are 430, 284 and 223, respectively. We were unsuccessful in securing information for Success Academy in Bensonhurst; however, media coverage about the Success network indicates each of their schools has significant numbers of students on their waitlists. Finally, further evidence that we can ensure adequate enrollment is the parental demand in CSD 21 for HLA located in CSD 22, HLA received 56 applicants for Grade K and 20 applicants for Grade 1 from CSD 21 for the 2016-17 school year even though there was no possibility of out of district applicants gaining enrollment in the school and all recruitment efforts were limited to CSD 22.

Should the number of applicants exceed our capacity, a lottery will be used to admit students and remaining students will be placed on a waiting list. HLA2's Admission Policy and Procedures in *Attachment 1* provides specifics regarding the application, admissions and enrollment process, and a plan for a public lottery.

Retention Plan: Our commitment to parental support and engagement in HLA2's academic and school life will help us retain our students, including those at-risk. We will ensure all parents, particularly 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. More detail on parent engagement is discussed in *III.I. Parent and Community Involvement*. Furthermore, as discussed in *I.B Key Design Elements* and *II.B. Special Populations*, 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 the enrollment and retention targets established by the Board of Regents.

D. Community to be Served

HLA2 aims to serve students who reside in Brooklyn's CSD 21. A key element of HLA2's design is a deep commitment to educate a diverse student body. CSD 21 is a racially, ethnically and economically diverse school district, and we seek to reflect that richness within our school population. CSD 21 is located at the very southern tip of Brooklyn. It is inclusive of all of the neighborhoods within Community District (CD) 13 (Gravesend, Coney Island, West Brighton, Brighton Beach, Homecrest and Seagate) as well as the west side of Sheepshead Bay, located in CD 15, and the southeast section of Bensonhurst, in CD 11. The neighborhoods within CSD 21 have long been home to Italian-American residents, and more recently, an increasingly Asian population, particularly in Bensonhurst. Brighton Beach has a strong Russian community. There are also a number of public housing developments in Coney Island and farther north in Gravesend where a predominantly African-American and Hispanic community reside.

According to the 2014-15 NYS District Report Card, CSD 21 was comprised of 17% Black, 25% Hispanic, 25% Asian/Native Hawaiian/Other Pacific Islander and 32% White students; 70% qualified for free- or reduced-priced lunch (FRL); 16% were ELLs, and 16% were designated as SWD. The *2013-14 Student Demographic Report* from the *NYCDOE Office of English Language Learners* indicates the top five home languages for CSD 21 students for the K-5 grade span were Spanish, Chinese, Russian, Urdu and Uzbek. HLA2 students will reflect this diversity. CSD 21 is also in need of strong public school options as is evident by student performance on the 2015 NYS ELA and math assessments. On the ELA assessment, only 34% of Grade 3-5 students were proficient and the achievement gap between at-risk groups and their non-at-risk peers is wide. Only 7% of ELLs were proficient versus 38% of English proficient (EP) students; 8% of SWD versus 42% of general education students (GE); 29% of FRL students versus 47% of non-FRL students and 14% of black and 21% of Hispanic students versus 47% of Asian and 41% of white students. The results on the 2015 NYS Math assessment was similar—47% of all students were proficient while the disaggregated data shows the achievement gap persists: 20% of ELLs, 52% of EP, 22% of SWD, 53% of GE, 41% of FRL students, 60% of non-FRL, and 19% of black, 30% of Hispanic, 64% of Asian and 54% of white students were proficient.

In CSD 21, there is a tendency towards larger schools, with the smallest school just under 400 students and the majority of enrollments over 600. The majority of students at these schools are economically disadvantaged—and a higher percentage of them are poorer than the neighborhood in which the school is located. Further, every elementary school in CSD 21 serves a higher percentage of Black and Hispanic students than the percentage of Black and Hispanic residents in those same neighborhoods—in almost all cases, this school percentage is double or more than that of the community around it.

NYS ELA and math assessment performance in CSD 21 is typically better than the city overall, which seems to indicate some level of stability as well as room for improvement. However, there is significant variability in performance across these schools. It is further notable that the schools within the district that enroll the highest percentages of Black and Hispanic students are performing at strikingly low levels. PS 188, PS 288, and PS 329, with 87% Black and Hispanic students, had only 13.0%, 15.1% and 21.8% of students meet the standard in ELA, and 15.9%, 26.4% and 19.2% in math, respectively. In contrast, the strongest performers attended the schools with the lowest poverty levels and percentages of Black and Hispanic students (PS 100, PS 97 and PS 215).

CSD 21 needs strong public school options that serve all students equally and well. As discussed earlier, only two elementary charter schools currently offer seats to families in CSD 21; both experience overwhelming demand for the seats available in their K-5 programs. Based

on a model that supports student achievement, HLA2 will be an important CSD 21 charter school option. HLA2's key elements, described in *I.B. Key Design Elements*, will provide a high quality educational option for all families in CSD 21, increasing the achievement levels for the most vulnerable students.

CSD 21's demographics and its performance on the NYS assessments both in the aggregate and among disaggregated subgroups, indicate that there is a clear need for a high quality charter school like HLA2 to serve students at the start of their academic career. As described previously in *I.A. Mission Statement and Objectives*, *I.B. Key Design Elements*, *I.C. Enrollment, Recruitment and Retention*, our educational model is designed to meet the needs of the diverse student population we will serve based on CSD 21's demographics. HLA2's design ensures that *all* students meet its rigorous learning standards. Our intensive focus on the acquisition of a foreign language beginning in K speaks to our dedication to producing bilingual and bi-literate citizens as well as students who develop a love and affinity for second language learning.

Our Applicant Group has the capacity to serve the CSD 21 community. Half of the Applicant Group and Prospective board have a direct connection to the district. One member is the Executive Director of a social service agency that serve the adults, families and children of CSD 21, one is a resident of CSD 21 and one grew up and attended public schools in CSD 21. Importantly, two share the immigrant experience of many of the families residing in CSD 21—many of whom will become members of our school community. The Applicant Group is diverse and represents a cross section of the people with the skills and experiences necessary to develop a high quality school and positively engage the community in its development. Some of the Applicant Group members were behind HLA and HHLA and continue to be involved as BOT members or educational support providers for these two schools. *I.C. Enrollment, Recruitment and Retention* and *I.E. Public Outreach* provide more detailed information on our public outreach process and expressions of support and parental interest in HLA2 for their children.

E. Public Outreach

Since late 2013, members of our Applicant Group and HP staff have been engaged in a thoughtful community engagement process to inform a wide variety of CSD 21 stakeholders about HLA2 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. *Table 2* provides a summary of our outreach activities to date while *Attachment 2b* provides detailed evidence of the public review process and includes examples of our informational brochure, parent survey, public notices and 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 their input include:

1. A website (www.hla2.org) containing information about HLA2, including a downloadable brochure, and an on-line survey that allows for community input and comment on HLA2 and its school design. The documents and survey are available in English, Hebrew, Spanish, Russian, Mandarin, Cantonese, Urdu and Arabic. The survey can also be downloaded to be completed by hand and mailed, faxed or e-mailed back to us.
2. Hosting parent information sessions at preschool programs to seek their input and support in addition to providing them with details about our academic program. Hard copies of the brochure and surveys, in multiple languages, were made available to attendees at all these information sessions.
3. Hosting information meetings for the general public in CSD 21. The purpose of the meetings was to inform a wide range of stakeholders about the plans for HLA2 and seek their input

and support. Hard copies of the brochure and surveys, in multiple languages, were made available to attendees at all these information sessions. Notices about these meetings were posted in the local press.

4. Engagement of Elected Officials representing CSD 21, including from the Brooklyn Borough President's Office, City Council, NYS Senate and Assembly and US Congress.
5. E-mails and letters sent to preschool directors in the community providing them with electronic versions or hard copies, respectively, of the HLA2 brochures and surveys to distribute to their parent body.
6. HLA2 flyers with information about the school, website and survey were posted in a variety of housing complexes in the community.
7. HLA is also supporting HLA2's outreach efforts by placing a link to HLA2's website on its social media outlets.
8. Robocalls to almost 500 residents in targeted zip codes asking them to rate the importance of HLA2's key design elements.

As discussed in our LOI, survey results indicated that while our model resonated with black, Hispanic and Asian families, many felt that they were not the target population of our school. We were deeply dismayed by this misperception particularly since the importance of creating racially and economically diverse schools, and of reversing patterns of school segregation, is core to HP's mission. Since the submission of our LOI, HP staff has been particularly focused on targeted outreach to black, Hispanic and Asian families with public information sessions at the Coney Island branch of the New York Public Library and the Kings Bay Y. Applicant Group member Mike Tobman met with leaders in the Asian-American community to gain their support and to facilitate entry into the Asian communities within CSD 21. This targeted outreach has resulted in a better understanding on the part of these diverse families of our mission to create a racially and socioeconomically integrated school community.

HLA2's 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. On the survey when parents were asked to indicate what school features are important to them and if there were suggestions they had to help us build our school of excellence, the vast majority of suggestions given were already elements of our school model and expected culture (Chess, Music, instructional strategies and staffing for ELLs, a school community that promotes cultural diversity and promotes tolerance and mutual understanding). Feedback from stakeholders with whom we met also supported our key design elements.

There were very few suggestions about modifications to the HLA2 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 and (3) an additional foreign language choice (French, Russian, Spanish). In response to the interest in after school programs, we will look to identify after school partners, like the Shorefront Y, which could partner with HLA2 if chartered and provide high quality programming for the children of families who are interested in this opportunity. With regard to the latter two suggestions, while we value this input from those parents who expressed these interests, our model would not be able to support these modifications in our first charter term. However, upon renewal we hope to expand to include the middle school grades and at that stage offer students an opportunity to explore a language *in addition* to Hebrew. HLA's middle school offers Spanish to students interested in pursuing a language in addition to Hebrew. Should HLA2

be given the opportunity to expand to middle school, we would select a second language that is responsive to the interest of our parents and students.

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. Programmatic and Fiscal Impact

Within the geographical boundaries of CSD 21, there are a total of 15 K-5 and 6 K-8 NYCDOE schools, as well as two charter schools currently serving elementary grades. Details about each of these schools were included in the previous section. Additionally, there are a total of ten yeshivas, including one that serves students with special needs. Just outside the district, there is one Montessori and one Catholic school that may serve students who live in CSD 21. HLA2 will most likely appeal to families of students whose only current option is to send their children to the neighborhood’s public district schools. It is possible for families with children enrolled at or considering yeshivas to be interested in HLA2, as a free school of choice that will teach the Hebrew language. However, since the yeshivas offer a religious, often single sex, education, many of these families may not be interested in HLA2 as it does not provide these design elements. Depending on where HLA2 is sited, families with children at the Catholic or Montessori school may consider HLA2 as an option. However, since CSD 21 residents will have preference in our lottery, it is unlikely we would significantly impact their enrollment.

HLA2 looks forward to building collaborative relationships with existing traditional and charter schools to improve educational opportunities for all children. Through sharing of best practices, HLA2 hopes all CSD 21 public schools, both district and charter, have the opportunity to learn from each other. NYCDOE’s opening of a middle school Hebrew dual language program in CSD 21 in September 2015 provides us with a unique opportunity to collaborate with these public school educators in Hebrew language learning. As we will use the PA 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.

HLA2 will have minimal fiscal impact on NYC public schools as per the table below.

Operational Year	Enrollment (# of Students)	Per Pupil Allocation	Projected Charter Cost	District Budget	Projected Impact (i.e. % of District’s Overall Funding)
2017-18	162	\$14,027	\$3,104,545	\$28,428,000,000	0.011%
2018-19	249	\$14,027	\$4,556,924	\$29,280,840,000	0.016%
2019-20	333	\$14,448	\$6,262,354	\$30,159,265,000	0.021%
2020-21	413	\$14,448	\$7,778,954	\$31,064,043,000	0.025%
2021-22	489	\$14,881	\$9,464,627	\$31,995,964,000	0.030%

The figures in this table are aligned with our five year budget plan in *Attachment 9*. For purposes of this analysis, HLA2 assumes the projected charter cost is equal to the total dollar amount transferred to the charter from the following sources: AOE, 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 \$27.6 billion for

the 2016-17 school year. The fiscal impact calculation assumes the NYC School District budget grows at an annual 3% rate. The number of students in the first year of the charter term will be 162, and the financial impact on the NYCDOE will be 0.011%. Over the course of its first charter term, HLA2 will grow to serve 489 students in Grades K-5 and the financial impact remains minimal throughout this period.

II. Educational Plan

A. Curriculum and Instruction

HLA2's curriculum is aligned to the NYS Learning Standards, inclusive of the CCSS. In accordance with the CCSS, HLA2 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 respective DCI (general studies teachers) or DHCI (Hebrew teachers) who are supported by HP's Director of Educational Support (DES) and Director of Hebrew Studies (DHS), respectively. 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.

HLA2 will formally review curriculum on a quarterly and annual basis. The process is a collaborative one involving administrators and teachers with support from HP instructional staff and its Data Scientist. During quarterly review, the participants review and reflect on quarterly assessment data and their meaning in relation to meeting the standards. Scope and sequence and pacing guides are discussed and evaluated during this process to determine what, if any, refinements need to be made for the subsequent quarter or following year. 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.

Each year, administrators evaluate on an ongoing basis whether teachers are implementing not only the curriculum effectively, but also instructional strategies to ensure the needs of all learners are met. This is accomplished through teacher observations by the DCI and DHCI as well as an ongoing self-reflection tool used by teachers. On a quarterly basis, teachers identify the standards they have addressed during each quarter and indicate whether each student (1) has acquired the skills and knowledge to meet the standard; (2) has acquired the skills and knowledge to exceed standard; (3) is making progress in the skills and knowledge necessary to meet the standard and (4) is at an introductory stage related to the standard. Teachers develop an individual action plan for each student that will set goals, strategies/interventions for meeting the goals, the timeframe in which goals will be met, and a process for re-evaluating progress towards the standard. This process is also conducted with respect to students who are meeting or exceeding the standards to ensure they can continue to advance.

English Language Arts (ELA). HLA2 will implement a rigorous and balanced ELA curriculum beginning in Grade K. The priority to develop strong readers, writers and

communicators is reflected in a daily 2-hour block devoted to ELA instruction in addition to literacy integrated in all other subject areas. ELA instruction is conducted within the Teachers College Reading and Writing Workshop (RWW) model and teachers will plan lessons based on their assessments of students' reading and writing abilities. During RWW, the teacher will vary between whole class mini-lessons including shared reading and shared writing, read-alouds of mentor texts, interactive writing, small group guided reading and writing lessons, and focused independent reading and writing. RWW provides strategy lessons that are supported with mentor texts that exemplify a specific reading skill or strategy that is modeled in both the reading and writing workshops. Children are then able to practice the specific skill or strategy with leveled texts that are appropriate for their abilities. The Teachers College RWW Units of Study are directly aligned with the CCSS. Students will learn to determine importance, draw conclusions, analyze and summarize texts and make inferences. Writing units address narrative writing, realistic fiction, informational writing, poetry, persuasive essays and letter writing. Exemplar texts for each instructional focus will support the reading and writing units. HLA2 also relies heavily on the EngageNY Curriculum Modules for its K-5 elementary ELA program, purposefully integrating these modules, as appropriate, into the hour designated for RW.

While HLA2 students will understand that the goal of reading is to achieve comprehension and to obtain information, HLA2 will also introduce students to the joy of reading with authentic literature. Students will learn to identify themes and sub-themes, and learn to think (and express their ideas both in writing and with the spoken language) about what they have read.

HLA2's kindergarten content standards focus heavily on increasing the oral English language skills and early alphabetic and phonemic awareness skills of children. Phonemic awareness forms the basis for a child's ability to decode and spell words. HLA2 will also have a strong phonics-based instructional program starting in kindergarten through second grade, employing Wilson *Foundations*, a research-based multisensory structured language program that has significant evidence of effectiveness, the Fountas and Pinnell Leveled Literacy Intervention (LLI) and additional materials.

HLA2 will use the instructional resource LightSail, in grades 3-5, to support the ELA program. LightSail is designed for individual student use on iPads designed to elevate literacy practices through an interactive e-reader with embedded assessments. The wide range of literature and informational reading materials on iPads expands the reading materials to which students have access. LightSail also provides opportunities to explore close readings, authors' craft and point of view through CCSS based questioning. It monitors student reading speed and supports fluency. Lexile and CCSS-aligned assessments are embedded in every text, and teachers are able to collect data in real-time and measure independent reading comprehension and provide immediate feedback. It will be used during guided reading time. In a study conducted with 200 at-risk students across seven urban middle schools and community centers over the course of one summer, students who used Lightsail grew on average 2.54L per week (versus 1.7L expected Lexile growth per week).

Math: At HLA2, the teaching of math carries equal weight to the teaching of reading and writing. To compete in almost every aspect of life, HLA2's students will have to exhibit confidence and proficiency in mathematical skills. The competencies that arise from mastery of math—aptitude in problem-solving; facility with numbers; clear communication; logic and reasoning, argument and proof; mental discipline; and strategic and analytical thinking—are skills that deepen one's ability and effectiveness in areas beyond the math discipline. These are

skills and understandings that support the CCSS in math. This strong foundation will also enable our students to apply math to the real-world.

Mastery of basic skills in reading, writing and math is a prerequisite for students to move forward in more advanced treatments of these subjects. In keeping with the belief that HLA2 must offer a *balanced* approach to instruction, HLA2 believes that facility with basic skills, knowledge of standard algorithms and mastery of mathematical concepts and skills with the help of drill and practice are necessary precursors to HLA2's students' ability to engage in higher order critical thinking and analytical skills.

Academic language is as central to math as it is to other academic areas and remains a significant source of difficulty for many ELLs who struggle with math. ELLs need rigorous and supported opportunities for academic and linguistic success in elementary math. Structured math scaffolding tasks that challenge students, while simultaneously providing them with the necessary support to achieve the lesson's specific learning objectives, amplify and enrich the linguistic and content knowledge needed to achieve in elementary math.

The study of math involves incremental steps that build on each other, allowing for the development of a solid foundation. As with ELA, HLA2 draws heavily from the EngageNY Math Curriculum Modules. In addition, HLA2 uses the Scott Foresman-Addison Wesley enVisionMATH Common Core (2013) text to support the EngageNY modules. The curriculum is aligned with the CCSS and is based on scientific research on how children learn math as well as on classroom evidence that validates proven reliability. EnVisionMATH teaches for deep conceptual understanding using research-based best practices. enVisionMATH supports GRR and differentiated instruction in a heterogeneous classroom setting. enVisionMATH engages all students with leveled activities for ongoing differentiated instruction. Topic-specific considerations for ELL, special education, at-risk, and advanced students enable teachers to differentiate for diverse learners. These curricula are consistent with our balanced approach to instruction. They support students' facility with basic skills, knowledge of standard algorithms and mastery of mathematical concepts, with the help of practice, to engage in higher order critical thinking and analytical skills.

Science: HLA2 students will explore life science, physical science, earth science and the human body. The science curriculum allows students to build connections to technology and societal impacts. These are strongly connected to community health, population, natural resources, environmental quality, natural and human-induced hazards, and other global challenges. The study of science in connection with technology and health provides the foundation for developing conscientious and service-oriented learners. HLA2 will use the Houghton Mifflin Science Fusion curriculum for grades 3-5 and FOSS kits for grades K-2. These materials comply with NYS curriculum guidelines and frameworks, provide support for teachers and support achievement for all students. This series uses an inquiry approach to learning consistent with GRR. Leveled-books allow for differentiated instruction by introducing and exploring identical science concepts at each student's reading level. It emphasizes active, hands-on explorations that help students understand key concepts and invites students to develop and explain concepts in their own words.

Social Studies: HLA2 plans to use the NYS Social Studies framework as the context for its social studies curriculum. The Scott Foresman Social Studies program for grades K-5 is HLA2's primary text for instruction. This series is directly aligned with the NYS Social Studies Standards. The content covers key strands: citizenship, culture, economics, geography, government, history and science/technology. Students will engage with primary source materials:

(1) original documents and letters; (2) trips to museums, exhibits and historical sites; (3) documentaries integrated into classroom instruction; and (4) art and literature to convey historical events and figures. HLA2 will incorporate service learning in social studies to reinforce values of empathy, citizenship, community and social responsibility in the context of inquiry-based learning that hones students' analytical skills; and an Israeli Studies curricular component to authentically augment Hebrew language instruction.

Hebrew Language: HLA2 will provide instruction in Modern Hebrew beginning in K, better preparing our students to be global citizens. American K-12 schools lag in the teaching of foreign languages, putting U.S. students at a competitive disadvantage. Our focus on foreign language learning will be a springboard for our students to have more facility in their pursuit of additional languages in the future, in addition to becoming 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:

1. It correlates with higher academic achievement on standardized tests and benefits both monolingual English speakers and ELLs in bilingual and two-way immersion programs.
2. It is beneficial in the development of students' reading abilities. Language learners transfer skills from one language to another. According to Genesee, there is no evidence of a negative effect on the acquisition of academic skills for students who are learning two non-native languages simultaneously through dual immersion. In fact, double immersion in two languages is proven to be effective in promoting proficiency in two-second languages.²
3. There are correlations between second language learning 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.
4. There is a correlation between bilingualism and attention control on cognitive tasks, intelligence, meta-linguistic skills, memory skills and problem solving ability.

Curricular materials are drawn from all genres of texts that were produced by native speakers for native speakers such as children's stories, songs, media clips and objects representing the target culture such as authentic games, signs and posters. HP developed the Hebrew language curriculum 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.

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

HP is also in the process of developing partnerships, both locally and globally, to enrich STEAM (science, technology, engineering, arts/design, and math) learning. HLA, HHLA and HLA2 students will benefit from partnerships with curriculum development and support

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

organizations such as i2 Learning and relationships with established cultural institutions such as the Israel National Museum of Science and the America-Israel Cultural Foundation.

Instruction at HLA2: HLA2 will have a co-teaching approach to instruction. Co-teaching will manifest itself through strategic scheduling at the school level that ensures RW and Math in particular are co-taught. This will either take the form of Integrated Co-Teaching (ICT) classes, with a general studies and special education teacher team, or two general studies teachers. In Hebrew classes, a Hebrew instructional team will support small-group differentiated instruction in Hebrew. As often as possible, general studies and Hebrew teachers will co-plan and co-teach, to integrate Hebrew into other content areas, such as science and social studies. The model creates a student to teacher ratio of about 14 to 1. Co-teaching allows teachers to work together in a variety of formats, which facilitates a greater level of differentiated instruction and small group instruction in classes of heterogeneous learners.

Gradual Release of Responsibility (GRR) is HLA2's overarching instructional model, within which teachers provide targeted, individualized instruction. GRR requires that the teacher transitions from assuming "all the responsibility for performing a task to a situation in which the students assume all of the responsibility." The model implements CCSS by ensuring that students develop the skills to analyze, synthesize and apply information in a variety of environments and experiences across all disciplines. The following describes the four interrelated components of GRR: *Focus Lessons:* Teachers model their own meta-cognitive processes while modeling an academic task. Modeled strategies focus on increasing understanding of content-area material. Focus lessons establish purposes of the task and clue students into important learning objectives; *Guided Instruction:* Teachers prompt, question, facilitate, or lead students through tasks that increase understanding of a particular concept or idea; *Collaborative Learning:* Students consolidate their understanding of the content, concept or idea and explore opportunities to problem solve, discuss, negotiate, and think with their peers. Collaborative learning is a time for students to apply information they learned during focus lessons and guided instruction, or to engage in a spiral review of previous knowledge. Each student is asked to summarize the activity individually; and *Independent Learning:* This component addresses the most important goal of good instruction—to provide students with practice in applying skills and information in new ways. As students transfer their learning to subsequent tasks, they synthesize information, transform ideas, and solidify their understanding.

Readers and Writers Workshop: RWW builds capacity in teachers to differentiate instruction in a classroom of heterogeneous learners. For this reason, RWW is highly effective with at-risk populations such as ELLs, Title I students and SWD and accelerated learners. RWW provides the opportunity for teachers to differentiate instruction through the use of assessment data to identify student need and tailor instruction and small group composition. Both GRR and RWW are grounded in Bloom's Taxonomy. By changing the paradigm from teacher-centered to teacher-facilitated instruction, students become actively engaged in their own learning, no longer passive in the instructional process and more fully utilizing higher order critical thinking skills.

RWW supports all learners, particularly ELLs, in the three dimensions of language acquisition: the production of language (listening, watching, and sharing), the understanding of language (sounds and meanings), and the function of language (first words, experiences gained through repeated daily routines, experiences and interaction with others). Daily read-alouds and shared readings support the production of language (to listen, watch and share). Daily repetition of shared readings supports students in oral and written language acquisition. This process is scaffolded to guide students to undertake much of the shared reading. Word Work lessons,

derived directly from the shared readings, address the understanding and function of language by exploring sounds and meanings in the context of real literature. These practices are effective for ELLs as well; they are the same techniques used in a sheltered English immersion program.

The Proficiency Approach (PA): HLA2 will provide instruction in Modern Hebrew through the PA. In second language teaching, academics distinguish between learning a language and acquiring a language. Learning a language involves accumulating knowledge about the language, its behavior and its structure: one relates to it as an outsider. Acquiring a language involves internalizing its structure and its behavior and as a result, using its linguistic components automatically to understand or create meaningful messages. The PA increases students' ability to perform in the learned language in all four skills (listening, speaking, reading and writing).

PA recognizes a learner's ability to perform in the target language develops gradually, in a nonlinear manner. American Council for the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines identify five main phases, to achieve the level equated with that of the native speaker: Novice, Intermediate, Advanced, Superior and Distinguished. Ongoing evaluation of the learner's progress as defined by these levels provides a clear picture of each learner's stage of functioning in all language areas. Evaluation uses four interrelated criteria: content/context, task, text type, and accuracy. The PA provides a framework that guides teachers in articulating clear learning goals and powerful instructional tools to support each student's learning needs. PA allows a flexible curriculum and promotes a learner-centered environment.

PA incorporates robust assessment tools for both formative and summative evaluations. 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. PA is fully consistent with GRR, providing a seamless transition for students from Hebrew instruction to other core subject instruction. Students will receive one-hour of daily Hebrew instruction. In addition, the Hebrew teacher or Hebrew instructor, who serves as a co-teacher during these social studies and science, integrates Hebrew in science and social studies in authentic moments.

We are confident that the HLA2 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, HLA2 will have a comprehensive assessment and evaluation program in place to identify potential problems early on in the child's academic career. HLA2'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 HLA2's teachers and administrators can continually measure the "effect" of the HLA2 educational program on students and monitor student progress towards meeting performance expectations on the state assessments. For greater detail regarding our intervention, assessment, PD and

evaluation programs, please see *II.B. Special Populations and Related Services, II.D. Assessment, II.G. III.E. Professional Development, III.D. Evaluation.*

B. Special Student Populations and Related Services

In HLA2's inclusive environment, special student populations will be provided with full and meaningful access to participate and progress in the general education curriculum. HLA2 will implement specific programs and supports and have designated intervention staff to provide instructional intervention to special populations of students as described in this section. All specialized instructional support personnel who will implement these services (including special education teachers, DSSS, ESL teacher, reading specialist, and social worker) will be NYS certified and highly qualified; additional minimum requirements for these positions are provided in *Attachment 8a: Hiring and Personnel Policies*. It is important to emphasize, however, HLA2's overarching educational approach as a whole is designed to ensure that all children, including those children most at-risk of academic failure, will be able to meet CCSS. In particular, the following elements of the HLA2 instructional framework maximize our student's attainment of the skills and knowledge necessary to meet CCSS.

GRR supports differentiation of instruction especially as it relates to different ability-levels of student groupings—Title I, ELLS, SWD, gifted students, etc. In GRR, during the practice/application phase of the workshop, teachers can pull individual students or small groups of students for additional and differentiated instruction. Additionally in RW, math and Hebrew instruction, the co-teaching model further leverages the capacity for differentiation.

HLA2 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, HLA2 will systematically and effectively identify the needs of individual students, and especially of at-risk students, and tailor instruction to address them.

HLA's curriculum emphasizes the integration of listening, speaking, reading and writing skills in all subject areas in all grades and incorporates topic-appropriate leveled readers in daily lesson plans in math, science and social studies. This focus is beneficial to all students and has particular importance to ELLs and other students at-risk of academic failure who need comprehensive and continual exposure to language as well as support in the development of their English language skills. Teachers also use the construct of the workshop model to develop students' spoken language skills. Teachers will guide students in their collaborative work by modeling how children should talk with each other, how they should build on each other's ideas and how to pull each other forward. Since language is essential in proffering and developing ideas, teachers will constantly guide students in formulating their thoughts, eliciting from them the reasons for what they are saying.

The daily common planning time available for HLA2 teachers is also an important factor in supporting special student populations' achievement of CCSS. HLA2's embedded PD model provides additional time for ongoing training, planning and collaboration between general studies and Hebrew teachers and intervention specialists (reading specialists, special education teachers and ELL teachers). This ensures there is effective coordination and communication among all instructional staff working with these special student populations, whether delivering

instruction as co-teachers in the classroom, in a push-in or pull-out setting or as general education teachers incorporating intervention strategies within their own classroom teaching.

HLA2's school culture is also a critical factor in ensuring the success and achievement of all students, including those at-risk. HLA2 promotes a community where all students, especially those students most in need of support and intervention to succeed, feel safe to take the risks necessary to thrive. HLA2 provides assurances that any after school and extra-curricular programming offered will be accessible to all students, including special student populations. Information on any HLA2 after school and extra-curricular programming 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 have their children participate in any of these offerings.

Title I Students: Students who struggle with ELA and math proficiency and those who may be eligible for Title I services will be identified for academic intervention services (AIS) funded through Title I based on their performance on NYS ELA and math assessments, NWEA or F&P benchmark assessment system. Criteria will be established in both English language arts and math on these assessments. Students who perform below established criteria will be eligible for AIS including those funded through Title I.

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.

If there is no improvement in the student's academic or other areas of concern the student will receive intensive academic intervention. HLA2 will have a certified reading specialist beginning in its first year to provide supplemental ELA support to special learning groups within HLA2, for instance Title I students, SWD and ELLs. The reading specialist will work collaboratively with classroom teachers in both a push-in and pull-out model to effectively address academically at-risk students' needs. HLA2 has chosen Wilson's *Foundations* and LLI as its academic intervention curricula. Based on assessment data, HLA2 will use small-group language experience, read-to and shared reading methodologies aimed at developing vocabulary and oral language structures. Over time, students will move into guided reading groups where their language development will continue to be supported. HLA2 will also use other reading intervention programs such as Month by Month Phonics. The DCI will serve as the Title I coordinator, until Year 3 when the DSSS is hired and will assume this role, and will oversee the academic intervention programs targeting this population of students, including:

1. Implementation and documentation of AIS by classroom teachers and the reading specialists.

Examples of intervention services are: extra small group guided reading sessions, the use of research-based reading intervention programs and strategies for Title I students and those in

need of academic intervention and remediation, utilizing supplemental reading material, individualized or small group tutoring, extra small group math support, creation of supplemental specialized math stations for targeted practice, supplemental manipulatives and supplemental one-to-one instruction.

2. Intervention and documentation by the social worker to support family participation in promotion of academic growth of student. Supplemental intervention services may include: guidelines to support at-home reading and/or math skill and comprehension; creation of at-home work space and time; coordination and outreach for additional academic support services (tutoring and/or counseling); and promotion of school-family partnership providing consistent language used by school and home in discussing reading, writing and math.
3. Intervention specialists will have daily time blocks to provide targeted AIS to students identified at-risk of academic failure. HLA2 will offer an intensive 4-week summer academic intervention program and, beginning in Year 3, a week-long LRP during mid-winter recess (February) for students struggling in ELA and math. Both summer school and the LRP are geared towards students who are academically at-risk (who are falling short of proficiency standards in ELA, or math or for whom promotion is in doubt). They will receive instruction provided by general studies teachers and academic intervention specialists. While not mandatory, parents of struggling students will be encouraged to have their child attend the LRP or summer school if recommended to do so.

All instructional staff will be involved with providing instruction to struggling students. The HOS, DCI, DHCI and the DSSS will provide support and guidance to all teachers to ensure all students meet or exceed HLA2's learning standards. HLA2 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 DSSS is hired, he or she will have oversight of the HLA2 intervention program and intervention staff.

Students from economically disadvantaged backgrounds may suffer language deficits due to the lack of language exposure. While they may not be ELLs, research shows that children from poverty level backgrounds face challenges and deficits in English language acquisition and development. Thus, students at-risk of academic failure will also benefit from Sheltered English Immersion (SEI) strategies that will be used by the ESL teacher and incorporated by general studies teachers to provide access to mainstream, grade-level content, and to promote the development of English language proficiency.

Throughout the year, teachers and intervention specialists with oversight and support from the DCI and the DHCI and DSSS, when hired, will evaluate the progress of the struggling students. HP's educational staff and Data Scientist will support this process. HLA2's instructional model facilitates teacher's ability to make real time modifications to lesson plans and instructional strategies to address the needs of struggling students. Student performance will also be measured using F&P benchmarks, formative and summative assessments and standardized and benchmark assessments like the NWEA and the NYS tests. Item analysis of assessment data will allow us to monitor progress. Students' meeting benchmarks will no longer be considered students in need of academic intervention.

Students with Disabilities (SWD): HLA2 will provide instruction to SWD in the least restrictive environment possible to the extent appropriate and subject to the requirements included in each student's IEP in accordance with all applicable federal and state laws and regulations (e.g. IDEA). Special classes, separate schooling, or other removal of SWD from the regular educational environment will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily, in accordance with the student's IEP. SWD will also be expected to participate in, and receive credit for, nonacademic, extracurricular and ancillary programs and activities with all other students to the extent allowed by the IEP. SWD will receive all notices concerning school-sponsored programs, activities, and services.

HLA2 will comply with the federal Child Find requirements (34 CFR §300.125). Students enrolling for the first time in a NY public school will be screened by the HLA2's CST to identify any possible indication that the child may need referral to the CSE of the district of residence. We will ensure that the most recent IEPs of enrolled students are forwarded to HLA2 by their previous schools in a timely manner.

Students suspected of having a disability will become a focus of the CST. As with any other student identified as at-risk, classroom teachers will share data and information with the CST, and a member of the team will observe the student. Supplemental services exist along a continuum of support (Tiers), ranging from mild accommodations to extensive intervention and may be available at HLA2, the district of residence or located elsewhere in the community. A referral to the CSE will be considered when implemented Response to Intervention (RtI) strategies have proven to be insufficient to address the student's needs.

Referrals to the CSE: If there is no improvement in the student's areas of concern following implementation of appropriate strategies, an official meeting will be called with the family and a referral may be developed. The referral is made by the DSSS in writing to the Chairperson of the CSE of the NYCDOE for an individual evaluation and determination of eligibility for special education programs and services. A copy of the referral, along with the procedural safeguards notice described in 34 CFR §300.504, will be sent to the student's parents/guardians. A student's parent or guardian, physician, judicial officer or representative of a public agency, as well a professional staff member, may make a referral. Regulations identify specific requirements for referrals initiated by professional staff members, directing that such a referral must state the reasons for the referral and include any test results, records, or reports upon which the referral is based; describe attempts to remediate the student's performance prior to referral, including any supplementary aids or support services or the reasons why no such attempts were made, and describe the extent of parental contact or involvement prior to the referral. Initial evaluations, re-evaluations, and revisions of IEPs, and the procedures relating thereto, are the responsibility of the CSE of the school district of residence (see 34 CFR §§300.22, 300.312 and 300.340 et al). HLA2 will implement the IEP developed by the CSE and will cooperate with the district of residence to ensure that all services recommended in the IEP are provided. The regular education teacher will be involved in the development and implementation of the IEP. HLA2 will provide substitute coverage for teachers as necessary to ensure they are able to attend CSE meetings.

HLA2 will hire appropriately certified special education staff, and may contract with certified or licensed individuals and/or organizations to provide services, under the supervision of the HOS or designee and, when hired, the DSSS. HLA2 will employ a minimum of 2 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 DSSS will be hired to provide

special education coordination, and supervise and evaluate all instructional intervention staff. Coordination involves overseeing HLA2'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 reports in compliance with 34 CFR §300.750. The HOS will help to oversee this process. HLA2 will add certified special education teaching staff based on the settings required of its enrolled SWD. HLA2 intends to provide SETSS and potentially ICT within each grade, based on the mandated settings and learning needs of its enrolled SWD. Each ICT classroom will be staffed by a general studies teachers and one special education teacher during RW and math.

HLA2's special education staff and outside related service providers will support classroom teachers, work in the general education classrooms with SWD individually and in small groups, provide resource room services and serve as consultants to the overall school community. This staff will work with general studies, Hebrew, ESL, specials teachers and social worker to support the education of and social-emotional well-being of SWD in a manner consistent with and supportive of the students' IEPs. Teachers of SWD 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. HLA2 will ensure that the special education programs and services will be provided directly to the student during school hours. HLA2 will provide support services to students to ensure that IEP mandates and measurable goals are met. HLA2 will have a social worker to provide IEP-mandated counseling to students. HLA2 will work with the NYCDOE to ensure that students receive all required related services. SWD 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. In the event that HLA2 is unable to provide services in accordance with the student's IEP, it will rely on the school district of residence to provide services.

All teachers will receive ongoing training regarding the education of SWD including during Induction Weeks each school year. PD will also address the needs of the SWD by emphasizing differentiation and ongoing assessment of work. For example, teachers will be fully trained to use the PRIM (Pre-Referral Intervention Manual), be informed about the CST procedures and be familiar with the SWD referral process. HLA2's embedded PD model provides additional time for ongoing training, planning and collaboration specifically related to the education of SWD. HLA2 has selected instructional materials that will be utilized to provide academic intervention to SWD, including Wilson's *Foundations* for English language instructional intervention, Leveled Literacy Intervention (LLI) by F&P and the intervention components of enVisionMATH. HLA2's budgets are also aligned with the expected need to purchase other instructional materials as identified by HLA2's special education professionals.

English Language Learners (ELLs): HLA2 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 (<http://www.p12.nysed.gov/biling/docs/ELLIDCHARTrev.pdf>). Until the DSSS is hired, the processes will be conducted by the ESL Teacher under the supervision of the HOS. As required, the screening through placement process must be completed within 10 days of a student's enrollment date into HLA2. Of note are regulations around ELL screening particularly related to SWD who may have second language acquisition needs. HLA2 will form a Language

Proficiency Team (LPT) made up of the DSSS, 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 HLA2, they will receive an explanation as to how English as a New Language (ENL) services will be provided at HLA2. 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.

Instructional Support for ELLs: To move ELLs to English proficiency as quickly as possible, HLA2 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 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. enVisionMATH has a highly visual learning instructional approach that has embedded ELL strategies and activities to ensure ELLs' learning is scaffolded and differentiated. Teachers will be supported with PD to 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. HLA2 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.

HLA2's proposed 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 *Foundations* 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.

EnVisionMATH 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: The PA for teaching Hebrew as it relates to ELLs is consistent with our approach to teaching Hebrew to EP students. 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 HLA2 students, English-only speakers and non-Hebrew ELLs alike, will be “Hebrew Language Learners.” HLA2 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.

HLA2 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.

HLA2 will 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).

HLA2 will continually assess academic programs and services for ELLs at all levels using multiple, fair, and equitable measures. HLA2 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.

Accelerated Learners: Students are accelerated learners when they exceed proficiency standards in ELA and math as measured by the NYS ELA and Math test, NWEA reading and math and F&P benchmark assessment system. 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.

HLA2’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. EnVisionMATH provides lesson plan guidance on three levels: intervention, on level and advanced. Enrichment activities are also provided to further extend beyond the advanced level. 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.

Evaluation of Programs for Special Populations: HLA2, with support from HP’s Chief Schools Officer (CSO) 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.D. Evaluation* enables HLA2 to make adjustments and revisit goals and expectations of our programs for SWD, 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, HLA2 will use this information to determine student progress against not only IEP goals or level

of English language acquisition but against HLA2's overall accountability goals and will modify programs and services. The special education teacher serving as SEC and then the DSSS, 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, HLA2 will use this information to determine student progress against HLA2'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 HLA2 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 DSSS 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.

C. Achievement Goals

Description of the incoming student population: As discussed in *I.D. Community to be Served*, HLA2 expects to serve an incoming student population that is reflective of CSD 21 in Brooklyn. CSD 21 is a very diverse district from a racial and socioeconomic perspective. According to the 2014-15 District Report Card for CSD 21, the district is 17% Black, 25% Hispanic, 25% Asian/Native Hawaiian/Other Pacific Islander and 32% White students; 70% qualified for free- or reduced-priced lunch (FRL); 16% were ELLs, and 16% were designated as SWD. The *2013-14 Student Demographic Report* from the *NYCDOE Office of English Language Learners* indicates the top five home languages for CSD 21 students for the K-5 grade span were Spanish, Chinese, Russian, Urdu and Uzbek. HLA2 students will reflect this racial and socioeconomic diversity. As discussed in *I.C. Enrollment, Recruitment and Retention*, HLA2's recruitment strategies will be implemented with the goal of meeting its enrollment targets for SWD, ELLs and FRL students. We will be prepared to be held accountable to meeting the enrollment and retention calculator numbers at the time of operations.

Academic Data of Surrounding District: CSD 21 is also in need of strong public school options as is evident by student performance on the 2015 NYS ELA and math assessments. On the ELA assessment, only 34% of Grade 3-5 students were proficient and the achievement gap between at-risk groups and their non-at-risk peers is wide. Only 7% of ELLs were proficient versus 38% of English proficient (EP) students; 8% of SWD versus 42% of general education students (GE); 29% of FRL students versus 47% of non-FRL students and 14% of black and 21% of Hispanic students versus 47% of Asian and 41% of white students. The results on the 2015 NYS Math assessment was similar—47% of all students were proficient while the disaggregated data shows the achievement gap persists: 20% of ELLs, 52% of EP, 22% of SWD, 53% of GE, 41% of FRL students, 60% of non-FRL, and 19% of black, 30% of Hispanic, 64% of Asian and 54% of white students were proficient. Based on a model that supports student achievement, HLA2 will be an important CSD 21 charter school option where only two K-5 charter schools currently exist.

HLA2's Student Achievement Goals: Should HLA2 be authorized, our educational, organizational, fiscal and operational performance will be evaluated against metrics established by NYSED in its Charter School Performance Framework. How well we perform against these metrics will determine how successful we have been over our first charter term. NYSED has spelled out specific performance benchmarks against which we will be evaluated. We will formally evaluate our performance annually against these benchmarks to inform any modifications we must make in our educational program (inclusive of curriculum, instruction, PD, intervention, staffing) to ensure that identified challenges to and gaps in student growth and achievement are addressed. The expectations that NYSED has for how a successful school should perform in the area of student achievement are also aligned with an important aspect of our school's mission: providing our "students with the academic and personal foundation necessary to successfully pursue advanced studies..." As such, the following are the HLA2 goals for student achievement consistent with Benchmark 1 of the Performance Framework.

1. Each year, 55% of HLA2 students in Grades 1, who are enrolled at HLA2 for at least two consecutive BEDS dates, will perform at or above grade level (measured by NWEA RIT Scores) on the spring administration of the NWEA MAP Reading test.
2. Each year, 55% of HLA2 students in Grades 1, who are enrolled in HLA2 in at least their second consecutive school year will perform at or above grade level (measured by NWEA RIT Scores) on the spring administration of the NWEA MAP Math test.
3. Each year, 65% of HLA2 students in Grades 2, who are enrolled at HLA2 for at least two consecutive BEDS dates, will perform at or above grade level (measured by NWEA RIT Scores) on the spring administration of the NWEA MAP Reading test.
4. Each year, 65% of HLA2 students in Grades 2, who are enrolled in HLA2 in at least their second consecutive school year will perform at or above grade level (measured by NWEA RIT Scores) on the spring administration of the NWEA MAP Math test.
5. At the end of each year, 75% of HLA2 students in Grades 1-2 who are enrolled in HLA2 for at least two consecutive BEDS dates will meet or exceed the grade level standard in independent reading as measured by the Fountas & Pinnell benchmark assessment system.
6. Each year, HLA2 will receive an ESEA Accountability Designation of at least "Good Standing."
7. Each year, 75% of all HLA2 students in each grade, 4th and 5th, who took the NYS ELA assessment 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 test administration.
8. Each year, 75% of all HLA2 students in each Grade, 4th and 5th, who took the NYS Math assessment 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 of Level 4) in the current year's NYS Math test administration.
9. Each year, 75% of HLA2 students in each subgroup (ELL, SWD and FRL) in each Grade, 4th and 5th, who took the NYS ELA assessment 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 of Level 4) in the current year's NYS ELA test administration.

10. Each year 75% of HLA2 students in each subgroup (ELL, SWD and FRL) in each Grade, 4th and 5th, who took the NYS Math assessment 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 of Level 4) in the current year's NYS Math test administration.
11. Each year, the aggregate percent of all HLA2 students in Grades 3-5 who scored at least a Level 3 on the NYS Math assessment will exceed the aggregate percent of CSD 21 students in Grades 3-5 who scored at least a Level 3.
12. Each year, the aggregate percent of all HLA2 students in Grades 3-5 who scored at least a Level 3 on the NYS Math assessment will exceed the aggregate percent of NYS students in Grades 3-5 who scored at least a Level 3.
13. Each year, the aggregate percent of HLA2 students in each subgroup (ELL, SWD and FRL) in Grades 3-5 who scored at least a Level 3 on the NYS Math assessment will exceed the aggregate percent of CSD 21 students in Grades 3-5 who scored at least a Level 3.
14. Each year, the aggregate percent of HLA2 students in each subgroup (ELL, SWD and FRL) in Grades 3-5 who scored at least a Level 3 on the NYS Math assessment will exceed the aggregate percent of NYS students in Grades 3-5 who scored at least a Level 3.
15. Each year, the percent of all HLA2 students in each grade level, Grade 3-5, who scored at least a Level 3 on the NYS ELA assessment, will exceed the percent of students in each grade level, Grade 3-5, in CSD 21 who scored at least a Level 3.
16. Each year, the percent of all HLA2 students in each grade level, Grade 3-5, who scored at least a Level 3 on the NYS ELA assessment, will exceed the percent of students in each grade level, Grade 3-5, in NYS who scored at least a Level 3.
17. Each year, the percent of all HLA2 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 21 who scored at least a Level 3.
18. Each year, the percent of all HLA2 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 NYS who scored at least a Level 3.
19. Each year, 75% of all HLA2 students in grades 3-5 who are enrolled at HLA2 for at least two consecutive BEDS dates will achieve proficiency benchmarks in the speaking domain, measured by their performance on the Oral Proficiency Interview designed by ACTFL (The ACTFL or a web-based test such as STAMP (Standardized Measurement of Proficiency) by AvantAssessment.

Method and Timeline for Evaluation of Student Progress Towards Achievement Goals: As discussed in this response and in *II.D. Assessment System, III.D. Evaluation, III.E. Professional Development*, instructional leaders and teachers with support from HP's instructional and data team evaluate students' progress towards meeting student achievement goals set forth in the Performance Framework through Progress Monitoring. The process of Progress Monitoring involves instructional leaders and teachers determining the student's current levels of performance in ELA and math and identifying goals for learning that will take place over time. Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning. The information gleaned from this data informs what adjustments to teaching are needed. Thus, the student's progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs.

At HLA2, Progress Monitoring will occur at 6-8 week intervals and involves instructional staff reviewing student data and identifying shortcomings against progress towards annual student achievement goals, in the aggregate and disaggregated by student subgroup. Through progress monitoring, student data may inform the need for mid-course corrections and fine-tuning by the instructional leaders and teacher and reveal shortcomings in student learning and teacher skill and content knowledge which will need to be addressed through targeted PD.

Rationale for Evaluation Method: HLA2 is choosing to implement Progress Monitoring to evaluate the academic progress of students and identify their deficits and strengths because it is a method that is researched-based. According to the National Center on Student Progress Monitoring (NCSPM), which was funded by the U.S. Department of Education, Office of Special Education Programs, progress monitoring is a scientifically-based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students, classes of students and subgroups of students. According to the NCSPM, when progress monitoring is implemented correctly, the benefits are great for everyone involved. Some benefits include: accelerated learning because students are receiving more appropriate instruction; better and more informed instructional decisions; documentation of student progress for accountability purposes; and more efficient communication with families and other professionals about students' progress.

Progress Monitoring at HLA2 will be supported by the use of valid and reliable assessment data. As discussed in *II.D. Assessment System*, HLA2 has a comprehensive assessment protocol consisting of valid and reliable formative and summative assessments consisting of commercially developed standardized normed assessments and criterion-referenced assessments and teacher-generated formative and summative assessments. HLA2 ensures the validity and reliability of its teacher-generated assessments by employing a process which results in assessments that explicitly reflect and measure learning outcomes. The starting point for HLA2 curriculum development is clearly-stated learning outcomes, which are designed to capture varying depths of knowledge and skill. After course outcomes are finalized, assessment items are written to capture the depth and breadth of each outcome. Instructional activities are built directly from the outcome and related assessment items, ensuring coherent alignment of learning outcome, instruction, and assessment. Because Progress Monitoring is based on valid and reliable assessment it will be effective in measuring student progress towards achievement goals and importantly identifying student deficits and strengths so that informed modifications can be made to the instructional program.

Communicating and Using Goal Specific Data: As discussed in *III.D. Evaluation*, HLA2 shall submit to NYSED an Annual Report by August 1 each year, which will include the state-mandated School Report Card. The Annual Report, which will be prepared by the HLA2 HOS, DCI, DHCI and teachers with support from the HP DES and Data Scientist, will include a Progress Report (if NYS assessment data is available at that time; otherwise the Progress Report will be submitted at a later date approved by NYSED) which evaluates HLA2's progress in meeting its approved student achievement goals. Through a collaborative process, administrators and teachers discuss the findings both formative and summative from across the academic year and should HLA2 fall short of its goals engage in a reflective process to identify the gaps in instruction and curriculum. In the Progress Report, the HOS, or his or her designee, will summarize the data, how performance met or fell short of the performance indicators and discuss why data fell short and what changes will be implemented in curriculum, instruction, PD and/or resource allocation to ensure that student achievement improves during the next and subsequent

years. If HLA2 met its goals, the progress report will include a discussion of how the school will enhance curriculum and instruction to ensure continued student progress and achievement. The Progress Report will be shared with its authorizer and all its stakeholders, including parents, teachers, BOT and school staff.

Continual progress monitoring towards meeting these 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 the HLA2 DCI and DHCI supported by team HP instructional team using individual, aggregate and disaggregated data to evaluate the effectiveness of the curriculum and instruction; *school-wide level* by the HLA2 BOT, HLA2 HOS and HP CSO using aggregate and disaggregated data to make programmatic and resource allocation decisions; and by *the authorizer* to determine if HLA2 is operating a successful school and has made the case for a renewal.

Using assessment results to increase student proficiency and growth works when students and parents are fully involved in the outcomes of this assessment with a clear understanding of what is needed to move the students forward. Therefore, communication of these results is very important and must be clear and transparent. This includes understanding the outcomes of assessments and the resulting growth plan. Parents will be encouraged and supported to help their child at home not only with homework, but with the specifics of the growth plan. Parents will have access to all teachers, as well as the HOS, DCI and DHCI and other administrators, through email or phone. Communication concerning the child's daily learning will be sent home with the child in the form of reports, results from assessments, and letters from the teacher informing the parent of any upcoming events. There will be three report cards annually at which time parents are required to attend an individual parent teacher conference where they will receive the report card and discuss their child's progress with the teacher. In addition, parents can request progress reports during the marking period from teachers. Finally, the PO will hold trainings and support group activities to clarify for parents their role in their child's education as well as discussion concerning how to interpret assessment results.

Teachers will meet individually with each student to discuss their individual growth plan using age-appropriate language. Students will receive feedback, with examples, concerning areas of growth and what that means and what behaviors the teacher is expecting of the student if they are to obtain that level of growth. Goal setting will take place during these meetings. These discussions will be developmentally appropriate and will allow students to take responsibility for their own learning; internalize HLA2's expectations of them; understand their areas of strengths and areas in need of improvement and what they must do to meet what is expected of them and what they should expect from themselves academically; and chart their progress against goals.

In order for students to learn and be successful we must track their progress to ensure all students are achieving at their highest level. Assessment at HLA2 will begin with an analysis of incoming students baseline proficiency levels in reading and math. All new students to HLA2 will be assessed on the NWEA in reading and math and F&P Benchmark Assessment System to get baseline information. Once these assessments have been administered, as well as any initial diagnostics and teacher created tests, the data can be used to confirm baseline starting points and areas of need. Teachers and students then set goals that help to facilitate conversations with students and their parents. The DCI with support from the HOS and HP's DES also will communicate the starting points and goals for the school, each class and teacher, and accountability subgroups (ELLs, SWD and FRL). So that the data is meaningful, all grade level teachers will work from the curriculum ensuring that their lessons are aligned with the

curriculum and their generated assessments are aligned with the curriculum and NYS learning standards, inclusive of the CCSS.

Throughout the year, teachers will use data from their diagnostic assessments and other formative assessments referenced in *II.D. Assessment System* during planning time and progress monitoring to examine item analysis, individual, subgroup (ELLs, SWD and FRL) and class level data in conjunction with curriculum to adjust lesson plans, and schedules for additional instructional time where needed. Faculty and administrators will use the data to formulate AIS. Faculty and staff 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 which will take place every four to six weeks will facilitate and support the consistent and precise use of data by administrators and faculty to monitor the progress of students on an individual, aggregate and disaggregated basis and make informed adjustments and/or changes to curriculum, instruction and PD priorities.

The HOS and BOT Education Committee with support from HP's CSO and his or educational team will use academic data to cultivate evidence-based program evaluation, communicate about academic goals and success, and make decisions about instructional delivery and direct instructional needs for specific children, organizational structure and resource allocation. A data dashboard will be developed and the HOS will report the results of relevant assessments at each Board meeting. Formal data management systems and technologies provided by HP will ensure regular collection, evaluation and communication about academic progress and attainment among the HLA2 community and between the BOT and authorizer.

Monitoring Progress Towards Achievement Goals: The HLA2 student achievement goals are aligned with the Performance Framework. This means that we are annually measuring the growth and achievement of our students in the same way that NYSED will as it evaluates whether or not we have demonstrated academic success. HLA2 shall submit to NYSED an Annual Report by August 1 each year, which will include the state-mandated School Report Card. The Annual Report, which will be prepared by the HLA2 HOS and/or his or her designees with support from the HP DES and Data Scientist, will include a Progress Report which evaluates HLA2's progress in meeting its approved student achievement goals. The Progress Report will also provide an analysis of why HLA2 may have fallen short of student achievement goals and what modifications will be made to the academic program to ensure identified gaps and challenges have been addressed for the coming school year. Where students have met and exceeded goals, the report will reflect upon HLA2 will continue to capitalize on that success so that students not just maintain, but also improve upon, their performance.

While HLA2 will formally report on the progress it is making towards meeting its student achievement goals (and thus the Performance Framework) on an annual basis as part of its Annual Report submission, the monitoring of progress towards our student achievement goals is happening continually throughout the school year as part of Progress Monitoring. At six to eight week intervals, instructional leaders and teachers with support from the HP DES, DHS and Data Scientist formally review student assessment data against annual benchmarks. Shortcomings will be revealed as the instructional staff analyzes progress against achievement goals for all students, including special student populations. A Plan of Action will be collaboratively developed for students who are not meeting performance expectations. Progress Monitoring, therefore, allows HLA2 to make necessary modifications throughout the school year as dictated by assessment results: at the student level with the teacher using individual, aggregate and disaggregated assessment data to inform instruction; at the classroom level by administrators and teacher

leaders using individual, aggregate and disaggregated data to evaluate the effectiveness of the curriculum and instruction; and at the school-wide level by the BOT and school leaders using aggregate and disaggregated data to make programmatic and resource allocation decisions.

D. 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. HLA2’s assessment protocol consists of all NYS-mandated assessments, teacher-developed and commercially developed formative and summative assessments and Hebrew PA assessments as delineated in the table below.

Assessment/ (Grade)	Purpose	When Administered
NYS ELA/(3-5)	Identify students’ ability to meet or exceed grade level standards in reading, reading comprehension and writing.	April*
NYS Math/(3-5)	Identify students’ ability to meet or exceed grade level standards in mathematical computation, mathematical reasoning and problem-solving	April*
NYS Science/(4)	Identify students’ ability to meet or exceed grade level standards in science content and use of scientific tools	April/May*
NYS Alternate Assessment (K-5)	To assess progress toward the NYS standards in alternate learning methods for students whose IEP mandates their taking the NYSAA.	January-March
Home Language Questionnaire (HLQ)	Identify those students who may be eligible for ENL (English as a New Language) programs as identified by home language	Upon enrollment in HLA2
NYS Identification Test for ELLs (NYSITELL) (K-5)	To measure English language proficiency; to determine entitlement to ENL/Bilingual programs for students whose home language is not English.	Once in Sept. if required by the HLQ
NYSESLAT/(K-5)	To measure student progress in developing English language proficiency & determine if an ELL’s proficiency has been met to be removed from ENL services	May
NWEA MAP (Reading and Math) (1-5)	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.	Beginning in September: 2 times per year for K, 3 times per year for 1-5
F&P Benchmark Assessment System (K-5)	To determine three reading levels for each student: benchmark independent, benchmark instructional, and recommended placement; To group students for reading instruction; To plan efficient and effective instruction; To identify students who need intervention and help; To document student	4 times per year, beginning in September (except for K which is first assessed in

	progress across a school year	January).
Teachers College Writing 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
Teacher Generated Assessments (K-5)	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.
Oral Proficiency Interview or modified Oral Proficiency Interview or STAMP	To allow students to demonstrate their precise Hebrew proficiency level in oral fluency, grammar and vocabulary based on the ACTFL guidelines. Students in grades 3 and 4 will take the STAMP.	Spring
Hebrew Curricular End of Unit Assessments (K-5)	To determine students' achievement and performance levels in all 4 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.	The administration of the assessment is dependent upon the length of the units.
Teacher-Generated Hebrew Formative Assessments in all 4 language skills (K-5)	To check the degree of mastery of each student in each of the four language skills to inform instruction.	Weekly, at the discretion of the teacher.
Curricular End of Unit Assessments (non-Hebrew subjects) (K-5)	Commercial or teacher-developed summative assessments covering material from an entire unit of study.	Administration is dependent upon the length of the units

*Each year, HLA2 will administer the NYS Assessments on the dates prescribed by NYS.

School based data teams will work under the direction of the HOS and the DCI. The HP Data Scientist will support compiling the data and analytics and providing them to HLA2 personnel. HLA2 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 F&P Benchmark Assessment System (BAS) and the NWEA in Reading and Math, for grades 1-5. HLA2 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. F&P BAS will be used as the ELA quarterly assessment system. This running records assessment provides teachers with diagnostic information that informs their grouping of students in the guided instruction portion of RWW. Through this assessment, an analysis of the reading cue systems is analyzed enabling the teacher to review or emphasize the systems that are not being used and then focus instruction to address this need. Fluency is also measured in this assessment. Teachers then plan their lessons to help improve students' reading skills and

strategies. Following these quarterly 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 DCI who is supported by the HP DES. 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 DCI.

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, HLA2 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 HLA2 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. HLA2 will use OnCourse, another software tool that has a lesson planner feature that allows teachers to create their lesson plans based on the assessment data, linked to standards. It allows teachers to create classroom websites, post homework, calendars and other information for students and parents. The student report card it produces indicates mastery of CCSS goals. During orientation, parents will be informed about HLA2'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. HLA2 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.

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 CSO, DES, DHS and Data Scientist 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 HLA2 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 HLA2 met its goals, the progress report will include a discussion of how HLA2 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 HLA2’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.

E. Performance, Promotion, and Graduation Standards

Promotion criteria will include attendance; comprehensive classroom assessments that include work samples, teacher assessments and observations; and benchmark assessments. The HOS reserves the right to make a decision for promotion when attendance falls short of criteria but academic benchmarks are achieved. Students failing to meet any of the grade level or school expectations in ELA and math are noted during the winter that their promotion is in doubt. An intervention plan is created and shared with parents, which may include, for testing grade students, recommended student participation in the LRP (by Year 3). If students do not meet promotion criteria, they will be encouraged to attend summer school. Students not meeting benchmarks at the end of summer school may be retained if it is determined by HLA2 leadership, in collaboration with the parents, to be in child’s best interests. The following are examples of the promotion criteria for students in Grade 2 and Grade 5.

Grade	Attendance	Teacher Recommendation	Benchmark Testing
2	95%	At grade level	F&P BAS - Benchmark At Grade Level. NWEA Reading and Math at Grade Level. Teacher developed grade-wide end of year assessment.
5	95%	At grade level	NYS ELA and Math—Level 2 and above.

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

Grade 2 Core Promotional Standards

ELA	End of Year Expectations
Reading	Uses phonics and word analysis to figure out unfamiliar words; Reads independently for sustained periods of time; Asks and answers questions about key details in a text; Retells stories, including key details, and demonstrates understanding of their central message or lesson; Describes characters, settings, and major events in a story using key details; Explains major differences between books that tell stories and informational books from range of text types; Compares and contrasts characters, settings and stories from one book to another; Obtains facts and information from different writings
Writing	Produces and expands complete simple and compound statements, questions, commands, and exclamations; Writes informative/explanatory texts in which they name a topic, supply some facts about the topic and provide closure; Writes opinion pieces in which they introduce the topic; Writes narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order and provides a sense of closure; With guidance, focuses on a topic, responds to questions or suggestions from peers, and adds details to strengthen writing.
Listening & Speaking	Shares ideas, facts, observations and opinions; Follows directions and asks questions for clarification; Listens respectfully, learns to take turns speaking.
Math	End of Year Expectations:
Arithmetic & Number Concepts	Counts by ones and twos, forward and backward from 100 using a number line; Counts within 1000; skip-counts by 5s, 10s, and 100s; Uses ordinal numbers from first through thirty-first; Uses place value when adding and subtracting numbers to 100; Fluently add and subtract within 20 using mental strategies; Uses the symbols $<$, $>$, $=$, $+$, $-$ appropriately; Adds and subtract two digit numbers with and without regrouping; Matches words and symbols from zero to twenty; Recognizes $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{8}$, and $\frac{1}{10}$ as part of a whole or part of a set of objects; Makes change for amounts of money to \$1.00
Geometry & Measurement	Recognizes simple two and three-dimensional figures in everyday life; Compares two and three-dimensional figures based on size or capacity; Uses a clock or calendar to track time and events; Measures length, weight, capacity and temperature; Estimates sizes
Function & Algebra	Sorts and classifies objects by two characteristics; Recognizes more than one object belonging to a set; Find missing numbers in open sentences.
Statistics & Probability	Participates in collecting and recording data; Participates in arranging and displaying data using tables, pictographs and bar graphs; Predicts likely outcomes of repeated acts
Math Processes	Selects an appropriate strategy to solve word problems; Uses objects, drawings and writing to explain solutions to problems.
Grade 5 Core Promotional Standards	
ELA	End of Year Expectations:
Reading	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; Writes to: Share an experience or event, real or imagined (narrative writing), Learn new things and communicate information to others (report writing), Tell what they think about a book (response to literature), Tell how to do something (procedural writing).
Listening & 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 respectfully and takes turns speaking, Expresses thoughts clearly, Uses comparison and analysis to explain ideas; Uses information that is accurate and relevant to a discussion; Asks questions to further a discussion, Follow directions
Math	End of Year Expectations:
Arithmetic & 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

HLA2 will not retain students based on Hebrew language achievement. Students who do not meet benchmarks in Hebrew language will receive interventions during the year. While HLA2

has explicit end of year expectations for Hebrew language acquisition, due to space constraints they are not delineated in the application, but are available for review upon request.

II.F. School Schedule and Calendar

School Calendar: Attachment 3(c) provides HLA2's Proposed First Year Calendar including designated PD days for teachers and summer school. HLA2 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 8 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. As presented in *Attachment 3a-Student Weekly Schedule*, students arrive at 8:00, eat breakfast during Morning Meeting and spend the first two hours of the morning engaged in literacy learning—through EngageNY lessons, RWW and *Foundations* and phonics skill work. Later in the morning, they focus on Hebrew for one hour and subsequently move on to an hour of math instruction, before transitioning to lunch and recess. Between 1:00 and 3:30, students dive into science and social studies as well as physical education, chess and the arts, the schedules for which rotate daily, depending on grade level and period. All students end the day with a Read Aloud with their classroom teachers. Dismissal is at 3:30 daily.

On a weekly basis, students will have: 11 ¼ hours English language arts; 5 hours math; 5 hours Hebrew; 3 hours social studies; 3 hours science; 1 hour chess; 1 ½ hours in the arts (plus additional art and music in K-2 integrated in ELA and social studies); and 2 ¼ hours of gym.

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). The teachers' schedules contained in 3b-Sample Weekly Teacher Schedules illustrate HLA2's co-teaching model:

- Two teachers co-teach during the RW and Math blocks—either two General Studies teachers (while one of their classes is engaged in Hebrew instruction), or a General Studies teacher with the special education teacher or reading specialist
- In the ICT classrooms, there are three teachers during RWW and math, with the special education teacher joined by two general studies teachers.
- At strategic times, a Hebrew teacher or instructor will join a General Studies teacher or Specials Teacher (for art/music and physical education) to co-teach during social studies, science, the arts or physical education. The afternoon instructional blocks for Hebrew teachers are understood as flexible blocks of time to push into these content areas.
- At least two Hebrew teachers or a Hebrew teacher and Hebrew instructor are in a co-teaching team during Hebrew language instruction.

Planning/PD Time: Induction Weeks (10 full days of PD) occur prior to the first day of school. Induction Weeks will address HLA2's key design elements, use of data and assessment, special populations, classroom management and other relevant topics. In addition, there are one full day and five 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 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 DCI 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.

Learning Review Program: By year 3, when our student population will grow to include the testing grades, HLA2 will also offer additional educational support for struggling students during the week-long February break. This LRP is a half-day intervention program providing more intensive support to students who are falling short of proficiency standards in ELA and math or for whom promotion is in doubt. While not mandatory, parents of these struggling students will be encouraged to have their child attend.

Summer School: HLA2 will have a 4-week summer school program beginning after the first 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: HLA2 students will be grouped by grade level into three heterogeneous classrooms of approximately equal number. HLA2’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 DCI, DHCI (HLA2 will share HLA’s elementary school DHCI in Year 1 before hiring its own DHCI in year 2), DSSS (beginning Year 3) 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 and year, extended instructional blocks, LRP and summer program provide increased time on task so that students, especially those at risk of academic failure, can meet proficiency standards. Co-teaching adds greater capacity for differentiated instruction, enabling teachers to meet the needs of all students, including those at risk, as well as accelerated learners. The schedules of intervention specialists will include targeted instruction (push-in and/or pull-out as required) for identified students. An example of the Reading Specialist’s schedule is in *Attachment 3(b)—Sample Weekly Teacher Schedule*. Our supplemental instructional and intervention program is designed specifically for special populations of students. Detailed information on these programs is provided in *II.B. Special Student Populations and Related Services* and *II.A Curriculum and Instruction*.

The following is a day in the life of an HLA2 3rd grader from her perspective. Her schedule is aligned with the schedule provided in *Attachment 3a-Sample Weekly Student Schedule*.

“A Day in the Life” of HLA2 Grade 3 Student-
8:00-8:15—Each morning my teacher writes us an interesting fact in a Morning Message. Sometimes it is from our Science work or from Social Studies or the news. We read this while we’re having breakfast and sometimes we even get to write on it.
8:15-9:15—Readers’ Workshop—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.
9:15-10:15—Writers’ Workshop: 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.
10:15-11:15—Hebrew Instruction—We begin by practicing things we’ve already learned like a song or a game. Then something new is introduced. After we practice that a bit we go and work with small groups to practice more and get the help we might need. There are always at least 2 Hebrew teachers in our room and sometimes some of the kids get taken out to get extra help.
11:15-12:15—Now it’s time for math and Ms. Smith comes back to us. We sit at the rug, our meeting area, and review and learn something new in math. Right now we’re working on our math fluency. Practicing our number facts and using them to build on new things.
12:15-1:00—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. I finish my lunch quickly so that I have time to run around in the playground.
1:00-1:45—Social Studies/Service Learning—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. Our Hebrew teacher is also with us in class. She only speaks Hebrew so we learn some new words and phrases. While on a neighborhood walk we noticed a lot of stray cats and decided to help our community address this. We wrote a class letter to the ASPCA about our service learning program and asked how we can help.
1:45-2:30—Science/Technology—We are studying life cycles and learned about frogs and butterflies. We have a caterpillar chrysalis and we are waiting for the butterfly to come out. Each of us is keeping our own journal on what we observe.
2:30-3:15—Physical Education/Art/Music—We love going to the gym. Our Hebrew teacher joins us here. During Art, we learn about specific art styles and we try to model them. During music we learn both Hebrew and English songs.
3:15-3:30—Read Aloud—Right now my teacher is reading “Maniac Magee” by Jerry Spinnelli. We are so interested in what is happening that we can’t wait to hear 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.
3:30—Dismissal—I make sure I have all the things I need for my homework tonight and put it all in my backpack before I head to the bus to go home.

G. School Culture and Climate

HLA2 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.

HLA2 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. HLA2's commitment to partnering with parents, to support both the academic growth and social/emotional well-being of our students, will enhance HLA2's ability to create a safe environment conducive to learning. (See *III.I. Family and Community Involvement* for a detailed discussion of HLA2'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 also 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, HLA2 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 so they are clear of expectations for conduct. They sign a contract indicating their understanding of these expectations. Staff will receive training in Rick Smith's "Conscious Classroom Management" from certified trainers.

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 HLA2 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 draft reflects the NYCDOE Citywide Standards for Intervention and Discipline. Our Discipline Code will be further developed and refined by HLA2'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): HLA2 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. HLA2 will follow all DASA guidelines. All staff will receive training on DASA during pre-opening PD that focuses on HLA2's framework for promoting a positive school culture. HLA2'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: HLA2 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 HLA2's unique features—including Hebrew language curriculum and instruction. HLA2's leadership will evaluate the survey results which will be discussed in HLA2's annual accountability goals. HLA2 will comply with VADIR data collection requirements and disciplinary data reported to NYSED will become a part of HLA2'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. HLA2 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.

Section III Organizational and Fiscal Plan

A. Applicant Group Capacity

There have been no additions to the Applicant Group since our Letter of Intent was submitted on June 28, 2016. Thus *Table 1 Applicant Group Information* and *Attachment 5a* do not have to be re-submitted with this full application.

Applicant Group members Adam S. Miller, Esq., Susan Fox and Stella Binkevich will serve on the founding BOT as Chair, Secretary and Treasurer, respectively. These members were chosen to fill these important seats for a number of reasons. First and foremost, each member expressed great enthusiasm to play a leadership role on BOT. Throughout the process of applying for HLA2 (which has spanned over a year), they have demonstrated a deep commitment to the establishment of the school and a resolve to support the work to strengthen the application based on feedback from the authorizers after two previous applications were submitted and subsequently withdrawn. Secondly, each member brings relevant professional and education experience to their roles on the BOT. This includes the legal experience of our proposed BOT Chair, the nonprofit administrative and governance experience of our proposed BOT secretary and financial and human resources expertise of our proposed BOT Treasurer.

Applicant/Founding Group Origin: In 2013, BOT members from HLA and HP leadership began to discuss the idea of bringing a Hebrew language charter school to CSD 21 in response to community interest. Their work with HLA in CSD 22 made them keenly aware of the community interest in CSD 21 for such a charter school. Over the years, HLA has received an

increasingly significant number of applications from children who resided in CSD 21 despite the fact HLA was not engaged in active recruitment there and there was little chance that these out-of-district children would receive a seat in the school given the sheer number of children applying from CSD 22. Thus, opening HLA2 in CSD 21 would be responsive to parental demand. In addition, the racial, economic and language diversity of CSD 21 and the need for quality charter school options made this district especially attractive as a setting for a Hebrew language charter school. Community outreach began in late 2013 to assemble a team, including individuals with ties to the CSD 21 community that would together have a range of skills and expertise necessary to launch and lead HLA2. Of the 6 members of the Applicant Group, 5 were members during our first submission of the HLA2 application in March 2015.

Proposal Development: The HLA2 Applicant Group engaged consultant Mary Grace Eapen to develop the full written proposal. In addition, Cliff Schneider, Esq. from Cohen Schneider O'Neill LLP provided legal review. Mary Grace worked closely with Applicant Group member Aaron Listhaus who is HP's Executive Director for National Programs and they both functioned as the primary authors of the application. In addition, members of the HP staff including the CSO, DES, Director of School Operations, Director of Talent and Recruitment (DTR) and the Data Scientist provided information for the application and participated in a detailed review. 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 budget development and facility planning. Members with deep ties to CSD 21 supported the community outreach work. While the education program is based on the model used by HLA and HHLA and supported by HP, we carefully reviewed input from the community, including from the stakeholders surveys, to determine how, if at all, any of the existing model needed to be modified for CSD 21. Interviews with charter school operators and high performing CMO leaders were conducted to cull best practices. Members of the founding group communicated frequently by phone and e-mail throughout the entire process. The full founding group convened, by phone and in person, as needed.

B. Board of Trustees and Governance

Table 1 Applicant Group Information contained in our Letter of Intent contains the required information for each member of the proposed HLA2 founding BOT. No new members have been added since the submission. 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 HLA2. The 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).

Administrative Relationship between Trustees and the Board of Regents: We understand the charter agreement is between HLA2's BOT and the Board of Regents. All decisions will be guided by the approved charter agreement. The Trustees must seek approval prior to making a decision materially different from any provision in the charter. HLA2 expects to receive in each year of the charter term inspection visits conducted by NYSED staff and external consultants contracted by NYSED. HLA2 will submit an annual report to the Board of Regents detailing the

academic and fiscal performance of HLA2. This includes but is not limited to: (1) information related to student academic performance; (2) a description of HLA2's progress in achieving its Charter Goals; (3) a certified financial statement and HLA2's most recent independent audit report; and (4) a demonstration of HLA2's success in meeting enrollment and retention targets of special populations. HLA2'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.

Roles and Responsibilities of the Board and Its Officers: The BOT is HLA2's oversight and policy-making body. The BOT may delegate certain responsibilities and duties to its CMO HP, HLA2'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 HLA2's compliance with relevant laws and regulations and School charter, and raising funds to support the growth of HLA2. 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 HLA2 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 HLA2'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 HLA2 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 HLA2'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 HLA2 as necessary with fundraising, marketing and other services.
- Hearing and making determinations regarding complaints submitted to the BOT in a timely manner pursuant to HLA2's complaints process.

(See *Attachment 5(b) 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 HLA2'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.

The BOT will be comprised of no less than 7 and up to 15 members and will include the following Officer positions: Chair, Vice Chair, Secretary, Treasurer (see by-laws for full position descriptions). Much of the work of the BOT will be conducted at the Committee level. HP will

support the work of each Committee. Initially, the BOT will have five standing committees, each consisting of at least three members, except for the Executive Committee, which shall have at least five members. Per the bylaws, the 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 Finance 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 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 Governance 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 HLA2 BOT members. This committee will nominate new individuals for BOT membership and nominate members for officer positions.

Parent and Staff Involvement in School Governance: HLA2 will facilitate the development of a PO. At BOT meetings there will be 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*. The School will encourage at least one teacher volunteer to attend every BOT meeting. 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.

Board Recruitment and Development: The BOT is cognizant of the need to continually recruit new members. The Governance 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. 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 HLA2’s BOT training needs.

C. Management and Staffing

The organizational chart illustrated below establishes clear reporting lines and accountability. It also 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 previously in the *IIIB. 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 HLA2'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 *IIID. 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 HLA2 and be supported by a leadership team composed of the DCI, DHCI, DSSS and Operations Manager (OM).

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 DCI and DHCI, respectively. The HP DES and DHS will provide support to the DCI and DHCI, respectively. In year 1, given the close proximity of HLA and HLA2, HLA2's Hebrew program will be overseen by HLA's K-5 DHCI who will have a dual role of management and oversight of the HLA and HLA2 elementary Hebrew program and staff. HLA2 will hire its own DHCI in Year 2. Prior to Year 3 when the DSSS is hired and will have management and oversight responsibilities for the instructional intervention program and staff, the HOS will delegate management of the instructional intervention program and staff to the DCI. Until the DSSS is hired, the HOS will designate a certified special education teacher to carry out special education coordination services under his or her direction.

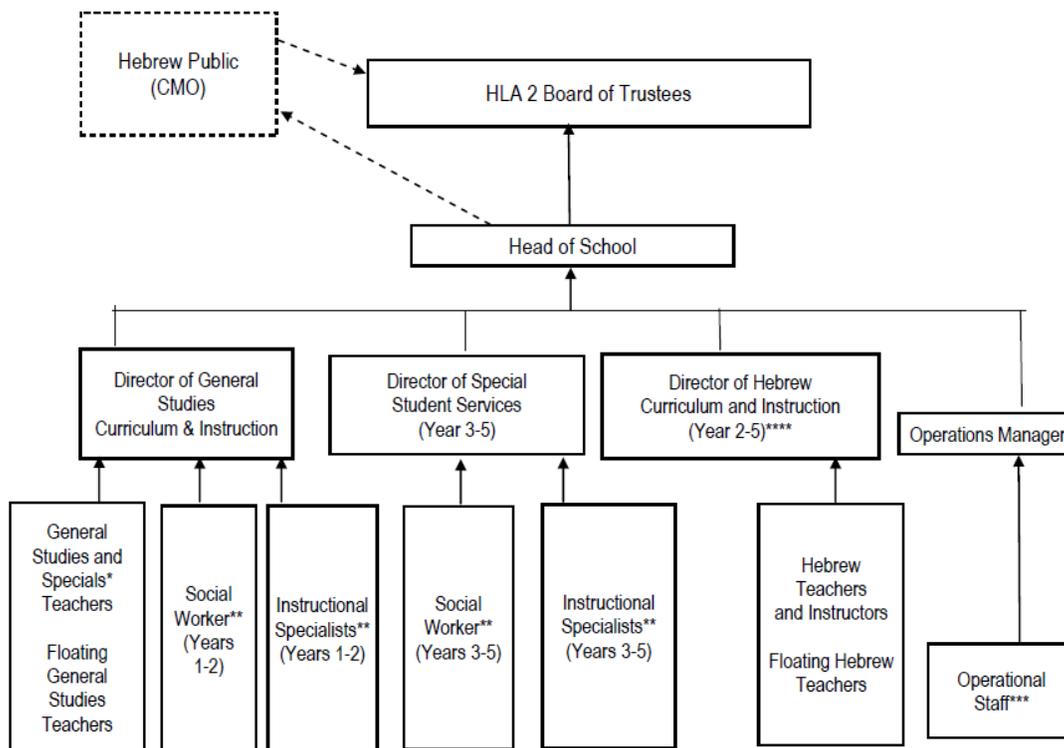
The DCI and DHCI and DSSS when hired, with oversight from the HOS and support from HP's DES and DHS, have the responsibility to engage and support their respective instructional staff in developing a rigorous state standard aligned curriculum, assessments, PD, and pacing guides for their respective areas. The DCI, DHCI and DSSS, with support from HP's educational staff, have an overarching responsibility to guide and support teachers in their delivery of instruction in the classroom through the use of assessment to drive instruction. They will accomplish this through their role in designing and coordinating the HLA2 PD program, details of which are provided in *III.E. Professional Development*.

The HOS manages the OM who, with support from HP's Director for School Operations, 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 8(a)*.

HLA2 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 Bookkeeper, in coordination with and oversight by HP's Director for School Operations, the HOS and BOT Treasurer. CSBM (or like organization), with support from the bookkeeper, HOS and HP's CSO and staff, will prepare and report on the school budget, the annual operating and capital budgets, balance sheet, and cash flow projections. The process for and roles involved in preparing and approving the school budget is provided in *III.D. Evaluation*.

The HOS has overall responsibility for setting 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 (including, how they impact current and future annual budgets).

HLA 2 Organizational Chart



*Specials Teachers include: Music Teacher, Physical Education Teacher and Art Teacher (hired in Year 3).

**The Social Worker and Instructional Specialists which include: Reading Specialist, Special Education Teachers, ESL Teacher report to the DCI until Year 3 when the Director of Special Student Services is hired and they become its direct reports.

***Operational Staff include: Bookkeeper, Office Manager, School Nurse and School Aides.

****In Year 1, the HLA K-5 DHCI has dual supervisory role covering the Hebrew teachers at HLA as well as at HLA 2. HLA 2’s DHCI is hired in Year 2 at which time HLA 2’s Hebrew instructional staff will report to the school’s own DHCI.

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 HLA2 and its programs operate responsibly and in full compliance with all regulations that apply.

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 HOS, DCI and DHCI: 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 DTR, supported by other network staff including the Marketing & Communications Department. HP's DTR has already begun the initial stages for the recruitment of the HLA2 HOS. Please see *Attachment 8a* for a detailed HOS's job description and the minimum qualifications and experience. Working in close partnership with the HLA2 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 HLA2 HOS position.

To ensure HP has the systems, cultures and the capacity to cultivate diverse teams of staff and leaders, the DTR partnered with Bellwether Associates, an organization dedicated to helping CMOs and non-profits become "talent ready." Through her work with Bellwether, the DTR has worked on creating and implementing a talent framework that includes: A talent management development strategy; Short term and long term goals and plans for recruitment, on-boarding and development; Development of clear organizational structures, roles, responsibilities and competencies; Culture and communication practices that support a high-impact, inclusive work environment; and Competitive and sustainable compensation, incentives and benefits.

HLA2's and HP's belief is that in 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 DTR recently successfully completed the search for a new HOS for both HLA and HHLA. Working closely with the BOT of each school, the DTR worked together with a recruitment firm, developing and creating core competencies for each role, leading to a job description reflecting these requirements. She then worked with the recruitment firm to source candidates using a range of techniques including sourcing through the recruiter, through HP's networks, identifying connectors in the education community, online sourcing, posting on job boards and mainstream media outlets. An ad was also run in the *New York Times* to drive additional applicants. The DTR is implementing the same strategy as it relates to the hiring of HLA2's HOS, DCI and DHCI.

The DTR'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, where 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. School fit panel interviews follow, during which a diverse group of school representatives (comprised of members of teachers and other school staff, with possibly the addition of key advisors whose insight and experience with charter schools and nonprofit leadership will add value to the process). The school fit 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 DTR will engage in a similar process for the recruitment and hiring of

the DCI and DHCI in collaboration with of the HOS, with consultation of the CMO. Minimum qualifications for these positions are provided in *Attachment 8(a)*.

Teacher Recruitment and Retention: The recruitment, development, and retention of great teachers are top priorities for the school and HP. HP's DTR 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 HLA2 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 teacher recruitment and hiring process will include the following phases: *Screening*—Prospective employees will complete an employment application, which will request information related to prior work experience, special skills and academic credentials and will also provide consent to check references. HP will require candidates to submit a résumé and will retain both the application and the résumé in its school employee files. The screening process will comply with all applicable law and school policy; *Interviewing*—HP's interview process, which may take place by telephone or videoconference, is designed to help the HOS in collaboration with the DTR 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 DTR 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 HLA2's opening) and be observed and interviewed by the HOS, DCI or DHCI; *Checking References*—HP 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, in most cases, a phone call. The HLA2 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; and *Fingerprinting*—Before employees can begin working, they must clear the SED fingerprint screening process.

HLA2 will hire highly qualified and appropriately certified teaching staff for core subjects and intervention. However, HLA2 may find high quality candidates for instance in such subject areas as art, music, technology and physical education who do not have appropriate teaching certification but who are professional musicians, visual artists, tech experts or athletes with the complementary skills and experience as educators, who engage students in high quality learning experiences in their content area. In those cases, should such a candidate be considered the best fit for the position, HLA2 will comply with NYS law regarding the limits around hiring of our teaching staff that do not possess required certification. Given the challenges in finding NYS certified Hebrew teachers and as we will always have at least one certified teacher in the Hebrew classroom in a two-member Hebrew co-teaching team, HLA is proposing to have a Hebrew Teacher category (individuals possessing appropriate NYS certification) and Hebrew Instructor

category (individuals who do not yet possess teacher certification and who co-teach with the Hebrew teacher). HLA2 assures that there is at least one certified Hebrew teacher for each grade level to support our co-teaching model in Hebrew. Since Hebrew teachers and instructors also co-teach with certified general studies teachers during the social studies and science there is always at least one certified teacher in those classrooms. HLA2, 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.

HLA2 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: HLA2's PD program including its focus on Career Pathways, described in *IIIE. 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 HLA2's Career Pathways. While all teachers are encouraged to take ownership of appropriate instructional and programmatic decisions through grade-level teams, HLA2 will promote formal and informal opportunities for teachers to participate in schoolwide planning, as well as having a standing item on HLA2 BOT meeting agendas for teachers to present.

To ensure that HLA2 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.D. 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, HLA2 will offers a longevity increase in salaries at three to five year intervals for teachers who continue their careers at HLA2 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 key staff members are found in *Attachment 8a*. Additional information on the role of HP in staff recruitment is provided in *IIIC.1. CMO, Attachment 6a CMO Information* and *Attachment 10: Strategic Business/Growth Plan*.

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 a number of reasons. First, HLA2 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 DTR has formed and will continue to form partnerships with universities to have student teachers to grow network school's own staff. HLA2 will offer bonus/incentives for staff recommendations (teachers need to stay for a full, successful year). This strategy has been successful at HHLA. HP and HLA2 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 10 Strategic Business Growth Plan* of HP, 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.D. Evaluation* and *III.E. Professional Development*. It also plays a role in staff recruitment as the HP DTR and HLA2 look to hire leaders and teachers with proven track records of closing the achievement gap and realizing significant student growth and achievement on measureable assessments.

C.1. Charter Management Organization

Rationale for Contracting with HP and the Promotion of HLA2's Mission: HLA2 is proposing to engage HP as its CMO to provide the school and its leadership with enhanced access to a range of educational and operational services while realizing efficiencies of operations. CMO support in the educational and operational realms will allow HLA2 to better direct its BOT's and school leadership's focus on continual improvement of student outcomes.

HP is a nonprofit organization created in 2009 with a mission to build a national movement of academically rigorous charter schools that teach Modern Hebrew to children of all backgrounds and prepare them to be successful global citizens. HP's vision is to create schools that are models of racial and socioeconomic integration, helping to reverse widespread patterns of segregation. HLA2 is modeled in part after HLA in Brooklyn and HHLA in Harlem, both of which are managed by HP. The services provided by HP will support the school's efforts to realize its mission and successfully implement its educational program by allowing the school to concentrate on driving student achievement and by helping the school leverage the highest quality talent and information needed to do so.

HP has been providing a wide range of academic support services to HLA since HHLA opened its doors and in the last year established a formal CMO arrangement with both schools. HP has a solid track record of supporting student achievement (see Attachment 6a-CMO Information). By developing and supporting excellent charter schools that embody linguistic, racial, economic, and cultural diversity, HP's schools 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. HP students will develop attributes of worldliness, purposefulness, and responsibility, through which they will make the world a better place.

Description of Services: HP's primary role is to ensure that HLA2 meets and exceeds its charter goals in fulfillment of its mission. To this end, HP defines the standards HLA2 needs to meet and holds it accountable for its performance through defined goals and metrics. These goals and metrics establish clear and transparent measures by which the BOT, school leaders, parents, and staff can judge the academic, operational, and financial effectiveness of the school. The targets set for HLA2 are designed to meet and exceed Charter Goals required for charter renewal.

HLA2 will partner with HP to provide a range of essential services. The relationship between the school and HP is codified in an Educational Services Agreement (ESA), which describes the proposed roles and responsibilities of HP and HLA2 and establishes the management fee that HLA2 will pay. The ESA's term is five consecutive school years, but can be terminated in a given year by the HLA2 BOT upon the evaluation of the services provided by HP, which include

but are not limited to: (1) Curriculum development and supporting the school's implementation of the curriculum; (2) Working with HLA2's contracted financial services provider and HLA2 administration to prepare annual budgets for recommendation to the BOT; (3) Human Resources; (4) Providing PD for teachers; (5) Training and evaluating the HOS; (6) Facilitating the procurement of information technology equipment and services, and providing certain computer information technology support to HLA2; (7) Fundraising; and (8) Marketing and advocacy for HLA2. Please see *Attachment 6b-Proposed Management Contract with CMO* for a detailed description of HP services that will be provided.

Delineation of Roles and Responsibilities: *Attachment 6b* 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, HLA2 will be governed and managed by its BOT, HP and the HOS. To ensure clear lines of responsibility and accountability, the following represents the HLA2's expectation regarding how the BOT, HP and HOS will work together to govern and manage HLA2:

Board of Trustees. The BOT is ultimately responsible and accountable for HLA2's success and the body that will determine the overall strategy and approach HLA2 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 HLA2. 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 HLA2'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 HLA2 BOT-designated CMO, HP will be responsible, along with the HOS, for managing the day-to-day operations of HLA2. As per the ESA, HP will deliver a variety of services (e.g. finance, human resources, PD, real estate support, etc.) and routinely report to the BOT on its operations and HLA2's progress. As a CMO, HP's role is to provide access to best practices and allow HLA2 to leverage a team of seasoned education and business professionals who are able to support the HOS in his or her efforts from both an educational and operations perspective so that HLA2 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 HLA2's mission and commitments that it makes in all areas throughout this charter application. All HLA2 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 HLA2 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 HLA2 clearly defines the duties and obligations of HP well as the duties and obligations of HLA2 within the CMO relationship to ensure clarity and transparency. The range of services that HP is to provide to HLA2 have been carefully considered and negotiated to align specifically not only with the required performance outcomes of HLA2 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 HLA2 BOT and the HP BOT in the HP-HLA2 CMO relationship are intimately aligned. The ESA further provides a clear framework by which the HLA2 BOT will assess the annual performance of HP and the timeframe in which the evaluation will occur.

Third, HLA2's governing policies ensures that the BOT objectively evaluates the performance of HP. HLA2's By laws and Code of Ethics 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 parties recuse themselves from the decision-making process. Thus, these recusal requirements, specifically speak to HLA2 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, HLA2'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 HLA2 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 has made the determination 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 HLA2's performance as 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. HLA2 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. Evaluation

Programmatic Audits: HLA2 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 HLA2's progress towards student achievement goals and overall educational program. HLA2 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 (DCI, DHCI, DSSS, 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. HLA2 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: HLA2'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 DCI, DHCI and DSSS, 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 DCI, DHCI or DSSS. 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 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 DCI and teacher (for Hebrew teachers, the DHCI) engage in dialogue that supports the development of teaching practices and improved student outcomes by discussion of the following: Review of student performance and other data; Review of effective teacher practices; Survey of knowledge of staff training and use in the classroom; Expectations for grade level planning and common planning periods; Expectations for the use of teacher preparation time; Lesson plan development and review; Individual grade level and school level development; Review process for PPs; and Identification of staff development needs.

Ultimately, 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 taken into account.

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 HLA2 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.

HLA2 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.

HLA2'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. HLA2'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. HLA2 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 HLA2 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: HLA2 will formally gauge parent and teacher satisfaction through the use of the NYC School Survey and HP School Survey. HLA2 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 HLA2 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, HLA2 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: HLA2 will formally evaluate its stakeholders' perception of the school climate annually through the NYC School Survey distributed to parents and school staff. HLA2's leadership will evaluate the survey results, which will be discussed in HLA2's annual accountability goals. HLA2 will comply with VADIR data collection requirements and disciplinary data reported to NYSED will become a part of HLA2'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 HLA2'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 HLA2's back office provider, Charter School Business Management (CSBM) (or a similar organization), the HLA2 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.

E. Professional Development

At HLA2, PD 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. HLA's job-embedded PD is designed to achieve these goals by integrating PD activities into the workday. The HLA2 view of PD is one in which teachers are engaged in professional learning daily. Through the co-teaching model, 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 HLA2 teachers learn together by solving problems in teams and as a whole faculty because every teacher feels responsible for the success of every student in the school community. 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 environment. 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 school's career pathway we will have established for them. This career pathway, discussed later in this section, will be an important factor in our retaining our best teachers while allowing us to build a pipeline of our future leaders from within.

The DCI and DHCI (and the DSSS, when hired), supported by HP staff, 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 in *III.D. Evaluation* may reveal shortcomings in student learning and teacher pedagogical skill and content knowledge which will need to be addressed through targeted PD. The convening of the CST, described earlier in this application, focused on individual students in need, may reveal similar information for which targeted PD is needed. The job embedded PD model combined with teachers' schedules that allow for both individual and common planning time, facilitates the ability of the instructional leadership to address needs on a real-time basis. HLA2's job embedded PD is designed to incorporate PD activities into the workday.

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 School's HOS, DCI and DHCI on providing training and support in areas around curriculum and instruction, in core subjects, Service Learning, the implementation and integration of the Israel Studies curriculum and support of Hebrew language instruction. This support will include proper implementation of GRR and the RWW as well as the Proficiency approach to teaching Hebrew. HP will provide training and support in assessment around these specific instructional elements. The professional climate that results from this PD supports HLA2's investment in and commitment to build the instructional and professional capacities of our teachers and staff and will attract the quality teachers we hope to recruit and retain at HLA2.

HLA2's PD will be designed and delivered in a manner consistent with the NYS Professional Teaching Standards and with the NYS Professional Development Standards to ensure consistent high quality PD leading to increased student achievement. The process of designing and coordinating the PD program will be led by HP in collaboration with the HOS and supported by the DCI and DHCI (and DSSS, when hired). The DCI and DHCI (and DSSS, when hired) will work on a daily basis during designated planning periods coaching the school's instructional staff and providing training and guidance in their work with all learners, including special populations of ELLs, Special Needs, at-risk students and academically advanced students.

PD will begin prior to the start of the school year and continue throughout the year. Teachers will be engaged in a 10-day pre-opening PD period, called Induction Weeks, during which, time will be spent reviewing the charter application and agreement with specific emphasis on expectations for student achievement. HP staff and the HOS, DCI and DHCI and various topic-specific consultants will present workshops to prepare teachers to work with all students, emphasizing at-risk, ELL and SWD. Topics being covered in pre-opening PD activities will support all teachers, including returning, novice and new teachers to the school. Topics included in pre-opening PD include but are not limited to: (1) differentiating instruction through GRR and RWW; (2) assessing student needs and evaluating student learning; (3) effective use of data in instruction; (4) special education procedures and services and the IEP and its use in guiding student learning; (5) Sheltered English Immersion; (6) the role of the general education, Hebrew teachers, ESL teacher and special education teachers, and special service providers; (7) forming partnerships with parents, cooperating teachers, and other staff members; (8) analysis of the instructional environment; (9) adapting instruction and adaptive technology; (10) introduction and overview of curriculum materials; and (11) progress monitoring; (12) the purpose and role of the CST; (13) classroom management and (14) compliance with all laws governing the separation of Church and State.

At HLA2, teacher schedules include common planning time within the school day (see *Attachment 3a*). 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 level to cross-plan how each grade will cover similar topics in different and increasingly advanced ways; (3) convene CSTs around specific students who have been demonstrating needs and challenges; (4) allow for planning and collaboration between general studies and Hebrew teachers and 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, HLA2's school calendar has 1 designated full day PD day and five one-half day PD sessions when students will be dismissed after lunch to allow for teachers to more deeply engage in PD topics, particularly those that address needs identified by instructional leadership and HP. These full and half-day PD days also provide Grade teams with concentrated time to break down quarterly benchmark assessment data to see what CCSS standards are being addressed by the curriculum and which ones the students are failing to meet.

Professional Development and Career Pathways: HLA2's PD model is aligned with the school's commitment to build teachers as leaders. HLA2'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, HLA2 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, HLA2 will develop career pathways. Teachers identified with instructional expertise as well as leadership skills by the DCI or DHCI 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 both strong knowledge of their content and good rapport with their colleagues take a leadership role in the design and delivery of the school's PD and mentoring their colleagues, particularly teachers new to the profession or new to HLA2. These roles in the

HLA2 PD program could be each teacher leader leading one session per week during the afternoon PD through updating/sharing/advancing their particular area. Such sessions could take the form of facilitating with their colleagues a "book study club," video observations and discussions, data review among other opportunities. 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 and providing mentorship opportunities for less experienced staff. This process importantly allows us to build leadership from within.

Evaluation of Professional Development: At HLA2, 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 to conduct a summative evaluation are: teacher instructional practice and student outcomes. Summative evaluation is used to assess the changes in teachers as a result of participating in the PD program. Through questionnaires, observations, self-assessment instruments and analysis of teacher evaluation records, instructional leaders will analyze how the PD programs have improved teacher and student practices. This process involves teachers describing changes in how they think, what they believe, and what they do in the classroom. They describe their own professional growth and evaluate the program in meeting their personal and professional goals.

Summative evaluation is also used to determine the effect of the PD process on student outcomes. 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 as well as broken down into disaggregated groups. Evaluation of student assessment data is fundamental to determining if the school has met or is making progress towards meeting its annual goals. 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.

F. Facilities

HLA2 is not seeking residential facilities. We have not yet identified a facility to house the school. We are currently exploring both co-location in a NYCDOE facility as well as a private facility solution. HLA2 will submit a request to NYCDOE to secure NYCDOE-provided space in either a public or private facility in CSD 21 and if none is available or suitable, 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, HLA2 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 HLA2 with a per pupil funding allocation to cover the cost of the facility, currently 20% of AOE or the annual rent, whichever is less. Friends of Hebrew Language Academy Charter Schools (FOHLA), which has secured private facilities for both HLA and HHLA, is working with Fillmore Realty, HP and members of the Founders Group in this regard.

We have viewed a number of potential private facilities in CSD 21 and have identified a site in Bensonhurst that would be suitable for the school's permanent home beginning in the third year of the first charter term (including for HLA2's long term goal of including a middle school in its second charter term). FOHLA is working with Fillmore Realty with the owner of this building on specifics of a long-term lease deal whereby HLA2 would be the subtenant of FOHLA if this site were to be secured. The building will be built out to the school's specifications by the landlord/developer. With FOHLA, we are continuing to look at possible temporary spaces that could house the school prior to this permanent solution. Fillmore Realty has identified spaces that would be suitable for three-year occupancy in the Coney Island, Brighton Beach and Gravesend sections of the district. Additionally, Newmark, Grubb, Knight and Frank, and Charter School Facilities, have identified potential options in CSD 21. In the event HLA2 needs to pursue such a non-NYCDOE route, HLA2 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.

HLA2 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 21 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; shared office for DCI and DHCI.
- **Year 5:** 3 classrooms for each grade K-5; 2 special education resource rooms (K-2 and 3-5); 1 music room; 1 cafeteria with food prep/serving area and storage area; 1 gym/auditorium space; 1 faculty room; admin space (includes main reception with separate offices of HOS, OM, DSSS); conference room, sufficient storage space; janitor's closet; nurse's office; social worker's office; shared office for DCI and DHCI.

To have the most realistic facility scenario in our budget presentation we are making the assumption 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 (20% 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

HLA2 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 and HHLA, Austin & Co., Inc., which has provided HLA2 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. Health, Food and Transportation Services

Health Services: HLA2 shall comply with all health services requirements applicable to other public schools including, but not limited to, all immunization requirements and diagnostic testing requirements. HLA2 will provide on-site health care services similar to the extent that such health services are available to children attending other public schools in the district where HLA2 will be located. This will be done, if possible, through a contractual arrangement with the NYC Department of Health. Both HLA 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.

HLA2'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, HLA2 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, HLA2 will secure parental consent to identify students with health risks and provide accommodations to faculty and staff when appropriate.

Food Services: HLA2 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 HLA2 will be eligible for meals provided at the facility. Breakfast, lunch and an afternoon snack will be served each day school is in session. Meals will be in compliance with NYCDOE, state and federal regulations. Although HLA2 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 HLA2 nor does it preclude the school from operating its own kitchen and providing its own meals. HLA2 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

HLA2'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 HLA2's students. HLA2'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. HLA2 will not guarantee parents a child will have yellow school bus service or half-fare or full-fare Metrocards until such service eligibility has been confirmed by OPT. On days when the regular public schools are not in session but HLA2 is, HLA2 will contract directly with a bus service provider and will pay for the buses out of the school budget. Funds have been allocated to this transportation need in the school's budget projections and will be an annual HLA2 budgetary item. HLA2 will also earmark funds for student transportation for field trips and other extracurricular programming and events.

SWD 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. HLA2'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.

I. Family and Community Involvement

HLA2 has been engaged in family and community outreach for three years. Through numerous meetings at public forums, CBOs, preschools 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 in the community (in addition to being on the HLA2 website) seeking input about HLA2's plans. Community stakeholders and parents supported HLA2's design as described in this application. We will continue to engage community stakeholders in HLA2's implementation if chartered. HLA2's framework for parent involvement centers around six elements of school-family partnerships promoted by Joyce Epstein of Johns Hopkins University to help all students succeed in school. They are:

1. **Parents:** HLA2'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.

2. **Communication:** There will be ongoing communication between staff and parents, all staff will have voicemail and email addresses. 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. HLA2's website will provide updated information for parents on important school matters, including HLA2'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.

3. *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.

4. *Learning at Home:* Parents will receive a Parent Handbook that contains information about HLA2's standards, curriculum, discipline policy; homework policy; and other items important to our academic and school culture. HLA2 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.

5. *Decision Making:* For more details on the active role parents will have in the school's governance and administration, see *III.B. Board of Trustees and Governance*.

6. *Collaborating with Community:* HLA2 is committed to bringing community resources into HLA2 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. HLA2 will explore partnerships with such CBOs as the Shorefront Y 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 HLA2 can draw on for the benefit of its children, parents and families and academic program.

J. Financial Management

The HOS will have oversight responsibilities for HLA2'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, the bookkeeper and CSBM. CSBM with oversight from the HOS will prepare its financial statements in accordance with Generally Accepted Accounting Principles (GAAP). Such financial statements would be prepared for each fiscal year and would include a statement of financial position, a statement of activities, a statement of cash flows, a schedule of functional expenses, and notes to the financial statements.

Independent Audit: The HLA2 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: HLA2 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 HLA2 will implement.

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

1. The Control Environment reflects the importance HLA2 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. HLA2'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.

2. The Control Procedures will be set up to strengthen HLA2'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, OM, bookkeeper) 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 should be undertaken by managers or officials as a compensatory control.
- Restricted Access: Physical access to valuable and movable assets will be restricted to authorized personnel (HOS and OM). Systems access to make changes in accounting records will be restricted to authorized personnel (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 and the sequence for documents must be accounted for.
- Processing Controls will be designed to catch errors before they are posted to the general ledger. Processing controls HLA2 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 bookkeeper or in his/her absence, the OM. 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. HLA2 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: HLA2 will have trained personnel on staff who are responsible for managing student information. The OM, 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 DSSS 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 DSSS 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. HLA2 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).

K. Budget and Cash Flow

We have prepared a sound and conservative budget (*Attachment 9*) that supports the mission and educational plan of HLA2. HLA2’s start-up budget plan, first-year budget and the five-year budget plan use conservative assumptions.

Pre-Opening Budget: As indicated in *Attachment 9*, HLA2 will use \$150,000 of the Charter School Planning grant and a \$125,000 start-up grant from HP (see HP’s grant commitment letter in *Attachment 2*) to cover expenses incurred prior to HLA2’s opening. The funds will be used to cover (4-6 months) of compensation and benefits for staff needed to get HLA2 up and running. HLA2 will also be supported by HP staff during the start-up phase of the school. Additional funds will be used for supplies, equipment, phone, board training, insurance and student recruitment. The school will be solvent at the end of the Pre-Opening Year with an anticipated \$11,933 to carry over to Year One.

Year 1 and Five Year Budget Plan: Please see *Attachment 9* for detailed revenue and expense assumptions for budget line item for each year of the five year charter term. HLA2’s budgets were informed by the experience of both HLA and HHLA. We based the budget assumptions on the current expenditures of these schools; they reflect prevailing costs for personnel and other than personnel costs, including costs associated with operating in a private facility. HLA2’s budget includes conservative assumptions for revenue (3% per pupil revenue increase every other year and special education reimbursement which will increase 2% in Year 4). While the HLA2 budget does not reflect increases in all years for Title, IDEA and textbook funding, budgeted expenses, specifically personnel costs—the largest driver of expenses—include annual increases. 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.

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.

L. Pre-Opening Plan

Action	Start & End Dates	Responsibility
File for HLA2 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
Develop and Finalize Employee Benefits	Upon Approval-	BOT, HP

Package	1/2017	
Recruit and Hire HOS	Ongoing-1/2017	HP, BOT
Contract with CSBM or similar provider	11/2016-12/2016	BOT
Develop FPP, approve by BOT & submit to SED	Upon approval-12/2106	Treasurer,CSBM*, HP
Establish all relevant financial systems, payroll, billing and other disbursements as per FPP	11/2016-12/2016	Treasurer, CSBM*, HP
Establish bank checking account	Upon Approval	Treasurer
Recruit and Hire Office Manager (Off Mgr)	12/2016-1/2017	HP, HOS*
Recruit and hire DCI, coordinate with HLA's DHCI	Upon Approval-3/2017	HP, HOS*
Recruit and hire other 1st year school staff	1/2017-6/2017	HP, HOS, DHCI*, DCI*
Seek a nurse from DOH or hire a private nurse	7/2017-8/2017	OM
Apply for Consolidated Title Funds	7/2017-8/2017	HP, HOS, DCI,OM
Develop evaluation tools for HOS and other admin, instructional and non-instructional staff	4/2017-8/2017	HP, HOS, DCI, DHCI, BOT
Develop agenda, engage consultants for pre-opening PD. Develop PD Plan for Year 1	4/2017-8/2017	HP, HOS, DCI, DHCI, Teachers*
Conduct Pre-opening PD	8/2017	HP,HOS,DHCI, DCI, Teachers
Student/Family Outreach and Conduct Student Lottery, Generate Acceptance List and waitlist	Upon Approval-3/2017	HP, BOT, OM*, Off Mgr,HOS*, DCI*, DHCI*
Send acceptance packages to families, continue to take names of 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.	4/2017-Ongoing (Continues as families may decline the acceptance or withdraw their child from the school)	HOS, OM
Request/Secure Student records from previous schools (including all IEPs for SWD)	4/2017-8/2017 (as students are admitted)	OM*, Off Mgr, sp. ed. teacher*
Secure School Facility	Ongoing-6/2017	BOT,HOS*FOHLA
Arrange phone, internet, utility accounts	1/2017-7/2017	HOS,OM*,Off Mgr
Purchase and accept delivery of all FFE	5/2017-8/2017	HOS,OM*,Off Mgr
Further develop, refine and formally adopt, by BOT actions, HLA2's policies including Discipline, Personnel, Grievance, School Safety Plan, FERPA, FOIL, Open Meetings Law, etc. and distribute to relevant parties.	Upon Approval-8/2017	BOT, HP, HOS*, OM*, legal counsel
Arrange bus and food service with NYCDOE	7/2017-8/2017	OM, Off Mgr
Arrange for CPR training, obtain defibrillators	8/2017	OM
Secure D&O Insurance Policy	Upon Approval	BOT
Secure umbrella insurance coverage	1/2017	BOT
Purchase, install, train staff and implement	2/2017-9/2017	HOS,Off Mgr, OM,

PowerSchools Student Information System		DCI, DHCI, HP
Contract with security and building maintenance through competitive bidding	6/2017-7/2017	HOS, Off Mgr, OM*
Develop and approve final first year budget	4/2017-6/2017	HOS, CSBM, HP, Treas, BOT
Planning for academic program, development of assessment protocol, instructional resources	3/2017-7/2017	HOS, DCI, DHCI, HP
Develop Full Curriculum for School	3/2017-7/2017	HOS, DCI, DHCI, HP
Order and receive delivery of published curriculum and assessment material	5/2017-8/2017	DCI, DHCI, OM, Off Mgr.
Develop sped policies and procedures: record keeping process, pre-referral & referral process	6/2017-8/2017	HOS, DCI, sped teacher*
Create class lists, student/teacher schedules, disseminate info to teachers & students/families	7/2017-8/2017	DCI, DHCI, HOS, OM, Off Mgr.

*When hired.

M. Dissolution Plan

As required, HLA2 will put \$75,000 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 HLA 2, HLA2 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 HLA2’s legal counsel. The purpose of this meeting is to review and confirm a dissolution plan and timeline developed by HLA2’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 HLA2 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 HLA2’s outstanding debts (if any) and transfer all of HLA2’s remaining assets (with support from CSBM and legal counsel)

Attachment 1: Admissions Policy and Procedures

Introduction

HLA2'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 HLA2 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 HLA2. 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 HLA2 during the school's initial year, a child must be eligible to enter Kindergarten or 1st grade in August 2017. Eighty-seven (87) Kindergarten and 75 1st grade students will be accepted in the inaugural lottery. Every year thereafter, HLA2 will have 87 new Kindergarten seats available in the school. HLA2'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 HLA2 will be limited each year to pupils within the grade levels to be served by the school. In order to be eligible to apply for Kindergarten, students must turn 5 by December 31 of the year in which they will enter Kindergarten. The law provides explicit preference for siblings of students and students residing in CSD 21 in Brooklyn.

In its admission policies and procedures, HLA2 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 HLA2 Board or founders group;
4. Requiring parents to sign agreements or contracts imposing certain responsibilities or commitments to HLA2, 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 HLA2's mission or philosophy; or
6. Giving preference to students interested or talented in a particular HLA2 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, Urdu, Mandarin, Cantonese 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. 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. HLA2 will use the computerized lottery system

through the NYC Charter School Center to draw names. 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.

HLA2 will include a description of the public lottery in its application material distributed to families during the outreach phase of the process. Should a lottery be required, all families who applied to the school will be informed of the details of the lottery, including the date, time and location that it will be held.

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

- First preference (after the first year) will be given to returning students, who will automatically be assigned a space at the School and whose families will be formally contacted prior to the beginning of the school year to confirm automatic admission of their child.
- Second preference will be given to siblings of students already enrolled in the charter school or siblings of a student whose name is drawn in the lottery whose names are also in the current year's lottery.
- Third preference will be given to residents of CSD 21.

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.

Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, HLA2 will contact the parents of the student next on the appropriate waiting list. Reasonable and multiple attempts will be made to contact the family of the student on the top of the waiting list and get confirmation of whether the student is still interested in enrolling at HLA2 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. Waiting lists will not be carried over from year to year. Instead, the annual admission lotteries will be used to create new waiting lists.

Procedures for Student Registration and Parental Intent to Enroll

Once the lottery has been conducted, HLA2 will notify parents and guardians of applicants by mail whether their child has been granted a seat at the School or if they are on the waiting list. The mailing will include an admission acceptance form that each parent of a child who has been selected for admission will fill out to confirm his or her intent to enroll the child in HLA2.

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. HLA2 staff will be available to assist parents in understanding the registration requirements, obtaining required information and completing the required forms. In addition, forms and instructions will be published in languages other than English to facilitate successful registration by ELL parents and families.

All families of students currently enrolled in HLA2 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.

Voluntary Withdrawal

HLA2 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. HLA2 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, HLA2 staff will make every reasonable effort to help the student find a school that better serves the family's desires. HLA2 will ensure the timely transfer of any necessary school records to the student's new school. Upon withdrawal of any student in grades K-2, HLA2 will seek to fill that vacancy in a timely manner with the next student on the relevant grade's waitlist.

Table 2: Public Outreach Information

(Table 2 is not counted towards the page limits. Add more rows as necessary)

Dates of Outreach (month/date/year)	Description of Outreach	Location of Outreach	Target Stakeholder Group	Feedback Obtained	Action Taken on Feedback	Number of Attendees
August 8-9 2016	Robocalls to CSD 21	CSD 21 by telephone	Diverse families of prospective HLA 2 students			
7/29/16	Mike Tobman met with New York State Senate Majority Leader John Flangan	Event at El Caribe in Mill Island, Brooklyn	New York State Legislators	Mike was able to physically point out HLA & discuss its successes, educational model, our school in Harlem, and plans for HLA2 in CSD 21. We discussed school supporters he knows, our appreciation of his advocacy for public charter schools, his previous tenure as Chairman of the Senate Education Committee, and our work nationally with schools. He's supportive.		

7/19/16	Set up informational table at Kings Bay Y during morning summer camp drop off	Kings Bay Y 3495 Nostrand Avenue, Brooklyn, NY 11229	Parents of CSD 21 students with younger siblings entering kindergarten/1 st grade in 2017			50 families took brochures and stopped to talk to representative
7/18/16	Mike Tobman met with Dozier Hasty, Publisher of Brooklyn Daily Eagle	16 Court Street, Suite 1208 Brooklyn, NY 11241	CSD 21 community	Dozier sees this as an important addition to NYC's public school community, and would be interested in a story on this as we proceed. The Eagle newspaper chain has both daily and weekly papers, with significant daily distribution in Brooklyn courthouses, offices of public officials, neighborhood businesses, community centers, and professional offices.		
7/18/16	Set up informational	Brooklyn Public Library – Coney	Parents of CSD 21 students	Quote #1: "My		15 families took brochures and

	table inside Brooklyn Public Library – Coney Island Branch during daytime activities/free lunch	Island Branch 1901 Mermaid Ave. Brooklyn, NY 11224		kids are in high school now, wish I'd had this option when they were younger." Quote #2: "I'm Christian but I support this - we are all from the same origins."		stopped to talk to representative
6/30/16	Mike Tobman met with Paul Mak, president of Brooklyn Chinese-American Association	5000 8th Avenue, Brooklyn, NY 11220	Chinese-American families in CSD 21	Generally supportive of all educational options for parents, excited about the dual language model. China and Israel business development and commercial diplomacy in the news often, sees this cross cultural model as a good fit. He is, however, also very close with UFT, & public officials close to the UFT, so he respects the desire not to co-locate.		

December 2015- January 2016	Community volunteers went door to door at housing projects asking for survey responses from diverse families.	The following New York City Housing Authority housing projects in Coney Island: Carey Gardens - 2946 W 23rd St Coney Island Houses - 2007 Surf Ave Gravesend Houses - 2793 West 33rd Street O'Dwyer Gardens Houses - 2950 W 33rd St	Residents of NYCHA housing projects (low income families)	Survey Responses indicated support of HLA 2 key design elements. Survey respondents indicated a need for after school programs at HLA 2. Were interested in an opportunity for children to study another language beyond Hebrew	If authorized, HLA 2 will explore partnerships with CBOs and seek funding sources to offer after school programs to families at the school who desire this. HLA 2 has a robust intervention model that is proposed. HLA 2's plan would be to add a 2 nd foreign language of study in the middle school.	120 survey responses from predominantly African-American families
12/8/15	Families from Shorefront Y who had expressed interest in HLA 2 came to HLA for information visit and tour	HLA 1340 East 29 th Street, Brooklyn 11210	Families of prospective students	Happy with current HLA 2 planned offerings. Hopeful that HLA 2 will open in time for children to enroll.	NA	2 families attended and brought information back to community of Shorefront Y families
12/6/2015, 12/7/2015	Set up information table at Kings Bay Y during day long holiday celebration and	3495 Nostrand Avenue, Brooklyn 11222	Community members, families of prospective students	Wanted after school programs as part of school.	If authorized, HLA 2 will explore partnerships with CBOs and seek funding sources to	Over 100+ families of preschool children and school age children and preschool staff

	evening afterschool pickup. Handed out flyers, had families complete surveys				offer after school programs to families in the school that desire it.	received information through this outreach.
Throughout November 2015	Direct outreach to 35 preschools in CSD 21 (see list that follows). Dropped off brochures and surveys.	See List A for names and addresses of preschools.	Parents of preschool age children and preschool directors and teachers.	Survey responses in general supported key design elements of HLA 2. Survey respondents indicated need for afterschool program, ensuring school will serve a diverse student body, wanted to know more about support services in place for ELLs and special education students.	If authorized, HLA 2 will explore partnerships with CBOs and seek funding sources to offer after school programs to families in the school that desire it. HLA 2 has a robust intervention program planned.	Over 100+ families of preschool children and staff at 35 preschools received information through this outreach.
November 19, 2015	Left brochures and surveys in local grocery store	1029 Brighton Beach Avenue, Brooklyn 11235	Families in CSD 21	NA	NA	NA
November 19, 2015	Left brochures and surveys at St. Petersburg Bookstore	230 Brighton Beach Avenue, Brooklyn 11225	Families in CSD 21	NA	NA	NA

November 19, 2015	Went door to door at a housing complex, dispensed brochures and surveys, spoke to families in the community.	Amalgamated Warbasse Housing 2800 West 5 th Street Brooklyn 11224	Families residing in housing complex	Parents were interested in after school programs. Wanted to know more about enrichment programs available. They were interested in high quality public school choices.	If authorized, HLA 2 will explore partnerships with CBOs and seek funding sources to offer after school programs to families in the school that desire it. HLA 2's schedule includes chess and STEAM.	This outreach reached the 100+ families that reside in the complex.
12/15/2015	Meeting elected officials to discuss Hebrew language charter schools' goal to effectively integrate public schools and embrace full diversity.	10 Murray Street, Manhattan 10007	NYC Councilman Rafael Espinal, Chairman of the Consumer Affairs Committee	Interested and supportive	NA	1
11/25/2015 11/19/2015	Information sessions held at the Shorefront Y in conjunction with the Y's Thanksgiving celebrations. Open to both Shorefront Y families and the	3300 Coney Island Ave, Brooklyn, 11235	Families participating in Shorefront Y programs, families from the greater CSD 21 community	Wanted to know more about support programs available for ELLs. Wanted to know if there would be extra help (tutoring) for students who needed support.	We explained our intervention programs and staffing model. We agreed to keep parents informed of the progress of our application and process for	30+ families over course of two dates.

	greater CSD 21 community. We presented information, handed out brochures and surveys and fielded questions, comments and suggestions			Families wanted to be kept informed on progress on HLA 2 application. They supported the Hebrew language component and longer school day and year.	applying if approved.	
11/24/2015	Informing CEC 21 about HLA 2	PS 225/PS 771 1075 Oceanview Avenue, Brooklyn	Spoke about HLA 2 at CEC 21 during public comment portion of meeting.	CEC made a public comment that they were not supportive of charter schools.	We expressed our desire to be good neighbors to our traditional public school counterparts should our school be authorized.	Approximately 100 people.
11/24/2015	Meeting with the Brooklyn Diocese to inform them of HLA 2 plans and to secure their support and input	856 Pacific Street, Brooklyn 11238	Monsignor Kieran Harrington, Public Affairs Chairman and Vincent Levien, Political and Public Affairs Director	They recalled the Diocese's support of HLA previously at the time of its application for a charter. Continue to be supportive.	NA	2
11/24/2015	Meeting with elected official to provide information on HLA 2, seek		Assemblyman Felix Ortiz-51 st Assembly District and Co-Founder of the National	Interested in student diversity in charter schools.	Discussed HLA 2 interest in reversing patterns of school segregation.	1

	support and comment		Hispanic Caucus of State Legislators			
10/19/2015	Meeting with elected official to provide information on HLA 2, seek support and comment	Kings Highway, Brooklyn	Assemblyman Bill Colton, Majority Whip.	His priority is traditional district schools and is not a proponent of co-location. But he is a proponent of community organizing and appreciates our efforts and will keep an open mind about HLA 2.	Will keep him abreast of charter school application progress	1
10/16/2015	Meeting with Representatives of Asian American community	136-17 39 th Avenue, Flushing 11354	Congresswoman Grace Meng and John Chan, Chairman of the Brooklyn Asian Communities Empowerment organization	Chan: Supportive and interested in HLA 2 proposal Meng: Generally not supportive of public charter schools but appreciates the need for innovative school options. Prefers models that do not co-locate.	Will keep him abreast of charter school application progress	2
9/3/2015	Meeting with elected official to provide	11 Maplewood Place, Staten Island	NYS Assemblywoman Nicole Malliotakis	Strong proponent of educational options for	NA	1

	information on HLA 2, seek support and comment			parents and families. Supportive.		
3/18/2015	General Community Information Session at Shorefront Y	3300 Coney Island Avenue, Brooklyn 11235	All community stakeholders, General community meeting was broadly advertised	Interest in knowing if an additional language other than Hebrew would be offered. Wanted to know how would children get in the school. Would HLA 2 be open to all children in the district? Would the school get its own building?	Fielded questions. Let families know that a second language would be offered in addition to Hebrew in the middle school but not in the elementary school	42 people (including parents of school age children)
2/3/2015	Community Information Session at Shorefront Y	3300 Coney Island Ave, Brooklyn 11235	All community stakeholders. General community meeting was broadly advertised	Interested in knowing there would be computers in the school. Liked the Hebrew language study. Would there be after school?	Fielded questions, discussed the plans for STEAM education. Would be open to exploring partnerships with CBOs to offer after school to parents who desired that.	24 people (included parents of school-age children)
1/28/2015	Information Session at HLA Event marketed in	1340 East 29 th Street, Brooklyn 11210	Parents of children who would be age-	Parents were excited about having two	NA	30 parents of preschool age children.

	CSD 21 but held at HLA in CSD 22 so that families could visit the school upon which HLA 2 is modeled and meet school leader and instructional staff.		eligible to attend HLA 2.	teachers in the classroom. Parents wanted to know what the facility plan was for HLA 2 in CSD 21 and where the school would be located.		
2/3/2015	Distribution of Flyers, Brochures and Surveys at housing complexes	Amalgamated Warbasse Housing 2800 West 5 th Street, Brooklyn 11224 Trump Village 3 458 Neptune Avenue, Brooklyn 11224	Residents of the housing complexes with children	NA	NA	Materials were left under over 100 doors at each housing complex.
1/22/2015	Outreach to elected officials representing the community	209 Joralemon Street, Brooklyn 11201	Borough President Eric Adams	Supportive. Encourages not to co-locate	While HLA 2 prefers to have its own facility, it is exploring both co-location and a private facility as it must find a cost-effective facility solution in order to best be able to devote the majority of its financial resources on the	1

					educational program.	
1/22/2015 And 11/25/2015	Outreach to elected officials representing the community	7408 5 th Avenue, Brooklyn, 11209	NYS Senator Martin Golden	Golden continues to support HLA 2	NA	1
1/15/2015 And 10/27/2015	Outreach to elected officials representing the community	55 Hansen Place, Brooklyn 11217	U.S. Representative Hakeem Jeffries and Jeffries' staff member Tasia Jackson	Jeffries continues to support HLA 2	NA	1
1/30/2015	E-mail and postal mail outreach to preschool directors and preschool families, including brochures and surveys	The list of preschools in CSD 21 was secured from the NYCDOE website by filtering for all preschools in CSD 21 through the school search tool.	Preschool directors and their preschool families through turnkey-ing of information.	NA	NA	25 Preschool directors directly and indirectly to over 100 families who are in their preschool communities
12/2/2014	Distribution of brochures and surveys to attendees of the Coney Island Generation Gap Masquerade Ball Fundraiser	2904 Neptune Avenue, Brooklyn 11224	Elected officials, parents of participants in Coney Island Generation Gap, community members	Elected officials asked if HLA 2 would co-locate, they preferred no co-location.	While HLA 2 prefers to have its own facility, it is exploring both co-location and a private facility as it must find a cost-effective facility solution in order to best be	100+ attendees

					able to devote the majority of its financial resources on the educational program.	
10/15/14, 9/21/2015 And 11/30/2015	Outreach to elected officials representing the community	36 Richmond Terrace, Staten Island, 10301	NYS Senator Diane Savino	Savino continues to be supported of HLA 2 as long as no co-location	While HLA 2 prefers to have its own facility, it is exploring both co-location and a private facility as it must find a cost-effective facility solution in order to best be able to devote the majority of its financial resources on the educational program.	1
10/20/2015 And 11/17/2014	Outreach to elected officials representing the community	445 Neptune Avenue, Brooklyn 11224	NYC Councilman Mark Treyger	Treyger continued to express interest as long as HLA 2 is not co-located	While HLA 2 prefers to have its own facility, it is exploring both co-location and a private facility as it must find a cost-effective facility solution in order to best be able to devote the	1

					majority of its financial resources on the educational program.	
11/25/2014	Outreach to elected officials representing the community	2823 West 12 Street, Brooklyn 11224	Then (now former) NYS Assemblyman Alec Brook-Krasny	NA	NA	1

LIST A Preschools		
Name	Type	Address
Bambi Day Care (KACI)	Pre-K Center	1981 Homecrest Avenue, Brooklyn, NY 11229
LIFE- Coney Island (KBWG)	Pre-K Center	2757 West 33rd Street, Brooklyn, NY 11224
M.S. SUNSHINE DAY CARE CENTER	Pre-K Center	3096 Brighton 6th Street, Brooklyn, NY 11235
Sunshine Center of Coney Island (KCED)	Pre-K Center	2929 W31st Street, Brooklyn, NY 11224
WARBASSE NURSERY SCHOOL	Pre-K Center	2785 West 5th Street, Brooklyn, NY 11224
BURATINO INTERNATIONAL DAY CARE	Pre-K Center	2962 Brighton 1st Street, Brooklyn, NY 11235
YMCA Coney Island	Community Center with PreK	2980 W 29th St, Brooklyn, NY 11224
Red Hat Day Care Center, Inc. (KBQI)	Pre-K Center	1317 East 15th Street, Brooklyn, NY 11230
Block Institute (KBAE)	Pre-K Center	133 27th Avenue, Brooklyn, NY 11214
BUTTERFLY Child CARE CENTER	Pre-K Center	2770 East 16th Street, Brooklyn, NY 11235
Shore Parkway Head Start (KBQP)	Pre-K Center	8885 26th Avenue, Brooklyn, NY 11214
PAL Carey gardens (KBBE)	Pre-K Center	2964 West 23rd Street, Brooklyn, NY 11224
SEPHARDIC COMMUNITY EARLY CHILDHOOD CENTER (KBQK)	Pre-K Center	1901 Ocean Parkway, Brooklyn, NY 11223
PAL La Puerta Abierta (KAYF)	Pre-K Center	3001 West 37th Street, Brooklyn, NY 11224
Dezzenterprise LLC (KCHX)	Pre-K Center	3524 Neptune Avenue, 1st Floor, Brooklyn, NY 11224
Yeled V'Yalda 1200 (KBXU)	Pre-K Center	1200 Ocean Parkway, Brooklyn, NY 11230
BUTTERFLY DAY CARE CENTER	Pre-K Center	2810 Nostrand Ave, Brooklyn, NY 11229
Cinderella Day Care (KBQF)	Pre-K Center	130 Brighton 11th Street, Brooklyn, NY 11235
Ronomoza, Inc. / The Learning Experience (KCIY)	Pre-K Center	412 Kings Highway, Brooklyn, NY 11223
YWCA-NYC Roberta Bright Early Learning Center (KBYC)	Pre-K Center	3001 West 37th Street, Brooklyn, NY 11224
Family Head Start Coney Island (KBWQ)	Pre-K Center	2960 West 27th Street, Brooklyn, NY 11224
Friends of Crown Heights 6 (KBQN)	Pre-K Center	49 Avenue W, Brooklyn, NY 11223

Name	Type	Address
Neptune Avenue Head Start (KATZ)	Pre-K Center	293 Neptune Avenue, Brooklyn, NY 11235
Madeline Jones Head Start	Pre-K Center	3415 Neptune Ave # 2, Brooklyn, NY 11224
NYL/WOC Bay Ridge	Pre-K Center	420 95th Street, Brooklyn, NY 11209
NYL/WOC Midwood	Pre-K Center	1520 East 13th Street, Brooklyn, NY 11230
Yeled V'Yalda ECC, Inc. (KBVO)	Pre-K Center	2166 Coney Island Avenue, Brooklyn, NY 11223
Circle, Triangle, Square Daycare, Inc. (KCJM)	Pre-K Center	2720 86th Street, Brooklyn, NY 11223
IP Kids (KCIX)	Pre-K Center	2631 86 Street, Brooklyn, NY 11223
Yam Hatorah	Early Years Program	1573 East 10th Street Brooklyn, NY 11230
Prospect Park Early Childhood	Early Years Program	1784 E 17th St
Kings Way Early Childhood Center	Early Years Program	1742 E 18th St
Yeshiva Torah Umidos	Early Years Program	1358 E 13th St, Brooklyn, NY 11230
Be'er Mordechai Elementary School	Early Years Program	1670 Ocean Ave Brooklyn, New York 11230
Yeshiva Bais Ephraim	Early Years Program	2802 Avenue J Brooklyn, NY 11210



A NEW HEBREW LANGUAGE PUBLIC CHARTER SCHOOL

is being planned for the children of South Brooklyn!

Two Public information meetings are being held to solicit comments regarding Hebrew Language Academy Charter School 2.

July 18 at the Brooklyn Public Library, Coney Island Branch, 1901 Mermaid Ave., Brooklyn. **12 noon to 4 p.m.**

July 19 at the Kings Bay Y, 3495 Nostrand Ave., Brooklyn. **7 a.m. to 9 a.m.**

Hebrew Language Academy 2 is being planned to potentially open in Community School District (CSD) 21 in South Brooklyn. If approved HLA 2 will be a free public charter school serving students in grades K-1 its first school year. Each year, the school will grow by one grade until the school spans grades K-5. After reaching

Fifth Grade, permission to expand to Eighth Grade will be sought. HLA2 is modeled after Hebrew Language Academy Charter School (HLA), which opened in neighboring CSD 22 in 2009 and currently serves 565 students in Grades K-6.

The new school will be open to all children eligible for Kindergarten and First Grade in 2017. Children living in CSD 21, which includes parts of Midwood, Gravesend, Sheepshead Bay, Brighton Beach, and Coney Island, will have preference for admission to the school.

For more information: 212-729-6234
www.hlacharterschool2.org

**H E B R E W
P U B L I C**

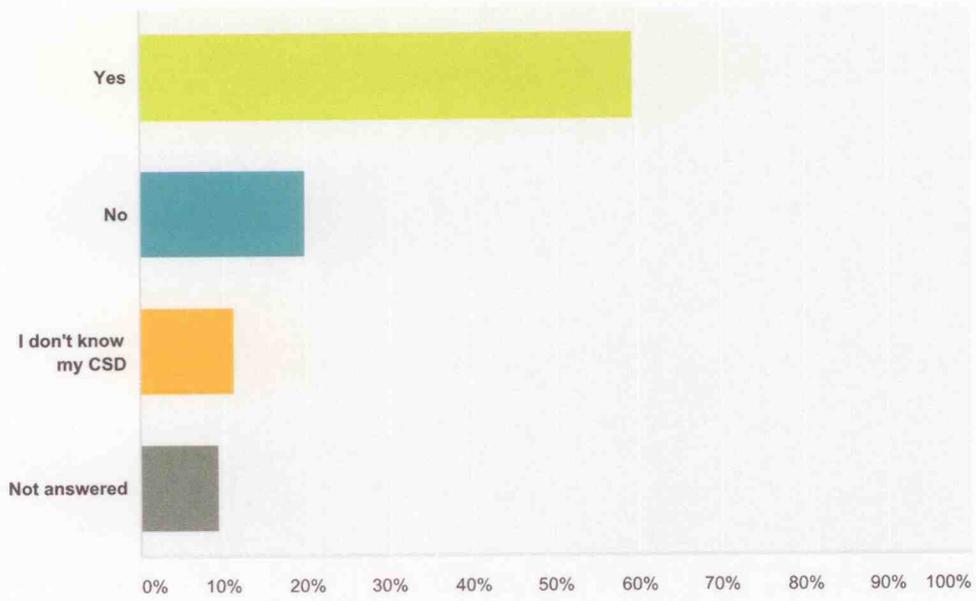
Charter Schools for Global Citizens

Summary of Responses to our HLA 2 Stakeholder Interest Survey

Community Feedback Survey Items	Important/ Very Important
Length of school year (190 days)	78%
Length of school day (8:00am to 3:30pm)	82%
At least 2 teachers in every classroom (13:1 student to teacher ratio)	85%
Two hours of literacy each day	81%
A school community in which students of all backgrounds feel comfortable	76%
A school community that explores cultural diversity and promotes tolerance and mutual understanding	72%
Two languages taught (English and Hebrew)	68%
Instructional strategies and appropriate staffing to address the needs of English language learners	69%
A school that promotes helping others, community involvement and citizenship	76%
Art and music programs	86%
Instructional strategies and appropriate staffing to address the needs of students with special needs	74%
Curriculum that teaches about cultures around the world	81%
A community made up of children and families from diverse ethnic backgrounds and diverse economic status	74%
An academically rigorous charter school focusing on the elementary school grades	80%

Q1 I live in Community School District (CSD) 21:

Answered: 211 Skipped: 0

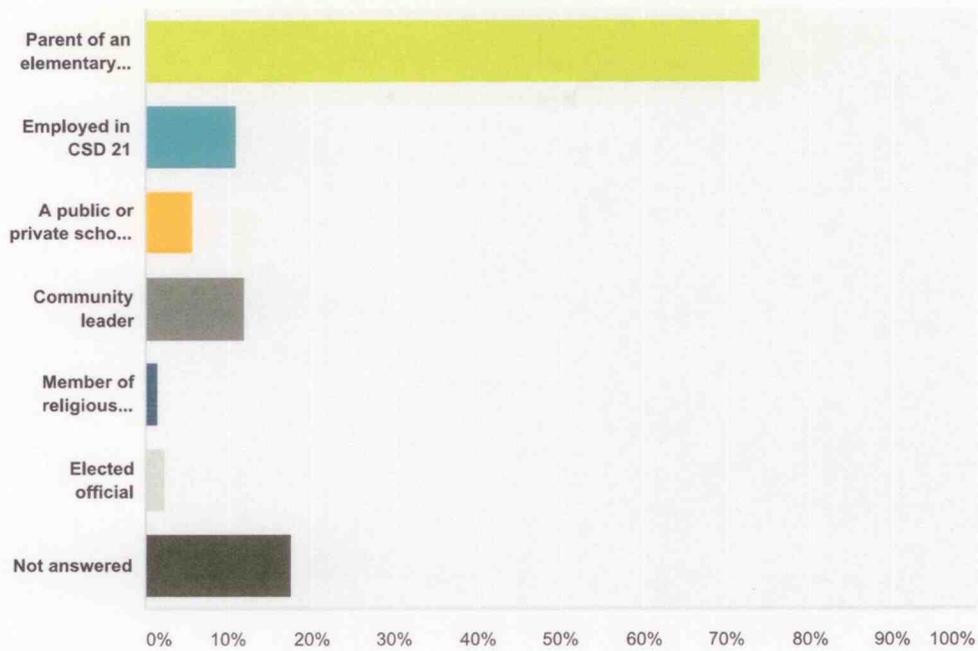


Answer Choices	Responses	
Yes	59.24%	125
No	19.91%	42
I don't know my CSD	11.37%	24
Not answered	9.48%	20
Total		211

Q2 Please check all statements that best describe you

Answered: 211 Skipped: 0

Hebrew Language Academy Charter School II



Answer Choices	Responses	
Parent of an elementary school-aged child	73.93%	156
Employed in CSD 21	10.90%	23
A public or private school administrator or teacher	5.69%	12
Community leader	11.85%	25
Member of religious clergy	1.42%	3
Elected official	2.37%	5
Not answered	17.54%	37
Total Respondents: 211		

#	Other (please specify)	Date
1	just live in the area	1/5/2016 7:39 PM
2	I live in the area.	1/5/2016 6:45 PM
3	N/A	1/4/2016 10:20 PM
4	none of the above	1/4/2016 9:40 PM
5	not answered on paper survey	1/4/2016 9:31 PM
6	not answered on paper survey	1/4/2016 9:28 PM
7	wasn't answered on paper survey	1/4/2016 9:16 PM
8	no response on paper survey	1/4/2016 8:44 PM
9	Parent of 1 year old	12/10/2015 7:28 PM
10	Also a parent of Success Academy school	12/1/2015 9:14 PM
11	i work at Coney Island Hospital. I live in Coney Island. My son passed G&T from Bd of Ed. He will start Kindergarten 2015.	4/20/2015 5:38 PM

Hebrew Language Academy Charter School II

21	NO	1/4/2016 9:29 PM
22	I want my child to be educated in a friendly, non-threatening environment.	12/10/2015 5:38 PM
23	We will be very pleased if HLA opens up in district 21	12/11/2015 3:39 PM
24	Can you also add an after school program ?	2/23/2015 9:21 PM
25	My name is Sharon Cohen and my daughter graduated HLA last year. I am very excited about this new school in District 21 and will do my best to advocate for it as I still do with HLA. So far, I am very happy with Elle's progress in Middle School. I must stress that in 5th grade, Elle and her peers did not cover enough (if any) Science and Social Studies. There were too many ELA and Math test preps that resulted in the kids getting stressed out, not to mention missing crucial science and social studies knowledge. In Middle school there is less pressure because both ELA and Math are incorporated into the Science and Social studies curriculum so that neither has to be given up for the sake of test scores. HLA's science and social studies curriculum were so strong before fifth grade both in English and Hebrew. It was difficult for our kids to go from learning nothing in those subjects in grade 5, to the rigorous Middle School curriculum in those subjects. From my correspondence with other parents of alumna (and teachers in their new schools) our kids seem very proficient and comfortable in mathematics, yet are having difficulty in creative writing.	1/22/2015 4:08 AM
26	I would only be interested in this school because it would offer Hebrew and teach my children about Israel.	1/22/2015 3:13 AM

Q4 What other school features are important to you?

Answered: 127 Skipped: 84

#	Responses	Date
1	Lack of exercise	1/13/2016 5:30 PM
2	Hygiene class	1/13/2016 5:29 PM
3	Teacher background checks	1/13/2016 5:27 PM
4	None	1/13/2016 5:23 PM
5	Nothing	1/13/2016 5:17 PM
6	Lunch that taste good	1/13/2016 5:14 PM
7	No	1/13/2016 5:12 PM
8	No	1/13/2016 5:08 PM
9	go up to our 1 kids school more	1/13/2016 5:04 PM
10	No	1/13/2016 4:59 PM
11	Almuerzo saludable	1/13/2016 4:56 PM
12	Going to schools	1/13/2016 4:50 PM
13	Go to school to see what my kids are doing	1/13/2016 4:46 PM
14	Going to the schools Checking on theirs kids and keeping up with theirs grades	1/13/2016 4:42 PM
15	Nothing	1/13/2016 4:33 PM
16	less homework	1/12/2016 10:26 PM
17	None	1/12/2016 10:25 PM
18	Better gyms	1/12/2016 10:01 PM
19	computer class	1/12/2016 9:57 PM
20	After-school programs	1/12/2016 9:55 PM
21	playgrounds that are safe	1/12/2016 9:53 PM
22	none	1/12/2016 9:49 PM
23	cooking class	1/12/2016 9:46 PM

Hebrew Language Academy Charter School II

24	None	1/12/2016 8:51 PM
25	Learning a foreign language and music and art programs.	1/12/2016 8:46 PM
26	non-religious studies	1/12/2016 8:40 PM
27	Ethnic diversity	1/12/2016 8:30 PM
28	None	1/12/2016 8:26 PM
29	None	1/12/2016 8:23 PM
30	NONE	1/12/2016 8:18 PM
31	black history	1/12/2016 8:16 PM
32	Math Reading LE	1/12/2016 8:13 PM
33	core class production	1/12/2016 8:09 PM
34	EAV - Math	1/12/2016 8:04 PM
35	healthy lunch	1/12/2016 7:58 PM
36	Diversity	1/12/2016 5:42 PM
37	security	1/12/2016 5:39 PM
38	None	1/12/2016 5:34 PM
39	Equal languages	1/12/2016 5:32 PM
40	More programs.	1/12/2016 5:29 PM
41	None	1/12/2016 5:23 PM
42	I don't know	1/12/2016 5:20 PM
43	better lunches	1/12/2016 5:13 PM
44	None	1/12/2016 5:10 PM
45	Afterschool	1/12/2016 5:08 PM
46	Student teacher interactions	1/12/2016 5:05 PM
47	parents should attend parent teacher conference and P.T.A	1/5/2016 7:43 PM
48	Tutor	1/5/2016 7:40 PM
49	Learning about history and preparation for S.A.T.	1/5/2016 7:37 PM
50	After school program sports	1/5/2016 7:18 PM
51	Life	1/5/2016 7:15 PM
52	school subjects	1/5/2016 7:12 PM
53	Having better classes for the kids	1/5/2016 7:00 PM
54	more extra curriculum classes	1/5/2016 6:55 PM
55	Gym, French, Spanish	1/5/2016 6:52 PM
56	Gym & Spanish	1/5/2016 6:47 PM
57	French & Spanish	1/5/2016 6:44 PM
58	ELA & Spanish	1/5/2016 6:32 PM
59	French & Spanish	1/5/2016 5:11 PM
60	Gym & Spanish	1/5/2016 5:03 PM
61	ELA & History & Science	1/5/2016 4:59 PM
62	Math & ELA & Spanish Classes	1/5/2016 4:57 PM
63	Putting better schools in our location	1/5/2016 4:44 PM
64	ELA & Spanish	1/5/2016 4:42 PM

Hebrew Language Academy Charter School II

65	French & Spanish & ELA	1/5/2016 4:39 PM
66	French & Spanish	1/5/2016 4:33 PM
67	Math & Spanish & French	1/5/2016 4:30 PM
68	Spanish & History	1/5/2016 4:27 PM
69	Science & Math	1/5/2016 4:22 PM
70	Reading & Math	1/5/2016 4:16 PM
71	Spanish & French	1/5/2016 4:12 PM
72	Gym & French	1/5/2016 4:08 PM
73	Reading & Math	1/5/2016 4:05 PM
74	Better security, school safety	1/5/2016 4:02 PM
75	Spanish & ELA	1/5/2016 3:58 PM
76	French & Science	1/5/2016 3:55 PM
77	Science & History	1/5/2016 3:52 PM
78	History & Math	1/4/2016 10:50 PM
79	ELA & French	1/4/2016 10:47 PM
80	ELA & Science	1/4/2016 10:44 PM
81	Pre-paring kids for S.A.T.s	1/4/2016 10:39 PM
82	To make sure the kid have fun and try not for make the class so hard	1/4/2016 10:36 PM
83	After School Math Classes	1/4/2016 10:32 PM
84	Preparation for state wide test	1/4/2016 10:28 PM
85	ELA and History Tutoring	1/4/2016 10:24 PM
86	Keeping up with all of the kids in the school	1/4/2016 10:21 PM
87	History & Science & Math	1/4/2016 10:13 PM
88	Trips Sports Tutoring	1/4/2016 10:01 PM
89	Tutoring	1/4/2016 9:57 PM
90	Extra Activities Sports Tutor	1/4/2016 9:54 PM
91	To have the school in the community.	1/4/2016 9:51 PM
92	History & ELA	1/4/2016 9:48 PM
93	Language Arts	1/4/2016 9:46 PM
94	Math & History	1/4/2016 9:41 PM
95	History and Math	1/4/2016 9:39 PM
96	Trades in earlier grades	1/4/2016 9:35 PM
97	More reading classes	1/4/2016 9:29 PM
98	Math and Science	1/4/2016 9:26 PM
99	SATs perfections from a lower grade	1/4/2016 9:19 PM
100	ELA & Science	1/4/2016 9:14 PM
101	to pay more attention to the students	1/4/2016 9:11 PM
102	Prep S.A.T. Better food	1/4/2016 8:55 PM
103	Better lunch	1/4/2016 8:50 PM
104	After school programs and extended care and early drop off for working parents	12/21/2015 7:52 PM
105	strong discipline	12/10/2015 7:42 PM

Hebrew Language Academy Charter School II

106	Diversity Languages Cultural Ed	12/10/2015 7:23 PM
107	Special services for children with ADHD	12/10/2015 7:19 PM
108	Very important that school features include activities and studies for children with special needs such as Autism. Also studies of Ethnic backgrounds such as Black history!!!!	12/10/2015 7:17 PM
109	Art, music and other activities like dance.	12/10/2015 5:38 PM
110	Structure of the classroom and free time and nurture of young minds and bodies.	12/10/2015 5:33 PM
111	Transportation is very important	12/8/2015 4:29 AM
112	I would also like to have weekly progress reports. Sports and music our schools have no music programs so important!	12/1/2015 10:23 PM
113	After school programs and summer camps.	12/1/2015 4:26 PM
114	It's very important to me to educate my daughter in a place she will love to come to every day. In a place when she will feel happy and will give her all the best tools to prepare her for life.	12/1/2015 1:23 AM
115	Great community	11/30/2015 8:26 PM
116	Bus transportation if required. Will you have an afterschool program. i work until 4:30P	4/20/2015 5:40 PM
117	School community explores cultural diversity and promotes cultural diversity and promotes tolerance and mutual understanding	2/24/2015 1:35 AM
118	Music	2/23/2015 9:21 PM
119	Having another language as nan optional choice for the children.	2/11/2015 9:46 AM
120	Well educated teacher also a academic program that best utilize my kids education so they can achieve .	1/30/2015 7:35 PM
121	small classes good teachers-	1/29/2015 5:55 PM
122	It would be great if there was an opportunity to work with Marks JCH for Jewish after school. Also, Russian language enrichment would be much appreciated as an after-school feature.	1/28/2015 8:50 PM
123	Education at higher level	1/24/2015 6:52 AM
124	For me very important: - Opportunity to learn more than 2 languages (French, Spanish.) - hot healthy meal - after school program - Activities (sport,music, dance, art, drama)	1/24/2015 3:33 AM
125	enriched curriculum, social development curriculum	1/22/2015 4:15 AM
126	Communication between the student and the teacher,history off America, and geography.	1/22/2015 3:44 AM
127	After-school programs are important.	1/22/2015 3:13 AM

Q5 How should parents be involved in the school?

Answered: 117 Skipped: 94

#	Responses	Date
1	Sit in on classes	1/13/2016 5:30 PM
2	Talk to kids more	1/13/2016 5:29 PM
3	By going to the school 3y a week	1/13/2016 5:27 PM
4	None	1/13/2016 5:23 PM
5	Nothing	1/13/2016 5:20 PM
6	Nothing	1/13/2016 5:17 PM
7	Go to meetings	1/13/2016 5:14 PM
8	No	1/13/2016 5:12 PM
9	No	1/13/2016 5:08 PM

Hebrew Language Academy Charter School II

10	nothing	1/13/2016 5:04 PM
11	Nothing	1/13/2016 4:59 PM
12	Voluntariado	1/13/2016 4:56 PM
13	No	1/13/2016 4:50 PM
14	Make the enrollment process easier for charter schools	1/13/2016 4:42 PM
15	Nothing	1/13/2016 4:33 PM
16	attend meetings	1/12/2016 10:26 PM
17	Paying more attention	1/12/2016 10:25 PM
18	call often	1/12/2016 10:01 PM
19	More PTA meetings	1/12/2016 9:57 PM
20	Stay on kids back	1/12/2016 9:55 PM
21	call the teachers everyday	1/12/2016 9:53 PM
22	by being involved	1/12/2016 9:49 PM
23	be more involved	1/12/2016 9:46 PM
24	Ask for progress reports a the end of the week	1/12/2016 8:51 PM
25	Being apart of holiday events and parent teacher conference.	1/12/2016 8:46 PM
26	keeping up with they kids	1/12/2016 8:40 PM
27	Talk to teachers more	1/12/2016 8:30 PM
28	Talk to teachers more	1/12/2016 8:26 PM
29	IDK	1/12/2016 8:23 PM
30	Talk to teachers	1/12/2016 8:18 PM
31	be aware	1/12/2016 8:16 PM
32	NO	1/12/2016 8:13 PM
33	volunteering	1/12/2016 8:09 PM
34	to come up to school more	1/12/2016 8:04 PM
35	go up to the schools	1/12/2016 7:58 PM
36	Volunteer	1/12/2016 5:42 PM
37	Talk to kids more about whats going on in school.	1/12/2016 5:39 PM
38	Check up on your kids.	1/12/2016 5:34 PM
39	constant progress reports	1/12/2016 5:32 PM
40	Going to school	1/12/2016 5:29 PM
41	keep up with their kids	1/12/2016 5:13 PM
42	IDK	1/12/2016 5:10 PM
43	Keep in touch with teachers.	1/12/2016 5:08 PM
44	Staying in contact with the teachers.	1/12/2016 5:05 PM
45	After school programs Music Programs Currents Events	1/5/2016 7:43 PM
46	Attend P.T.A. meeting more often Interact with school staff	1/5/2016 7:40 PM
47	Parents should attend parent teacher conference and P.T.A. Meeting	1/5/2016 7:37 PM
48	Go talk to teacher PTA metting attend	1/5/2016 7:18 PM
49	Pta	1/5/2016 7:15 PM
50	helping with the staff in the school.	1/5/2016 7:12 PM

Hebrew Language Academy Charter School II

51	Come in more for there kids	1/5/2016 7:00 PM
52	come up & see what our kids are doing	1/5/2016 6:55 PM
53	Attend parent teacher conference more and also they should call the school to make sure they kids can go to programs	1/5/2016 6:52 PM
54	Attend the kids school meetings	1/5/2016 6:47 PM
55	Attend PTA Meeting	1/5/2016 6:44 PM
56	Parents and teachers should exchange email or phone numbers	1/5/2016 6:32 PM
57	Attend School Meetings	1/5/2016 5:11 PM
58	Parents should attend P.T.A. Meeting	1/5/2016 5:03 PM
59	Attend open house of the school	1/5/2016 4:59 PM
60	Attend P.T.A Meeting	1/5/2016 4:57 PM
61	Attend Parent Teacher Conference	1/5/2016 4:42 PM
62	Attend P.T.A. Meeting	1/5/2016 4:39 PM
63	Attend school meeting	1/5/2016 4:33 PM
64	I don't know	1/5/2016 4:30 PM
65	Attend P.T.A meeting and parent teacher conference more often	1/5/2016 4:27 PM
66	Parents need to come up to school more and have a talk with there kids	1/5/2016 4:24 PM
67	I think parents should attend parent teacher conference	1/5/2016 4:22 PM
68	Parents and teachers exchange cell phone numbers	1/5/2016 4:16 PM
69	Attend P.T.A Meeting	1/5/2016 4:12 PM
70	Attend school meetings	1/5/2016 4:08 PM
71	Parents and teachers exchange cell phone numbers	1/5/2016 4:05 PM
72	I don't know	1/5/2016 3:58 PM
73	Attend meetings that the school present to them	1/5/2016 3:55 PM
74	Exchang Phone Number with teachers	1/5/2016 3:52 PM
75	Attend school plays and interact with teachers and staff members	1/4/2016 10:50 PM
76	Parents should attend Parent Teacher conference	1/4/2016 10:47 PM
77	Attend School Meetings	1/4/2016 10:44 PM
78	Have teachers numbers	1/4/2016 10:42 PM
79	Help with bake sale P.T.A. Meeting	1/4/2016 10:39 PM
80	Come to the school more & call more	1/4/2016 10:36 PM
81	Attend P.T.A Metting	1/4/2016 10:32 PM
82	Go to school just to check on your kids grade and how they action	1/4/2016 10:28 PM
83	Attend more parent teacher conference	1/4/2016 10:24 PM
84	N/A	1/4/2016 10:21 PM
85	Parents and teachers should talk on the regular about the kids	1/4/2016 10:13 PM
86	More P.T.A. Meeting	1/4/2016 10:01 PM
87	School gathering	1/4/2016 9:57 PM
88	Parent Associated Metting	1/4/2016 9:54 PM
89	I really don't know	1/4/2016 9:48 PM
90	I think parents should call the school to see if they can help around the school as staff members	1/4/2016 9:41 PM

Hebrew Language Academy Charter School II

91	Teachers doing home visits and parents doing pop ups at the school.	1/4/2016 9:35 PM
92	Come to the school and talk to	1/4/2016 9:29 PM
93	Parents and teachers exchange email addresses	1/4/2016 9:26 PM
94	meet with teachers and contact principal more about our kids	1/4/2016 9:19 PM
95	Attend School Meetings	1/4/2016 9:14 PM
96	go to meets go to check up on kids	1/4/2016 9:11 PM
97	P.TA. Meeting	1/4/2016 8:55 PM
98	volunteer activities	1/4/2016 8:50 PM
99	Weekend activities options	12/21/2015 7:52 PM
100	Very innovative with student activities	12/10/2015 7:23 PM
101	Participation in school trips and programs	12/10/2015 7:19 PM
102	Parents should help out when needed.	12/10/2015 5:38 PM
103	Help with programs and school work to work together with the teachers.	12/10/2015 5:33 PM
104	A great way would be to create a media page for parents to join. This is a great way to get involved and great for support.	12/1/2015 10:23 PM
105	keep close communication with school administrators and teachers.	12/1/2015 4:26 PM
106	I believe that parents should do all they need to help their child to get good education in school. That's including support with homework and all teachers requests regarding them, participating in school activities and creating them for the benefit out our kids together with the school stuff. I also think that parents should be involved in preparation of school celebrations, and to get involved in the school activities in our society.	12/1/2015 1:23 AM
107	Be supportive and keep open lines of communication with parents and teachers	11/30/2015 8:26 PM
108	parents be involved in the school promotes helping others, community involvement and citizenship	2/24/2015 1:35 AM
109	Help their kids and show up to school meeting	2/23/2015 9:21 PM
110	1- help carry out the curriculum (home work) 2- constant communication with teachers 3-Help kids understand cultural diversity as a natural law for all leaving things (plants and animals)	2/11/2015 9:46 AM
111	By informing them	1/30/2015 7:35 PM
112	Bring any knowledge about their career, help to teacher	1/29/2015 5:55 PM
113	monthly parent/teacher meetings	1/24/2015 6:52 AM
114	be informed of all programs and all changes, be advised with regarding choices	1/22/2015 4:15 AM
115	*PO * School Leadership teams * parent workshops *education committees *fundraising committees *parent advocacy groups	1/22/2015 4:08 AM
116	Every week parents should get a letter of upcoming events, tests,and other helps needed.	1/22/2015 3:44 AM
117	There should be a strong parent organization.	1/22/2015 3:13 AM

Q6 Is there anything else you would like us to add to building our school of excellence?

Answered: 107 Skipped: 104

#	Responses	Date
1	No	1/13/2016 5:30 PM
2	More diversity	1/13/2016 5:29 PM
3	No	1/13/2016 5:27 PM
4	None	1/13/2016 5:23 PM

Hebrew Language Academy Charter School II

5	Nothing	1/13/2016 5:20 PM
6	Nothing	1/13/2016 5:17 PM
7	No	1/13/2016 5:14 PM
8	No	1/13/2016 5:12 PM
9	No	1/13/2016 5:08 PM
10	nothing	1/13/2016 5:04 PM
11	Nothing	1/13/2016 4:59 PM
12	No	1/13/2016 4:56 PM
13	Nothing	1/13/2016 4:50 PM
14	Nothing	1/13/2016 4:42 PM
15	Nothing	1/13/2016 4:33 PM
16	more of them need to be put up	1/12/2016 10:26 PM
17	No	1/12/2016 10:25 PM
18	No	1/12/2016 10:01 PM
19	No	1/12/2016 9:57 PM
20	no	1/12/2016 9:55 PM
21	Diversity	1/12/2016 9:53 PM
22	no	1/12/2016 9:49 PM
23	no	1/12/2016 9:46 PM
24	Make sure the teachers are excellent	1/12/2016 8:51 PM
25	Having schools being apart of community benefit projects such as community service.	1/12/2016 8:46 PM
26	more schools for all kids	1/12/2016 8:40 PM
27	Teachers from different backgrounds.	1/12/2016 8:30 PM
28	More of us.	1/12/2016 8:26 PM
29	No	1/12/2016 8:23 PM
30	no	1/12/2016 8:18 PM
31	community involvement	1/12/2016 8:16 PM
32	NO	1/12/2016 8:13 PM
33	no	1/12/2016 8:09 PM
34	Nothing	1/12/2016 8:04 PM
35	more black kids	1/12/2016 7:58 PM
36	No	1/12/2016 5:42 PM
37	Health eating	1/12/2016 5:39 PM
38	No	1/12/2016 5:34 PM
39	more equality	1/12/2016 5:32 PM
40	enrollment process	1/12/2016 5:29 PM
41	nope	1/12/2016 5:13 PM
42	NO	1/12/2016 5:10 PM
43	No	1/12/2016 5:08 PM
44	No	1/12/2016 5:05 PM
45	Security Guards on School Grounds	1/5/2016 7:40 PM

Hebrew Language Academy Charter School II

46	After school programs Music programs Current events/news article	1/5/2016 7:37 PM
47	Tutoring More teachers	1/5/2016 7:18 PM
48	more newspaper article	1/5/2016 7:15 PM
49	put more progress in school activities.	1/5/2016 7:12 PM
50	Have more helpful classes	1/5/2016 6:55 PM
51	No	1/5/2016 6:52 PM
52	No	1/5/2016 6:47 PM
53	Sports	1/5/2016 6:44 PM
54	No	1/5/2016 6:32 PM
55	No	1/5/2016 5:11 PM
56	No	1/5/2016 5:03 PM
57	After school programs	1/5/2016 4:59 PM
58	No	1/5/2016 4:57 PM
59	No	1/5/2016 4:42 PM
60	No	1/5/2016 4:39 PM
61	No	1/5/2016 4:33 PM
62	No	1/5/2016 4:30 PM
63	No	1/5/2016 4:27 PM
64	Nothing	1/5/2016 4:24 PM
65	No	1/5/2016 4:22 PM
66	little more leniency towards the kids	1/5/2016 4:16 PM
67	Sports	1/5/2016 4:12 PM
68	No	1/5/2016 4:08 PM
69	programs for the school	1/5/2016 4:05 PM
70	Better school service More teachers	1/5/2016 4:02 PM
71	No	1/5/2016 3:58 PM
72	sports	1/5/2016 3:55 PM
73	After school programs	1/5/2016 3:52 PM
74	little more leniency towards the kids	1/4/2016 10:50 PM
75	I think that the school should have extra curricular activities during school hours	1/4/2016 10:47 PM
76	Sports	1/4/2016 10:44 PM
77	No	1/4/2016 10:42 PM
78	Put more progress in school activites	1/4/2016 10:39 PM
79	No	1/4/2016 10:36 PM
80	Extra Curriculum Activities	1/4/2016 10:32 PM
81	Sports Tutor classes	1/4/2016 10:28 PM
82	N/A	1/4/2016 10:21 PM
83	No	1/4/2016 10:13 PM
84	After School	1/4/2016 10:01 PM
85	Learning skills Social skills	1/4/2016 9:57 PM
86	More teachers in class After school program	1/4/2016 9:54 PM

Hebrew Language Academy Charter School II

87	No	1/4/2016 9:48 PM
88	No	1/4/2016 9:46 PM
89	No	1/4/2016 9:41 PM
90	No	1/4/2016 9:26 PM
91	we should have longer school days	1/4/2016 9:19 PM
92	No	1/4/2016 9:14 PM
93	N/A	1/4/2016 9:11 PM
94	programs	1/4/2016 8:55 PM
95	more diversity	1/4/2016 8:50 PM
96	No	12/10/2015 7:23 PM
97	N/A	12/10/2015 7:19 PM
98	Not at this time, however I am excited about the plan for district 21!	12/1/2015 10:23 PM
99	School bus services.	12/1/2015 4:26 PM
100	It's very important for me that my daughter will learn also about our traditional holidays beside of hebrew.	12/1/2015 1:23 AM
101	Instructional strategies and appropriate staffing to address the needs of English language learners	2/24/2015 1:35 AM
102	Give them something to start those who want to be a nurse make them dress like one to come to school and so on	2/23/2015 9:21 PM
103	Stronger foundation in math reading and writhing as basic skills for a good education.	2/11/2015 9:46 AM
104	Crime free zone qualified teacher.	1/30/2015 7:35 PM
105	extra curriculum activies such as chess, cooking classes etc.	1/24/2015 6:52 AM
106	The school environment should be just as nurturing to teachers as it is to students. When teachers leave, for whatever reason, the executive board must delve into the reason and try to rectify it so that more teachers do not leave. Transience makes students and parents insecure and uncomfortable. As a parent at HLA, I encouraged many parents to sign their kids up, and many parents not to leave the school when certain issues arose. Also, it is very important that teachers who do leave, do so in a manner that doesn't reflect negatively on the school. This is a very small community. Teachers sometimes leave and spread rumors about the school, tarnishing its reputation. Something must be done to prevent that from happening.	1/22/2015 4:08 AM
107	A middle school in our area that includes Hebrew	1/22/2015 3:44 AM

Q7 What else would you like us to know?

Answered: 103 Skipped: 108

#	Responses	Date
1	Nothing	1/13/2016 5:30 PM
2	Nothing	1/13/2016 5:29 PM
3	Nothing	1/13/2016 5:27 PM
4	None	1/13/2016 5:23 PM
5	Nothing	1/13/2016 5:20 PM
6	Nothing	1/13/2016 5:14 PM
7	No	1/13/2016 5:12 PM
8	No	1/13/2016 5:10 PM
9	No	1/13/2016 5:08 PM
10	nothing	1/13/2016 5:04 PM
11	Nothing	1/13/2016 4:59 PM

Hebrew Language Academy Charter School II

12	Nada	1/13/2016 4:56 PM
13	Nothing	1/13/2016 4:50 PM
14	Nothing	1/13/2016 4:42 PM
15	No	1/13/2016 4:33 PM
16	nothing	1/12/2016 10:26 PM
17	Nothing	1/12/2016 10:25 PM
18	nothing	1/12/2016 10:01 PM
19	Nothing	1/12/2016 9:57 PM
20	nothing	1/12/2016 9:55 PM
21	All kids deserve equal education	1/12/2016 9:53 PM
22	nothing	1/12/2016 9:49 PM
23	N/A	1/12/2016 9:46 PM
24	please build more schools	1/12/2016 8:51 PM
25	Getting students involved in more after-school activities.	1/12/2016 8:46 PM
26	nothing	1/12/2016 8:40 PM
27	Kids need to feel equal in order to learn.	1/12/2016 8:30 PM
28	Nothing	1/12/2016 8:26 PM
29	nothing	1/12/2016 8:23 PM
30	nothing	1/12/2016 8:18 PM
31	Nothing	1/12/2016 8:13 PM
32	where school is	1/12/2016 8:09 PM
33	Nothing	1/12/2016 8:04 PM
34	How many minorities are in this school	1/12/2016 7:58 PM
35	nothing	1/12/2016 5:42 PM
36	Kids need to be around kids of all ethnicities and backgrounds so when they get older they'll have them values instilled. so make sure you have just as many blacks and latinos as you do hebrew children.	1/12/2016 5:39 PM
37	Nothing	1/12/2016 5:34 PM
38	All kids deserve a chance at enrollment.	1/12/2016 5:32 PM
39	Nothing	1/12/2016 5:29 PM
40	None	1/12/2016 5:23 PM
41	nothing	1/12/2016 5:13 PM
42	NOTHING	1/12/2016 5:10 PM
43	no	1/12/2016 5:08 PM
44	No	1/12/2016 5:05 PM
45	How is this school going to better kids?	1/5/2016 7:37 PM
46	where the location	1/5/2016 7:18 PM
47	basketball	1/5/2016 7:15 PM
48	to help students with struggle	1/5/2016 7:12 PM
49	you do know we need more schools like this	1/5/2016 7:00 PM
50	N/A	1/5/2016 6:55 PM
51	Nothing	1/5/2016 6:52 PM

Hebrew Language Academy Charter School II

52	Nothing else	1/5/2016 6:47 PM
53	Nothing	1/5/2016 6:44 PM
54	I have nothing else to say	1/5/2016 6:32 PM
55	That the school should have field trips or school gatherings to bring the kids closer	1/5/2016 5:11 PM
56	I have nothing else to add	1/5/2016 5:03 PM
57	Nothing	1/5/2016 4:59 PM
58	Nothing	1/5/2016 4:57 PM
59	Nothing	1/5/2016 4:42 PM
60	Nothing	1/5/2016 4:39 PM
61	Nothing	1/5/2016 4:33 PM
62	Nothing	1/5/2016 4:30 PM
63	Nothing	1/5/2016 4:27 PM
64	Nothing	1/5/2016 4:24 PM
65	Nothing	1/5/2016 4:22 PM
66	There needs to be tutor after school	1/5/2016 4:12 PM
67	There should be security guards outside the school	1/5/2016 4:08 PM
68	Nothing	1/5/2016 4:05 PM
69	Mathematics Science Gym	1/5/2016 4:02 PM
70	No sit	1/5/2016 3:58 PM
71	There is nothing I would like for the school to know	1/5/2016 3:55 PM
72	Nothing	1/5/2016 3:52 PM
73	Nothing	1/4/2016 10:50 PM
74	There should be speakers at the school every Friday	1/4/2016 10:47 PM
75	Nothing	1/4/2016 10:44 PM
76	No	1/4/2016 10:42 PM
77	To help students with struggle and focus on the kids that need extra help	1/4/2016 10:39 PM
78	Is there going to be community speakers that are successful?	1/4/2016 10:32 PM
79	Nothing	1/4/2016 10:28 PM
80	N/A	1/4/2016 10:21 PM
81	Nothing	1/4/2016 10:13 PM
82	More activities with parents	1/4/2016 10:01 PM
83	Extra teachers Guide consiling	1/4/2016 9:57 PM
84	Have more than two language class	1/4/2016 9:54 PM
85	Nothing	1/4/2016 9:48 PM
86	If you see some kids are not on the same page call there parents	1/4/2016 9:46 PM
87	Nothing	1/4/2016 9:41 PM
88	nothing	1/4/2016 9:29 PM
89	Nothing	1/4/2016 9:26 PM
90	Need more math class in school	1/4/2016 9:19 PM
91	You should put kids in after school	1/4/2016 9:14 PM
92	more games and sports	1/4/2016 9:11 PM

Hebrew Language Academy Charter School II

93	nothing	1/4/2016 8:55 PM
94	nothing	1/4/2016 8:50 PM
95	N/A	12/10/2015 7:19 PM
96	none	12/1/2015 4:26 PM
97	That I know there is a lot lot of families and friends in my area that will be happy to enroll their kids into the new school.	12/1/2015 1:23 AM
98	Art and music is very important	2/24/2015 1:35 AM
99	That hla is a great school	2/23/2015 9:21 PM
100	none	2/11/2015 9:46 AM
101	Will the food be Kosher?	1/25/2015 4:01 PM
102	HLA gave my daughter and her peers amazing opportunities, academic and social skills, strategies, and inspiration that they carry with them until today. Elle loves and appreciates Art, Culture, Music, reading, Chess. etc. and I am so grateful for that. I am involved with much of the graduating class and the new school they attend. They are doing well academically and socially. They are in the same class together and their teachers enjoy having them in class. Many teachers at the school stress to me how well the kids work together and how eager they are to help each other. My daughter tells me that she loves her new school, but that HLA will always be home! I am so thankful for every effort that was made to procure this school. Our kids are still in touch, and carry wonderful memories together. I am just sorry that they will not continue in HLA until 8th grade. But I am praying for an expansion to Middle School so that the current class will have the opportunities that our kids didn't.	1/22/2015 4:08 AM
103	That our district needs more options of middle school	1/22/2015 3:44 AM

Q8 What if any, concerns do you have about the proposed charter school?

Answered: 108 Skipped: 103

#	Responses	Date
1	none	1/13/2016 5:30 PM
2	None	1/13/2016 5:29 PM
3	None	1/13/2016 5:27 PM
4	None	1/13/2016 5:23 PM
5	Nothing	1/13/2016 5:20 PM
6	none	1/13/2016 5:14 PM
7	No	1/13/2016 5:12 PM
8	No	1/13/2016 5:10 PM
9	No	1/13/2016 5:08 PM
10	nothing	1/13/2016 5:04 PM
11	Nothing	1/13/2016 4:59 PM
12	No hay suficiente Latinos y negros	1/13/2016 4:56 PM
13	None	1/13/2016 4:50 PM
14	None	1/13/2016 4:42 PM
15	No	1/13/2016 4:33 PM
16	none	1/12/2016 10:26 PM
17	None	1/12/2016 10:25 PM
18	none	1/12/2016 10:01 PM

Hebrew Language Academy Charter School II

19	Nothing	1/12/2016 9:57 PM
20	Diversity	1/12/2016 9:55 PM
21	They won't let community kids in.	1/12/2016 9:53 PM
22	none	1/12/2016 9:49 PM
23	Make the enrollment process easier	1/12/2016 9:46 PM
24	none i love charter schools	1/12/2016 8:51 PM
25	The environment and are the school is in.	1/12/2016 8:46 PM
26	none	1/12/2016 8:40 PM
27	They won't let "our" kids in.	1/12/2016 8:30 PM
28	None	1/12/2016 8:26 PM
29	none	1/12/2016 8:23 PM
30	none	1/12/2016 8:18 PM
31	Not going to give our kids a chance at enrolling	1/12/2016 8:16 PM
32	Nothing	1/12/2016 8:13 PM
33	none	1/12/2016 8:09 PM
34	Nothing	1/12/2016 8:04 PM
35	none	1/12/2016 7:58 PM
36	none	1/12/2016 5:42 PM
37	our kids will not be able to enroll.	1/12/2016 5:39 PM
38	None	1/12/2016 5:34 PM
39	wont let black kids in	1/12/2016 5:32 PM
40	None	1/12/2016 5:29 PM
41	get kids from coney island not just sheepshead and midwood and Gravesend	1/12/2016 5:13 PM
42	NONE	1/12/2016 5:10 PM
43	no	1/12/2016 5:08 PM
44	None	1/12/2016 5:05 PM
45	I have no concerns about the charter school	1/5/2016 7:40 PM
46	I have no concerns	1/5/2016 7:37 PM
47	Are they going to teach more than two languages	1/5/2016 7:18 PM
48	more after schools	1/5/2016 7:15 PM
49	none	1/5/2016 7:12 PM
50	No	1/5/2016 7:00 PM
51	Will every kid in the community has a chance to come to you school	1/5/2016 6:55 PM
52	I have no concerns	1/5/2016 6:52 PM
53	I have no concerns	1/5/2016 6:47 PM
54	I have no concerns	1/5/2016 6:44 PM
55	Are there going to be programs for the kids	1/5/2016 6:32 PM
56	Is the school going to have after school program	1/5/2016 5:11 PM
57	Is the charter school safe	1/5/2016 5:03 PM
58	None	1/5/2016 4:59 PM
59	I have no concerns	1/5/2016 4:57 PM

This is the HLA 2 Survey in Spanish. The Survey is available in English, Mandarin, Cantonese, Arabic, Hebrew, Urdu and Russian. They are available at www.hla2.org/home/survey

Escuela autónoma (*Charter*) Hebrew Language Academy

II

Encuesta a interesados

Formulario de interés para la Escuela autónoma (*Charter*) Hebrew Language Academy II

Ubicación de la escuela: La Escuela autónoma (*Charter*) Hebrew Language Academy II estará ubicada en el distrito escolar comunitario N°. 21, el cual incluye partes de Midwood, Gravesend, Sheepshead Bay, Brighton Beach, y Coney Island.

Declaración de propósito: La Escuela autónoma (*Charter*) Hebrew Language Academy II impartirá a sus estudiantes los fundamentos tanto académicos como personales necesarios para proseguir sus estudios avanzados de manera exitosa, y lograr una madurez personal continua como ciudadanos éticos e informados del planeta. HLA II logrará este objetivo mediante la creación de una comunidad estudiantil bilingüe protegida y rigurosa, desde kindergarten hasta 5º grado, dedicada a la excelencia académica y a la fomentación de un alto grado de dominio del idioma hebreo; en dicha comunidad, los estudiantes en el diverso cuerpo estudiantil desarrollarán asimismo un fuerte sentido de responsabilidad cívica y social mediante la integración, en el plan de estudio, de servicio comunitario y el aprendizaje sobre el servicio.

El propósito de este formulario: Por favor, ayúdenos a diseñar la escuela por medio de contarnos lo que usted considera importante. Agruparemos todas las respuestas por parte de familias y de otras partes interesadas, a la hora de planificar nuestro diseño de la escuela. NOTA: Usted también puede acceder a este formulario en línea en www.hlacharterschool2.org, llenarlo y enviarlo electrónicamente.

Escuela autónoma (*Charter*) Hebrew Language Academy II

Sección 1: Información básica

***1. Vivo en el distrito escolar comunitario (CSD, siglas en inglés) N° 21:**

Si

No

No sé mi CSD

***2. Por favor, marque todas las declaraciones que lo/la describan a usted**

debidamente:

Padre/madre de un niño/a en edad de escuela primaria

Empleado en CSD 21

Administrador o maestro de escuela pública o privada

Líder comunitario

Miembro de clero religioso

Funcionario político electo

Otro (por favor especifique)

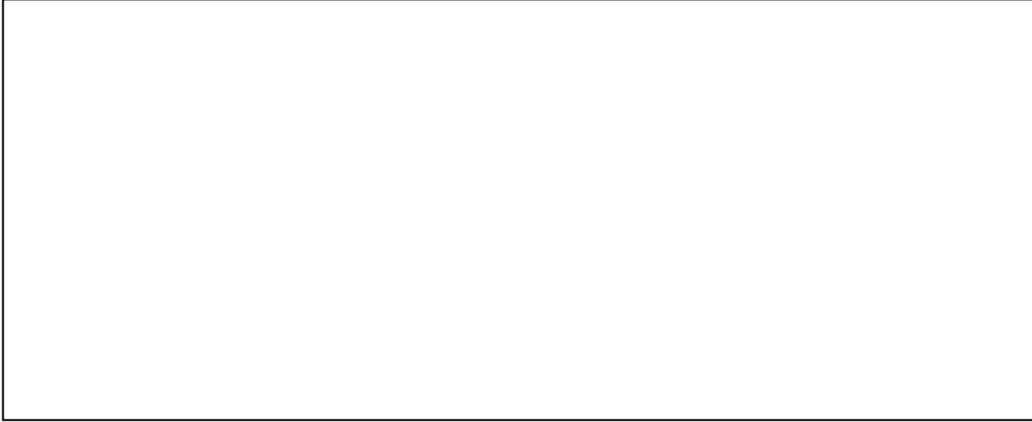
Escuela autónoma (Charter) Hebrew Language Academy II

Sección 2: ¿Qué tan importantes son para usted y su niño/a las siguientes características escolares?

¿Qué tan importantes son para usted y su niño/a las siguientes características escolares? (1 = Nada importante; 3 = Moderadamente importante, 5 = Muy importante). Por favor marque la casilla adecuada que indique su parecer sobre la importancia de cada característica de la escuela.

	1. Nada importante	2. Algo importante	3. Moderadamente importante	4. Importante	5. Muy importante
Duración del año escolar (190 días)					
Duración del día escolar (de 8 am a 3:30 pm)					
Por lo menos 2 maestros en cada salón (Proporción maestro-estudiante de 13:1)					
Dos horas diarias de alfabetización					
Una comunidad escolar en la cual los estudiantes de todo origen se sientan en comodidad					
Una comunidad escolar que explore la diversidad cultural y promueva la tolerancia y entendimiento mutuos.					
Enseñanza de dos idiomas (inglés y hebreo)					
Estrategias de instrucción y personal apropiado que se adapte a las necesidades de alumnos que estén aprendiendo inglés					
Una escuela que promueva la ayuda al prójimo, participación comunitaria y buena ciudadanía					
Programas de arte y música					
Estrategias de instrucción y personal apropiado que se adapte a las necesidades de estudiantes con necesidades especiales					
Un currículo que enseñe sobre culturas alrededor del mundo					
Una comunidad compuesta de niños y familias de diversos orígenes étnicos y diferentes estados económicos					
Una escuela autónoma de carácter académico rigurosa que se enfoque en los grados de escuela primaria					

Por favor utilice este espacio si desea aclarar los motivos por cualquier calificación provista arriba. Si es necesario, sírvase utilizar el reverso de esta hoja.



4. ¿Cuales otras características escolares son importantes para usted?



5. ¿De qué manera deberían participar los padres y las madres en la escuela?

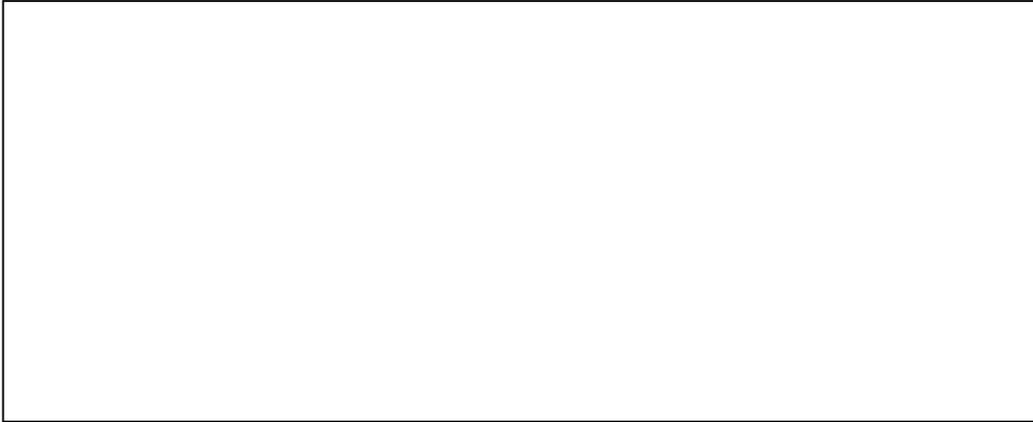
Encuesta de Escuela autónoma (Charter) Hebrew Language Academy II



6. ¿Hay algo más que desee agregar para que formemos una escuela dedicada a la excelencia?



7. ¿Hay algo más que desea que sepamos?



8. ¿Qué preocupaciones, si existen, tiene usted sobre la escuela autónoma propuesta?



Escuela autónoma (*Charter*) Hebrew Language Academy II

Sección 3: Información sobre usted y su(s) niño(s) (opcional)

9. Todas las preguntas a continuación son opcionales. Se usarán los datos únicamente con el propósito de preparar un resumen de las familias y otras partes interesadas como parte del proceso de solicitud de acreditación autónoma. No se compartirán nombres, ni direcciones, ni ninguna información personal con terceras partes.

Nombre y apellido:

Dirección residencial:

Ciudad, estado, código postal:

Correo electrónico:

10. ¿Desea recibir información sobre el progreso de la escuela (e.g. el proceso de solicitud, inauguración de la escuela)?

Si

No

11. ¿Cuál es su origen étnico? Marque toda categoría que aplique (opcional)

Blanco

Afroamericano

Hispano/Latino

Asiático o de las islas del Pacífico

Nativo americano

Otro (por favor especifique)

Robocall statistics as
of August 11, 2016

ROBOCALL SCRIPT

Hi, this is Samantha calling from SDC Surveys on behalf of Hebrew Public Charter Schools. We are conducting a short automated public opinion survey to help us design our new school, its programs and staffing. It's important to us to incorporate community and parent opinions as we develop this new public elementary school.

In this section I will ask how important various School and Education features are to you. We are asking these questions to best build a new Hebrew Language Public Charter School in Brooklyn's Community School District 21.

For each question enter a number from 1 to 5. 1 Being Very Important and 5 being Not Important

A 190 Day School Year - longer than the typical school year of 180 days

Enter a number from 1 to 5. 1 Being Very Important and 5 being Not Important

A Seven and ½ hour school day - longer than the typical school day of 6.5 hours

Enter a number from 1 to 5. 1 Being Very Important and 5 being Not Important

At least Two Teachers in the classroom with a 13:1 Student/Teacher Ratio

Enter a number from 1 to 5. 1 Being Very Important and 5 being Not Important

Two hours of Literacy Each day

Enter a number from 1 to 5. 1 Being Very Important and 5 being Not Important

A School Community where students of all backgrounds feel comfortable

Enter a number from 1 to 5. 1 Being Very Important and 5 being Not Important

A School that explores cultural diversity and promotes tolerance and mutual understanding

Enter a number from 1 to 5. 1 Being Very Important and 5 being Not Important

Strategies and Staffing to address English Language Learners

Enter a number from 1 to 5. 1 Being Very Important and 5 being Not Important

A School that promotes helping others and community involvement

Enter a number from 1 to 5. 1 Being Very Important and 5 being Not Important

Art and Music Programs

Enter a number from 1 to 5. 1 Being Very Important and 5 being Not Important

Strategies and Staffing to address students with special needs

Enter a number from 1 to 5. 1 Being Very Important and 5 being Not Important

A Curriculum that teaches about cultures around the world by teaching in a modern foreign language

Enter a number from 1 to 5. 1 Being Very Important and 5 being Not Important

A Curriculum that focuses on students becoming proficient in a modern foreign language

Enter a number from 1 to 5. 1 Being Very Important and 5 being Not Important

A Community made up of children and families of diverse ethnic background and economic status

Enter a number from 1 to 5. 1 Being Very Important and 5 being Not Important

An Academically rigorous school focusing on elementary school grades

Enter a number from 1 to 5. 1 Being Very Important and 5 being Not Important

Are you a parent of an Elementary Aged child

Press 1 for Yes

Press 2 for No

Are you employed as a public or private school administrator or educator?

Press 1 for Yes

Press 2 for No

If you are a Woman, Press 1

If you are a Man, Press 2

If you are 18 to 35 years old, press 1.

For 36 to 45, press 2.

For 46 to 55, press 3.

For 56-65, press 4

For 66 or older, press 5.

For Demographic Purposes, what is your race

Press 1 for White

Press 2 for African-American

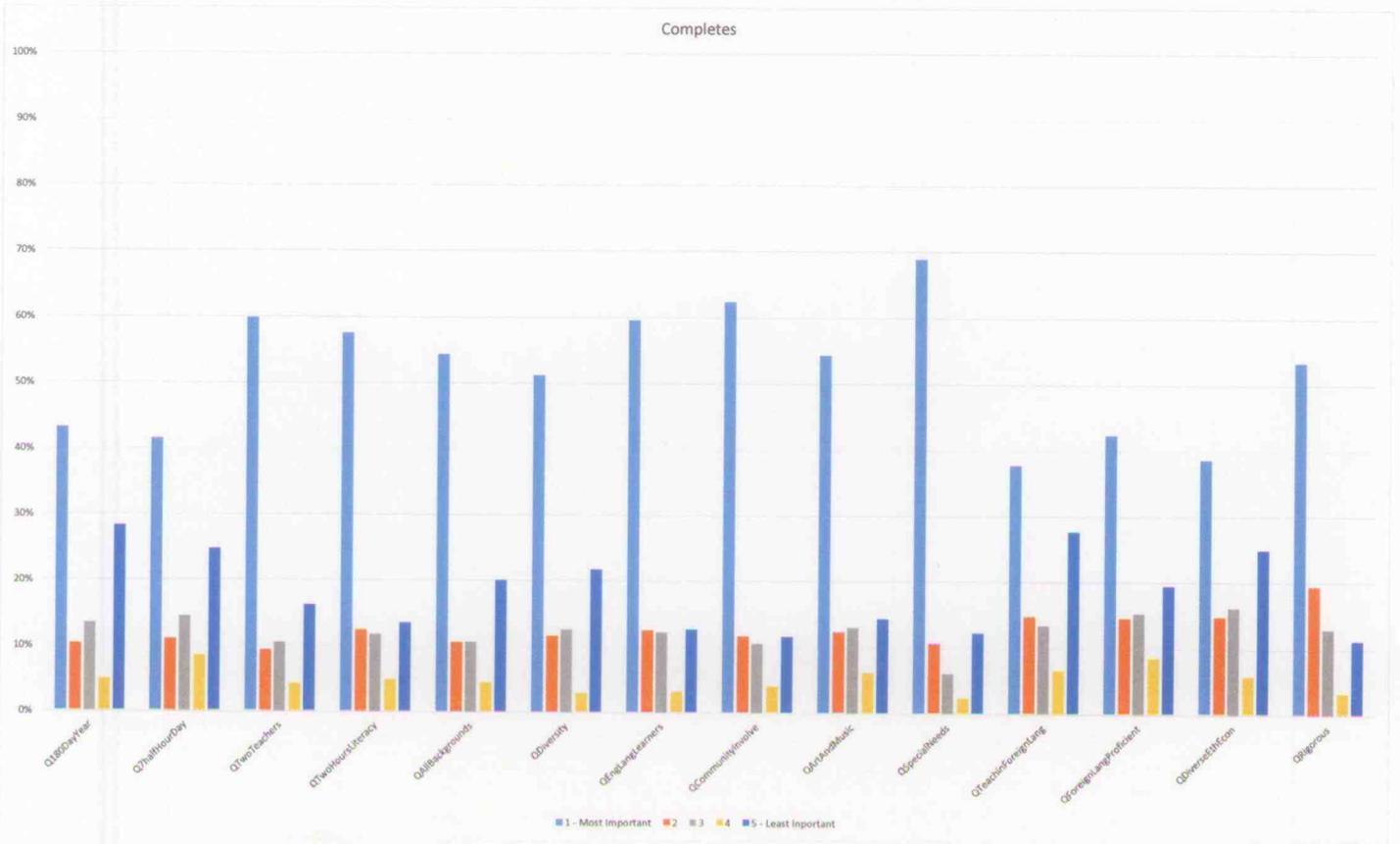
Press 3 for Hispanic or Latino

Press 4 for Asian

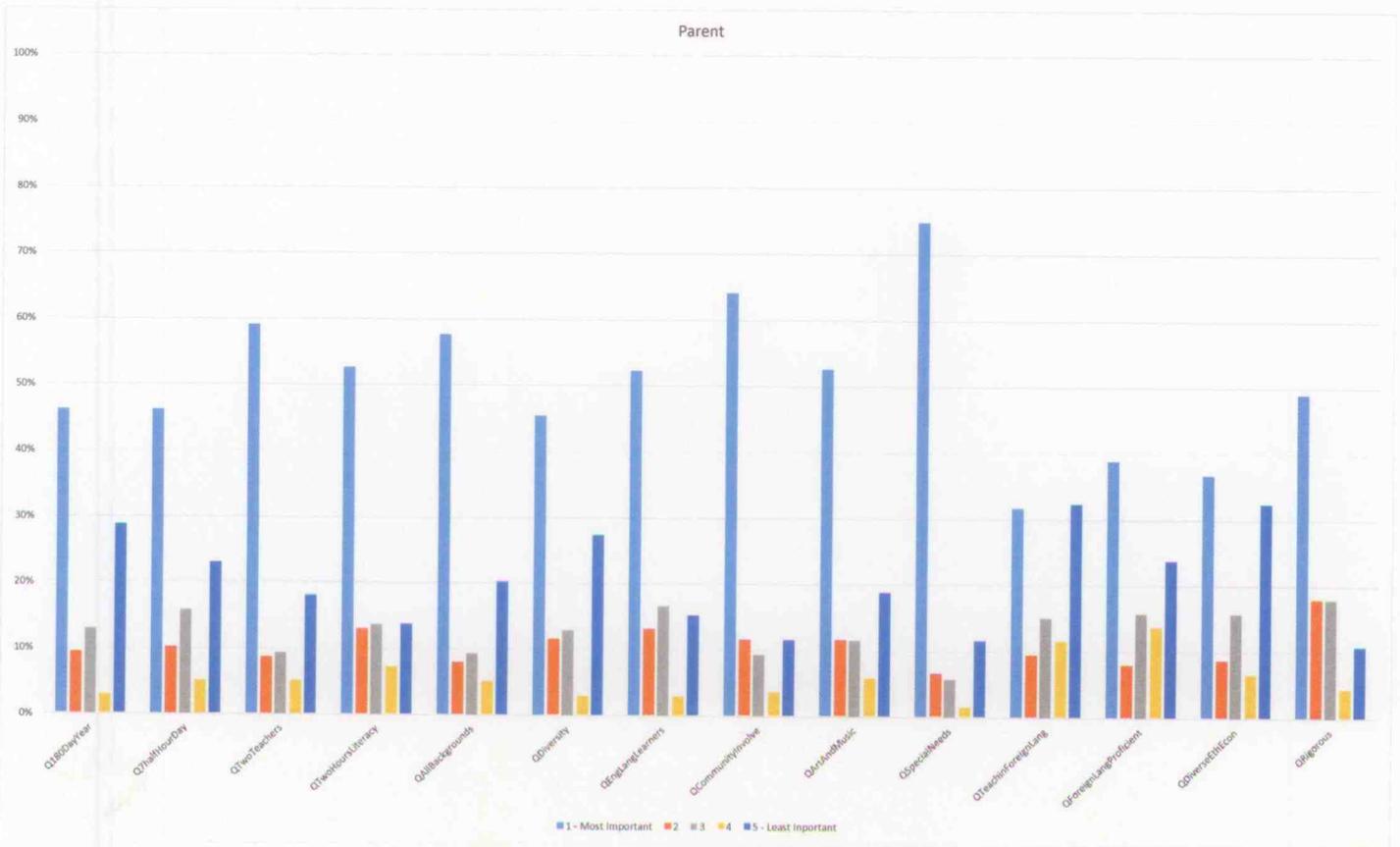
Press 5 for Native American

Press 6 for some other race

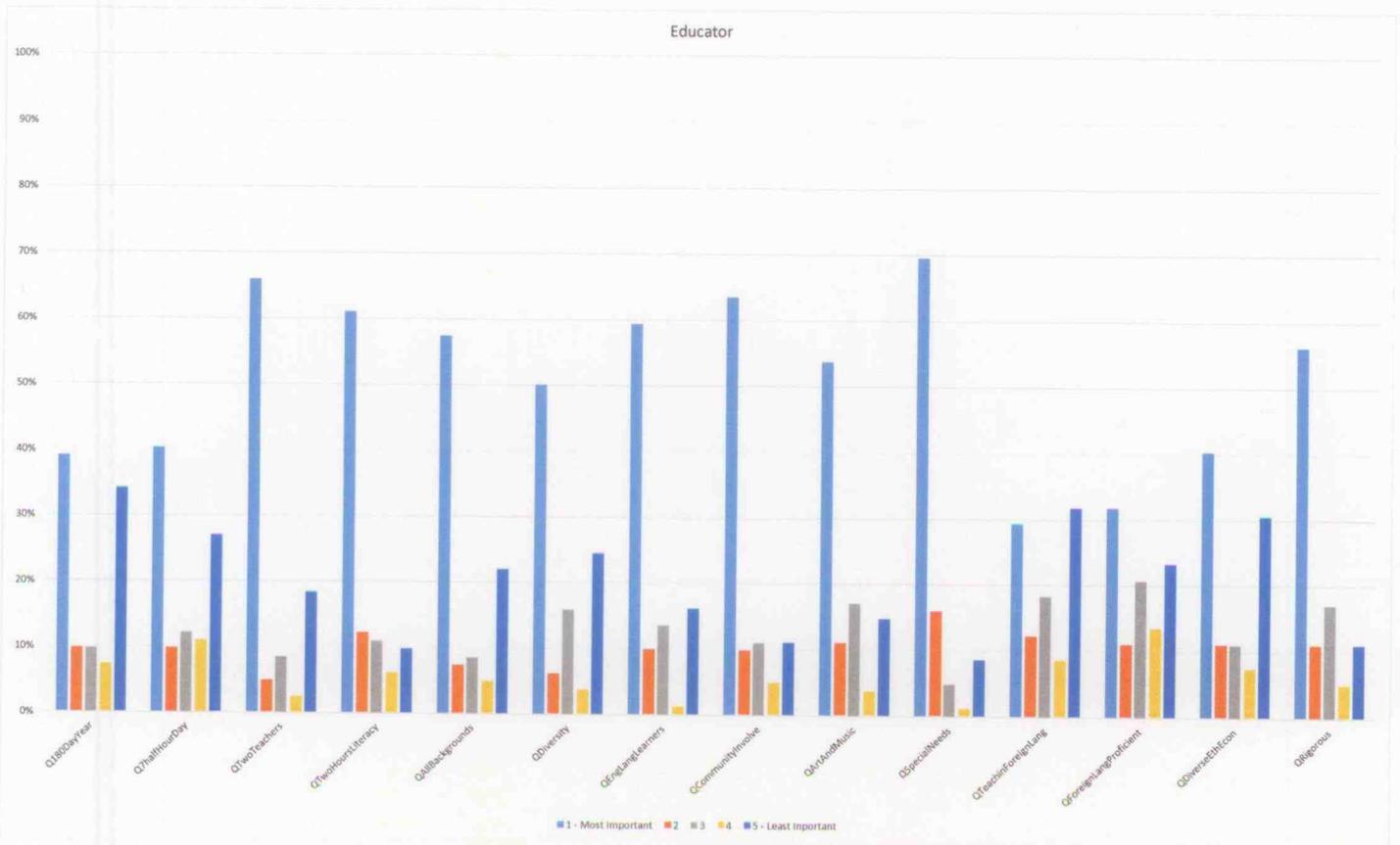
Robocall results
 All respondents ranking
 by question



Robocall results
 Parent respondents
 ranking by question



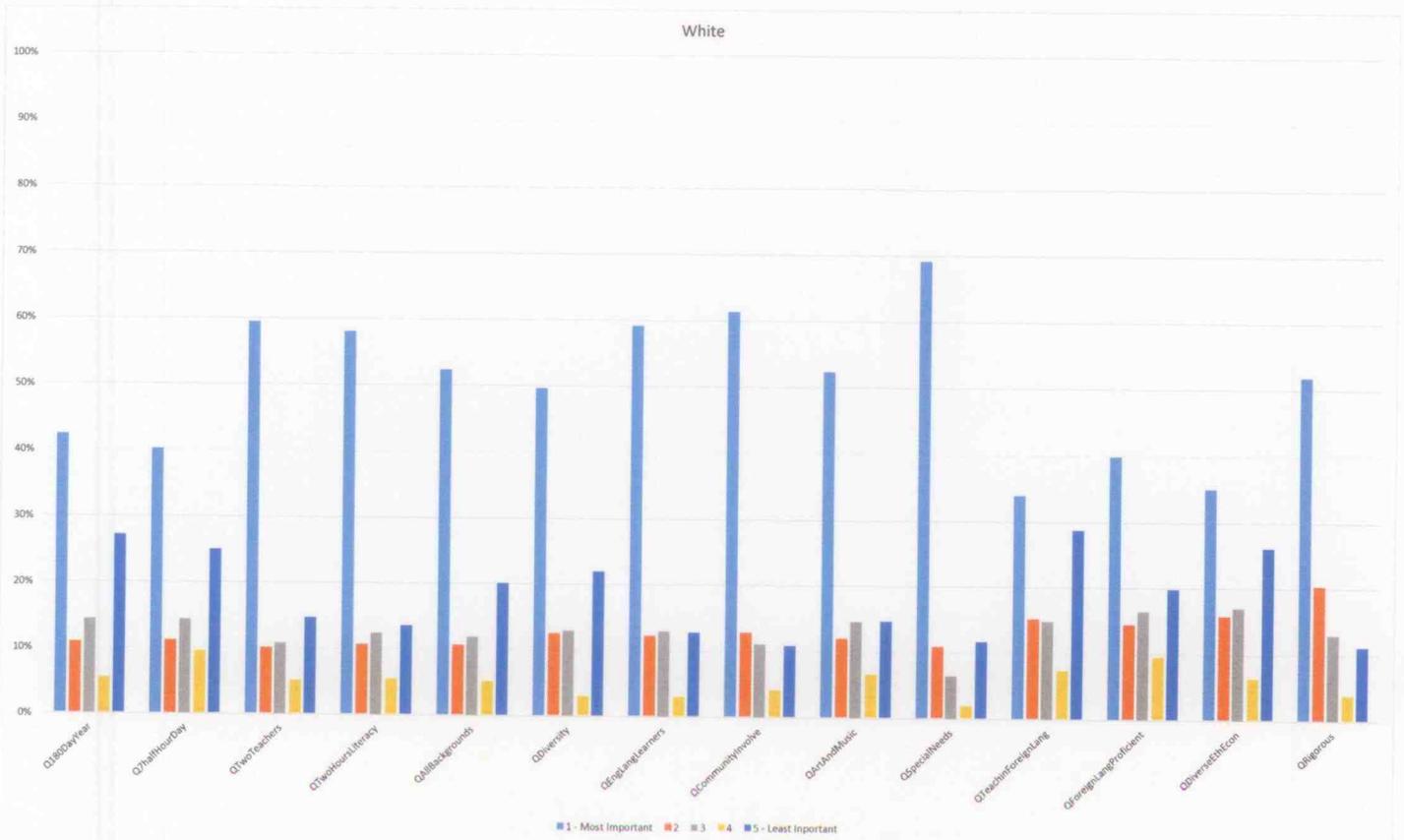
Robocall results
 Educator respondents
 Ranking by Question



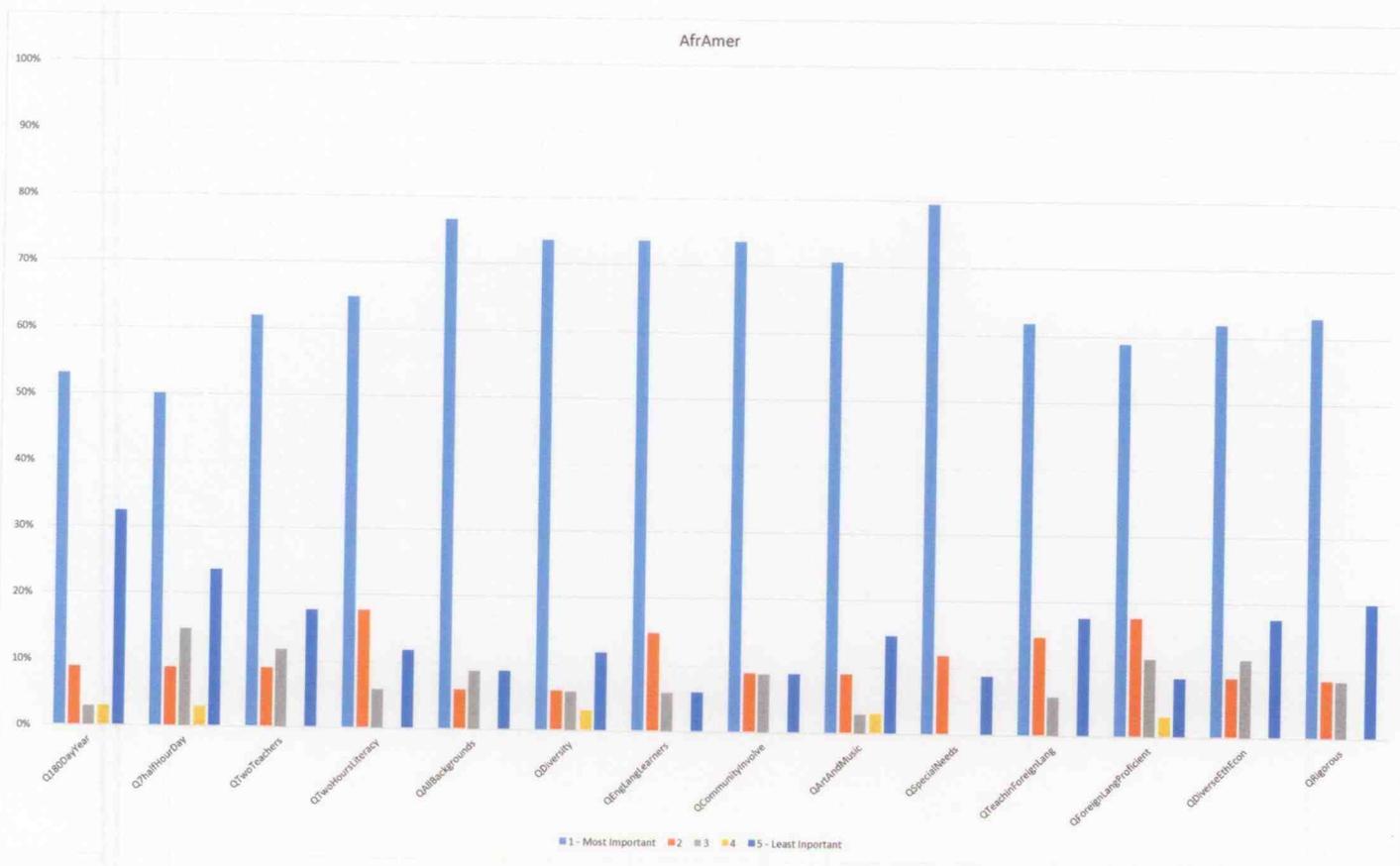
Robocall Results

White respondents

Ranking by question



Robocall results
 Ranking, by
 Question
 African American
 respondents.



A NEW HEBREW LANGUAGE PUBLIC CHARTER SCHOOL



is being planned for the children of South Brooklyn!

Come show your support for HLA2 in CSD 21!

A public hearing is being held to solicit comments regarding Hebrew Language Academy Charter School 2.

DATES: Thursday, Nov. 19 at 8:30 a.m.
or **Wednesday, Nov. 25 at 12:30 p.m.**

WHERE: Shorefront Y, 3300 Coney Island Avenue, Brooklyn

Hebrew Language Academy 2 is being planned to potentially open in Community School District (CSD) 21 in South Brooklyn. If approved HLA 2 will be a free public charter school serving students in grades K-1 its first school year. Each year, the school will grow by one grade until the school spans grades K-5. After reaching Fifth Grade, permission to expand to Eighth Grade will be sought. HLA2 is modeled after Hebrew Language Academy Charter School (HLA), which opened in neighboring CSD 22 in 2009 and currently serves 565 students in Grades K-6.

The new school will be open to all children eligible for Kindergarten and First Grade in 2016. Children living in CSD 21, which includes parts of Midwood, Gravesend, Sheepshead Bay, Brighton Beach, and Coney Island, will have preference for admission to the school.

For more information: 212-729-6234
www.hlacharterschool2.org



HEBREW CHARTER SCHOOL CENTER

Notice of Public Meeting on 3/18/15 on HLA 2 website.

Paid Advertisement Placed in Local Press; Courier Life, for 3/18/15 Public Meeting

www.silvagniandcoblaw.com



HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

Home About HLA 2 Contact Us Translations Updates Survey

Community Meeting March 18th!

A New Hebrew Language Public Charter School Is Being Planned For Children in Southern Brooklyn

Wednesday, March 18th, 6:30 pm

Shorefront Y, 3300 Coney Island Avenue, Brooklyn, NY

Hebrew Language Academy 2 (HLA2) is being planned to potentially open in Community School District (CSD) 21 in Southern Brooklyn. If approved HLA2 will be a free public charter school serving 156 students in grades K-1 its first school year. Each year, the school will grow by one grade until the school spans grades K-5. After reaching 5th Grade, permission to expand to 8th Grade will be sought. HLA2 is modeled after Hebrew Language Academy Charter School, in CSD 22. The new school will be open to all children eligible for Kindergarten and 1st Grade in 2016. Children living in CSD 21, which includes parts of Midwood, Gravesend, Sheepshead Bay, Brighton Beach, and Coney Island, will have preference for admission to the school.

To be put on our contact list, please visit our website (www.hla2.org) and complete our short survey.

For more information: **212-792-6234**  **HEBREW CHARTER SCHOOL CENTER**

Community Meeting March 18th!

A New Hebrew Language Public Charter School Is Being Planned For Children in Southern Brooklyn!

Wednesday, March 18th, 6:30 pm

Shorefront Y, 3300 Coney Island Avenue, Brooklyn, NY

Hebrew Language Academy 2 (HLA2) is being planned to potentially open in Community School District (CSD) 21 in Southern Brooklyn. If approved HLA2 will be a free public charter school serving 156 students in grades K-1 its first school year. Each year, the school will grow by one grade until the school spans grades K-5. After reaching 5th Grade, permission to expand to 8th Grade will be sought. HLA2 is modeled after Hebrew Language Academy Charter School, in CSD 22. The new school will be open to all children eligible for Kindergarten and 1st Grade in 2016. Children living in CSD 21, which includes parts of Midwood, Gravesend, Sheepshead Bay, Brighton Beach, and Coney Island, will have preference for admission to the school.

To be put on our contact list, please visit our website (www.hla2.org) and complete our short survey.

For more information: **212-792-6234**  **HEBREW CHARTER SCHOOL CENTER**

12 COURIER LIFE, MAR. 13-19, 2015

H B B G

than a
and ro
— acc
troller
skepti
Red.
"TL
who w
hurst F
full na
to get 5
City of
Ho
sonitu
thead
2005. "
he said
Fan
malru
in Bay
Height
port. au
10 clat
ents su
"Th
Marlis
to Owl
March
full na
This
claims
2005, si
Ma
sues a
which
ment f
stead,
ing old
led to 1
"I i
boy n:
ons, b

Notice of 3/18/15 Public Meeting on Coney Island Generation Gap Facebook Page.

The screenshot shows a Facebook browser window with the address bar displaying <https://www.facebook.com/ConeyIslandGenerationGap>. The page title is "Coney Island Generation Gap". Below the header, there are three small images showing groups of people, with a "See More" link and "Like" and "Comm" buttons. The main content is a post by Pam Harris, dated "Yesterday at 4:51pm".

Pam Harris
Yesterday at 4:51pm

Hey FB Family check this out, great school dont let this opportunity slip away... A new hebrew language public charter school is being planned for children in southern Brooklyn! Wed., Mar. 18, 6:30 pm Shorefront Y, 3300 Coney Island Ave. COMMUNITY MEETING MARCH 18th! Hebrew Language Academy 2 (HLA2) is being planned to potentially open in Community School District (CSD) 21 in Southern Brooklyn. If approved HLA2 will be a free public charter school serving 156 students in grades K-1 its first school year. Each year, the school will grow by one grade until the school spans grades K-5. After reaching 5th Grade, permission to expand to 8th Grade will be sought. HLA2 is modeled after Hebrew Language Academy Charter School, in CSD 22. The new school will be open to all children eligible for Kindergarten and 1st Grade in 2016. Children living in CSD 21, which includes parts of Midwood, Gravesend, Sheepshead Bay, Brighton Beach, and Coney Island, will have preference for admission to the school. To be put on our contact list, please visit our website (www.hla2.org) and complete our short survey. For more information: 212-792-6234 AARON LISTHAUS | Executive Director for Education HEBREW CHARTER SCHOOL CENTER 729 Seventh Avenue, Ninth Fl. | New York, NY 10019 O: 212-792-6228 C: 631-793-5761 | www.hebrewcharters.org Join us on

Mark Fink

From: Mark Fink <mark@hebrewcharters.org>
Sent: Monday, March 16, 2015 12:57 PM
To:

Cc:
Subject: Hebrew Language Academy Charter School 2 - Community Information Session - March 18 - 630 pm
Attachments: HLA-2 Brochures English.pdf; HLA 2 Paper Survey.pdf; March 18th Community Meeting Ad.pdf

Importance: High

Dear Preschool Director,

Previously I had written to you to inform you about the Hebrew dual language elementary charter school in CSD 21 that The Hebrew Charter School Center is planning to create.

I wanted to let you know that we will be hosting a community information session at the Shorefront Y located at 3300 Coney Island Avenue at 6:30 PM on Wednesday, March 18, 2015. Members of our applicant group as well as representatives from the Hebrew Language Academy Charter School in CSD 22 (on which HLA 2 is modeled) will present plans for the school, facilitate a question and answer session and then actively seek input and suggestions from those in attendance. A flyer on this community information session is attached. I hope you or a representative from your preschool will be able to attend. I also encourage you to share the flyer with the parents of your children as we hope they will be able to attend as well.

As a reminder, we have a website www.hla2.org that we encourage you to visit. If you haven't completed the stakeholder survey available on the website, I encourage you to do so. As a director of a preschool in CSD 21, your input and feedback on our proposed charter school is very important to us as you are serving the families who have children who would be eligible to attend our school if it is approved and opens in August 2016. You can also complete the survey online by following the link here: www.hla2.org/home/survey/. Again, we ask that you share this information with your parents as well.

In the meantime, if you have any questions or would like me to send additional copies of the attached materials to you please do not hesitate to contact Mark Fink by emailing him at mark@hebrewcharters.org or calling him at 212-792-6234.

Sincerely,

Aaron Listhaus
Member, HLA 2 Applicant Group
Executive Director for Education, New York, Hebrew Charter School Center

Mark Fink

Subject: RE: Hebrew Language Charter School

From: Aaron Listhaus [<mailto:aaron@hebrewcharters.org>]

Sent: Wednesday, March 18, 2015 3:52 PM

To: [REDACTED]

Cc: Pam Harris

Subject: Hebrew Language Charter School

Dear Shirley,

I am writing to introduce you to Hebrew Language Academy Charter School 2, a charter school that is submitting an application to open in CSD 21. Pam Harris who is a member of our Applicant Group (and a proposed Board member for the school) along with me and 7 other individuals, shared your contact information with me. We are interested in meeting with tenant leaders in the NYCHA housing developments in the community as we hope that the elementary age children and their parents in these developments will be future community members at our school. Pam let me know that you are President of the Tenant Association at the Carey Gardens.

HLA 2 will be a similar model to Hebrew Language Academy Charter School in District 22. We will start with Grades K and 1 and grow to K-5 in our first charter term. The longer term plan is to be a K-8 school.

As background, HLA 2 will devote significant instructional time to core academic subjects to ensure student mastery of NYS Common Core Learning Standards and will set high standards for and expect high levels of achievement from all its students. Each week, students will have 10 hours of English Language Arts (ELA), 5 hours of Math, 3 hours of Social Studies, 2 ½ hours of Science and 5 hours of Modern Hebrew. In addition, students will participate in 3 hours of physical education, 3 hours of art and music and 1 hour of Chess weekly. HLA 2 will have a longer school day and school year: 190 instructional days per year and a school day that begins 8:00 am and ends at 3:30 pm. This increased time on task is necessary for all students, especially those students at-risk of academic failure, to meet and exceed proficiency standards in all subject areas.

We have a website, www.hla2.org, where there is a stakeholder survey that I hope you might look at and complete. In addition, there are links to our brochures and surveys that can be downloaded. They are translated into multiple languages.

I would like the opportunity to meet with you in person at your convenience to talk about HLA 2 and see how we might be able to get information to the families of young children who live in Carey Gardens.

Sincerely yours,
Aaron Listhaus

AARON LISTHAUS | Executive Director for Education

HEBREW CHARTER SCHOOL CENTER

729 Seventh Avenue, Ninth Fl. | New York, NY 10019

O: 212-792-6228 C: 631-793-5761 | www.hebrewcharters.org

*Join us on April 19 for our private benefit of **Finding Neverland.***

For tickets and more information, [click here.](#)

Like us on [Facebook](#) Follow us on [Twitter](#)

Brochures in English, Russian and Spanish. For all translations see www.hla2.org/translations

hebrew language academy 2

Please complete our survey which will provide you with an opportunity to help us design a school that meets your child's needs.

To take the survey go to: www.hla2.org



hebrew language academy 2



**PROJECTED OPENING:
FALL 2016
IN BROOKLYN**

Part of the
**HEBREW CHARTER
SCHOOL CENTER**
NATIONAL NETWORK OF CHARTER SCHOOLS

THE HEBREW LANGUAGE ACADEMY CHARTER SCHOOL 2 will offer an academically rigorous K-5 curriculum that includes intensive instruction in the Hebrew language, and where students of all backgrounds will develop a strong sense of social and civic responsibility through the integration of service-learning and community service across the curriculum.



- HLA2 is being explored to potentially open in Community School District (CSD) 21 in Brooklyn. If approved for a charter, HLA2 will be a five public charter school serving 154 students in grades K-1 in first school year. Each year, the school will grow by one grade until the school spans grades K-5. After reaching 8th Grade, permission to expand to Eighth Grade will be sought. HLA2 is modeled after Hebrew Language Academy Charter School (HLA), which opened in neighboring CSD 22 in 2009, currently serves 450 students in Grades K-5.

- HLA2 will be open to all age- and grade-eligible children. Children living in CSD 21, which includes parts of Midwood, Gravesend, Sheepshead Bay, Brighton Beach, and Coney Island, will have preference for admission to the school. Students will be admitted to the school through a random lottery process.

- HLA2 will have 26-28 students in each class and three classes per grade. Each class will have two teachers, resulting in a student-to-teacher ratio of at most 14 to 1.

- HLA2 will have an extended day (8:00 a.m. to 3:30 p.m.) and extended year (190 days of school).

- Every day, each student at HLA2 will receive:
 - ✓ 2 hours of instruction in English Language Arts
 - ✓ 1 hour of instruction in math
 - ✓ 1 hour of instruction exclusively in Hebrew.

- During the week, each student will receive:
 - ✓ 180 minutes of social studies instruction
 - ✓ 135 minutes weekly of science instruction

- In addition to the stand-alone Hebrew class, all subjects (with the exception of English language arts) will be conducted in English with the Hebrew language integrated, so that students are able to be immersed in Hebrew to the greatest extent possible. Each child will have regular instruction in music, physical education, art and technology each week.

- Our curriculum will incorporate the study of Israel with the study of world geography, culture and history. As our children learn the continents of the world, they will come to know stories of people who have immigrated to Israel from each continent. When they learn about holidays and cultural celebrations around the world, teachers will explain how different countries celebrate their culture and compare these events with similar celebrations in the U.S. and Israel.

- HLA2 will have a student-centered approach to instruction to promote individualized instruction to meet the needs of all learners.

- HLA2's academic program will welcome and be well prepared to serve students with special needs and students who are English Language Learners.

- HLA2 will arrange yellow school bus transportation for eligible students through the NYC DOE's Office of Pupil Transportation.

Russian

ЧАРТЕРНАЯ ШКОЛА «АКАДЕМИЯ ИВРИТА 2» (HEBREW LANGUAGE ACADEMY 2 — HLA2) предоставляет качественное образование по программе JL-C, включающее интенсивное изучение иврита, для детей всех слоев населения и этнических групп. Учебная программа предусматривает активное участие школьников в общественной жизни и способствует развитию у них высокой гражданской ответственности.



- Школа HLA2 предлагает открыть в школьном округе (CSD) 21 в Бруклине. В случае положительного решения властей школы об утверждении ее устава это будет бесплатная чартерная школа, в которой в первый учебный год будет набрано 150 учеников в возрасте 4-11. В каждой последующий год будет добавляться по одному классу, пока школа не будет укомплектована по 5-й класс. После этого школа будет подготавливаться к расширению до восьмого класса. HLA2 создается по образцу чартерной школы «Академия иврита» (HLA), открывшейся в соседнем округе CSD 22 в 2007 г., в которой в настоящее время обучается 450 детей в классах K-8.
- Школа HLA2 будет открыта для всех детей соответствующего возраста и класса. Преимущество при приеме будет предоставляться детям, проживающим на территории округа CSD 21, который охватывает части районов Манхэттен, Гринвич, Шелтон-Бэй, Брайтон-Бич и Коэн-Арендс. Прием будет проводиться методом случайного выбора, по типу лотереи.

- В школе будет по три параллельных класса на каждый год обучения. В классе будет 25-30 детей и два учителя; также образован на каждого учителя будет привлечено не более 14 учеников.
- Дети будут обучаться в режиме полного дня (с 6:30 до 15:30) и полного года (180 учебных дней).
- Ежедневно в каждом классе HLA2 будет:
 - 2 часа английского языка;
 - 1 час математики;
 - 1 час преподавания полностью на иврите.
- Каждый ученик будет изучать:
 - Общественные науки — 180 минут в неделю;
 - естественные науки — 135 минут в неделю.
- Помимо специальных уроков иврита, все предметы (кроме английского языка) будут преподаваться на английском с включением иврита, чтобы создать для учащихся возможность максимального погружения в этот язык. У всех детей будут индивидуальные занятия по музыке, физкультуре, искусству и театру.
- В школьные программы по мировой географии, культуре и истории включено углубленное изучение Израиля, ивритской страны и культуры, как же ивритский язык будет преподаваться на английском с включением иврита. Рассказывали детям о праздниках и традициях народа мира, преподаватели будут объяснять, как разные страны углубили культуру, и проводить аналогии с традициями США и Израиля.
- Преподавание будет вестись по принципу ориентации на ученика, с максимальным использованием индивидуального обучения для удовлетворения потребностей каждого школьника.
- Учебная программа HLA2 в полной мере приспособлена для обучения детей со специальными потребностями и детей, изучающих английский язык.
- Школа организована для учеников трансформируемые школьные автобусами через станцию школьных перевозок Департамента образования штата Нью-Йорк.

Spanish

LA ESCUELA AUTÓNOMA (CHARTER) HEBREW LANGUAGE ACADEMY 2

ofrecerá un currículo académicamente riguroso desde el primer grado. Albergará hasta 25 niños que recibirán una instrucción intensiva en el idioma hebreo, así como un lugar en el que sus actividades no solo originan entusiasmo, sino que el plan de estudios, un plan de estudios de responsabilidad social y cívica y través de la integración del aprendizaje sobre servicios y servicio comunitario.



• La escuela HLA2 ofrece un currículo académico riguroso desde el primer grado. Albergará hasta 25 niños que recibirán una instrucción intensiva en el idioma hebreo, así como un lugar en el que sus actividades no solo originan entusiasmo, sino que el plan de estudios, un plan de estudios de responsabilidad social y cívica y través de la integración del aprendizaje sobre servicios y servicio comunitario.

• HLA2 será accesible a todo niño que califique en base a su edad y grado escolar. Se han hecho provisiones de ingreso escolar a los niños que viven en CSD 21, el cual incluye partes de Manhattan, Greenwich Village, Brighton Beach, y Crown Heights. Se admitirán estudiantes de la escuela por medio de un proceso de selección al azar.

- HLA2 consistirá de 26 a 32 estudiantes en cada clase, así como tres clases por grado. Cada clase contará con dos maestros, lo que resultará en una proporción máxima de 14 estudiantes por cada maestro.
- HLA2 tendrá un día escolar completo 180 días al año, a 9:30 a.m. y se irá a la escuela temprano (100 días escolares).

- Cada estudiante en HLA2 recibirá, a diario:
 - 2 horas de instrucción en arte de la lengua hebrea;
 - 1 hora de instrucción en matemáticas;
 - 1 hora de instrucción dicada exclusivamente en hebreo.

- Cada estudiante recibirá, a la semana:
 - 180 minutos de instrucción en ciencias sociales;
 - 135 minutos adicionales de instrucción sobre idiomas.

- Además de la clase independiente en hebreo, todos los estudiantes se beneficiarán de arte de la lengua hebrea en hebreo o en inglés. Junto con el idioma hebreo integrado, se les permitirá que los estudiantes reciban la mayor concentración posible en la lengua hebrea. Cada niño disfrutará una experiencia regular cada semana en música, educación física, arte y teatro.

- Nuestra escuela involucra al estudio de Israel con el estudio de la geografía, cultura e historia mundial. • Además de nuestra oferta académica, ofrecemos un programa de actividades extracurriculares que incluye actividades deportivas, actividades culturales y actividades de servicio comunitario. Nos enfocamos en enseñar sobre los días festivos y celebraciones culturales del mundo. Los maestros enseñarán los temas de Israel en sus clases, y compararán estos temas con celebraciones similares en los Estados Unidos e Israel.

- HLA2 tendrá un enfoque a la excelencia centrado en los estudiantes que promuevan la excelencia individualmente con el fin de satisfacer las necesidades de todos los alumnos.

- El programa académico de HLA2 seguirá el estándar establecido por el Departamento de Educación de la Ciudad de Nueva York.

- HLA2 organizará el transporte por autobús escolar gratuito para los estudiantes que califiquen mediante la oficina de transporte del distrito del Departamento de Educación de la Ciudad de Nueva York.

Please visit www.hla2.org/translations for the Stakeholder Survey available in English and multiple languages

Serving The Community Of Brooklyn For Over 75 Years
Committed To Offering Exceptional Quality
& Service For All Families
Affordable Costs And Personalized Attention
To Your Individual Needs

- Newly Renovated Facilities
- Fully Handicapped Accessible
- Ample Parking
- New AWR Showroom

2005 West 6th Street
 718-372-1348

Visit us at: www.cusimanoandrussofuneralhome.com
 Manager: Michael G. Russo

Cusimano & Russo Funeral Home is a member of Service Corporation International, 1175 West Park Drive, Houston, TX 77066-1111

908 4th Ave. • Brooklyn

COMMUNITY MEETING FEBRUARY 3rd!
A NEW HEBREW LANGUAGE PUBLIC CHARTER SCHOOL
IS BEING PLANNED FOR CHILDREN IN SOUTHERN BROOKLYN!
Tuesday, Feb. 3, 9-10 am Shorefront Y, 3300 Coney Island Ave.

Hebrew Language Academy 2 (HLA2) is being planned to potentially open in Community School District (CSD) 21 in Southern Brooklyn. If approved HLA2 will be a free public charter school serving 156 students in grades K-1 its first school year. Each year, the school will grow by one grade until the school spans grades K-5. After reaching 5th Grade, permission to expand to 8th Grade will be sought. HLA2 is modeled after Hebrew Language Academy Charter School, which opened in CSD 22 in 2009 and now serves 450 students in Grades K-5. The new school will be open to all children eligible for Kindergarten and 1st Grade in 2016. Children living in CSD 21, which includes parts of Midwood, Gravesend, Sheepshead Bay, Brighton Beach, and Coney Island, will have preference for admission to the school.

For more information: 212-729-6234
www.hlacharterschool2.org **HEBREW CHARTER SCHOOL CENTER**

4 COURIER LIFE, JAN. 30-FEB. 5, 2015

B G

This full page flyer (shrunk to fit page was also printed in Russian and Spanish)

**COME LEARN ABOUT A
 NEW HEBREW LANGUAGE
 PUBLIC CHARTER SCHOOL
 BEING PLANNED FOR THE
 CHILDREN OF SOUTHERN
 BROOKLYN!**



COMMUNITY MEETING
Tuesday, Feb. 3, 9-10 a.m.
Shorefront Y, 3300 Coney Island Avenue

Hebrew Language Academy 2 (HLA2) is being planned to potentially open in Community School District (CSD) 21 in Southern Brooklyn. If approved HLA2 will be a free public charter school serving 156 students in grades K-1 its first school year. Each year, the school will grow by one grade until the school spans grades K-5. After reaching Fifth Grade, permission to expand to Eighth Grade will be sought. HLA2 is modeled after Hebrew Language Academy Charter School, which opened in neighboring CSD 22 in 2009 and currently serves 450 students in Grades K-5.

The new school will be open to all children eligible for Kindergarten and First Grade in 2016. Children living in CSD 21, which includes parts of Midwood, Gravesend, Sheepshead Bay, Brighton Beach, and Coney Island, will have preference for admission to the school.

For more information:
212-729-6234
www.hlacharterschool2.org


HEBREW CHARTER SCHOOL CENTER

Mark Fink

From: Mark Fink <mark@hebrewcharters.org>
Sent: Friday, January 30, 2015 3:44 PM
To: [REDACTED]
Subject: Hebrew Language Academy Charter School 2 - Introductions
Attachments: HLA2 Flyer 2.pdf; HLA 2 Paper Survey.pdf; HLA-2 Brochures English.pdf
Importance: High

Dear Preschool Director,

I am writing to inform you that The Hebrew Charter School Center is planning to create a Hebrew dual language elementary charter school in CSD 21. I am a member of the Applicant Group that will be submitting a charter application to the NYS Education Department this March for the Hebrew Language Academy Charter School 2 (HLA 2) that is a proposed K-5 public charter school.

As a director of a preschool in CSD 21, your input and feedback on our proposed charter school is very important to us as you are serving the families who have children who would be eligible to attend our school if it is approved and opens in August 2016.

To this end, I am delighted to send you the attached one-page description so that you can learn more about our plans and then provide us with your comments through the stakeholder survey which I have also included. You can also complete the survey online by following the link here: www.hlacharterschool2.org/home/survey/

We hope you will also share this information with the parents of the children you serve as their voice is very important to us as well. These materials can also be accessed from our website, www.hlacharterschool2.org.

Finally, we will be hosting a community information session at the Shorefront Y located at 3300 Coney Island Avenue at 9 am on February 3, 2015. Members of our applicant group as well as representatives from the Hebrew Language Academy Charter School in CSD 22 (on which HLA II is modeled) will present plans for the school, facilitate a question and answer session and then actively seek input and suggestions from those in attendance. A flyer on this community information session is attached. I hope you or a representative from your preschool will be able to attend. I also encourage you to share the flyer with the parents of your children as we hope they will be able to attend as well.

In the meantime, if you have any questions or would like me to send additional copies of the attached materials to you please do not hesitate to contact Mark Fink by emailing him at mark@hebrewcharters.org or calling him at 212-792-6234.

Sincerely,

Aaron Listhaus
Member, HLA II Applicant Group
Executive Director for Education, New York, Hebrew Charter School Center

www.hlacharterschool2.org
www.facebook.com/hlacharterschool2
www.twitter.com/hlacharterschool2

SHOREFRONT

YM-YWHA OF BRIGHTON - MANHATTAN BEACH, INC.

Phone 718-646-1444

Fax

718-646-0376

3300 Coney Island Ave., Brooklyn, New York
11235 - 6606

March 16, 2015

Chancellor Merryl H. Tisch
Board of Regents
New York State Education Department
89 Washington Avenue
Albany, New York 12234

PRESIDENT
Ella Zalkind

TREASURER
Vadim Daynovsky

VICE PRESIDENTS
Michael Papo

DIRECTORS
Maya Ferd
Gorokhovskiy
Marina Kovalyov
Boris Nelkin
Scott Schneider
Jessica Wilson

PAST PRESIDENT
Anna Rachmansky
Keith B. Stein

BOARD
CHAIRPERSON
EMERITUS
Joseph S. Kaplan*

EXECUTIVE
DIRECTOR
Susan Fox, LMSW

*Deceased

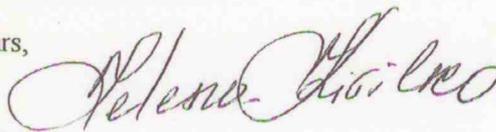
Dear Chancellor Tisch:

I am writing to support the establishment of the Hebrew Language Academy Charter School 2 (HLA 2) in CSD 21. As the Early Childhood Director at the Shorefront Y which serves families and children in CSD 21, I can attest to the need for quality public school options and the interest the parents of the children in our early childhood programs would have for an opportunity such as the one HLA 2 can offer their children.

I have had the opportunity to meet with Aaron Listhaus of the HLA 2 Applicant Group who made a presentation to the families in our programs here at the Shorefront Y. I am impressed with the HLA 2 model particularly its commitment to creating a diverse community and its focus on second language learning. Our preschool programs here reflect the diversity of this district including the different immigrant populations that have chosen our community as their home. These key aspects of the school are very appealing to families we serve.

I hope the Board of Regents will look favorably on the HLA 2 application. If it is chartered, I look forward to informing our families of this opportunity and helping them apply to the school.

Sincerely yours,



Yelena Kirilko
Early Childhood Director
718-646-1444, ext. 316
347-689-1811 (direct line)
718-646-0376 (fax)
kirilko@shorefronty.org

An agency of
UJA Federation
of New York

Affiliated with
JCC Association
of North America

UJA
Urban Neighborhood Issues

HAKEEM S. JEFFRIES
8TH DISTRICT, NEW YORK
COMMITTEE ON THE JUDICIARY
COMMITTEE ON EDUCATION AND
THE WORKFORCE
WHIP, CONGRESSIONAL BLACK CAUCUS



Congress of the United States
House of Representatives
Washington, DC 20515

WASHINGTON OFFICE:
1607 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-5936

DISTRICT OFFICES:

CENTRAL BROOKLYN OFFICE:
55 HANSON PLACE, SUITE 603
BROOKLYN, NY 11217
(718) 237-2211

SOUTH BROOKLYN OFFICE:
445 NEPTUNE AVENUE, FIRST FLOOR
COMMUNITY ROOM 2C
BROOKLYN, NY 11224
(718) 373-0033

JEFFRIES.HOUSE.GOV

January 8, 2016

SUNY Charter Schools Institute
41 State Street, suite 700
Albany, New York 12207

To Whom It May Concern:

As the Representative for the 8th Congressional District, I write in support of the establishment of the Hebrew Language Academy Charter School 2 (HLA2) in Brooklyn's Community School District (CSD) 21. If approved, the proposed school would help address the culturally rich and highly diverse needs of many of the communities I represent by providing a fully inclusive school option to area residents.

Hebrew Language Academy Charter School 2 is modeled after successful schools already in operation. Both Harlem Hebrew in Manhattan, and Hebrew Language Academy in Brooklyn's District 22, have demonstrated a commitment to educational excellence, and a dedication to racial, economic and ethnic diversity as a core learning principle. At the proposed school, English-language learners and children with Individualized Education Programs will be socialized in classes alongside their peers, and students from families at all income levels.

I am pleased to support their request and urge your offices to give full and fair consideration to the Hebrew Language Academy Charter School's application to open a school that would provide high quality educational options for parents and students in the community.

Thank you in advance for your consideration.

Sincerely,

HAKEEM JEFFRIES
Member of Congress

3-43

CHAIRMAN
CIVIL SERVICE & PENSIONS
SELECT COMMITTEE ON SCIENCE, TECHNOLOGY,
INCUBATION AND ENTREPRENEURSHIP

COMMITTEE MEMBER
AGING
BANKS
CODES
FINANCE
HEALTH
INSURANCE
INVESTIGATIONS
& GOVERNMENT OPERATIONS
VETERANS, HOMELAND SECURITY
& MILITARY AFFAIRS

REPRESENTATIVE
MTA CAPITAL REVIEW BOARD

THE SENATE
STATE OF NEW YORK



MARTIN J. GOLDEN
SECRETARY OF MAJORITY CONFERENCE
Senator, 22nd District

ALBANY OFFICE:
ROOM 409
LEGISLATIVE OFFICE BUILDING
ALBANY, NEW YORK 12247
(518) 455-2730
FAX: (518) 426-6910

DISTRICT OFFICE:
7408 5TH AVENUE
BROOKLYN, NEW YORK 11209
(718) 238-6044
FAX: (718) 238-5170

E-MAIL ADDRESS:
GOLDEN@NYSenate.GOV

WEBSITE:
GOLDEN.NYSenate.GOV

December 8th, 2015

State University of New York
Charter Schools Institute
41 State Street, suite 700
Albany, New York 12207

To Whom it May Concern,

Consistent with my longtime support of Hebrew Language Public Charter Schools in Brooklyn's Community School District 22, and in Harlem's District 3, this letter is written in support of the application for a new school - Hebrew Language Academy Charter School 2 (HLA2) - for Brooklyn's Community School District 21.

Successful schools should be models for innovation and for excellence. Government should encourage the development of public schools that work and that reflect our shared values. HLA2 will be based on the good works of schools that New York City and State have already demonstrated confidence in. Harlem Hebrew, and Hebrew Language Academy in District 22, have proven themselves to be exciting additions to our public school community. HLA2 will also do us proud.

HLA2's curriculum will prepare its students to be active community members. The school's focus on foreign language will inform students' understanding of diversity and effective communication, and will provide them with an expansive view of the world. With colleges and job markets increasingly global, it is precisely the type of elementary education that HLA2 will provide that prepares young minds to see diversity as strength.



Brooklyn - and all of New York City - needs more schools. HLA2 would provide new seats and relieve some of the pressure on existing schools. South Brooklyn is a wonderful mix of diverse young families with school age children living alongside senior citizens who have lived in the neighborhood for decades. Families move here because it's affordable and because of our schools. HLA2 would be a welcome and needed addition. In fact, District 22's HLA already has dozens of families that live in District 21 applying for seats there even though 22's school does not advertise to 21 families. There is already interest and a strong base.

HLA2, like the schools it is modeled on, will be diverse economically, racially and ethnically. It will embrace English Language Learners. It will be rigorous in its academics, and a good neighbor. It is this diversity and commitment to our civic life that presents this submission as reflective of Brooklyn and the wider New York City. I hope HLA2's application for a Charter meets with your approval.

Thanking you for your time, I remain

Sincerely,



Martin J. Golden
Member of the Senate

CHAIR
LABOR

THE SENATE
STATE OF NEW YORK



DIANE J. SAVINO
SENATOR, 23 RD DISTRICT

ALBANY OFFICE
ROOM 312
LEGISLATIVE OFFICE BUILDING
ALBANY, NEW YORK 12247
PHONE: (518) 455-2437
FAX: (518) 426-6943

DISTRICT OFFICES
36 RICHMOND TERRACE
STATEN ISLAND, New York 10301
PHONE: (718) 727-9406
FAX: (718) 727-9426

2872 W. 15th Street
Brooklyn, NY 12224
(718) 333-0311
(347) 492-3263

COMMITTEE MEMBER
FINANCE
CIVIL SERVICE AND PENSIONS
CHILDREN AND FAMILIES
CONSUMER PROTECTION
JUDICIARY
HEALTH
HIGHER EDUCATION

E-MAIL ADDRESS
SAVINO@SENATE.STATE.NY.US

December 7, 2015

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, NY 12207

To Whom It May Concern:

This letter is sent in support of the application to form a new Hebrew Language Public Charter School in South Brooklyn's Community School District 21. Though I have many concerns with the prominence discussions around charter schools have taken, often distracting from other weighty matters in public education, this proposed school- Hebrew Language Academy Charter School 2 (HLA2)- is notable for what it is and what it isn't. This school is modeled on similar successful New York schools, one also in Brooklyn, the other in Harlem, and will be a welcome addition to our public school community.

Long before Brooklyn became an international brand, the neighborhoods I have the honor of representing anchored stability in difficult times, and then economic prosperity. Our communities are diverse, and attract young families from throughout the city because of our potential, and our schools.

There is a need for this new school, and its submission is appropriate. District 21 families' desire for HLA2 is evidenced by recent application statistics from District 22's Hebrew Language Academy, which showed dozens of applications for kindergarten through second grade students who resides in District 21, despite HLA 22's recruitment efforts not extending into 21.

I am impressed with the focal point diversity has in HLA 22's submission. Their planned curriculum is built around a commitment to deep diversity reflective of District 21's families. Education through the lens of modern Hebrew, and an emphasis on civic affairs, will prepare students to be engaged global citizens.

South Brooklyn families need more elementary school seats. Approving HLA2 for District 21 will bring an excellent public school addition to our community, and relieve pressure on existing schools. I hope their submission meets with your approval.

Sincerely,

A handwritten signature in black ink that reads "Diane Savino". The signature is written in a cursive style with a large initial "D".

Diane J. Savino
New York State Senator, 23rd District

3-46

From: Shane Goldstein Smith <shane@hebrewcharters.org>
Subject: Oct. 15 meeting agenda request
Date: October 6, 2015 at 4:18:06 PM EDT
To: <pcd21k@gmail.com>

Dear District 21 PTAs,

I hope this note finds you well and enjoying the gorgeous scenery that New York offers at this time of year.

My name is Dr. Shane Goldstein Smith, and I am the Executive Director for the Hebrew Charter School Center. Our schools are language immersion schools, where rigorous academics and the teaching of a dual language program in modern Hebrew are our focal points. We use language as a jumping off point to discuss being involved global citizens. We have schools in Brooklyn's CSD 22, one in Harlem, as well as several schools throughout the country.

The reason for this note is to request time to speak at your upcoming October 15th meeting to share plans for opening a school in District 21. Our school in 22, last year, received 100 applications from families in 21, and we look forward to discussing how we would fit in, and contribute, to the wider (& very successful!) District 21 family. We hope to share information on what we are, and what we aren't. We would so appreciate the time to speak on the 15th and would value any time you can carve out for us.

Thanks again for the help. Looking forward to our talk. Please don't hesitate to contact me anytime.

SHANE GOLDSTEIN SMITH, EdD | Executive Director, New York Metro Region
HEBREW CHARTER SCHOOL CENTER
729 Seventh Avenue, Ninth Fl. | New York, NY 10019
O: 212-792-6295 F: 212-279-1155 | www.hebrewcharters.org
Like us on [Facebook](#) Follow us on [Twitter](#)

Fwd: Oct. 15 meeting agenda request

SG Shane Goldstein Smith
To: pcd21k@gmail.com

Reply all

Mon 10/12/2015 5:13 PM

New Schools

Flag for follow up. Completed on Friday, December 04, 2015.

Hi District 21 PTAs,

Just following up on getting added to Thursday's meeting. We would love to come and chat with you about District 21. We're looking forward to hearing back from you.

SHANE GOLDSTEIN SMITH, EdD Executive Director, New York Metro Region

HEBREW CHARTER SCHOOL CENTER

729 Seventh Avenue, Ninth Fl. | New York, NY 10019

O: 212-792-6295 F: 212-279-1155 | www.hebrewcharters.org

Like us on [Facebook](#) Follow us on [Twitter](#)

Begin forwarded message:

From: Shane Goldstein Smith <shane@hebrewcharters.org>

Subject: Oct. 15 meeting agenda request

Date: October 6, 2015 at 4:18:06 PM EDT

To: <pcd21k@gmail.com>

Dear District 21 PTAs,

I hope this note finds you well and enjoying the gorgeous scenery that New York offers at this time of year.

RE: Fwd: Oct. 15 meeting agenda request

 PCD21K <pcd21k@gmail.com>
To: Shane Goldstein Smith

  Reply all | ...

Mon 10/12/2015 7:47 PM

New Schools

You replied on 10/12/2015 8:25 PM.

Thank you Shane for your interest in our meeting.

Unfortunately, this isn't the venue for you to speak. We are an association that trains PTA Presidents. We don't hold forums.

The CEC does. Last year it had written up a resolution against further charter schools in our district our parents have rallied, protested and are very much against further invasion.

I'm sure there are districts who would be more interested.

Kindly confirm receipt.

Respectfully,

Maria Di Graziano, President
Cell: 347/517-1857

Presidents Council - District 21
Email: pcd21k@gmail.com
Fax: 718/795-9180
Website: pcd21.org
Facebook Page:
Presidents' Council District 21

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

From: Shane Goldstein Smith <Shane@hebrewcharters.org>

Date: 10/13/2015 11:32 AM (GMT-05:00)

To: PCD21K <pcd21k@gmail.com>

Cc:

Subject: Re: Oct. 15 meeting agenda request

Ms. Di Graziano,

Great to hear from you, and thank you very much for the courtesy of your reply note. Things are so hectic all the time, I very much value your making the time to write me back.

My thinking, and of course I defer to you on this, is that the umbrella 21 PTA group would be both efficient & effective in terms of communicating with many colleagues all at once. Certainly I don't want to be an imposition, but perhaps I could come by, not speak, and just be available and around to introduce myself?

Furthermore, as part of our ongoing discussions, which I'm again so glad you've made the time for, we at HLA would value your input on the design of our plans, and on other components of the school.

Conversations around public charter schools can be heated, which I understand & respect, but there is also a lot of incorrect information out there, and often very different schools get lumped together. I'd love to speak with you about what HLA is and what it isn't. We value being a contributing member to your community and want to get a chance to introduce ourselves if possible.

Thanks so much for your time. I look forward to hearing back from you.

Shane

From: PCD21K <pcd21k@gmail.com>
Date: October 14, 2015 at 5:59:48 PM EDT
To: Shane Goldstein Smith <Shane@hebrewcharters.org>
Subject: Re: Oct. 15 meeting agenda request

Shane,

As i mentioned before, you can come to the meeting but will not be given speaking time because this association is about training PTAS and the guest speakers are about related PTA events.

Solicitation are not permitted at our meeting and if not ahead to, solicitors will escorted away by security

Kindly confirm receipt.

Respectfully,

Maria Di Graziano, President
Cell: [347/517-1857](tel:3475171857)

Presidents Council - District 21

Email: pcd21k@gmail.com

Fax: [718/795-9180](tel:7187959180)

Website: pcd21.org

Facebook Page:

Presidents' Council District 21

District Office:

1401 Emmons Ave, Rm 101

From: Shane Goldstein Smith [mailto:Shane@hebrewcharters.org]

Sent: Wednesday, October 14, 2015 2:05 PM

To: Cec21 D21

Subject: Re: Request to be added to 11/24 agenda

Thank you for your response, Ms. Faruk. I appreciate you sharing the current context in CSD 21. However, it is vitally important to us that we make an effort to do sincere outreach with your community. Charter schools are often criticized by that there isn't enough dialogue with the CEC, and we would really like to have that not be the case in this situation. I'm certain that you could find five minutes for us on your November calendar, given that I'm asking over a month in advance of the meeting. Please do forward to me to another official in the office if appropriate.

I look forward to hearing bad from you.

Ms. Shane Goldstein Smith

SHANE GOLDSTEIN SMITH, EdD | Executive Director, New York Metro Region

HEBREW CHARTER SCHOOL CENTER

729 Seventh Avenue, Ninth Fl. | New York, NY 10019

O: 212-792-6295 F: 212-279-1155 | www.hebrewcharters.org

Like us on [Facebook](#) Follow us on [Twitter](#)

On Oct 14, 2015, at 12:17 PM, Cec21 D21 <CEC21@schools.nyc.gov> wrote:

Good Afternoon Mr. Smith:

Our upcoming meetings are October 21, 2015, 7 PM at P.S. 215 (415 Avenue S, Brooklyn, NY 11223) and November 24, 2015, 7 PM at P.S. 225 (1075 Oceanview Avenue). I did forward your email to CEC21 members and your request to be in the agenda for the upcoming meetings. Unfortunately, due to full agenda at the October and November meeting, CEC21 is unable to accommodate your request. We do have public speaking time. Any member of the community can speak directly to the council for 2 minutes. CEC21 members requested to attach a resolution, which was passed unanimously in April regarding Charter Schools in District 21.

Regards,

Farjana Faruk

Administrative Assistant

Community Education Council District 21

99 Avenue P – room 127 A

Brooklyn, New York 11204

P: 718 333 3161 F: 718 333 3162

SHANE GOLDSTEIN SMITH, EdD | Executive Director, NY Region

HEBREW CHARTER SCHOOL CENTER

729 Seventh Avenue, Ninth Fl. | New York, NY 10019

O: 212-792-6234 C: 312-919-3963 | www.hebrewcharters.org

Like us on [Facebook](#) Follow us on [Twitter](#)

Begin forwarded message:

From: Cec21 D21 <CEC21@schools.nyc.gov>
Subject: RE: Request to be added to 11/24 agenda
Date: October 22, 2015 at 1:11:52 PM EDT
To: 'Shane Goldstein Smith' <Shane@hebrewcharters.org>

Good Afternoon:

Last night during the CEC21 meeting, CEC21 voted on your request to be on the agenda. 4 members voted yes and 5 members voted no. Our CEC21 president wants you to attend the meeting on November 24, 2015 at P.S. 225, as it is open to all community stakeholders. Unfortunately, you can only speak during our public comment section. We will acknowledge your attendance and note your comment in our minutes. Draft minutes are available two weeks after the meeting. You can email me and I can send you draft minutes from November 24th meeting. We understand that you are trying to reach out to CEC21 and public comment section is where you can make your initial introduction to CEC21.

Regards,

Farjana Faruk

Administrative Assistant

Community Education Council District 21

99 Avenue P – room 127 A

Brooklyn, New York 11204

P: 718-232-2161 F: 718-232-2162

Visit our NEW Website at: www.cecd21.org

"Like" our Community Education Council on Facebook at: www.Facebook.com/CECD21

From: Shane Goldstein Smith <shane@hebrewcharters.org>
Subject: Request to meet in October/November
Date: October 6, 2015 at 4:41:41 PM EDT
To: <dimola@schools.nyc.gov>

Dear Superintendent DiMola,

I hope this note finds you well and enjoying the gorgeous scenery that New York offers at this time of year.

My name is Dr. Shane Goldstein Smith, and I am the Executive Director for the Hebrew Charter School Center. Our schools are language immersion schools, where rigorous academics and the teaching of a dual language program in modern Hebrew are our focal points. We use language as a jumping off point to discuss being involved global citizens. We have schools in Brooklyn's CSD 22, one in Harlem, as well as several schools throughout the country.

The reason for this note is to request time to meet to share plans for opening a school in District 21. Our school in 22, last year, received 100 applications from families in 21, and we look forward to discussing how we would fit in, and contribute, to the wider (& very successful!) District 21 family. We hope to share information on what we are, and what we aren't. We would so appreciate the time to speak on the 15th and would value any time you can carve out for us.

Thanks again for the help. Looking forward to our talk. Please don't hesitate to contact me anytime.

SHANE GOLDSTEIN SMITH, EdD | Executive Director, New York Metro Region
HEBREW CHARTER SCHOOL CENTER
729 Seventh Avenue, Ninth Fl. | New York, NY 10019
O: 212-792-6295 F: 212-279-1155 | www.hebrewcharters.org
Like us on [Facebook](#) Follow us on [Twitter](#)

This Flyer in Spanish was also printed in English and Russian
This publicized a meeting held on January 26, 2014.

Hebrew Language Academy Charter School 2

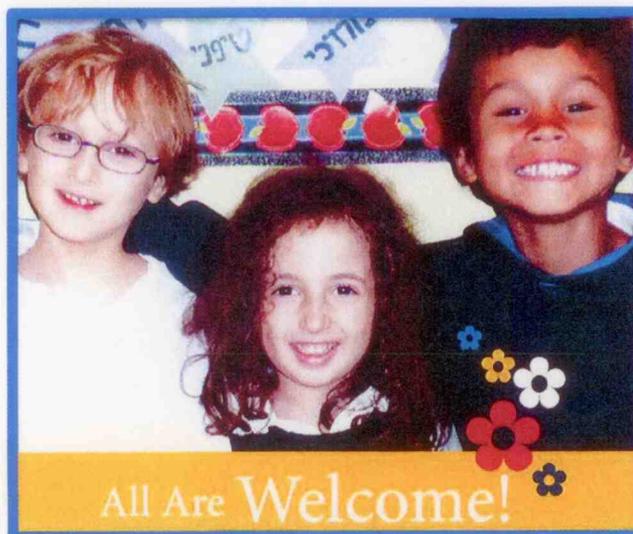
Estará ubicada en Distrito Escolar Comunitario 21

Sesión Informativa para padres

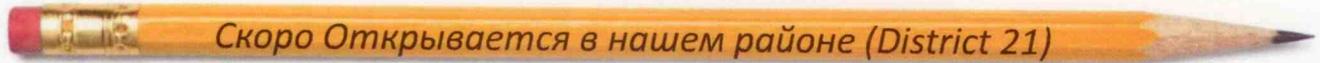
domingo, 26 de enero, 2014
12:30 PM

Shorefront Y
3300 Coney Island Ave.
Brooklyn, NY 11235

*¡Venga y aprenda más sobre esta gran oportunidad
educativa propuesta para Distrito Escolar Comunitario 21!*



Hebrew Language Academy Charter School II



Скоро Открывается в нашем районе (District 21)

Информативная Встреча для Родителей

Воскресенье, 26 января, 2014
12:30 PM

**Shorefront YM-YWHA
of Brighton-Manhattan Beach**
3300 Coney Island Ave.
Brooklyn, NY 11235

*Приходите и узнайте об этом уникальном,
двуязычном образовательном проекте для нашего
школьного района (District 21)!*



Grant Commitment Letter
Reference in Attachment 9 and
IIIK Budget +
Cash Flow



HEBREW CHARTER SCHOOL CENTER

BOARD OF TRUSTEES

Sara Berman
Chair

Diane Troderman
Vice-Chair

Reverend
Karim Camara

Wendy Fisher

Caroline Greenwald

Amy Holtz

Jason Muss

Adam Semler, Treasurer

Adam Smolyar

Dorothy Tananbaum

Meredith Verona

Jonathan Rosenberg
President & CEO

Rabbi David Gedzelman
Secretary

January 20, 2016

Charter Schools Institute
State University of New York
41 State Street, Suite 700
Albany, NY 12207

To Whom It May Concern,

This letter serves to confirm Hebrew Charter School Center's commitment to provide Hebrew Language Academy Charter School 2 with start-up and implementation grant funds totaling up to \$475,000 beginning January 1, 2017. The funds will be disbursed in the following manner:

1. Pre-Opening Year – January 2017 – June 2017 – up to \$125,000
2. Year 1 – July 1, 2017 – June 30, 2018 – up to \$195,000
3. Year 2 – July 1 2018 – June 30, 2019 – up to \$155,000

The services that HCSC provides its network schools include grant and loan making and related financial support.

Over the last five years, an average of 30% of our annual operating budget has been for direct philanthropic grants to its network schools. As a CMO, HCSC intends to continue to provide the schools it manages with philanthropic support, particularly in the early years when schools are not yet at capacity and cannot yet reap the benefits of economies of scale that come with increased enrollment.

Please do not hesitate to contact me if you have any questions regarding this financial commitment to the school. I can be reached at (646) 217-2212.

Sincerely,

Jon Rosenberg
President and CEO

Attachment 3a: Sample Weekly Student Schedule

At HLA2, K-5 students will have 6 ½ hours of instruction daily. On a weekly basis, students will have:

- 11.25 hours English language arts
- 5 hours mathematics
- 5 hours Hebrew
- 3 hours social studies
- 3 hours science
- 1 hour chess
- 1.5 hours in the arts (plus additional art and music in K-2 integrated in ELA and social studies)
- 2.25 hours physical education

The following is the schedule for a student in the K-5 span at HLA2.

Grades K-5 Student Schedule - Sample					
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:15	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:15-9:15	Readers Workshop*				
9:15-10:15	Writers Workshop				
10:15-11:15	Hebrew	Hebrew	Hebrew	Hebrew	Hebrew
11:15- 12:15	Math	Math	Math	Math	Math
12:15-1:00	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
1:00-1:45	Music/Art	Science	Physical Ed	Chess	Chess
1:45-2:30	Physical Ed	Physical Ed	Physical Ed	Music/Art	Science
2:30-3:15	Social Studies**	Science	Science	Social Studies**	Social Studies**
3:15-3:30	Read Aloud				
3:30	Homeroom/Dismissal	Homeroom/Dismissal	Homeroom/Dismissal	Homeroom/Dismissal	Homeroom/Dismissal

*In Readers Workshop, teachers utilize the TC workshop materials, as well as EngageNY modules.

**Social studies is inclusive of service learning.

Note: These schedules reflect the total amount of instructional time per subject per day and per week that will be offered to Grades K-5 at HLA2; however, it does not necessarily represent the specific time blocks during which each subject will occur for each classroom in each grade.

Attachment 3b: Sample Weekly Teacher Schedule

Sample teaching schedules (for a K-5 general studies teacher, K-5 Hebrew teacher and elementary school Reading Specialist) 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). Our schedules illustrate the school’s co-teaching model:

- Two teachers co-teach during the Readers Workshop and Math blocks – either two General Studies teachers (while one of their classes is engaged in Hebrew instruction), or a General Studies teacher with the special education teacher or reading specialist
- At strategic times, a Hebrew teacher or instructor will join a General Studies teacher or Specials Teacher (for art/music and physical education) to co-teach during social studies, science, the arts or physical education. The afternoon instructional blocks for Hebrew teachers are understood as flexible blocks of time to push into these content areas.
- At least two Hebrew teachers or a Hebrew teacher and Hebrew instructor are in a co-teaching team during Hebrew language instruction.

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 HLA2’s key design elements, use of data and assessment, special populations, classroom management and other relevant topics. In addition, there are one full day and five half-day PD sessions scheduled throughout the school year (see Proposed First Year Calendar) as well as daily designated staff development time following student dismissal, Monday through Thursday, between 3:40 and 4:30 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 professional development 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 Director of General Studies Curriculum and Instruction (DCI) 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.

K-5 General Studies (GS) Teacher A

	Co-Teacher	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00		Planning Time				
8:00-8:15		Morning Meeting				
8:15-9:15	GS Teacher B co-teaching in Classroom A	Readers Workshop				

9:15-10:15		Writers Workshop	Writers Workshop	Writers Workshop	Writers Workshop	Writers Workshop
10:15-11:15	GS Teacher B co-teaching Classroom B	Readers Workshop	Readers Workshop	Readers Workshop	Readers Workshop	Readers Workshop
11:15-12:15	GS Teacher B co-teaching in Classroom A	Math	Math	Math	Math	Math
12:15-1:00		Personal Lunch	Personal Lunch	Personal Lunch	Personal Lunch	Personal Lunch
1:00-1:45	Hebrew Teacher A co-teaching in Classroom A	Art*/Planning Time (when students have Music)*	Science	Social Studies	Chess**	Chess**
1:45-2:30		Planning Time	Planning Time	Planning Time	Art*/Planning Time (when students have Music)*	Science
2:30-3:15	Hebrew Teacher A co-teaching in Classroom A	Social Studies	Science	Science	Social Studies	Social Studies
3:15-3:30		Read Aloud	Read Aloud	Read Aloud	Read Aloud	Read Aloud
3:30		Student Dismissal	Student Dismissal	Student Dismissal	Student Dismissal	Student Dismissal
3:40-4:30		Professional Development	Professional Development	Professional Development	Professional Development	DISMISSAL 4:00

*K-2 teachers teach Art and have planning time when students are in Music. Grade 3-5 teachers have planning time during this period as there is a designated Art Teacher for Grades 3-5 in addition to the designated Music Teacher.

**HLA2 will outsource the teaching of Chess to CHESS NYC; however, the general studies teacher supports the contracted CHESS NYC instructor.

K-5 Hebrew Teacher A

	Co-Teacher	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:00		Student Breakfast	Student Breakfast	Student Breakfast	Student Breakfast	Student Breakfast
8:00-8:15		Planning Time	Planning Time	Planning Time	Planning Time	Planning Time
8:15-9:15	Hebrew Teacher B co-teaching in Classroom A	Hebrew	Hebrew	Hebrew	Hebrew	Hebrew
9:15-10:15	Hebrew Teacher B co-teaching in Classroom B	Hebrew	Hebrew	Hebrew	Hebrew	Hebrew
10:15-11:15	Hebrew Teacher B co-teaching in Classroom C	Hebrew	Hebrew	Hebrew	Hebrew	Hebrew
11:15-12:15		Planning Time	Planning Time	Planning Time	Planning Time	Planning Time
12:15-1:00		Personal Lunch	Personal Lunch	Personal Lunch	Personal Lunch	Personal Lunch
1:00-1:45	GS Teacher A or Specials Teacher co-teaching in Classroom A	Music/Art	Science	Planning Time	Planning Time	Chess
1:45-2:30	GS Teacher A or Specials Teacher co-teaching in Classroom A	Planning Time	Physical Education (co-teaching in Hebrew)	Physical Education (co-teaching in Hebrew)	Music/Art (co-teaching in Hebrew)	Planning Time
2:30-3:15	GS Teacher A co-teaching in Classroom A	Social Studies (co-teaching in Hebrew)	Science (co-teaching in Science)	Science (co-teaching in Hebrew)	Social Studies (co-teaching in Hebrew)	Social Studies (co-teaching in Hebrew)
3:15-3:30		Planning Time	Planning Time	Planning Time	Planning Time	Planning Time

3:30		Student Dismissal	Student Dismissal	Student Dismissal	Student Dismissal	Student Dismissal
3:40-4:30		Professional Development	Professional Development	Professional Development	Professional Development	DISMISSAL (4:00 pm)

HLA2 Reading Specialist – Sample Schedule					
	Mon	Tues	Wed	Thurs	Fri
7:30-8:00	Planning Time				
8:00-8:15	Push-in Classroom Support				
8:15-9:15	Push-In Classroom Support				
9:15-10:15	Push-In Classroom Support				
10:15-11:15	Testing Period				
11:15-12:15	Personal Lunch				
12:15-12:45	Pull-Out Support for Targeted Students				
12:45-1:15	Pull-Out Support for Targeted Students				
1:15-1:45	Planning Time				
1:45-2:30	Pull-Out Support for Targeted Students				
2:30-3:30	Planning Time				
3:40-4:30	Professional Development (Monday-Thursday); Friday: 4 pm Dismissal				

Attachment 3c: Proposed First Year Calendar

HLA2 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, HLA2’s proposed first year calendar is presented, which includes designated PD days for teachers and summer school. The calendar may be adjusted once the NYCDOE releases its 2017-18 school calendar in order to more closely align with NYCDOE school closings as necessary.

Month	Holidays and Other Days when School is not in session	Number of Days School is in Session
August 2017		4
September 2017	September 1: Eid Al Adha September 4: Labor Day September 21-22: Rosh Hashanah	17
October 2017	October 9: Columbus Day	21
November 2017	November 7: Election Day (Staff Development Day) November 23-24: Thanksgiving	19
December 2017	December 25-December 30: Winter Break	16
January 2018	January 1: New Year’s Day January 15: Martin Luther King Jr. Day	21
February 2018	February 19-23: Mid-Winter break	15
March 2018	March 30: Good Friday	21
April 2018	April 2-6: Spring Break	16
May 2018	May 28: Memorial Day	22
June 2018	June 15: Eid Al Ftr	13
Total		185
Summer School Program for Targeted Students		
July 2-July 30, 2018 (Holiday: July 4, 2018)	Summer School	20

Of note in HLA2’s 2017-18 School Calendar:

- This calendar reflects 185 school days for students (excluding the 20-day half-day Summer School for targeted students).
- Summer School (and Learning Review Period which will begin during the 2019-20 school year and take place during the February break) will provide additional instructional days for targeted students beyond the 185 days of school for all students.
- The first day of school for students will be Monday, August 28, 2017.
- The last day of school for students will be Wednesday, June 20th, 2018.
- The first day of school for teachers will be Monday, August 14, 2017 and they will be engaged in 2 Induction Weeks—10 days of pre-opening professional development.
- The last day of school for teachers will be Friday, June 22, 2018.

- In addition to the daily (Monday-Thursday) after school PD that teachers are engaged in during the school year (see *Attachment 3b-Sample Weekly Teacher Schedules*), there will be a minimum of five half-day¹ Professional Development Days for teachers within the annual school calendar. These days will typically be scheduled on the Friday before a three-day weekend or the Friday before a week long break. In the first year of operations, these 5 half-day PD days are likely to be the following dates:
 - o Friday, October 6, 2017
 - o Friday, December 22, 2017
 - o Friday, January 12, 2018
 - o Friday, February 16, 2018
 - o Friday, May 25, 2018
- The school year will be broken into three marking periods:
 - The first marking period ending on or about November 21, 2017
 - The second marking period ending on or about February 28, 2018
 - The third marking period ending a week before the last day of school.
- Every report card is distributed to parents at individual parent teacher conferences after the end of each marking period.
- Half-day summer school for targeted students begins on July 8, 2018 and runs through August 3, 2018.

¹ Note that students will be in school during the first half of the day and will be dismissed after lunch. Thus these 5 half-days count as full instructional days for them.

Attachment 4: HLA2 Student Discipline Policy Draft

To ensure that an environment is created where teaching and learning can thrive, the Hebrew Language Academy Charter School 2 (“HLA2” or the “School”) has developed a series of rules that address proper student behavior, maintenance of order within the School and while people are engaged in school activities, and a statement of student rights and responsibilities.

School staff will ensure that parents and students are well informed of these policies before enrollment, at the time that students’ sign up for entry into the School, and as changes are made throughout the school year. As such, students will not be surprised about what type of behavior is expected from them, and parents will be reassured about the type of classroom environment that will be maintained in HLA2.

It is critical that faculty and staff have a full understanding of the School’s discipline policy, are clear on recognizing situations in which students’ behavior is in proper accordance with the policy and when the policy has been violated, and are versed in the various procedures and policies surrounding varying degrees of infractions of the policy. All staff will be provided with professional development on school discipline issues, in particular implementing the discipline policy as well as implementing overall consistent and effective behavior management and discipline strategies in the classroom and in the greater School community. Staff will be provided with training in this area as close to the start of the school year as possible or shortly upon their engagement with the School, if they are hired during the school year. Follow-up training throughout the year will be provided if deemed necessary.

This policy sets forth the HLA2’s policy 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.

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. Depending on the severity of the infraction, disciplinary responses include, but are not limited to, suspension (short or long term), detention, exclusion from extracurricular activities, and expulsion. Where appropriate, School officials also will contact law enforcement agencies.

I. Infractions and Range of Possible Disciplinary Responses

Level #1 Infractions (Insubordinate Behavior)	Range of Possible Disciplinary Responses
1. Being late to school 2. Bringing prohibited equipment to school without authorization (cell phones, mp3 players, toys, electronic devices) 3. Failing to be in one’s assigned place on school premises (staying within your classroom/ in your assigned spot). 4. Behaving in a manner which disturbs the education process (e.g., making excessive noise verbally and physically, singing when inappropriate, interruptions, calling-out, humming, in the classroom and in the hallway, etc.) 5. Engaging in verbally rude or disrespectful behavior (to both teachers and peers: talking back when given a direction, name-calling, mimicking, harassing, teasing,	1. Admonishment by school staff 2. Student/teacher conference 3. Reprimand by appropriate supervisor (e.g., Head of School, teacher) 4. Parent conference 5. In-school disciplinary action (e.g., exclusion from extracurricular activities, recess, or communal lunchtime) 6. Removal from classroom by teacher (After a student is removed from a classroom by any teacher three times during a semester, Head of School’s suspension must be sought if the student engages in subsequent behavior that would otherwise result in removal by a teacher)

<p>taunting, etc.)</p> <ol style="list-style-type: none"> 6. Wearing clothing or other items that are unsafe or disruptive to the educational process (not wearing uniform, wearing non-school regulated street clothes, not wearing closed-toed shoes, etc.) 7. Posting or distributing material on school premises in violation of written Hebrew Language Academy's rules. 8. Using school computers, faxes, telephones, or other electronic equipment without permission. Using or touching other people property without permission (both teachers' and peers' property, belongings, equipment, supplies, etc.) 	
<p>Level #2 Infractions (Disorderly, Disruptive Behaviors)</p>	<p>Range of Possible Disciplinary Responses</p>
<ol style="list-style-type: none"> 1. Smoking 2. Gambling 3. Using profane, obscene, vulgar, lewd, or abusive, language or gestures 4. Lying, or giving false information to school personnel 5. Misusing property belonging to others (including breaking, destroying, ripping, etc.) 6. Engaging in or causing in disruptive behavior on the school bus, causing safety issues to the driver, students, and self. * 7. Leaving class or school premises with permission of supervising school personnel. 8. Engaging in inappropriate or unwanted physical contact (poking, pinching, tapping, throwing of objects, etc.). 9. Violating Hebrew Language Academy's Internet use policy, e.g., use of the school's system for no-educational purposes, security/privacy violations 10. Engaging in scholastic dishonesty which includes: cheating, plagiarizing, colluding, copying, etc. 11. Plagiarizing (appropriating someone's work and using it as one's own for credit without required citation and attribution.) 12. Colluding (engaging in fraudulent collaboration with another person in preparing written work for credit.) 13. Engaging in a pattern of persistent Level 1 behavior 	<ol style="list-style-type: none"> 1. Admonishment by school staff 2. Student/teacher conference 3. Reprimand by appropriate supervisor (e.g., Head of School, teacher) 4. Parent conference 5. In-school disciplinary action (e.g., exclusion from extracurricular activities, recess, or communal lunchtime) 6. Removal from classroom by teacher (After a student is removed from a classroom by any teacher three times during a semester, Head of School's suspension must be sought if the student engages in subsequent behavior that would otherwise result in removal by a teacher) 7. Short term suspension (1-5 days)

(whenever possible and appropriate, prior to imposing a Level 2 disciplinary response, school should have exhausted the disciplinary responses in Level 1 infractions)	
Level #3 Infractions (Seriously Disruptive or Dangerous Behaviors)	Range of Possible Disciplinary Responses
<ol style="list-style-type: none"> 1. Being insubordinate; defying or disobeying the lawful authority of school personnel or school safety agents. 2. Using slurs based upon race, ethnicity, color, national origin, religion, gender, sexual orientation, or disability. 3. Fighting/ engaging in physical aggressive behavior (hitting, punching, spitting, kicking, hitting with an object, etc.). 4. Bringing unauthorized visitors to school or allowing unauthorized visitors to enter school in violation of written school rules. 5. Engaging in theft or knowingly possessing property belonging to another without authorization. 6. Engaging in inappropriate or unwanted physical contact* (grades 4-5 only; see level 2 infractions for grades K-3). 7. 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. 8. Posting or distributing libelous or defamatory material or literature or material containing a threat of violence, injury or harm. (Disciplinary responses 3-12 only) 9. Engaging in vandalism or other intentional damage to school property, staff property, or others; including student bathrooms. (Disciplinary responses 3-12 only) 10. Falsely activating a fire alarm or other disaster alarm or making a bomb threat. (Disciplinary responses 3-12 only) 11. Engaging in gang related behavior** (e.g., wearing gang apparel, writing graffiti, making gestures or signs) (grades 4-5 only) (Disciplinary responses 4-12 only) 12. Engaging in a pattern of persistent Level 2 behavior*** (Whenever possible and appropriate, prior to imposing a Level 3 disciplinary response, school officials should have exhausted the disciplinary responses in Level 2. Further, repeated Level 2 infractions are limited to Level 3 	<ol style="list-style-type: none"> 1. Admonishment by school staff 2. Student/teacher conference 3. Reprimand by appropriate supervisor (e.g., Head of School) 4. Parent conference 5. In-school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime) 6. Removal from classroom by teacher(After a student is removed from any classroom by any teacher three times during a semester, a Head of School’s suspension must be sought if the student engages in subsequent behavior that would otherwise result in removal by a teacher) 7. Short term suspension (1-5 days) 8. Long term suspension (6-30 days) <p>*The school will offer appropriate counseling to students engaging in this behavior</p> <p>**In determining whether the behavior is gang related, school officials may consult with the New York City’s Office of School Safety and Planning’s Gang Unit or the New York Police Department</p>

disciplinary responses.) (Disciplinary responses 4-12 only)	***This infraction applies only to infractions 1-8 in Level 2, grades K-5
Level #4 Infractions (Dangerous or Violent Behavior)	Range of Possible Disciplinary Responses
<ol style="list-style-type: none"> 1. Engaging in intimidation, coercion or extortion or threatening violence, injury, harm or retaliation to another or others. 2. Engaging in behavior that creates a substantial risk of or results in injury. 3. Engaging in intimidating and bullying behavior- threatening, stalking or seeking to coerce or compel a student or staff member to do something; engaging in verbal or physical conduct that threatens another with harm, including intimidation through the use of epithets or slurs involving race, ethnicity, national origin, religion, religious practice, gender, sexual orientation or disability. 4. Engaging in sexual harassment* (to peers or school staff). (Grades 4-5 only) 5. Possessing illegal drugs, alcohol or controlled substances without appropriate authorization.* 6. Engaging in threatening, dangerous or violent behavior that is gang-related. (grades 4-5 only) (Disciplinary responses 4-6 only) 7. Participating in an incident of group violence. (Disciplinary responses 4-6 only) 8. Threatening while on school property, to use any instrument that appears capable of causing physical injury. (Disciplinary responses 4-6 only) 9. Engaging in behavior on the school bus that creates a substantial risk of injury or results in injury. (Disciplinary responses 4-6 only) 10. Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity. *(grades 4-5 only)(Disciplinary responses 4-6 only) 11. Committing arson. (Disciplinary responses 4-6 only) 12. Inciting/causing a riot. (Disciplinary responses 4-6 only) 13. Possessing any weapon as defined in Category II.*** (Disciplinary responses 4-6 only) 14. Using illegal drugs, alcohol or controlled substances 	<ol style="list-style-type: none"> 1. Parent conference 2. In-school disciplinary actions (e.g., exclusion for extracurricular activities, recess or communal lunchtime) 3. Removal from classroom by any teacher. (After a student is removed from any classroom by any teacher three times during a semester or twice in a trimester, a Head of School’s suspension must be sought if the student engages in subsequent behavior that would otherwise result in a removal by a teacher.) 4. Short term suspension (1-5 days) 5. Long term suspension (6-30 days) 6. Expulsion <p>*The school should offer appropriate counseling to students who engage in this behavior</p> <p>***Before requesting a suspension for possession of an article listed in Category II for which a purpose other than infliction of physical harm exists,</p>

<p>without appropriate authorization.*(Disciplinary responses 4-6 only)</p> <p>15. Engaging in a pattern of persistent Level 3 behavior*** (Whenever possible and appropriate, prior to imposing a Level 4 disciplinary response, school officials should have exhausted the disciplinary responses in Level 3. Further, repeated Level 3 infractions are limited to Level 4 disciplinary responses</p>	<p>e.g., a nail file, the Head of School must consider whether there are mitigating factors present. In addition, the Head of School must consider whether an imitation gun is realistic looking by considering factors such as its color, size, shape, appearance and weight.</p>
<p align="center">Level #5 Infractions (Seriously Dangerous or Violent Behavior)</p>	<p align="center">Range of Possible Disciplinary Responses</p>
<ol style="list-style-type: none"> 1. Using force against or inflicting or attempting to inflict serious injury against school personal or school safety agents. 2. Using extreme force against or inflicting or attempting to inflict serious injury upon students or others. 3. Selling or distributing illegal drugs or controlled substances. * 4. Possessing any weapon, other than a firearm, as defined in Category I. 5. Using any weapon as defined in Category II to attempt to inflict injury upon school personnel, students or others. 6. Using any weapon, other than a firearm, as defined in Category I or II to inflict injury or Category I to attempt to inflict injury upon school personnel, students or others. 7. Possessing or using a firearm (I only)** 	<ol style="list-style-type: none"> 1. Short term suspension (1-5 days) 2. Long term suspension (6-30 days) 3. Expulsion
<p align="center">Prohibited Weapons – Category I</p>	<p align="center">Prohibited Weapons – Category 2</p>
<ul style="list-style-type: none"> • Firearm, including pistol and handgun, silencers, electronic darts and stun gun; • Shotgun, rifle, machine gun, or any other weapon which simulates or is adaptable for use as a machine gun; • Air gun, spring gun, or other instrument or weapon in which the propelling force is a spring or air, and any weapon in which any loaded or blank cartridge may be used (such as a BB gun); • Switchblade knife, gravity knife, pilum ballistic 	<ul style="list-style-type: none"> • Acid or deadly or dangerous chemicals; • Imitation gun; • Loaded or blank cartridges and other ammunition; • Stink bombs; • Stun pens; • Any deadly, dangerous, or sharp pointed instrument that can be used or is intended for use as a weapon (such as scissors, nail file, broken glass, chains, wire, laser beam, pointers).

<p>knife; and cane sword (a cane that conceals a knife or sword);</p> <ul style="list-style-type: none"> • Dagger, stiletto, dirk, razor, box cutter, utility knife and other dangerous knives; • Billy club, blackjack, bludgeon, chucka stick, and metal knuckles; • Sandbag and sandclub; • Sling shot (small heavy weights attached to or propelled by a thong) and slung shot; • Martial arts objects including king fu stars, nun-chucks, and shirkens; • Explosives, including bombs, firecrackers and bombshells. 	
---	--

II. Levels of Suspension & Due Process Procedures

A. SHORT TERM SUSPENSION

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

Disciplinary Infractions

- Attempt to assault any student or staff member;
- Vandalize school property causing minor damage;
- Endanger the physical safety of another by the use of force or threats of force that reasonably places the victim in fear of imminent bodily injury;
- Engage in conduct which disrupts school or classroom activity or endanger or threaten to endanger the health, safety, welfare, or morals of others
- Engage in insubordination
- Fail to complete assignments, carry out directions, or comply with disciplinary sanctions;
- Cheat on quizzes, exams, or commit plagiarism;
- Used forged notes or excuses;
- Steal, or attempt to steal, or possess property known by the student to be stolen;
- Commit extortion;
- Engage in gambling;
- Abuse school property or equipment;
- Use obscene or abusive language or gestures;

- Engage in acts of verbal or physical sexual harassment;
- Make a false bomb threat or pull a false emergency alarm;
- Possess tobacco or alcohol;
- Wear inappropriate, insufficient, or disruptive clothing or attire, or violate the student dress policy (*Except that, under no circumstances will a student be removed from class or school for violation of the dress code policy*);
- Commit any other act which school officials reasonably conclude disrupts the learning environment of the school;
- Repeatedly commit minor behavioral infractions that, in aggregate, may be considered an infraction subject to formal disciplinary action.

Procedures and Due Process for Short Term Suspension

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

Before imposing a short-term suspension, the Head of School shall immediately notify the parents or guardian in writing that the student may be suspended from school. Written notice of the decision to impose suspension shall be provided by personal delivery or express mail delivery within 24 hours at the last known address(es) of the parents or guardian. Where possible, notification also shall be provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Head of School. Such notice and informal conference shall be in the dominant language or mode of communication used by the parents or guardian. The parents or guardian of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of the complaining witnesses. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.

The Head of School's decision to impose a short-term suspension may be challenged by the parent(s) or guardian in accordance with HLA2's grievance policy.

B. LONG TERM SUSPENSION/EXPULSION

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

Disciplinary Infractions

- Possess, use, attempt to use, or transfer of any firearm, knife, razor blade, explosive, mace, tear gas, or other dangerous object of no reasonable use to the student in school;

- Commit, or attempt to commit arson on school property;
- Assault any other student or staff member;
- Intentionally cause physical injury to another person, except when student’s actions are reasonably necessary to protect him or herself from injury;
- Vandalize school property causing major damage;
- Commit any act that could constitute a crime or is a more egregious infraction described under “short-term suspension”, which school officials reasonably conclude warrants a long-term suspension.

A student who commits any of the acts previously described as causes for short term-suspension may, instead or in addition, be subject to a long-term suspension at the Head of School’s discretion only if the student has committed the act at least three (3) times in the academic year.

Procedures and Due Process for Long Term Suspension

The Head of School may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the Head of School may expel the student from school. Upon determining that a student’s action warrants a possible long-term suspension, the Head of School shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The Head of School also shall immediately notify the student’s parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents 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 process to the Board of Trustees the details of which shall be determined. NOTE: In any instance where the Head of School is directly involved in the instance(s) at issue for a suspension or expulsion, the Head of School shall appoint a designee to handle any investigation, hearing and determination.

III. Firearm Violations

Federal and New York law require the suspension 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 (as amended) (20 U.S. C. § 7961). “Firearm,” as used in this law means a “firearm,” or “destructive device” as defined by 18 USC § 921(a), and includes firearms and explosives. (New York Education Law § 3214 effectuates this federal law.) The following are included within this definition: (a) 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 (4) ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or other similar device; (f) any type of weapon (other than a shotgun or a shotgun shell which the Attorney General finds is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and (g) any combination of parts either designed or intended for use in converting any device into any destructive device and from which a destructive device may be readily assembled. The term “destructive device” shall not include any device which is neither designed nor redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is redesigned for use as a signaling, pyrotechnic, line throwing, safety, or similar device; or any other device which the Attorney General finds is not likely to be used as a weapon, is an antique.

The Head of School shall refer a student under the age of sixteen who has been determined to have brought a 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.

Special Education Provision: The provisions of the Gun-Free Schools Act shall be construed in a manner consistent with the Individuals with Disabilities Education Act. Therefore, the CSE will be consulted, even after a manifestation determination that the student’s behavior was not a manifestation of the student’s disability, regarding placement and services for such student.

IV. Provision of Instruction During Removal

HLA2 will ensure that alternative educational services are provided to a child who has been suspended or removed to help that child progress in the school’s general curriculum. For a student who has been suspended, alternative instruction will be provided to the extent required by applicable law. For a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school for a reasonable period thereafter or until the end of the school year.

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

V. SEARCH AND SEIZURE

A student and/or the student's belongings may be searched by a school official if the official has a reasonable suspicion to believe that a search of that student will result in evidence that the student violated the law or a school rule. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from the student by school authorities and returned to parents at the school or turned over to law enforcement as appropriate.

All school-related property always remains under the control of the School and is subject to search at any time. School-related property includes but is not limited to computers, lockers, cabinets, desks, bookcases, buses and other vehicles and items controlled or directed by school officials in the support of educational-related programs or activities. The school is not responsible for books, clothing, or valuables left in lockers or desks. A student shall not place or keep in a locker, desk or other school-related property any article or material which is of a non-school nature and may cause or tend to cause the disruption of the mission of the school. The following rules will apply to the search of school property assigned to a specific student and the seizure of illegal items found therein:

- School authorities will make a reasonable search of a student's locker, desk, or other school-related property only when there is reasonable suspicion that a student is in possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process
- Searches shall be conducted under the authorization of the Principal or his/her designee
- Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed by school authorities
- Searches of an individual will be made on individual suspicion of wrongdoing. To the extent practicable, searches of an individual will be conducted in private by a school official of the same sex and with another witness present
- Searches of students and school property may be conducted on school grounds or whenever the student is involved with or attending a school sponsored or related function, whether it is on school grounds or not

VI. FREEDOM OF EXPRESSION

Students are entitled to express their personal opinions verbally, in writing, or by symbolic speech. The expression of such opinions, however, shall not interfere with the freedom of others to express themselves, and written expression of opinion must be signed by the author. Any form of expression that involves libel, slander, the use of obscenity, or personal attacks, or that otherwise disrupts the educational process, is prohibited. All forms of expression also must be in compliance with the student disciplinary policy and the school dress code, violations of which are punishable as stated in the disciplinary policy.

Student participation in the publication of school-sponsored student newsletters, yearbooks, literary magazines and similar publications is encouraged as a learning and educational experience. These publications, if any, shall be supervised by qualified faculty advisors and shall strive to meet high standards of journalism. In order to maintain consistency with the school's basic educational mission, the content of such publications is controlled by school authorities.

No person shall distribute any printed or written materials on school property without the prior permission of the Head of School. The Head of School may regulate the content of materials to be distributed on school property to the extent necessary to avoid material and substantial interference with the requirements of appropriate discipline in the operation of the school. The Head of School may also regulate the time, place, manner and duration of such distribution.

VII. OFF-CAMPUS EVENTS

Students at school-sponsored off-campus events shall be governed by all the guidelines of the school and are subject to the authority of school officials. Failure to obey the lawful instructions of school officials shall result in a loss of eligibility to attend school-sponsored off-campus events and may result in additional disciplinary measures in accordance with the student disciplinary policy.

VIII. STUDENT RECORDS

HLA2 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. HLA2 will comply with NYSED's VADIR data collection requirements and 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. HLA2 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.

IX. DISCIPLINARY POLICY FOR STUDENTS WITH DISABILITIES

In addition to the discipline procedures applicable to all students, HLA2 shall implement the following disciplinary policy procedures with respect students with disabilities. A student not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.527(b)—that a disability exists may request to be disciplined in accordance with these provisions. HLA2 shall comply with sections 300.519- 300.529 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

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

HLA2 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.

HLA2 shall work with the district to ensure that the CSE of the student's district of residence meets within 7 days of notification of any of the following: (1) The commission of an infraction by a student with a disability who has previously been suspended for the maximum allowable number of days; (2) The commission of any infraction resulting from the student's disability; (3) The commission of any infraction by a disabled student, regardless of whether the student has previously been suspended during the school year if, had such infraction been committed by a non-disabled student, the Head of School would seek to impose a suspension in excess of 5 days.

Also, HLA2 will ensure that when the suspension or removal of a student with a disability will constitute a disciplinary change of placement, the CSE will be immediately notified so that the CSE can meet its required obligations to:

1. Convene a CSE meeting within 10 school days with the parent and IEP Team including school personnel to make a manifestation determination including a review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents to determine:
 - a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
 - b. If the conduct in question was the direct result of the district and charter school's failure to implement the IEP.
 - c. The conduct must be determined to be a manifestation of the child's disability if the LEA, the parent, and relevant members of the child's IEP Team determine that a condition in either paragraph (a) or (b) immediately above was met.
 - d. If the CSE determines that the IEP was not implemented properly, the CSE must take immediate steps to remedy those deficiencies.
2. Convene a CSE meeting within 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.
3. Provide the student's parent with a copy of their procedural due process rights.
4. Work closely with the CSE of the students' district of residence in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

Provision of Services During Removal

Those students removed for a period fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. HLA2 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. The student should receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

During any removal to an interim alternative educational setting not to exceed 45 days 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 determined by the CSE. The student should receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

CSE Meetings

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

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

Due Process

If discipline which would constitute a change in placement is contemplated for any student, the following steps shall be taken: (1) not later than the date on which the decision to take such action is made, the parents of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action.

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing.

If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in any interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and the School agree otherwise.

Attachment 5b

BY-LAWS OF HEBREW LANGUAGE ACADEMY CHARTER SCHOOL 2

ARTICLE I: NAME

The name of the Corporation is the Hebrew Language Academy Charter School 2 (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

A. Powers. The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the provisions of applicable law (including the Education Law 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:

1. To elect and remove Trustees;
2. To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;
4. To enter into contracts, leases and other agreements which are, in the Board’s judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School;
5. To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;
6. To act as trustee under any trust incidental to the School’s purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities, subject to the provisions of the Not-for-Profit Corporation Law and any limitations noted in the By-laws.;
9. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person’s status as such, subject to the applicable provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.

B. Number of Trustees. The number of Trustees of the School shall be not fewer than seven (7) 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.

C. Election of Trustees.

1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office. Trustees-elect assume office subject to approval by the Charter Entity.

2. Eligibility. The Board may elect any person who is eligible under the General Municipal Law and other applicable laws rules and regulations, is not an employee of the School and who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively

3. Interested Persons.

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.

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.

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.

4. Term of Office.

a. 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.

b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years.

c. 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.

d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.

e. A Trustee's term of office shall not be extended or shortened beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action.

5. Time of Elections. The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. Removal of Trustees. The Board may remove 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).

E. Resignation by Trustee. A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee.

F. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these 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.

G. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting School business.

ARTICLE IV: OFFICES

The School's principal office shall be at the following address: Hebrew Language Academy Charter School 2., 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 V: MEETINGS OF THE BOARD

A. 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.

B. Annual Meeting. An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. Regular Meetings. Twelve (12) Meetings inclusive of the June Annual Meeting shall be held each year on dates determined by the Board.

D. 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.

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

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

1. Annual Meetings and Regular Meetings may be held without notice if the Bylaws or the Board fix the time and place of such meetings.

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

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

H. Public Notice. Public notice of all Board meetings shall be given in accordance with the requirements of the Article 7 of the Public Officers Law.

ARTICLE VI: ACTION BY THE BOARD

A. **Quorum.** Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of any business or of any specified item of business.

B. **Action by the Board.**

1. **Actions Taken at Board Meetings.** Any business may be transacted and any corporate action may be taken at any regular or special meeting of the Board of 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.

2. **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.

C. **Committees.**

1. **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.

2. **Standing Committees.** The Board shall have the following standing committees: Executive (chaired by the Board Chair), Finance (Chaired by the Treasurer), Governance and Nominating, and Education. Additional Chairs and committee members will be appointed by the Chair of the Board.

3. **Authority of Board Committees.** The Chair of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

- a. The election of Trustees;
- b. Filling vacancies on the Board or any committee, which has the authority of the Board;
- c. The amendment or repeal of Bylaws or the adoption of new Bylaws; and
- d. The appointment of other committees of the Board, or the members of the committees.

4. **Procedures of Committees.** The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are subject to the provisions of these Bylaws and the Open Meetings Law with respect to the calling of meetings.

D. **Standard of Care.**

1. **Performance of Duties.** Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. **Reliance on Others.** In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

- a. One or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;
- b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
- c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's Charter or 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.

3. **Investments.** In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. Rights of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the School, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. Participation in Discussions and Voting. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction; (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees then present.

G. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes, which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII: OFFICERS

A. Officers. The Officers of the School consist of a Chair (hereinafter "Chair"), Vice Chair (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The School also may have such other officers, as the Board deems advisable.

1. **Chair.** Subject to Board control, the Chair has general supervision, direction and control of the affairs of the School, and such other powers and duties as the Board and these bylaws may prescribe. If present, the Chair shall preside at Board meetings.

2. **Vice Chair.** If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

3. **Secretary.** The Secretary shall: (a) keep or cause to be kept, at the School's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the

Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings; (b) keep or cause to be kept a copy of the School's Charter and 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.

4. **Treasurer.** The Treasurer shall: (a) keep or cause to be kept adequate and correct accounts of the School's properties, receipts and disbursements; (b) make the books of account available at all times for inspection by any Trustee; (c) deposit or cause to be deposited the School's monies and other valuables in the School's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the School's funds as the Board directs; (e) render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the School's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; (g) serve as Chairperson of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

1. **Election.** The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.

2. **Eligibility.** A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.

3. **Term of Office.** Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. Removal and Resignation. The Board may remove any Officer, 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 VIII: NON-LIABILITY OF TRUSTEES

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

ARTICLE IX: INDEMNIFICATION OF CORPORATE AGENTS

A. 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.

B. 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.

C. 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.

D. 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.

E. 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.

F. 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.

G. 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.

H. 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 X: SELF-DEALING TRANSACTIONS

The School shall not engage in any self-dealing transactions, except as approved by the Board and permitted by applicable Law (including such applicable provisions of the General Municipal Law, Education Law and Not-For-Profit Corporation Law). "Self dealing transaction" means a transaction to which the School is a party and in which one or more of the Trustees has a material financial interest

(“interested Trustee(s)”). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board’s general standard of care: a transaction that is part of a public or charitable program of the School, if the transaction (a) is approved or authorized by the Board in good faith and determined by the Board to be in the best interest of the School and without favoritism, and (b) results in a benefit to one or more Trustees or their families solely because they are in a class of persons intended to be benefited by the program.

ARTICLE XI: OTHER PROVISIONS

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

B. Execution of Instruments. Except as otherwise provided in these 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.

C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the School may be signed by the Chair of the Board, the 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.

D. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these 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.

E. Conflict of Interest.

The Board shall adopt a Conflict of Interest Policy. The Conflicts of Interest Policy shall provide that no Trustee, Officer, employee or committee member shall have an interest, direct or indirect, in any contract when such Trustee, Officer, employee or committee member, individually or as a member of the Board or committee, has the power or duty to (a) negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract; (b) audit bills or claims under the contract; or (c) appoint an officer or employee who has any of the powers or duties set forth above (subject to certain exceptions allowed under Section 802 of the General Municipal Law). The Conflict of Interest Policy shall also provide that the Treasurer shall not have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of the School. Any Trustee, Officer, employee or committee member with such an interest shall make a prompt, full and frank disclosure of his or her interest to the Board or committee. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the School’s interest. The Conflict of Interest Policy shall also provide that no Trustee, officer, employee or committee member shall (i) directly or indirectly solicit, accept or receive any gift having a value of fifty dollars (\$50) or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form, under circumstances in which it could reasonably be inferred that the gift was intended to or could reasonably be expected to influence him or her in the performance of his or her official duties, or was intended as a reward for any official action on his or her part; (ii) disclose confidential information acquired in the course of his or her official duties or

use such information to further her or her personal interests; (iii) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before any municipal agency of which he or she is an officer, member or employee or of any municipal agency over which he or she has jurisdiction or to which he or she the power to appoint any member, officer or employee; or (iv) receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered. This provision is intended to comply with Sections 800-804, 804-a, 805, 805-a, 805-b and 806 of the General Municipal Law, and shall be interpreted in accordance with those provisions. To the extent of any conflict between any provision of these By-laws and those provisions of the General Municipal Law, those provisions of the General Municipal Law shall control.

F. Interpretation of Charter. To the extent of any conflict between any provision of these by-laws and the Open Meetings Law, the Open Meetings Law will control. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XII: AMENDMENT

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

Attachment 5c: Hebrew Language Academy Charter School 2 Code of Ethics

The Hebrew Language Academy Charter School 2 (hereinafter “HLA2” or “the School”) Board of Trustees (“the Board”) recognizes that sound ethical standards of conduct serve to increase the effectiveness of members of the Board of Trustees and the School’s staff as educational leaders in the community. Actions based on an ethical code of conduct promote public confidence and the attainment of HLA2’s goals and objectives. The Board also recognizes its obligation to set forth a code of ethics under the provisions of the General Municipal Law.

The Trustees, officers and employees of HLA2 shall at all times be in compliance with the following:

1. The Board of Trustees shall conduct or direct the affairs of the School and exercise its powers subject to the provisions of applicable law, (including the Education Law and Not-for-Profit Corporation Law), as well as the requirements set forth in the HLA2 charter and bylaws. 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. Not more than 40 percent of the HLA2 Board may be comprised of: (a) people currently being compensated by the School for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise; or (b) any sister, brother, ancestor, descendant, spouse, domestic partner, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law, cousin or cousin-in-law of any such person.
3. Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a “self-dealing transaction” (see below); (b) a conflict of interest; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.
4. Neither members of the Board of Trustees nor the employees of HLA2 shall engage in any “self-dealing transactions,” except as approved by the Board. "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. 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 Corporation, if the transaction (a) is approved or authorized by the Board in good faith and without unjustified favoritism, and (b) results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program.
5. Any Trustee or Officer having an interest in a contract, other transaction or program presented to or discussed by the Board of Trustees for authorization, approval, or ratification shall make a prompt, full and frank disclosure to the Board of his or her interest prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction, which might reasonably be construed to be adverse to the Board’s interest. 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 or Officer of or has a significant financial or influential interest in the entity contracting or dealing with the School.

6. Trustees representing any not-for-profit corporation proposing to do business with the School shall disclose the nature and extent of such business propositions.
7. No Trustee, officer, or employee of a for-profit corporation having a business relationship with the Charter School shall serve as voting member of the Board for the duration of such business relationship, provided, however, that this provision shall not apply to the following:
 - a. Individuals associated with a partnership, limited liability corporation, or professional corporation, including but not limited to doctors, accountants and attorneys;
 - b. Individuals associated with an educational entity (including but not limited to schools of education) some of whose faculty may be providing paid services directly or indirectly to such charter school;
 - c. Individuals associated with a bank, insurance, mutual fund, investment bank, stock brokerage, financial planning, or other financial services organization.
 - d. Individuals associated with other businesses, provided that the Board of Trustees consents to such involvement by majority vote and in writing. The individuals must provide notice to the board of any potential conflict of interest that may arise. Such notice must be provided to the Board of Trustees as soon as the individuals are made aware of the potential conflict of interest. In addition, the Board of Trustees will review the relationships on an ongoing basis and may withdraw its consent at any time.
8. In no instance shall a Trustee, officer, or employee of a for-profit educational management organization having a business relationship with the charter school serve as a voting member of the Board of Trustees for the duration of such business relationship.
9. Trustees, officers, or employees of any single external organization shall hold no more than 40 percent of the total seats comprising the Board of Trustees.
10. Trustees 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, a Trustee 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.
11. Trustees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
12. No Trustee shall use his or her position with the charter school to acquire any gift or privilege worth \$50 or more that is not available to a similarly situated person, unless that gift is for the use of the school. Trustees shall report to the Board of Trustees their acceptance of any gift or privilege worth \$25 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.
13. HLA2 trustees, officers, or employees may never ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

14. HLA2 has not had, nor does it anticipate having, any related party transactions that have or may occur as a result of a less than arm's length relationship with a related party. HLA2 has established requirements and procedures in its by-laws and Code of Ethics 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 parties recuse themselves from the decision-making process.

Attachment 6a: CMO information

Hebrew Public (HP) is the charter management organization that HLA2 is proposing to engage in the provision of educational services in support of the school’s academic, fiscal and operational management of the school.

- **Organization name:** National Center for Hebrew Language Charter School Excellence and Development, Inc. d/b/a Hebrew Public
- **Organization role:** Non-profit 501c3 that provides support to Hebrew language public charter schools
- **State in which the organization was incorporated:** Delaware
- **State in which the organization operates:** New York
- **Year organization was founded:** 2009
- **Primary contact name, address, phone number and email address:** Jon Rosenberg, 555 8th Avenue, Suite 1703, New York, NY, 10018, jon@hebrewpublic.org

List of schools managed by the CMO in New York and in other states with contact information

School	School Leader	Location	Grades Authorized to Serve
Hebrew Language Academy Charter School 1340 East 29th Street Brooklyn NY 11210 www.hlacharterschool.org	Peter Katcher, Head of School pkatcher@hlacharterschool.org P: 718-377-7200	CSD 22 Brooklyn, NYC	K-8 (Serving K-7 in 2016-17)
Harlem Hebrew Language Academy Charter School 147 St. Nicholas Avenue New York, NY 10026 www.harlemhebrewcharter.org	Benjamin Costa, Head of School bcosta@harlemhebrewcharter.org P: 212-866-4608	CSD 3 Manhattan, NYC	K-5 (Serving K-4 in 2016-17)

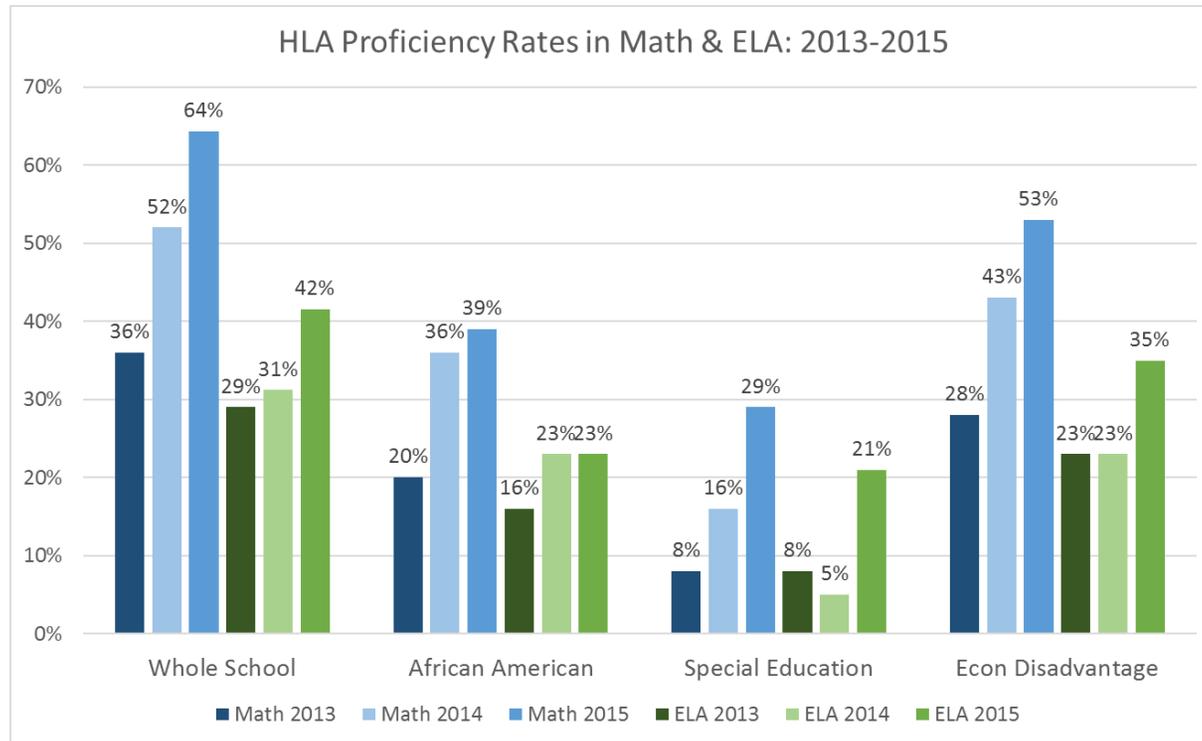
Academic performance data from schools managed by the CMO for the past three years

While both Hebrew Language Academy (HLA) and Harlem Hebrew Language Academy (HHLA) have been supported by HP since their inception with essential services in the academic and operational realms as well as with important philanthropic grants, HP only recently formalized its role to become the CMO for each of these schools. HP’s formal CMO relationship with HLA began on July 1, 2015, and with HHLA on January 4, 2016. The following chart provides an overview of HLA’s academic performance from 2013-2015, as compared with the performance of CSD 22 (in which the school is located), NYC, and NYS.

Percent Proficient (Levels 3 and 4)								
	ELA				Math			
	HLA	CSD 22	NYC	NYS	HLA	CSD 22	NYC	NYS
2013								
Grade 3	44%	32%	28%	31%	43%	37%	33%	34%
Grade 4	14%	34%	27%	30%	29%	42%	35%	36%
2014								
Grade 3	40%	35%	30%	32%	64%	42%	40%	42%
Grade 4	32%	38%	31%	33%	49%	45%	41%	43%
Grade 5	20%	35%	28%	30%	42%	46%	39%	40%
2015								
Grade 3	44%	35%	30%	31%	65%	44%	39%	42%
Grade 4	36%	36%	31%	33%	64%	43%	39%	43%
Grade 5	46%	33%	30%	30%	63%	46%	41%	43%

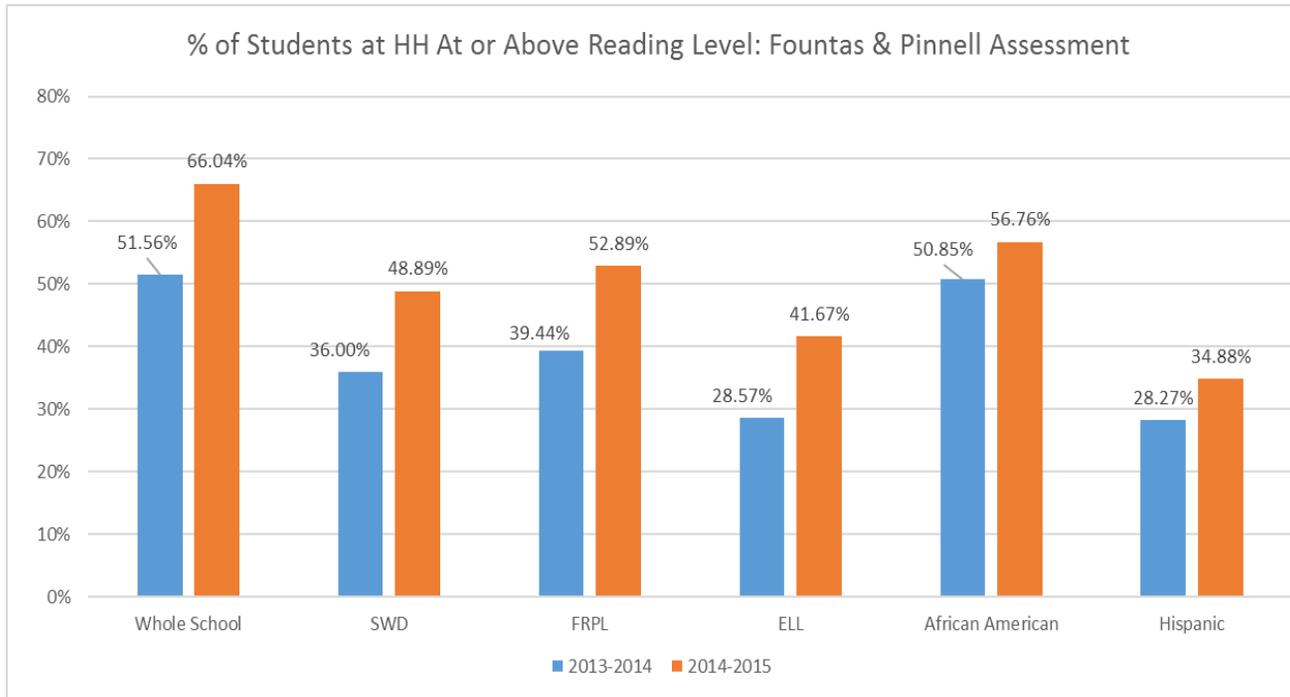
As the above chart shows, in 2015 HLA’s performance in each grade and subject exceeded that of the district, city, and state (with the exception of 4th grade ELA, in which HLA’s students performed at the same level as those in CSD 22). In addition, in 2015 both HLA’s economically disadvantaged students and students with disabilities significantly outperformed their district, city, and state peers; HLA’s students with disabilities demonstrated a proficiency rate more than double that of the state. In 2016, HLA continued its strong record of academic performance, with 41.9% of its students proficient in ELA and 53.8% proficient in Math, compared with statewide performance of 37.9% in ELA and 39.1% in Math.

The chart below shows major subgroup proficiency rates for HLA students from 2013-2015, and shows a strong pattern of growth across these subgroups. (Because of the recent release of 2016 test data, subgroup analysis is not yet complete as of the time of preparation of this application).

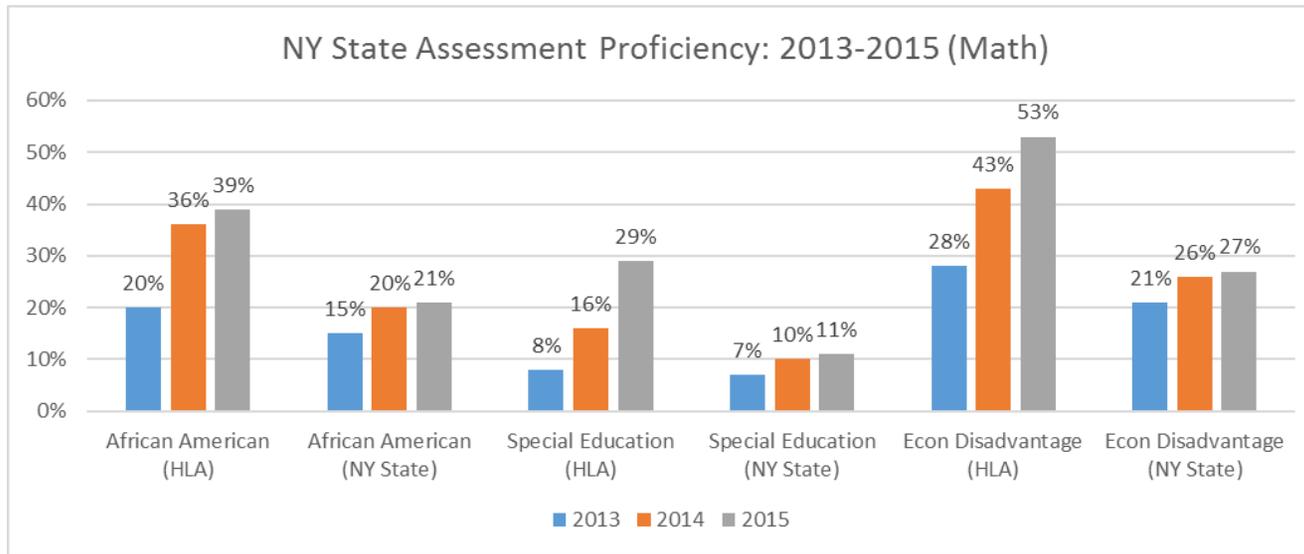


At HHLA in Harlem, the school did not have a tested cohort of students until 2016, when its first 3rd grade cohort participated in the assessments. During its first two years of operation, HHLA used the Fountas & Pinnell Benchmark Assessment System¹ for literacy (F&P). F&P data show a strong pattern of increasing academic achievement for the school as a whole, as well as for subgroups of educationally disadvantaged students, as illustrated in the chart below:

¹ Information on the F&P assessment system can be found at http://www.heinemann.com/fountasandpinnell/BAS2_Overview.aspx



All subgroups of students, including students with disabilities (SWD) and English Language Learners, showed significant increases in grade level attainment in reading. Not only did student subgroup performance grow, but it also exceeded that of the same subgroups at the state level, as reflected in the chart below.



In 2016, 52 of HHLA’s 3rd grade students participated in the NYS assessments. This first testing year’s outcomes were weaker than those at HLA, with 29% of students scoring proficient in ELA and 29% in Math. A school’s first testing year is often less strong than subsequent years, and this was also a small cohort of students. Moreover, nearly 20% of the students in each subject area were a very small number of points from the proficiency line; HHLA’s proficiency percentages would have been markedly higher had each of those students scored very slightly higher. Regardless, HHLA and HP are enhancing interventions and data driven instruction at both schools to ensure a consistent pattern of strong growth and high achievement.

Summary of CMO’s fiscal performance for the past three years and a description of the CMO’s current financial plan.

The following are HP’s balance sheets, statements of activities and statement of functional expenses for the past three years. This financial information has been excerpted from HP’s audited financial statements. As is evident from these financial statements, since its inception, HP has been operating from a position of financial strength.

**HEBREW PUBLIC
BALANCE SHEET**

	FYE 12/31		Stub Period 5/1-12/31 2013	FYE 4/30 2013
	2015	2014		
ASSETS				
Current assets				
Cash	\$ 1,190,198	\$ 690,437	792,057	604,589
Contributions receivable - current	158,649	746	37,500	182,970
Loans receivable	120,000			90,948
Prepaid expense and other assets	71,225	77,544	60,151	
Total current assets	1,540,072	768,727	889,708	878,507
Long-term assets				
Loans receivable	22,867			
Fixed assets - net	40,518	34,945	11,826	3,043
Total long-term assets	63,385	34,945	11,826	3,043
Total assets	\$ 1,603,457	\$ 803,672	901,534	881,550
LIABILITIES AND NET ASSETS				
Current liabilities				
Accounts payable and accrued expenses	\$ 86,571	\$ 95,020	167,535	131,319
Accrued payroll and related liabilities	35,954	23,563		
Grants payable	125,000	30,000	62,000	90,935
Total current liabilities	247,525	148,583	229,535	222,254
Net assets				
Unrestricted	878,209	397,589	624,499	509,296
Temporarily restricted	477,723	257,500	47,500	150,000
Total net assets	1,355,932	655,089	671,999	659,296
Total liabilities and net assets	\$ 1,603,457	\$ 803,672	901,534	881,550

HEBREW PUBLIC

STATEMENT OF ACTIVITIES

YEARS ENDED DECEMBER 31, 2015 AND 2014

	<u>2014 Total</u>	<u>2015 Total</u>
Revenues and other support		
Contributions	\$ 3,666,808	\$ 4,701,998
Special events	\$ 778,510	760,498
Direct cost of special events	<u>(196,269)</u>	<u>(244,975)</u>
Net revenue from special events	582,241	515,523
School program management fees		76,009
Total revenues and other support	<u>4,249,049</u>	<u>5,293,530</u>
Expenses		
Program service - support of Hebrew Language Charter Schools	3,217,803	3,450,552
Supporting services		
Management and general	584,162	725,939
Fundraising	<u>463,994</u>	<u>416,196</u>
Total expenses	<u>4,265,959</u>	<u>4,592,687</u>
Change in net assets	(16,910)	700,843
Net assets at beginning of year	<u>671,999</u>	<u>655,089</u>
Net assets at end of year	<u>\$ 655,089</u>	<u>\$ 1,355,932</u>

STATEMENT OF ACTIVITIES

PERIOD FROM MAY 1 2013 THROUGH DECEMBER 31 2013

	<u>2013 Total</u>
Revenues and other support	
Contributions	\$ <u>3,048,331</u>
Total support	3,048,331
Expenses	
Program service - support of Hebrew Language Charter Schools	2,539,199
Supporting services	
Management and general	228,711
Fundraising	<u>267,718</u>
Total expenses	<u>3,035,628</u>
Change in net assets	12,703
Net assets at beginning of year	<u>659,296</u>
Net assets at end of year	<u><u>\$ 671,999</u></u>

STATEMENT OF ACTIVITIES

YEAR ENDED APRIL 30, 2013

		<u>2013 Total</u>
Revenues and other support		
Contributions		\$ 3,300,350
Special events	\$ 537,394	
Direct cost of special events	<u>(184,151)</u>	
Net revenue from special events		353,243
School program management fees		
		<u>3,653,593</u>
Total revenues and other support		
		<u>3,653,593</u>
Expenses		
Program service - support of Hebrew Language Charter Schools		3,348,843
Supporting services		
Management and general		317,665
Fundraising		<u>75,691</u>
		<u>3,742,199</u>
Total expenses		
		<u>3,742,199</u>
Change in net assets		(88,606)
Net assets at beginning of year		<u>747,902</u>
Net assets at end of year		<u><u>\$ 659,296</u></u>

STATEMENT OF FUNCTIONAL EXPENSES

YEARS ENDED DECEMBER 31, 2015 AND 2014

	2015				
	Program Services	Supporting Services		Direct Cost of Special Events	Total
	Support of Hebrew Language Charter Schools	Management and General	Fundraising		
Salaries	\$ 1,352,293	\$ 82,906	\$ 270,497		\$ 1,705,696
Payroll taxes and fringe benefits	237,442	14,557	47,495		299,494
Consultants and professional fees	158,893	242,762	10,275		411,930
Advertising and promotion	2,982	3,545	3,483		10,010
Depreciation and amortization	15,583	1,708	4,056		21,347
Grants	1,225,500				1,225,500
Insurance	840	6,477	2,814		10,131
Management fee		182,618			182,618
Conferences and seminars	24,985	2,648			27,633
Occupancy	208,455	42,256	43,990		294,701
Office expense	81,473	35,817	10,244		127,534
Recruitment	5,427	78,869	938		85,234
Travel	119,241	24,614	8,303		152,158
Venue, décor and entertainment				\$ 244,975	244,975
Miscellaneous	17,438	7,162	14,101		38,701
Subtotal expenses	3,450,552	725,939	416,196	244,975	4,837,662
Less: Direct cost of special events				(244,975)	(244,975)
Total expenses	<u>\$ 3,450,552</u>	<u>\$ 725,939</u>	<u>\$ 416,196</u>	<u>\$ -</u>	<u>\$ 4,592,687</u>

HEBREW PUBLIC

STATEMENT OF FUNCTIONAL EXPENSES

YEARS ENDED DECEMBER 31, 2015 AND 2014

	2014				
	Program Services	Supporting Services		Direct Cost of Special Events	Total
	Support of Hebrew Language Charter Schools	Management and General	Fundraising		
Salaries	\$ 1,280,987	\$ 140,713	\$ 307,505		\$ 1,729,205
Payroll taxes and fringe benefits	185,186	20,019	45,044		250,249
Consultants and professional fees	151,623	135,562	8,337		295,522
Advertising and promotion	20,000	8,695	3,865		32,560
Depreciation and amortization	12,258	1,344	3,195		16,797
Grants	1,103,883				1,103,883
Insurance		9,605	840		10,445
Management fee		175,023			175,023
Conferences and seminars	78,489				78,489
Occupancy	220,448	24,305	59,061		303,814
Office expense	43,505	29,147	18,796		91,448
Recruitment	2,535	22,113	632		25,280
Travel	106,795	7,762	6,619		121,176
Venue, décor and entertainment				\$ 196,269	196,269
Miscellaneous	12,094	9,874	10,100		32,068
Subtotal expenses	3,217,803	584,162	463,994	196,269	4,462,228
Less: Direct cost of special events				(196,269)	(196,269)
Total expenses	<u>\$ 3,217,803</u>	<u>\$ 584,162</u>	<u>\$ 463,994</u>	<u>\$ -</u>	<u>\$ 4,265,959</u>

STATEMENT OF FUNCTIONAL EXPENSES

PERIOD FROM MAY 1 2013 THROUGH DECEMBER 31 2013

	2013				
	<u>Program Services</u>	<u>Supporting Services</u>		<u>Direct Cost of Special Events</u>	<u>Total</u>
	<u>Support of Hebrew Language Charter Schools</u>	<u>Management and General</u>	<u>Fundraising</u>		
Salaries	\$ 608,785	\$ 54,269	\$ 172,701		\$ 835,755
Payroll taxes and fringe benefits	102,113	14,525	4,411		121,049
Consultants and professional fees	221,615	85,805	10,748		318,168
Advertising and promotion			6,684		6,684
Depreciation and amortization	4,154				4,154
Grants	1,108,225				1,108,225
Insurance		2,642			2,642
Management fee					
Conferences and seminars	90,315		46,526		136,841
Occupancy	159,421	18,815	9,407		187,643
Office expense	60,005	7,060	3,530		70,595
Recruitment	82,418	31,700	12,680		126,798
Travel	82,294	11,222			93,516
Miscellaneous	19,854	2,673	1,031		23,558
	<u>2,539,199</u>	<u>228,711</u>	<u>267,718</u>		<u>3,035,628</u>
Total expenses					

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED APRIL 30, 2013

	2013				
	Program Services	Supporting Services		Direct Cost of Special Events	Total
	Support of Hebrew Language Charter Schools	Management and General	Fundraising		
Salaries	\$ 932,468	\$ 131,026	\$ 28,389		\$ 1,091,883
Payroll taxes and fringe benefits	141,370	19,671	2,888		163,929
Consultants and professional fees	484,263	115,082	19,627		618,972
Advertising and promotion	144	2,270			2,414
Depreciation and amortization	1,070	145			1,215
Grants	1,494,828				1,494,828
Insurance		3,648			3,648
Management fee					
Conferences and seminars	17,961		9,253		27,214
Occupancy	181,382	24,809	549		206,740
Office expense	12,214	2,781	8,183		23,178
Recruitment		2,610			2,610
Travel	81,392	11,099			92,491
Venue, décor and entertainment				\$ 184,151	184,151
Miscellaneous	1,751	4,524	6,802		13,077
Subtotal expenses	3,348,843	317,665	75,691	184,151	3,926,350
Less: Direct cost of special events				(184,151)	(184,151)
Total expenses	<u>\$ 3,348,843</u>	<u>\$ 317,665</u>	<u>\$ 75,691</u>	<u>\$ -</u>	<u>\$ 3,742,199</u>

HP's current financial plan is sound, reasonable and feasible. The following table provides the organization's current five year financial projections:

Hebrew Public CMO 5-Year Budget					
	Fiscal Year				
<u>Income</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>
Management Fees	\$648,516	\$1,245,983	\$2,069,101	\$3,331,986	\$4,051,535
CSP Grant	\$113,396	\$248,883	\$267,913	\$147,306	\$41,002
Corporate & In-Kind Support	\$55,000	\$60,000	\$65,000	\$70,000	\$75,000
Indiv. & Foundation Support	\$3,750,000	\$3,750,000	\$3,500,000	\$3,000,000	\$3,000,000
Events Income	\$700,000	\$700,000	\$650,000	\$650,000	\$600,000
Total Income	5,266,912	6,004,866	6,552,014	7,199,292	7,767,537
<u>Expenses</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>
Personnel, including Fringe	\$2,923,713	\$3,445,173	\$3,741,146	\$3,876,938	\$3,990,206
Professional Fees	\$96,900	\$98,838	\$100,815	\$102,831	\$104,888
Gov. & Comm. Relations	\$91,800	\$93,636	\$95,509	\$97,419	\$99,367
Mktg & Events Consultants	\$25,500	\$26,010	\$26,530	\$27,061	\$27,602
Program Consultants	\$746,750	\$769,153	\$792,227	\$815,994	\$840,474
Grants to Schools	\$300,000	\$500,000	\$500,000	\$500,000	\$500,000
Network Staff Prof. Dev.	\$55,000	\$60,500	\$66,550	\$73,205	\$80,526
Occupancy-Related Costs	\$339,900	\$350,097	\$360,600	\$371,418	\$382,560
Travel	\$127,500	\$130,050	\$132,651	\$135,304	\$138,010
Fundraising Event Expenses	\$204,000	\$208,080	\$212,242	\$216,486	\$220,816
Gen. & Admin. Expenses	\$153,000	\$156,060	\$159,181	\$162,365	\$165,612
Total Expenses	\$5,064,063	\$5,837,596	\$6,187,450	\$6,379,021	\$6,550,061
Surplus/Deficit	\$202,849	\$167,270	\$364,564	\$820,271	\$1,217,476
Net Reserves	\$602,849	\$770,119	\$1,134,683	\$1,954,954	\$3,172,430
Schools	2	3	5	6	6
Students	1033	1335	1839	2337	2730
School Income	\$18m	\$24m	\$34m	\$43m	\$52m

The 5-year financial model above for HP includes the anticipated costs of supporting and expanding existing schools, and of launching the new schools. It also shows the number of total schools (expanded and new), the number of students to be served each year, and the total school-based income.

HP has a diversified funding base, including income from school management fees, foundations, corporations, and individual donors. HP has a consistent track record of raising funds to support the development of new schools. In 2016, funders have already committed more than \$4 million in support. HP has several hundred charitable supporters each year, and its Board members provide combined annual support of approximately \$300,000 each year.

A list of major supporters includes:

- **\$1 million or more in total giving:** Michael & Judy Steinhardt; The Arevim Philanthropic Group; The Recanati-Kaplan Foundation; The Paul E. Singer Foundation; IDT Charitable Foundation.
- **\$250,000 to \$1 million:** Sara Berman; Roger & Susan Hertog; The Schusterman Foundation.
- **\$100,000 to \$250,000:** William Davidson Foundation; Elena & Scott Shleifer; EJP Philanthropies; The Grinspoon Foundation.

In addition, during our most recently closed fiscal year (2015), HP had over 30 supporters at levels of \$10,000 and above. In addition to these levels of historical and current support, HP has secured long-term funding commitments of more than \$10 million over the next several years.

The management agreements with each school provide a source of earned revenue in the form of fees. Fees from schools managed by HP are projected to increase from \$650,000 in the 2016-17 schoolyear to \$4 million by 2020-21, ensuring the financial sustainability and viability of our organization and in support of our long term plan for managing schools in New York City.

Description of CMO-level services to be provided.

The following provides a summary description of the CMO-level services provided to ensure success in all core areas of school performance.

Student Achievement: HP places student achievement at the top of our organization's and schools' priority outcomes. Each school is not only robustly staffed with skilled teachers and specialist staff, but also has a leadership team that includes a Head of School who is an expert instructional leader, a Director of Curriculum & Instruction, and a Director of Hebrew Studies. Along with the special education coordinator, these leadership team members are intensely focused on student achievement.

Among the education and instruction related-services provided by HP that support student achievement are:

- Professional development and ongoing support related to ELA, balanced literacy, Teachers College Readers and Writers Workshop model, Hebrew language instruction and the Proficiency Approach and the service learning curriculum.
- The HP-licensed curricula, professional development and related resources for the Israel Studies curriculum;

- Advice regarding acquisition of instructional and curricular materials, educational technology and supplies;
- Support in analysis of student performance data and their implication for curriculum and instruction;
- Access to and support in the use of a student information system outside that of ATS;
- Advice and support in such programmatic areas as special education services, ELL services, classroom management, assessment, etc.

At the network level, the schools are directly supported by Chief Schools Officer who is an expert in supporting and mentoring principals, a Director of Educational Support with decades of experience in all areas of instructional practice, a newly-created position of Director of Talent & Recruitment, a Director of Hebrew Studies, and a Data Scientist (who is focused on the analysis of student data). In addition to these key staff, HP's partnerships with Teachers College, Middlebury College, Scholastic, Lightsail, Bellwether, and other educational organizations help to ensure strong student achievement support.

Human Resources: HP has developed comprehensive personnel policies and handbooks for all school staff, ensures that staff members are subject to background checks, establishes clear position descriptions, review processes, and compensation strategies for both school and network staff.

The Director for Talent and Recruitment focuses on the recruitment of teachers and instructional leadership staff, and on the creation and articulation of career development pathways for all school staff. HP has been participating in Bellwether's Talent Ready program as part of our ongoing human resources capacity building efforts.

Governance: HP's Chief Schools Officer and its CEO are experts in charter school governance, with a long track record of working in partnership with boards to drive school and student outcomes. HP's staff provides both logistical and strategic support for school boards, plan for and facilitate each school's monthly board meetings in partnership with board leadership, and provide day-to-day supervision on behalf of the boards of each Head of School.

Oversight: HP's staff team provides oversight for schools in a comprehensive array of areas detailed in our management agreements with schools (see Attachment 6b-Proposed Management Contract with CMO). HP provides support to its schools in the areas of curriculum and instruction, professional development, assessment, student information systems, data analysis, special education, services for English language learners, classroom management, student discipline, business operations, human resources, staff recruitment, staff performance assessment, compensation systems, career pathways, budgeting and financial services, compliance, student recruitment, board training, governance, government relations, community relations, supervision of Head of School, marketing and communications, fundraising, and research and evaluation. Our staffing structure ensures that HP department heads and executive staff have clear lines of oversight.

Financial Management: HP's finance team at a network level includes our Chief Financial Officer, our Director for School Operations, and a Staff Accountant. The Director for School Operations supports the Heads of School with the oversight of each school's finance and operations team, and also serves as liaison to Charter School Business Management ("CSBM") (a provider of financial management and reporting services to charter schools) and related financial service vendors (e.g., auditors). HP's finance team reports to the CEO and to the HP Board Treasurer and Board Finance Committee on long-term financial planning, budgeting, fiscal controls and policies, financial statement and audit preparation, cash flow analyses, insurance procurement, and risk management. The team also supports the work of each school's finance and operations team, and each school's Board Treasurer and Board Finance Committee, in the same broad areas of work. The Board of each school, and of HP, includes experts in finance.

Central Office: HP provides a broad range of central office support services to schools in all areas of operations, with its Senior Manager for Internal Operations, Director for School Operations, and CFO providing key functional support for school-based operations teams.

Facilities: HP's two existing schools are located in private leased space under commercially reasonable long-term leases. We have significant experience in identifying and securing facilities, with schools either starting in a smaller facility for their first several years and then moving (as was the case with HLA), or expanding their initial facility to accommodate growth (as was the case with Harlem Hebrew). HP has longstanding relationships with real estate brokers who are experienced in facilities identification, and also has relationships with facilities finance organizations such as the Low-Income Investment Fund and Nonprofit Finance Fund. HP's leading donors have provided both grants and no-interest and low-interest loans to support facilities development.

Attachment 6b-Proposed Management Contract with CMO details the services that HP will provide HLA2 within each of the following categorical areas:

- Education and instruction-related services
- Business operations
- Human resources and employment-related services
- Budgeting and financial services
- Student recruitment
- Governance and leadership
- Marketing and communications
- Fundraising
- Research and evaluation

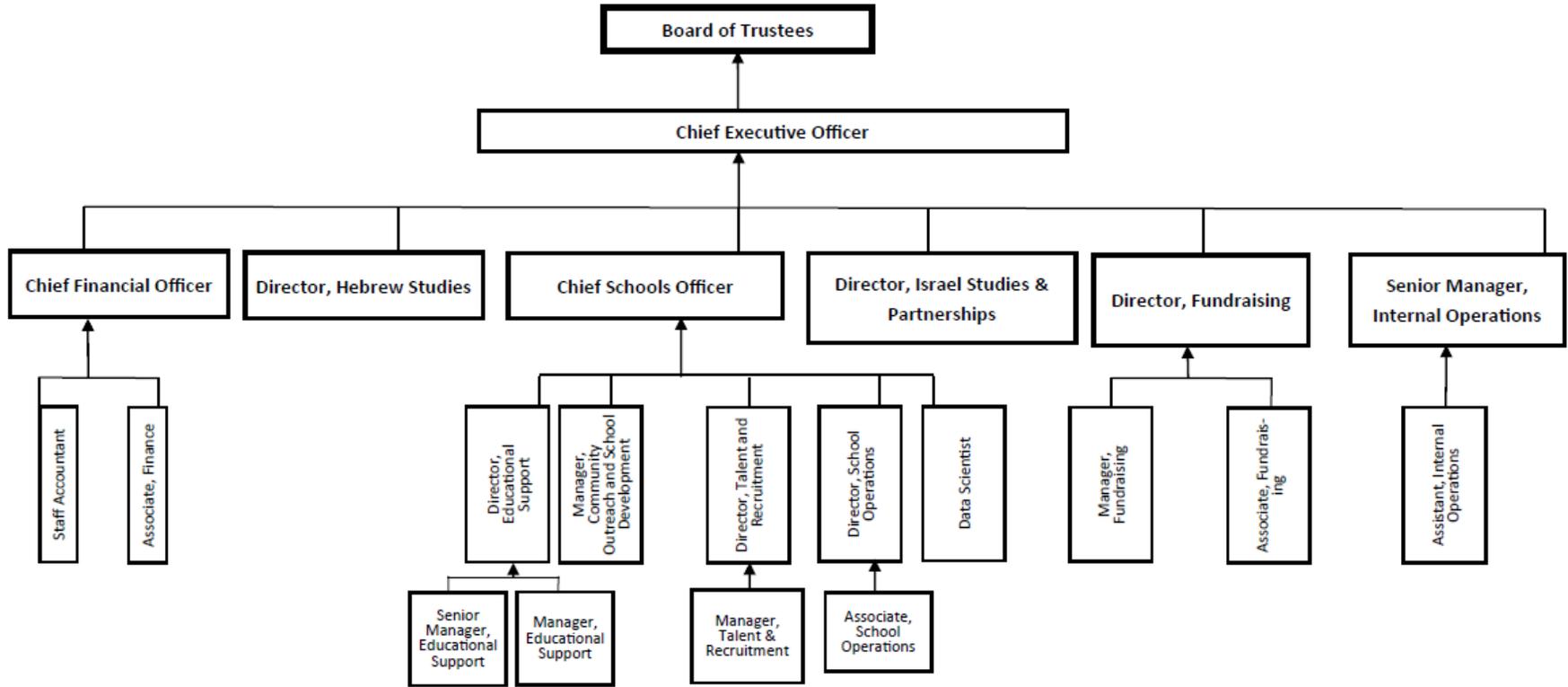
CMO Management Structure and Key Personnel

HP has a 12 member Board of Trustees. Three of the HP Board members are founding HLA Board members, two of whom were original HLA Applicant Team members and three of whom continue to serve on the HLA Board today.

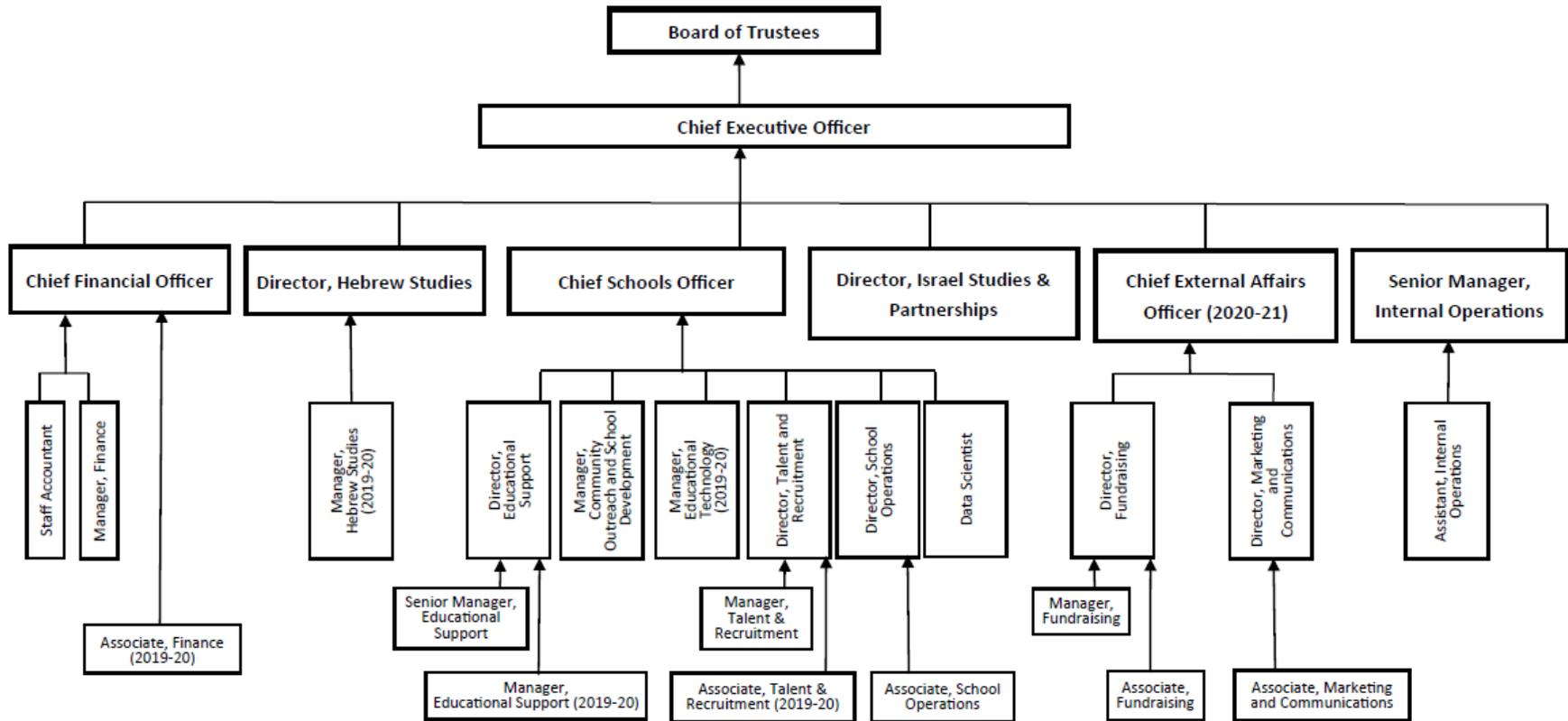
HP has thoughtfully and carefully expanded its staffing as its role with its New York metropolitan network schools moved from that of service provider to the expanded role of CMO. Over the last two years, it has strategically built and, under the leadership of its President and CEO, is continuing to build the HP team to include the executive, managerial and operational talent to support the high quality curricular and instructional professionals it had since its inception, to provide the range of essential services the schools in its growing network requires. HP's core management and programmatic team represents a mix of deep K-12 curriculum and instructional knowledge and experience, a long history of working in the charter school movement, business expertise and financial and operational know-how. The organization charts below represents the HP corporate structure that will be in place (1) by the 2017-18, when HLA2 would open should it be authorized and (2) by 2021-22 at the end of HLA2's charter term, illustrating the increased staffing capacity to support the New York City Hebrew charter schools in the HP network.

Greater detail regarding HP is contained in Attachment 10: Strategic/Growth Plan

HEBREW PUBLIC ORGANIZATION CHART (2017-18)



HEBREW PUBLIC ORGANIZATION CHART (2021-22)



Each school in the HP network has an independent Board of Trustees, a seasoned Head of School, Directors of Operations, Curriculum & Instruction, and Hebrew Studies, a special education coordinator, and additional staff focused on operational and financial support, student services, community and parent outreach, and services for English language learners. The HP team supporting each CMO-managed school at the board and staff levels includes:

- A **CEO**, who supervises the leadership team and serves as chief liaison to the HP Board of Trustees
- A **Chief Schools Officer** who oversees the HP academic, operational and human resources team deployed in schools. The Chief Schools Officer also provides direct management, oversight and supervision of the Heads of School

- A **Chief Financial Officer**, who supports and oversees financial planning, reporting, budgeting and related areas at schools and for the network
- A **Director of Educational Support**, who directly supports school-based Directors of Curriculum & Instruction and supports the Heads of School in the oversight of the DCIs.
- A **Director of Hebrew Studies**, who directly supports school-based Directors of Hebrew Curriculum and Instruction and supports the Heads of School in the oversight of the DHCI's.
- A **Director for School Operations**, who directly supports school-based Directors of Operations and supports the Heads of School in the oversight of the Directors of Operations.
- A **Director of Talent and Recruitment**, who oversees teacher and school leader recruitment, talent development and retention, and career pathways
- A **Data Scientist**, who supports school-based instructional data teams
- A **Senior Manager for Internal Operations**, who supports school board logistics and planning, as well as overseeing internal operations for the HP central operation
- A **Director of Fundraising** who oversees network-level fundraising and supports school-based fundraising efforts
- A **Director of Marketing and Communications** who supports public relations, branding, media relations, and related areas, and whose work also supports student and staff recruitment

The following are the biographies of HP's key personnel:

Jon Rosenberg, Chief Executive Officer. Jon has extensive experience as a nonprofit executive and education leader with a longstanding commitment to educational equity and civil rights. Jon began his career at The Children's Aid Society, working with campers with special needs. After obtaining his law degree at Columbia Law School, he worked as an appellate public defender at The Legal Aid Society in New York City. In the late 1990s, he served as an attorney with the U.S. Department of Education's Office for Civil Rights, during which time he negotiated a citywide Memorandum of Understanding with the New York City public schools regarding the disproportionate placement of minority students in restrictive special education settings.

In the early 2000s, Jon served as Associate General Counsel, and then Deputy General Counsel, of Edison Schools. At Edison, he provided support to over 120 schools in more than 20 states on issues relating to special education, services to English language learners, student discipline, school finance, school safety, government relations, and civil rights. He also negotiated and drafted more than two dozen management agreements between Edison and charter school boards. **Jon was involved in managing compliance with a wide array of federal and state grants.**

After leaving Edison, Jon ran organizations such as Roads to Success (a college and career readiness program) and Repair the World (a

service-learning support organization), during which time he learned the ins and outs of nonprofit organization management, board relations and governance, fundraising, marketing, and public relations.

Jon's volunteer commitments have reinforced his expertise in education. He has served as Chair of the NYC Bar Association's Committee on Education and the Law, and was a lead author of the Association's report on inequities in admissions to gifted and talented education programs in New York City public schools. He served as Co-chair of the Montclair, New Jersey Taskforce on School Integration, helping to preserve one of the nation's oldest and most successful voluntary school integration programs. Currently, Jon serves on the boards of Ascend Learning (a New York City-based charter management organization), the National Center for Special Education in Charter Schools, and the National Coalition of Diverse Charter Schools.

Jon is a frequent speaker on issues relating to school diversity, and has played a leading role in the efforts to develop high-quality charter schools that are racially and economically diverse.

Shane Goldstein Smith, EdD, Chief Schools Officer, joined HP in May 2015. Prior to that, Dr. Smith served for more than a decade in the Chicago Public Schools (CPS), one of the largest public school districts in the United States; most recently as head administrator for the Ogden International School of Chicago. She served as a deputy chief of schools for CPS; as the senior manager of performance management; as a principal at Haines Elementary School; and as a social science teacher and department chair for Whitney M. Young Magnet High School.

Dr. Smith has also served as adjunct professor at Northwestern University's School of Education and Social Policy. She earned an EdD in educational leadership from National-Louis University in Chicago; a master's degree in education from Northwestern University in Evanston, Ill.; and a bachelor's degree in communications and history at Miami University in Oxford, Ohio. Shane's areas of expertise include educational leadership, strategic planning, management and oversight, curriculum design and planning, performance management, and accountability oversight.

In her role at HP, Shane serves as direct manager for the Heads of School, and leads a team of staff and consultants that provides instructional, operational, financial, and recruitment support to schools.

Hindie Weissman, Director of Educational Support, has served as HP's Director of Educational Support for the past 6 years. Hindie has several decades of experience as an educator, with experience in: supporting literacy initiatives for Ethiopian immigrants in Israel; working with Scholastic Books, Inc. on creating professional materials for teachers; serving as a reviewer of Common Core assessment materials; and supporting the development of charter school program models. Hindie's areas of expertise include balanced literacy, workshop instruction, classroom management, goal setting, lesson planning, curriculum writing, mapping, and alignment,

Common Core Standards, data driven instruction, and teacher evaluation.

As HP's Director of Educational Support, Hindie's responsibilities include: supporting the Head of School in his or her oversight of his or her school's director of curriculum and instruction; planning and delivery of teacher professional development; supporting data-driven instructional practices; supporting teacher and leader recruitment; guiding the selection of curricular materials; and related areas of support.

Robin Natman, Director of Talent & Recruitment, will join the HP management team in mid-2016, transitioning from her role as founding Head of School for Harlem Hebrew (HH). Robin successfully led HH from pre-opening through its successful 3rd year of operation. Prior to that, Robin worked in East Meadow Schools as the Director of Humanities, where she oversaw the hiring and supervision of more than 120 teachers and administrators across 9 schools. Robin holds M.S.Ed. degrees from Brooklyn College, Queens College and Bank Street College of Education, in Elementary Education, Supervision and Administration and Special Education Leadership.

Robin's areas of expertise include instructional leadership, recruiting/developing talent, curriculum design and professional development. At HP, Robin is responsible for creating and implementing an innovative recruitment strategy focused on targeting high-quality staff and leaders. Additionally, she will create and implement systems for onboarding, supporting and developing staff.

Carl Letamendi, PhD, Data Scientist, joined HP in 2014 as the organization's first Data Scientist. Carl has over 11 years of professional work experience across corporate, nonprofit, education, government and research areas. Dr. Letamendi has experience working with data analysis as it relates to minority populations and closing disparities & social inequities. In 2013, he was selected for a fellowship at the National Institutes of Health/National Institute on Drug Abuse in Bethesda, MD. While there, he assisted with data-focused research on substance abuse amongst teenagers, and prepared research-backed speeches for the Director of NIDA for use in Congressional testimony. Thereafter, he was selected for a fellowship with the U.S. Department of Agriculture's Office of Civil Rights, Diversity and Inclusion in Washington DC, where he provided programming support for Special Emphasis Programs and grant evaluations related to presidentially-mandated diversity and inclusion initiatives. In 2015, Dr. Letamendi was selected to participate as an external expert grant reviewer for a \$19 million program aimed at encouraging minority children to pursue education in the agricultural sciences. He holds a Bachelor's degree in Business Administration, a Master's degree in Finance, a PhD in the Social Sciences, and several certificates in epidemiologic sciences and applied statistics. In his role at HP, Dr. Letamendi collects raw data from all formative, interim, and summative assessments, and converts those data to easily interpretable reports for teachers and school principals. Additionally, Dr. Letamendi executes statistical tests on the aforementioned data, helps identify disparities, and assists schools in identifying students in need of intervention and enrichment services.

Shlomit Lipton, Director of Hebrew Studies, joined HP in 2011, before which she worked as a consultant at Hebrew at The Center, Inc., and as a Hebrew teacher and mentor at The Jewish Community Day School in Boston. She was assistant head of the Rashi School from 2001 to 2003 as well as the interim head of the school. In Israel, Shlomit taught English in grades 4 through 12 at Kibbutz Kabri. She studied Foreign Language Instruction at Oranim Teachers' College of Haifa University, and holds a MED specializing in reading and language arts from UNC-Chapel Hill. At HP, Shlomit's responsibilities include: supporting the Head of School in his or her oversight of his or her school's Director of Hebrew Curriculum & Instruction; the provision of professional development to the Directors and to Hebrew teachers; development of curriculum and assessment materials and tools; the creation and management of Hebrew-related partnerships with organizations such as Middlebury College; and the recruitment and screening of Hebrew instructional staff.

Elly Rosenthal, Chief Financial Officer, joined HP in May 2014, prior to which she spent 18 years as CFO and Chief Administrative Financial Officer (CAFO) of Proskauer Rose LLP, a global law firm with over 700 attorneys. Elly brings extensive financial and operational expertise from the private sector. She began her career in public accounting with the "Big 4" accounting firm KPMG. She rose to senior manager and spent four years in the Higher Education and Other Not for Profits department, where she managed numerous not for profit audits in a variety of areas. Elly is skilled in leading cross-functional business teams in the planning and execution of special projects for Finance, Operations and Information Technology.

As CFO of HP, Elly oversees all financial matters, with responsibilities including implementing financial policies, managing financial operations, budgeting, financial reporting and analysis, taxes, pension and audits, and working with HP's Board to ensure proper fiscal oversight.

Valerie Khaytina, Director of Fundraising has been with HP for nearly four years. Prior to joining HP, Valerie held national development positions in domestic and international organizations, including Jewish Federations of North America and World ORT. She holds a master's degree in nonprofit management from the City University of New York. Valerie's areas of expertise include major giving, annual campaigns, event fundraising, family and youth philanthropy, board relations, donor acquisition and retention, grant writing, and public speaking.

As Director of Strategic Philanthropy at HP, her chief responsibilities include: working with the HP Board and CEO on major gift solicitations; cultivating and maintaining relationships with funders; executing all fundraising and cultivation events for the organization; developing proposals, reports and periodic communications for funders; and assisting network schools with their fundraising efforts.

Joseph "Morris" Ardoin, Director of Marketing and Communications joined the HP team in 2013. Morris is a seasoned marketing

and public relations professional with experience in a variety of settings, including universities (Tulane, New York University, Columbia University), public relations agencies, and humanitarian organizations (HIAS). He earned a master's degree in communication from the University of Louisiana, a bachelor's degree in journalism from Louisiana State University, and is accredited by the Public Relations Society of America.

Morris' areas of expertise include: analog and digital media relations; website development; crisis communication; team building and management; employee communication; marketing collateral development; branding and visual identity; and photo editing and graphic design. As head of marketing and communications at HP, Morris oversees all aspects of the organization's marketing and communication strategy and execution.

Elyse Piker, Director for School Operations, joined HP in 2015. Previously, she served as a Business Operations Manager at Success Academy Charter Schools (Success). She opened three of Success' middle schools, and oversaw all daily operations, which included budget oversight, staff recruitment, parent communication, supply procurement and team management. Before joining Success, Elyse earned an MBA in strategic marketing and finance from the University of Connecticut in 2012. Prior to business school, Elyse worked in several different entrepreneurial and nonprofit settings. Elyse's areas of expertise include school operations, financial planning and organization, team management, facilitating performance, strategy and decision-making.

As Director for School Operations for HP, Elyse's responsibilities include supporting the Head of School in his or her oversight of his or her school's Operations Director; advising and supporting schools in all aspects of finance and operations, including facilities, budgeting, financial reporting, transportation, school safety, supply chain, technology, and related functions; recruitment and hiring of school-based operational teams; and supporting school planning.

Collectively, these team members, as well as those who will be hired as the HP network grows, ensure that all HP schools are well-supported, and that key milestone can be achieved.

Educational Services Agreement

between

**National Center for Hebrew Language Charter School Excellence
and Development, Inc. d/b/a Hebrew Public**

and

**Hebrew Language Academy 2
Charter School**

EDUCATIONAL SERVICES AGREEMENT

THIS EDUCATIONAL SERVICES AGREEMENT (the “Agreement”) is made and entered into as of the ____ day of _____, 2017 by and between **National Center for Hebrew Language Charter School Excellence and Development, Inc. d/b/a Hebrew Public (“HP”)**, a Delaware non-stock corporation with authority to do business in New York State with its principal place of business located at 555 Eighth Avenue, Suite 1703, New York, New York 10018, and **Hebrew Language Academy Charter School 2 (“HLA22”)**, a New York education corporation having an address of TBD. Together, HP and HLA2 shall be referred to as the “Parties” and each separately as a “Party.”

WHEREAS, HP is an educational service provider with the qualifications, experience, and expertise necessary to effectively provide essential programming and services to charter schools; and

WHEREAS, HLA2, led by the Board of Trustees (the “Board”) has a provisional charter (the “Charter”) from the New York State Board of Regents as its authorizer (the “Authorizer”) to operate a charter school in the State of New York (the “State”) pursuant to certain terms and conditions set forth in an approved Charter Application and subsequent Renewal Applications made and approved from time to time incorporated into a Charter Agreement between the Board and the Authorizer (the “Charter Agreement”) as amended from time to time, which shall be incorporated by reference into this Agreement; and

WHEREAS, HLA2 shall operate the School (the “School”) in accordance with its Charter and the Charter Agreement; and

WHEREAS, HLA2 is entering into this Agreement with HP in order to meet its obligations under the Charter, specifically its commitment to providing a high-quality education for students enrolled at the School; and

WHEREAS, it is the intention of the Parties to create a relationship based on trust, common educational objectives, and clear accountability, through which the Parties will work together to deliver an exceptional education program and experience to the students enrolled at the School; and

WHEREAS, the Parties wish to define their relationship and set forth the terms and conditions of their respective rights and responsibilities to each other;

NOW, THEREFORE, in consideration of the recitals and the mutual covenants, representations, warranties, conditions, and agreements hereinafter expressed, the Parties agree as follows:

1. **TERM AND RENEWAL.** The term of this Agreement shall commence as of July 1, 2016 (the “Effective Date”) and shall continue through June 30, 2021 (the “Term”) unless terminated prior to such date in accordance with Section 11 below. The Parties agree to give written notice of their intent to renew or not to renew this Agreement on or before June 1, 2020 and should both Parties desire to renew the Agreement, they shall work diligently to negotiate such agreement by September 1, 2020. Notwithstanding the foregoing, the Term shall not extend beyond the term of the Charter.

2. **REPRESENTATIONS AND WARRANTIES**

a. **Representations and Warranties of HP.** HP represents and warrants as follows:

- i. Organization and Tax-Exempt Status; Authority. HP is a not-profit corporation duly organized under the laws of Delaware with authority to do business in New York and was granted tax-exempt status under Section 501(c)(3) of the Internal Revenue Code and shall at all times during the Term maintain tax-exempt status under Section 501(c)(3) of the Internal Revenue Code. HP possesses, or will take steps to secure, the requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the transactions contemplated hereby. This Agreement constitutes the valid and binding obligations of HP, enforceable against HP in accordance with its terms.
- ii. Conduct of HP. The Services (defined in Section IV below) provided by HP under this Agreement shall comply with the Charter and all applicable local, State, and federal laws and regulations.
- iii. Litigation; Bankruptcy. There is no suit, claim, action or proceeding now pending or, to the best of HPs’ knowledge threatened against HP that would have a material adverse effect on HP’s ability to perform the Services contemplated by this Agreement. HP further represents that it has not filed for bankruptcy protection and is not currently under receivership or otherwise the subject of a bankruptcy proceeding.
- iv. Capacity. HSCS currently provides services to other charter schools within its network and will likely during the Term of this Agreement add additional charter schools to its network and provide various services to those schools as well. Regardless of

the number of other schools to which HP shall provide services, HP warrants and represent that it shall at all times during the Term of this Agreement employ and otherwise contract with staff in such numbers as shall be required for HP to effectively deliver to the School the Services required under this Agreement.

- v. Full Disclosure. No representation or warranty of HP herein and no statement, information, or certificate furnished or to be furnished by HP pursuant hereto or in connection with this Agreement contains any untrue statement of material fact or omits a material fact on which HLA2 would reasonably need to rely to perform its obligations under this Agreement.

b. Representations and Warranties of HLA2. HLA2 represents and warrants as follows:

- i. Organization and Tax Exempt Status; Authority: HLA2 is an education corporation with the legal authority to operate charter school in New York State and contract with HP for the Services contemplated in this Agreement. HLA2 was granted tax-exempt status under Section 501(c)(3) of the Internal Revenue Code and shall at all times during the Term maintain tax-exempt status under Section 501(c)(3) of the Internal Revenue Code. Should for any reason the terms of this Agreement cause the Internal Revenue Service to notify the School that this Agreement does not conform with the School's tax exemption previously granted, HP and the School shall in good faith work collaboratively to make such modifications as may be reasonably required to assuage the Service's concerns and preserve the School's tax exempt status. The School operated by HLA2 is now, and shall at all times throughout the Term remain, a charter school in good standing with the Authorizer.
- ii. Authority. HLA2 possesses the requisite power and authority to execute and deliver this Agreement and to perform its obligations hereunder. This Agreement constitutes a valid and binding obligation of HLA2, enforceable against HLA2 in accordance with its terms.
- iii. Litigation; Bankruptcy. There is no suit, claim, action or proceeding now pending or, to the best of HLA2's knowledge threatened against HLA2 that would have a material adverse effect on HLA2's financials or Charter. HLA2 further represents that it has not filed

for bankruptcy protection and is not currently under receivership or otherwise the subject of a bankruptcy proceeding.

- iv. Full Disclosure. No representation or warranty of HLA2 herein and no statement, information, or certificate furnished or to be furnished by HLA2 pursuant hereto or in connection with this Agreement contains any untrue statement of material fact or omits a material fact on which HP would reasonably need to rely to perform its obligations under this Agreement.
- v. Conduct of HLA2. HLA2 has materially complied, and at all times during the Term shall materially comply, with all local, State, and federal laws and regulations that are applicable to HLA2, which include, but are not limited to, the Internal Revenue Code, the Family Educational Rights and Privacy Act, New York State Education Law and regulations including the Charter School Act and implementing regulations, the Not-for-Profit Corporation Law, Public Officers Law and General Municipal Law, as well as its By-Laws, its Financial Policies and Procedures, and other such policies and procedures as the Board may adopt (collectively, the "Laws and Regulations"). HLA2 has maintained and will maintain adequate records of the activities and decisions of HLA2 and the School to ensure and document compliance with all such laws and regulations. HLA2 agrees to provide HP with copies of all such records and to allow HP to, at HP discretion, assist with the preparation and retention of such records to ensure that, among other things, HP may perform all services and duties set forth in this Agreement in compliance with the Laws and Regulations. Except as so delegated to HP herein (unless such delegation is prohibited by applicable law), HLA2 shall at all times retain all rights and responsibilities under the Charter.

3. DELEGATION AND RESPONSIBILITY

- a. **General**. HLA2 hereby authorizes HP to undertake on its behalf the functions specified in this Agreement with regard to the business, administrative and academic services of HLA2, it being understood that, at all times, HP shall remain accountable and subject to the oversight of the Board (and the Authorizer and other State authorities, if applicable) and the Board shall retain the ultimate rights and duties of oversight of HLA2 and the School pursuant to the Charter and applicable law, including, but not limited to, retention of independent

fiduciary oversight and authority over HLA2's budget. The Board further authorizes HP to take such reasonable actions that may not be expressly set forth in this Agreement, but which shall be implied as necessary in HPs' judgment to properly and efficiently provide services to HLA2 and the School, provided such actions are consistent with the Charter, applicable laws, and the annual HLA2 budget approved by the Board. Furthermore, HLA2 hereby designates employees of HP, to the extent permitted by law, as agents of HLA2 having a legitimate educational interest such that they are entitled to access education records under 20 U.S.C. § 1232g, the Family Educational Rights and Privacy Act ("FERPA"). HP, its officers, and employees shall perform its duties in a manner consistent with the obligations of HLA2 under FERPA.

- b. Right to Subcontract.** HP may subcontract any function or service it is obligated to provide hereunder, provided that subcontracts entered into on behalf of the School obligate the subcontractor to maintain confidentiality of education records in accordance with FERPA, no such subcontract shall relieve or discharge HP from any obligation or liability under this Agreement except as set forth in the Charter Agreement or as approved by the Board, and in no event shall HP subcontract more than half of the functions or services it has undertaken to provide.

4. DUTIES AND OBLIGATIONS

- a. Duties and Obligations of Hebrew Public.** Throughout the Term of this Agreement, HP shall provide certain educational and operational services (the "Services") in consultation with and in communication with the Board and the School Leadership Team (currently defined as the Head of School, Director of Curriculum and Instruction, Director of Hebrew Curriculum and Instruction, and Operations Manager), as applicable:

- i. Education and Instruction-Related Services**

- 1. Israel Studies: Provide HP-licensed curricula, professional development and related resources for HP's Culture and History of Israel and its Immigrant Communities ("CHIIC") curriculum.
 - 2. Hebrew Studies: Provide professional development and ongoing support related to Hebrew language instruction and

the Proficiency Approach, including training for Hebrew teachers in the Oral Proficiency Interview protocol, and support for developing curriculum.

3. General Studies: Provide professional development and ongoing support related to English Language Arts, Balanced Literacy, and the Teachers College Readers & Writers Workshop model.
4. Service-Learning: Provide support related to Service-Learning program design and implementation.
5. Advise HLA2 regarding the acquisition of instructional and curricular materials, educational technology, and supplies.
6. Provide HLA2 with access to (at HP's expense), and support in the use of, a School or web-based student information system (in addition to ATS).
7. Provide support in the analysis of student performance data.
8. Advise HLA2 in programmatic areas including but not limited to: special education services; services for English Language Learners; positive behavior supports and classroom management; discipline code and code of conduct; supplemental educational services; school culture; interim and formative student assessments; differentiation of instruction and of program.

ii. Business Operations

1. Advise HLA2 regarding facilities financing.
2. Oversee facilities build-outs, landlord relations, and facilities management.
3. Review vendor contracts and provide support in vendor relationship management.
4. Support HLA2's Operations Manager in operational areas such as school meals, school safety, purchasing, technology and telecommunications, including providing support working with 3rd party vendors/service providers.

iii. Human Resources and Employment-Related Services

1. Support the recruitment and screening of all school-based staff.
2. Advise and support HLA2 in the creation of career pathways for instructional staff, performance-based compensation, benefits, and related human capital issues.
3. Advise regarding performance assessment and staff evaluation functions.
4. Conduct the annual evaluation of the Head of School and presenting same to the Board or a Committee of the Board, as determined by the Board.
5. Advise and support the creation of position descriptions.

iv. Budgeting and Financial Services

1. On HLA2's behalf and in coordination with the most senior School-based finance staff member (if applicable), serve as liaison to Charter School Business Management ("CSBM") and related financial service vendors (e.g., auditors), and oversee with the Board Treasurer and Finance Committee the work of such vendors (and School-based employees, if applicable) in preparing financial reports, financial statements, annual audits, financial controls and policies.
2. Provide oversight of annual budgeting processes.
3. Supervise the procurement of insurance.
4. Along with CSBM, supervise bank reconciliations.
5. Advise the Board regarding the approval of expenses and Provide oversight of purchasing in accordance with the School's Financial Policies and Procedures, as may be amended from time to time.

v. Student Recruitment

1. Advise and support HLA2 regarding student recruitment plans, marketing materials, and recruitment-related community outreach, including planning and preparing for

the annual lottery and ensuring a diverse student enrollment reflective of the communities served by HLA2.

vi. Governance & Leadership

1. Provide ongoing supervision, mentoring, and support to the Head of School.
2. Provide ongoing mentoring and support to the Head of School, the Director of General Studies Curriculum & Instruction, the Director of Hebrew Curriculum & Instruction, and the Operations Manager.
3. Assist with Board member recruitment and development.
4. Facilitate annual Board evaluation process.
5. Support the work of Board committees.
6. Provide logistical support, including the recording of minutes and maintenance of records, for Board meetings.
7. Work with the Board and School Leadership Team to coordinate and prepare all communication with the Authorizer and other public entities, including amendments, renewals, annual inspections, authorizer visits, and authorizer data requests.
8. Provide support for meetings with community based organizations and community stakeholders.

vii. Marketing & Communications.

1. Supervise the development of school-based marketing collateral.
2. Advise HLA2 staff and Board members about stakeholder communication best practices.
3. Assist in interactions and communication with the press and Authorizer.
4. Advise regarding HLA2's use of social media, including the School's website and Facebook page.

viii. Fundraising. Advise the Board and Parent Organization regarding school-based fundraising, and share best practices relating thereto from across the HP network of schools.

ix. Research & Evaluation

1. Disseminate best practices from network schools and create networking opportunities for cross-school professional development and collaboration.
2. Connect HLA2 with mission-aligned organizations to bring in new and emerging practices in areas such as literacy instruction; Israel studies; education technology; Hebrew language acquisition; and diverse schools.
3. Assist HLA2 in evaluating program effectiveness, both generally and with a focus on distinct subgroups such as students with special needs, English language learners, and students from low-income families.

x. Presence of HP employees or contractors at the School.

All employees or contractors of HP who have direct, regular contact with students at an HLA2 school shall be subject to fingerprint-based criminal background investigations and checks in compliance with applicable laws.

b. Duties and Obligations of HLA2 shall include but not be limited to

- i. Approval of School Policies. With recommendations and guidance to be provided by HP and each School's School Leadership Team, the Board shall create and adopt policies for the School, which shall be consistent with the Charter and applicable law.
- ii. Approval of the School Budget. In accordance with the Charter and the requirements of this Agreement, the Board shall work diligently with HP to approve the annual budget within sixty (60) days of submission of the proposed budget by HP to the Board in accordance with this Agreement.
- iii. Maintenance of Charter. The Board shall do, or cause to be done, all things necessary to ensure that all legal requirements, and all such conditions as may be imposed by the Authorizer, are fully complied with at all times. If the Board shall at any time receive notice from any public authority or other person that HLA2 is or may

be in violation of its provisional Charter or any applicable law or regulation governing the charter School it operates the Board shall immediately notify HP of the alleged violation and shall thereafter work diligently with HP to investigate such alleged violation, to determine whether such alleged violation in fact exists, to promptly respond to the complaining Party and to correct any violation found to exist.

- iv. Mission and Program Alignment. HLA2 shall take all appropriate actions to maintain consistency with the shared mission of operating an academically rigorous dual-language charter school that teaches children of all backgrounds to become fluent and literate in Modern Hebrew and prepares them to be productive global citizens. This shall include adherence to the essential elements of the HP program model, including: daily immersive Hebrew language instruction; the integration of the CHIC curriculum into the overall curriculum; implementation of service-learning and related activities focusing on social responsibility and the understanding of diverse cultures; serving the full range of students in their communities.
- v. Providing Information and Documentation. HLA2 shall furnish HP with documents, including litigation documents, records, and all other information necessary for HP to fully and effectively provide its Services and support and otherwise carry out its duties under this Agreement.
- vi. Receipt and timely review of any complaints or grievances. HLA2 shall establish a procedure for the receipt and timely review of complaints or grievances by any parent, community individual or institution.
- vii. Part of Network. HLA2 will prominently identify itself in any published materials and in HLA2-controlled social media, including promotional and publicity materials, press releases, and other marketing materials, the HLA2 website, and the HLA2 Facebook page, as part of the Hebrew Public Network of Schools, or such other descriptive term as is later specified by HP.
- viii. Tax Status. In accordance with the Charter and applicable law, the Board shall take all steps required to obtain and maintain HLA2's status as a tax-exempt organization under federal and State law

such that contributions to HLA2 are deductible to the donor for federal income tax purposes. In the event of arbitration, the Board and HP shall agree that, notwithstanding any claims for relief each may seek from the other, it will require that any relief granted be consistent with maintaining HLA2's tax-exempt status.

- ix. Leadership Team. The Board will work closely with HP in recruiting and selecting the members of the staff Leadership Team, including the Head of School and all staff Directors. Prior to any decision to hire a candidate for one of these positions, the Board shall ensure that HP has the opportunity to participate in the hiring process, meet with the top candidates for such positions, and provide the Board with its assessment of any candidate under consideration.
 - x. Public Statements. HLA2's Board and staff will not make statements to, or release information to the press or media organizations about its relationship with HP without first consulting with HP.
 - xi. Visits. HLA2 will provide access to the School for visits led by HP staff and board members. HP will cooperate with HLA2 to minimize any impact on the School of such visits.
 - xii. Board. HLA2 agrees to maintain an active, competent, and accountable Board that adheres to best practices in governance and fiduciary responsibility, and whose members demonstrate commitment to the School's mission.
 - xiii. Coordination of Fundraising. HLA2 agrees to coordinate its fundraising efforts with HP, to avoid conflicting or duplicating efforts.
 - xiv. Engagement of Professional Service Providers. The Board shall directly select, retain, utilize (as needed) and compensate a law firm, accounting firm and auditing firm to provide services required by HLA2 as may be required by Law, the Charter and as otherwise needed from time to time.
5. **FEES**. In consideration for the Services provided by HP to HLA2, HP shall be paid a management fee equal to 10% of Gross Revenues (the "Management Fee").

Gross Revenues shall be defined as all such funding provided by the State, federal, and local government (if applicable) to HLA2 but shall exclude any private grant funding, competitive government grants or other charitable contribution awarded to HLA2, and shall also exclude any funding whose terms and restrictions prevent it from being used toward calculation of the Management Fee. The Management Fee shall be payable in four (4) quarterly installments, beginning in the first year of the Term with September 1, 2017 (and each September 1 thereafter) and thereafter on December 1, March 1 and June 1 of each year during the Term. HP may impose an interest rate of ten percent (10%) per annum on all fees that remain unpaid fifteen (15) days after the aforesaid due dates, unless receipt of revenue by HLA2 is delayed for reasons beyond the control of HLA2. In this event, HLA2 shall make such payment no later than thirty (30) days after it receives a scheduled disbursement, and HP shall impose an interest rate of ten percent (10%) per annum on all fees that remain unpaid fifteen (15) days after the new due date set forth above.

- 6. PROPRIETARY WORKS.** HLA2 acknowledges that HP owns and shall own all existing, and hereafter created, copyrights and other intellectual property rights with respect to all works of authorship, inventions and work product including, instructional materials (including but not limited to CHIIC), training materials, curriculum and lesson plans, and any other materials, teaching methodologies, school management methodologies, and all improvements, modifications, and derivative works thereof that are created, invented or developed by (i) HP, its employees, agents or subcontractors, or (ii) an individual employed or retained by HLA2 within the scope of such employment or retention if such work of authorship, invention or work product utilizes ideas or products developed by HP (collectively, the "Proprietary Works"). HP hereby grants HLA2 a non-exclusive, non-sublicensable, non-transferable, royalty-free license to use Proprietary Works as necessary or desirable to operate the School during the Term of this Agreement. HLA2 shall, upon request, cause all persons who create, invent or develop Proprietary Works, as defined herein, for HLA2 to assign to HP in writing their intellectual property rights in such works. Upon HPs' reasonable request, HLA2 will provide HP with copies of all Proprietary Works. This Section 6 shall survive termination of this Agreement, however (i) nothing herein shall be deemed to prevent HLA2 from accessing curriculum or other materials that HP has published on-line or otherwise made publicly available, subject only to the requirement that such curriculum or other materials be attributed to HP and (ii) HP shall inform HLA2 if any of the curriculum or other materials, including updates thereto, are not publicly

available or will be withdrawn from public availability during the coming school year.

7. USE OF NAME. HP hereby grants HLA2 a non-exclusive, non-sublicensable, non-transferable, royalty-free license to use the names and trademarks HP and any logos provided to HLA2 by HP (the “Trademarks”) in connection with the operation of the School and for the benefit of the School and all promotional activities in connection therewith, subject to the following conditions: HLA2 agrees that it will (i) not use or register any domain name containing “HP”, (ii) use only any website, social, wireless, mobile or other media network or application provided by HP for HLA2 or the School’ use; (iii) not set up its own official site, page or venue in any social media or user-generated content media (including Facebook, Twitter and YouTube) without prior written consent of HP; (iv) use the Trademarks in compliance with all reasonable notices and guidelines provided by HP; and (v) use the Trademarks in a dignified manner in accordance with reputable trademark practices. HLA2 shall acquire no rights in the Trademarks, and all goodwill of the Trademarks shall inure to the benefit of and remain with HP. HP shall have pre-approval rights for each form and manner of public display of the Trademarks. HLA2 agrees to use the Trademarks only in connection with high-quality educational services reflecting favorably on the reputation and goodwill of HP and, at HP request, to provide HP with representative samples of materials used by HLA2 bearing the Trademarks. If HP objects to any such materials for not properly using the Trademarks or for not being of sufficient quality, HLA2 will promptly make all appropriate corrections. Should this Agreement be terminated or not renewed for any reason, HLA2 shall, as soon as practicable but not later than the end of the school year in which this Agreement may be terminated or not renewed, petition the Authorizer to revise its Charter to remove any reference to HP and diligently follow such petition through to its completion. Upon the effectiveness of such revision and removal, HLA2 will cease all further use of the Trademarks, return all materials promptly to HP and cease to refer to itself as a school managed or otherwise affiliated with HP (provided no continued affiliation is otherwise agreed-upon). This Section 7 shall survive the termination of this Agreement.

8. INDEMNIFICATION

- a. Indemnification.** HLA2 and HP do hereby agree that each Party shall be solely responsible for each Party’s own acts and omissions as well as the acts and omissions of each Party’s own board of directors or trustees, partners, officers, employees, agents, and representatives. Each Party to this Agreement (acting as

indemnitor) does hereby indemnify and hold harmless the other, and its respective board of directors or trustees, partners, officers, employees, agents, representatives, and attorneys, from and against any and all claims, actions, damages, expenses, losses or awards, including any suits or claims seeking non-monetary or injunctive relief, which arise out of (i) the negligence of the indemnitor (ii) any action taken or not taken by the indemnitor or (iii) any noncompliance or breach by the indemnitor of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement (“Claim”). Such indemnification may be achieved by the purchase of general liability and property insurance policies, in accordance with Paragraph 9 or by such other means as the Parties may mutually agree.

- b. Notice and Defense.** The Party to be indemnified (Indemnitee) shall give the Party from whom indemnification is sought (Indemnitor) prompt written notice of any Claim for which indemnification is sought. Failure to give notice shall not affect the Indemnitor’s duty or obligations under this except to the extent the Indemnitor is prejudiced thereby. The Indemnitor may undertake the defense of any third Party claim by representatives chosen by it. If the Indemnitor undertakes the defense of a Claim, then the Indemnitor shall be deemed to accept that it has an indemnification obligation under this Paragraph 8 with respect to such Claim. The Indemnitee shall make available to the Indemnitor or its representatives all records and other materials required by them and in the possession or under the control of the Indemnitee, for the use of the Indemnitor and its representatives in defending any such Claim, and shall in other respects give reasonable cooperation in such defense. If there is a reasonable probability that a Claim may materially and adversely affect the Indemnitee other than as a result of money damages or other money payments, (i) the Indemnitee shall have the right to defend, compromise or settle such Claim and (ii) the Indemnitor shall not, without the written consent of the Indemnitee, settle or compromise any Claim which does not include as an unconditional term thereof the giving by the claimant to the Indemnitee of a release from all liability in respect of such Claim.

9. INSURANCE

- a. Insurance Coverage.** At all times during the Term of this Agreement, HLA2 shall at a minimum maintain at its sole cost and expense in full force and effect the insurance coverage set forth in the Charter Application. HLA2 shall also maintain such workers compensation and disability insurance as required by State law and School Leaders/Errors and Omissions insurance. HP shall maintain at its sole cost and expense such insurance as it shall reasonably deem necessary under this Agreement, including, at a minimum, general liability insurance of \$1 million per occurrence/\$2 million aggregate, an umbrella policy, directors and officers liability insurance, employment practices insurance, automobile insurance and workers compensation and disability insurance as required by State law. Each Party shall name the other as an additional insured on its commercial general liability, automobile liability and crime insurance policies and HLA2 shall name HP as an additional insured on its Employment Practices Liability insurance policy and School Leaders/Errors and Omissions insurance policy
- b.** HP shall require that its subcontractors, if any, shall maintain commercially standard insurance policies (including but not limited to general liability, automotive, directors and officers, workers compensation and disability insurance) and that such subcontractors name HP and HLA2 as additional insureds (except on workers compensation and disability policies, which is not permitted by law).
- c.** HLA2 shall require that its contractors, if any, shall name HP and HLA2 as additional insureds under their respective commercial general liability and automobile liability insurance policies for personal injury and property damage.
- d.** The insurance policies maintained by each Party and their subcontractors pursuant to this Agreement shall be endorsed to state that coverage shall not be suspended, voided, cancelled, or reduced, in coverage or limits, except after thirty (30) days prior written notice to HP and HLA2 and should be further endorsed to include coverage for child molestation or other abuse and coverage for the defense of suits or claims seeking non-monetary or injunctive relief. The Parties shall furnish one another certified copies of the insurance policies or Certificates of Insurance that demonstrate compliance with this Agreement. Each Party shall

comply with any information or reporting requirements required by the other Party's insurer(s), to the extent reasonably practicable.

10. PERFORMANCE EVALUATION. The Board shall at regular intervals throughout the Term evaluate HP' performance under the terms of this Agreement to ensure that HP is providing the Services and complying with its duties as set forth herein. In addition to routine, regular feedback and evaluation in day-to-day interactions and at Board meetings, the Board and HP each shall on an annual basis complete a formal written evaluation of HP's performance and the Parties' working relationship, using as a guide the form set forth in Exhibit A attached hereto and incorporated by reference herein (the "Annual Assessment"). Upon completion of the Annual Assessment, the Board and HP personnel shall meet to discuss the review and what changes to HPs' performance, if any, are required to ensure that HP is meeting its responsibilities under the Law, the Charter and the terms of this Agreement, as well review areas where the Parties may more effectively communicate and collaborate to strengthen their relationship and in turn the performance of the School. Aside from the Annual Assessment and for the avoidance of doubt, failure of HP to perform its duties under this Agreement may subject HP to the termination procedures set forth in Section 11 below.

11. TERMINATION

- a. Termination by HLA2. HLA2 may terminate this Agreement prior to the end of the Term for any of the reasons set forth in subparagraphs (i), (ii) or (iii) below:
 - i. If HP materially breaches any of the material terms and conditions of this Agreement including its obligations under 2(a)(ii), provided that HP shall have thirty (30) days to remedy such breach after receipt of written notice of such breach, unless such breach is incapable of being reasonably cured within thirty (30) days in which case this Agreement may be terminated if HP fails to initiate and continue a cure for such breach within thirty (30) days after receipt of such written notice; or
 - ii. Notwithstanding anything contained in subsection 11(a)(i) to the contrary, HP materially breaches any of the material terms and conditions of this Agreement and such breach arises from HPs' gross negligence or reckless or willful misconduct; or

- iii. If there occurs an enactment, repeal, promulgation or withdrawal of any federal, State, or local law, regulation, or court or administrative decision or order which, after exhausting all possible appeals, results in a final judgment or finding that this Agreement or the operation of HLA2 in conformity with this Agreement, would violate HLA2's responsibilities, duties or obligations under the State or federal constitutions, statutes, laws, rules or regulations.
- b. Termination by HP.** HP may terminate the Agreement prior to the end of the Term for any of the reasons set forth in subparagraphs (i), (ii), (iii), (iv) or (v) below:
- i. If HLA2 fails to pay when due any monetary obligation of HLA2 as required by the provisions of this Agreement, and such obligation remains unpaid for a period of thirty (30) days after receiving written notice of the delinquent payment from HP;
 - ii. if HLA2 materially breaches any of the material nonmonetary terms and conditions of this Agreement, including its obligations under 2(b)(v) of this Agreement, provided that HLA2 shall have thirty (30) days to remedy such breach after receipt of written notice of such breach, unless such breach is incapable of being reasonably cured within thirty (30) days in which case this Agreement may be terminated if HLA2 fails to initiate and continue a cure for such breach within thirty (30) days after receipt of such notice;
 - iii. Notwithstanding anything contained in subsection 11(b)(ii) to the contrary, HLA2 materially breaches any of the material terms and conditions of this Agreement and such breach arises from HLA2's gross negligence or reckless or willful misconduct;
 - iv. If there occurs an enactment, repeal, promulgation or withdrawal of any federal, State, or local law, regulation, or court or administrative decision or order which, after exhausting all possible appeals, has a material adverse effect on HPs' ability to provide Services to HLA2 in accordance with its budget or the Charter Agreement; or
 - v. If, as a result of exercise by HLA2 of its authority under 3(a) and 4(b)(ix) of this Agreement, there occur irreconcilable differences with respect to the appointment or termination of any member of

the staff Leadership Team following good faith efforts by the Parties to agree upon mutually acceptable candidates.

c. Procedures upon Expiration or Termination. Upon expiration or termination of this Agreement for any reason, the Parties agree to cooperate in good faith and use their best efforts to complete a prompt and orderly separation, it being the intention of both Parties that HLA2 shall remain open and operating in its normal course in the event of such expiration or termination of this Agreement, in accordance with the following rights and obligations of the Parties:

- i. HLA2 shall have the right to use HPs' Proprietary Works for the benefit of the School, as defined under Section 6 hereof, then currently in use by HLA2 (including but not limited to the Trademarks), until the last day of the then current school year;
- ii. HP shall provide the Board with copies of all student records, financial reports, employee records, and other School data in HP's possession and not currently in the possession of the Board of Trustees;
- iii. HP shall provide HLA2 with reasonable educational and operational transition assistance for a period of sixty (60) days after the termination of this Agreement, provided that HLA2 shall pay to HP all fees, expenses and other costs of HP consultants and agents who may, from time to time, upon mutual agreement of the Parties, provide assistance to HLA2 or the students of the School; and
- iv. In the event that this Agreement is terminated or not renewed at a time when HP has loaned funds to HLA2, guaranteed any debt or other financial obligation of HLA2, or provided credit support, whether in the form of a letter of credit or otherwise, to HLA2, notwithstanding any other provision of this Agreement to the contrary, such termination shall be effective and HLA2 shall remain liable to HP until the first date on which such loan and such interest has been repaid in full, such guarantee has been released by the beneficiary thereof, or such letter of credit or other credit support has been released and/or returned to HP, all in accordance with the term therein.

12. DISPUTE RESOLUTION. As a condition precedent to any other legal recourse (unless such legal recourse seeks injunctive relief), the Parties shall make good

faith efforts to come to resolution. An initial meeting to resolve the dispute shall be conducted by the Parties at a meeting to be held at the office of HP within fourteen (14) working days of a written request, which request shall specify in reasonable detail the nature of the dispute to be resolved at such meeting. The meeting shall be attended by representatives of the Parties and any other person that may be affected in any material respect by the resolution of such disputes. Such representatives shall have authority to settle the dispute and shall attempt in good faith to resolve the dispute. Before filing any action in Court, the Parties shall submit any dispute to the American Arbitration Association (the "AAA"), to be adjudicated in accordance with AAA's expedited procedures. In the event of arbitration, the Parties shall be responsible for their own legal fees and expenses, and the costs and expenses of the arbitrator(s) and any fees charged by the AAA shall be apportioned equally between the Parties.

13. MISCELLANEOUS PROVISIONS

- i. Independent Contractor Status. The Parties to this Agreement intend that the relationship between them created by this Agreement is that of an independent contractor, and not employer-employee. No agent, employee, or servant of HP shall be deemed to be the employee, agent or servant of HLA2 except as expressly acknowledged in writing by HP.
- ii. Force Majeure. Neither Party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either Party's control, and which cannot be overcome by reasonable diligence and without unusual expense.
- iii. Notices. All communications and notices relating to this Agreement are to be delivered in writing, with confirmation of delivery, to the following address or to such other address as either Party may designate from time to time:

- i. If to HLA2, to:

Hebrew Language Academy Charter School 2
Address TBD
Attn: Board Chair

With a copy to:

Cohen Schneider & O'Neill LLP
275 Madison Avenue, Suite 1905
New York, NY 10016
Attn: Cliff S. Schneider, Esq.

ii. If to HP to:

Hebrew Public
729 Seventh Avenue, 9th Floor
New York, NY 10019
Attn: Jonathan Rosenberg, Chief Executive Officer

With a copy to:

Perlman & Perlman LLP
41 Madison Avenue, Suite 4000
New York, NY 10016
Attn: Allen Bromberger, Esq.

- a. Governing Law. The rights and remedies of either Party under this Agreement shall be cumulative and in addition to any other rights given to either Party by law and the exercise of any rights or remedy shall not impair either Party's right to any other remedy. This Agreement shall be governed by and construed and enforced in accordance with the law of the State of New York (other than the provisions thereof relating to conflicts of law).
- b. Enforceability and Validity of Certain Provisions. If any provisions of this Agreement shall be held, or deemed to be, or shall, in fact, be inoperative or unenforceable as applied in any particular situation, such circumstances shall not have the effect of rendering any other provisions herein contained invalid, inoperative, or unenforceable to any extent whatsoever. The invalidity of any one or more phrases, sentences, clauses, or paragraphs herein contained shall not affect the remaining portions of this Agreement or any part hereof.
- c. Section Headings. The headings in this Agreement are for the convenience of the Parties only, and shall have no effect on the construction or interpretation of this Agreement and are not part of this Agreement.

- d. Conflict with Charter. To the extent there are any conflicts between the terms of the Charter and the terms of this Agreement, the terms of the Charter shall control.
- e. Entire Agreement. This Agreement shall not be changed, modified, or amended nor shall a waiver of its terms or conditions be deemed effective except by writing signed by both Parties. This Agreement constitutes the entire agreement between the Parties with respect to the subject matter hereof and supersedes all other prior agreement, understandings, statements, representations, and warranties, oral or written, express or implied, between the Parties hereto and their respective affiliates, representatives, and agents in respect of the subject matter hereof.
- f. Waiver. The failure of either Party hereto to insist upon or to enforce its rights shall not constitute a waiver thereof, and nothing shall constitute a waiver of such Party's right to insist upon strict compliance with the provisions hereof. No delay in exercising any right, power, or remedy created hereunder shall operate as a waiver thereof, nor shall any single or partial exercise of any right, power, or remedy by any such Party preclude any other or further exercise thereof or the exercise of any other right, power, or remedy. No waiver by any Party hereto of any breach, of or default in, any term or condition of this Agreement shall constitute a waiver of or assent to any succeeding breach of or default in the same or any other term or condition hereof.
- g. Succession. The covenants and agreements contained herein shall be binding upon, and inure to the benefit of, the heirs, legal representatives, successors, and permitted assigns of the respective Parties hereto.
- h. Assignment. This Agreement may not be assigned by either Party without the prior written consent of the other Party. Both Parties acknowledge that an assignment of this Agreement by either Party may constitute a material change to the Charter and may require approval by the Authorizer pursuant to the Charter and the Act.
- i. Form of Execution. This Agreement may be executed by facsimile and in any number of counterparts, each of which shall be an original, but all of which shall together constitute one and the same instrument.
- j. Further Actions. Each Party hereto shall, at all times, cooperate in taking such actions and doing or causing to be done all things necessary, proper, or advisable or reasonably requested by the other Party hereto, to

effect the intent and purpose of this Agreement and implement the transactions contemplated hereby.

- k. Survival. The provisions of Sections 6, 7, 8, this Section 12, and any other sections or exhibits to this Agreement that by their nature extend beyond the expiration or termination of this Agreement shall survive any expiration or termination of this Agreement, *provided* that any provision that is stated to extend for a specific period of time shall survive only for such specified period of time.
- l. Confidentiality. HLA2 shall treat all of the terms of this Agreement confidentially and shall not disclose the terms hereof to any third Party other than as required by applicable federal and State law and by the Authorizer.

[signatures on the following page]

In witness whereof, the Parties have caused this Agreement to be signed and delivered by their duly authorized representatives.

**National Center for Hebrew Language
Charter School Excellence and Development, Inc.
d/b/a Hebrew Public**

By: _____

Name:

Title:

Date:

**HEBREW LANGUAGE ACADEMY
CHARTER SCHOOL 2**

By: _____

Name:

Title:

Date:

EXHIBIT A
ANNUAL ASSESSMENT

Area of Responsibility	Rating 1 (failed to meet); 2 (partially met); 3 (met); 4 (exceeded)	Explanation/Evidence/Examples/Notes
Education & Instruction-Related Services		
Business Operations		
HR and Employment-Related Services		
Budgeting & Financial Services		
Student Recruitment		
Governance & Leadership		
Marketing & Communications		
Fundraising		
Research & Evaluation		

Attachment 8(a) Personnel Policies and Procedures

Prior to the hiring of staff, the Board of Trustees will establish and ratify formal personnel policies that will govern the recruitment, hiring, management and termination of school staff during the charter term. These policies will be periodically reviewed by legal counsel and revised, as necessary, over this term. The Employee Handbook will ultimately contain the ratified personnel policies of the School. During the planning period, the Head of School (HOS) with support from its CMO, Hebrew Public (HP) will develop draft personnel policies. In order to develop these policies, the HOS will review existing charter school and other organization's human resource manuals, including those of HP's network schools, and seek guidance from legal counsel. The manual will be reviewed by the Board and vetted by legal counsel before it is ratified by the Board. This will occur prior to the hiring of staff for the 2017-18 school year. The employment policies should ultimately contain policies and procedures around areas including but not limited to:

- Employment at will
- Equal Opportunity Employer
- Hiring
- Nepotism
- Fingerprinting/background checks
- Arrest of employees
- Immigration Reform and Control Act
- Regular full-time and temporary employment
- Adjustments to Employee Status
- Phasing out and elimination of positions
- Unauthorized absences
- Resignation
- Termination
- Return of school property
- Personnel records and files
- Post employment requests
- Time and Attendance
- Vacation Leave
- Weather Days and Other Closures
- Stipends
- Retention Bonuses
- Final pay
- Paid deductions and garnishment
- Overtime
- Personal Leave
- Sick Leave
- Unauthorized absence
- Verification of absence
- Overtime and Compensatory Time Leave
- Family and Medical Leave of Absence
- Medical or disability leave
- Bereavement leave
- General Leave without Pay
- Time off to vote
- Jury Duty
- Military Duty
- Unused Leave Accruals
- Insurance Benefits
- Workers Compensation
- Disability Insurance
- Retirement Benefits
- Deferred Compensation
- Unemployment Compensation
- Travel Reimbursements
- Professional conduct of employees
- Code of Ethics and Standards of Conduct
- Confidentiality
- Copyrights
- Conflict of Interest
- Personal appearance/Dress Code
- Solicitation
- Co-teaching
- No Harassment policy
- Sexual harassment
- Violence in the workplace
- Employee Evaluations
- Confidentiality
- Ban on Acceptance of Gifts
- Problem/Conflict resolution
- Outside employment
- Unacceptable behaviors
- Drug and Alcohol-free workplace
- Safe environment
- Maintenance of facilities

Although the Employee Handbook will be developed, finalized and approved during the start-up period prior to the hiring of staff for 2017-18, HLA2 has developed policies and procedures in the following areas:

The procedures for hiring and dismissing school personnel: HLA2 is firmly committed to equal employment opportunity. HLA2 will not discriminate in employment opportunities or practices for all qualified persons on the basis of race, color, religion, creed, sex, gender, sexual orientation, ethnicity, national origin, ancestry, age, disability (including AIDS), marital status, military status, citizenship status, predisposing genetic characteristics, or any other characteristic protected by local, state, or federal law. Employment decisions at HLA2 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 HLA2 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 HLA2 may terminate the employment relationship with or without cause. Within five working days of an employee's termination, HLA2 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: HLA2's philosophy is that the quality of the professional staff determines the quality of education offered in the school. Staff selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional or operational practices, and ability to contribute to the furtherance of HLA2'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. HLA2'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, HLA2 will comply with state laws regarding certification and with the requirements of the No Child Left Behind 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, DCI and DHCI and a talented, passionate, energetic and cohesive team of teachers. Among the most important attributes, skills and characteristics

HLA2 will look for in a successful teacher candidate are the following: (1) Understanding of and commitment to the school's mission, goals, educational philosophy and activities; (2) An unwavering belief that all children can achieve excellence; (3) Fulfillment of all NCLB "highly qualified" requirements; (4) Minimum of three-years teaching in an elementary setting as a teacher or in other relevant educational positions (e.g. Teach for America Corps members); (5) Bachelor's Degree, or higher degree, in Education; (6) Appropriate New York State certifications; (7) Bilingual (English/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.

Qualifications for and Responsibilities of Staff by Position

Head of School: The HOS will serve as a central leadership figure within the school and is the instructional leader of the school. The HOS will work closely with, and report directly to HP's Chief of Schools, as empowered by the Board of Trustees in the manner which the Board of Trustees shall require. The HOS is the administrator and educational leader of the school and bears a responsibility for the continuous operation of the school and all matters that concern the school including student achievement.

Responsibilities:

- Responsible for the overall instructional program of the school, its development, delivery and assessment.
- Oversees the issues that concern the school as a whole and will facilitate communication and build consensus among teachers, staff and families in collaboration with HP's Chief of Schools the Board in support of the school's mission.
- Recruits and hires all staff.
- Maintains open communication with the school's authorizer, and together with the ED of the NY Region, is the liaison between NYSED and the HLA2 Board. Oversees the production all required reports to the school's authorizer and submits reports subject to Ed of NY Region's approval.
- Fosters a collaborative leadership culture and a shared decision making structure among the school's leadership team which includes the Directors of General Studies Curriculum and Instruction and Hebrew Curriculum and Instruction and the Operations Manager.
- Instrumental in developing a larger vision for the future direction of the school, in collaboration with HP's Chief of Schools, per board approval, while continuing to support and encourage the mission of HLA2 in its day to day operations.
- Responsible for the success of all school programs and will ensure that the school is in compliance with the school's approved charter, board policies, appropriate governmental statues, its authorizer's and NYSED regulations and all other applicable governmental laws and regulations.
- Accountable for the attainment of student achievement goals for all students and for the school to achieve and maintain good standing by its authorizer as well as the continual renewal of its charter.
- Collaborates with HP's Chief of Schools on the day-to-day management and oversight of Hebrew Public services in accordance with its annual agreement and facilitates the school's participation in HP network activities.
- With guidance from HP, communicates the vision of the school to the public and the press and represents the school to parents, community leaders and the general public.

- Works with the Parent Organization to ensure that all parents are engaged in all aspects of the life of the school and have the opportunity to provide input.
- Oversees and, with support of the Operations Manager and Office Manager as well as HP's Chief of Schools, implements the parent outreach and student recruitment process.
- Works directly with the contracted accounting professionals and full time bookkeeper, in consultation with HP's Dir of Operations to ensure financial stability, sound fiscal planning, effective asset management and full compliance with government and charter audit requirements.

The HOS will have knowledge and understanding of:

- HLA2's vision and mission including its commitment to educate students in two languages and to promote the physical, cognitive, psychological, linguistic, social, and ethical development of all its students.
- Group process strategies for melding the diverse values and expectations of the school community into a shared understanding of desired student learning and developmental outcomes.
- Child and adult learning and development, foreign language instruction, the teaching-learning process, and educational change.
- Relevant research findings and strategies for using data to develop, implement, and maintain the school vision.

Demonstrated capacity and experience in the ability to:

- Implement the instructional program of the school.
- Use shared decision-making effectively in the management of the school.
- Work collaboratively with the school community to develop and maintain a shared school vision.
- Ensure that decision-making regarding instructional programs and school operations are consistent with and supportive of the school vision.
- Oversee the Directors of Curriculum and Instruction in their day-to-day management of the instructional program of the school.
- Foster a caring, growth-oriented environment for faculty and students, one in which high expectations and high standards for student achievement will be emphasized.
- Manage fiscal resources responsibly, efficiently, and effectively.
- Manage human resources responsibly by selecting and inducting new personnel appropriately, assigning and evaluating all staff effectively, and taking other appropriate steps to build an effective school staff.
- Monitor ancillary student services such as transportation, food, health, and extended care responsibly.
- Facilitate school-based research and use these and other research findings to plan school improvement initiatives, pace the implementation of these changes, and evaluate their impact on teaching and learning.
- Engage in community outreach and marketing to drive student recruitment efforts.

Minimum Qualifications and Training: (1) At minimum 5 years' experience in an educational or related organizational setting as a head of school, with a strong knowledge of leadership principles and practices gained through work experience and formal education; (2) New York State School Building Leader or School District Leader Certification preferred; (3) Exceptional understanding of instructional practices including those related to delivery of instruction, development of curriculum and assessment of student performance; (4) Exceptional speaking and writing skills; (5) Strong business and operational knowledge and skills; (6) Exceptional interpersonal skills and an effective communicator and strong motivator; (7) A visionary who is a strong and confident decision-maker; (8) Facility with computer technology in gathering information and coordinating technical resources for students, teachers, and classrooms; (9) Knowledge of Hebrew language and culture a plus.

Director of General Studies Curriculum and Instruction: The Director of General Studies Curriculum and Instruction (DCI) reports to the HOS and is responsible for day-to-day management of the General Studies educational program. All non-Hebrew Teachers in the school will report directly to the DCI.

Responsibilities:

The DCI, with oversight and support of the HOS, will implement curriculum planning, student assessment, the professional development of teachers, and the evaluation of teachers for the general studies (non-Hebrew) portion of curriculum and instruction. The DCI will work collaboratively with the Director of Hebrew Curriculum and Instruction (DHCI). The DCI's responsibilities include, but are not limited to:

- Observations and performance evaluations of all Teachers, except Hebrew Teachers.
- Recommendations for hiring, retention, teacher leadership positions, salary decisions of all General Studies Teachers.
- All non-Hebrew Teacher development and supervision: weekly, monthly, annually.
- Organization, implementation and documentation of all work with teachers.
- Overseeing the implementation of the co-teaching model among General Studies teachers through supervision, staff development and evaluation.
- Coordinating with the DHCI in overseeing the implementation of the co-teaching model between General Studies and Hebrew teachers.
- Supervising the organization of learning units according to level and age of students.
- Creation of a timetable for internal and state-mandated external assessments in core subjects and supervision of its implementation.
- Systematization of templates and mechanisms for documentation of teacher and student work.
- Analysis of assessment data and report to teachers, parents, board and administration on the overall efficacy of the instructional program in meeting student achievement goals.
- Use of technological support for data gathering and analysis.
- Development and implementation of clear communication strategies regarding the educational program with board, parents, all teachers and administration (presence at all school-related meetings).
- Development of teacher profiles and overseeing hiring process of General Studies teachers.
- Coordinating with the Special Education teacher regarding instruction of children with special needs and overseeing implementation of services for students with special needs.
- Coordinating with HP Directors of Educational Services and other professional developers in the development and implementation of the school curriculum.
- Working collaboratively with the DHCI in order to integrate Hebrew language and culture authentically and appropriately into Science, Social Studies, Art, Music and Physical Education.
- Working collaboratively with the DHCI to develop and implement the integration of service learning into the curriculum.
- Working collaboratively with the DHCI in overseeing the development and/or adaptation of specialized curriculum related to the Culture and History of Israel and its Immigrant Communities (CHIIC) as well as Hebrew language in general.
- Development of the performance plan for each General Studies teacher.
- Participation in the Child Study Team

Minimum Qualifications and Training: (1) Master's in Elementary Education or Masters Degree from a Reading Specialist/Literacy Program; (2) A minimum of 3 years' experience as an elementary school assistant principal or staff developer in a public school setting with a strong knowledge of instructional principles and practices gained through work experience and formal education; (3) Minimum 5 years' teaching experience in an elementary school setting; (4) Facility with data analysis; (5) Demonstrated

experience in working successfully with diverse populations of students, parents and families—including students, parents and families with limited English proficiency.

Director of Hebrew Curriculum & Instruction: The Director of Hebrew Curriculum and Instruction (DHCI) oversees the continued functioning and growth of the Hebrew program at HLA2. 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 DCI in overseeing the implementation of the co-teaching model between Hebrew and General Studies teachers.
- Supervising the organization of learning units according to level and age of students.
- Creation of a timetable for all types of assessment for all four language skills and supervision of its implementation.
- Systematization of templates and mechanisms for documentation of teacher and student work.
- Analysis of assessment data and report to teachers, parents, board and administration on the overall efficacy of the Hebrew language instructional program in meeting student achievement goals.
- Use of technological support for data gathering and analysis.
- Development and implementation of clear communication strategies with board, parents, all teachers and administration (presence at all school-related meetings).
- Development of teacher profiles and overseeing hiring process of Hebrew teachers.
- Coordinating with the Special Education teacher regarding instruction of children with special needs and overseeing implementation of services for students with special needs.
- Coordination with 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.
- Working collaboratively with the DCI in order to integrate Hebrew language and culture authentically and appropriately and effectively into Science, Social Studies, Art, Music and Physical Education.
- Working collaboratively with the DCI to develop and implement the integration of service learning into the curriculum.
- Working collaboratively with the DCI in the development and/or adaptation of specialized curriculum related to the CHIIC curriculum as well as Hebrew language in general.
- Development of the performance plan for each Hebrew teacher.
- Participation in the Child Study Team.

Minimum Qualifications and Training: (1) Master's Degree in Education or Hebrew Language Teaching preferred; (2) Minimum 5 years of Hebrew teaching and teacher supervisory experience recommended; (3) Understanding of the Proficiency Approach or second language acquisition methodology; (4) Demonstrated experience in working successfully with diverse populations of students, parents and families—including students, parents and families with limited English proficiency; (5) Capacity to mentor teachers in reflective practice.

Director of Special Student Services

The Director of Special Student Services (DSSS) leads HLA2's special education, ELL and academic intervention programs and reports directly to the Head of School. All special education, Social Worker, ELL and other intervention staff (reading specialist, ESL teacher) report to the DSSS.

Responsibilities:

- Oversee special education and related services, programs and grants, and ensure HLA2 compliance with state and federal laws and regulations related to the implementation of IDEA.
- Oversee ELL program, and ensure HLA2 compliance with state and federal laws and regulations related to the ELLs.
- Effectively liaise with CSE to ensure compliance
- Observations and performance evaluations of all Special education staff, ELL and intervention staff and social worker.
- Recommendations for retention, and salary of special education staff, Social Worker, ESL Teacher, and other intervention staff
- Oversee Title I program, and ensure HLA2 compliance with state and federal laws and regulations related to the Title I.
- Support implementation of NCLB and attainment of State standards.
- Remain current regarding laws, policies, trends and best practices related to education in general and special education, ELL and Title I programs, specifically, and share this knowledge with administrators and staff on a regular basis.
- Interpret, explain, and apply district State and Federal laws, guidelines, policies and procedures for staff, students, parents, and others in a timely and accurate manner.
- Collaborate and coordinate with the Director of Lower School General Studies Curriculum and Instruction, Director of Middle School General Studies Curriculum and Instruction, Director of Language Curriculum and Instruction and Director of Lower School Hebrew Curriculum and Instruction to ensure the needs of special education, ELL and Title I students are met and programs are in compliance with all applicable laws and regulations.
- Develop systems, tools and policies/procedures for effective implementation of special education, ELL and Title I services, as needed.
- Expand learning opportunities for students in an on-going effort to update opportunities, improve services and programs, offer instructional pathways based on best practices, and maximize progress.
- Assist and provide support with complex individualized education plans including facilitating meetings and advising instructional leaders for more involved IEP processes.
- Supervise and evaluate classified and certified special education staff, Social Worker, ESL Teacher, and other intervention staff providing support; opportunities, coaching, mentoring, and guidance for professional growth; and assist with timely performance evaluation in a manner that promotes team development and effective work.
- Work to create a collaborative and innovative culture in special education and throughout the school community.
- Align program development and coordination with the goals of the school and in collaboration with administrators, special education and intervention staff and other school staff to ensure the best use of resources in providing services for students.
- Assist in the development of the special needs, ELL and Title I program budget and planned management of resources to support learning goals.
- Assist with recruiting, screening, hiring, assigning and provide leadership in training special education staff, Social Worker, ESL Teacher, and other intervention staff.

- Apply high-quality problem-solving skills and exercise expert judgment to resolve issues for parents, students and/or staff.
- Serve as a resource and/or consultant to school administrators and personnel on the nature, causes, and solutions to the learning difficulties of children.
- Provide thorough and timely reports, data, and information as requested.
- Operate according to the professional standards of the school, which are defined in detail within the schools' staff policies and procedures handbook.

Minimum Qualifications and Training:

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the HLA2, as described in the school's charter.
- Appropriate state certification as a special education teacher and any other credentialing required.
- Special education administrative and/or teaching experience, including case management experience.
- Demonstrated ability to adapt to the specific needs of individual students.
- Demonstrated ability to adapt to differences and changes in characteristics of students, programs, leadership, staff, and community.
- Demonstrated ability to utilize varied teaching methodologies to accommodate students' unique learning styles.
- Demonstrated ability to evaluate tests and measures of achievement.
- Demonstrated ability to work effectively and collaboratively with colleagues, parents and community members.
- Communication and interpersonal skills, in both oral and written form, that: employ effective listening tools and skills; demonstrate the ability to interact effectively and collaboratively with diverse individuals or groups.
- Extensive knowledge of the provisions of IDEA, Section 504, assessment and curriculum, especially assessment and curriculum for special education.
- Skilled in program development and evaluation including gathering and analyzing data and development and implementation of improvement plans; project management; instructional development; creative thinking; and commitment to quality.
- Skilled in leading, supervising, coaching, and evaluating special education staff and others as may be assigned.
- Ability to creatively problem-solve.
- Demonstrated ability in identifying staff development needs and planning and delivering in-service training.
- Knowledge of programs that support learning among students with special needs that include special education, behavior, and "at-risk."
- Demonstrated ability to inform and support administrators, instructional staff (both special and general education) and parents regarding special education and Section 504 law, policies and procedures; assists in compliance with state and federal requirements.
- Demonstrated ability to organize, plan and facilitate regularly scheduled meetings that include special educators and Section 504 facilitators in an effort to maintain consistency of program services.
- Knowledge and experience with programs that support learning among students of diverse ethnic and cultural backgrounds.

- Experience with using data-based decision-making including successful strategies and processes for program evaluation to measure achievement of school and district goals.
- Technological skills necessary to use electronic tools for data-based decision-making and effective communication, such as e-mail, word processing, spread sheets and data bases, and ability to learn new programs as needed.
- Demonstrated ability to implement effective prevention, intervention, and disciplinary practices.
- Demonstrated willingness to be held accountable for student results.
- Commitment to continuous improvement and learning through professional development.

Operations Manager: The Operations Manager (OM) is responsible for planning, organizing and directing long-range and daily operational aspects of a growing charter school. The OM reports directly to the HOS. The OM supervises the Office manager, the Nurse and the school aides with the support of HP's Director of School Operations.

Responsibilities:

- Maintaining system to address facility needs (technology, electrical, plumbing, custodial, supplies)
- Managing move out of or within facility (furniture, books, supplies, network technology, computers, office equipment, phone system)
- Overseeing school environment so that it is ready and safe for students on a daily basis.
- Managing contracted services for building maintenance and security
- Managing school nutrition program; reporting meal counts to appropriate state authorities for reimbursement for meals
- Ensuring compliance with Department of Health standards
- Handling administration related to new employees including W-4s, I-9s, HR Manual, hire letters, direct deposit, and garnishment management
- Selecting and managing relationships with vendors/brokers and enrolls/withdraws staff members for benefits including insurance (health, dental, vision, long-term/short-term disability and/or life) and retirement plans
- Selecting and managing relationships with vendors/brokers for school-wide insurance policies (umbrella, property, liability, D&O, student accident, worker's compensation, disability and unemployment) per approval by the HOS
- Managing all compliance responsibilities including Titles I-V, teacher certification, safety, fire drill coordination, health, fingerprinting, software compliance, COBRA letters, student lottery, annual Sexual Harassment seminar, and legal issues with pro bono attorneys
- Managing compliance related to By-Laws and charter renewal

Minimum Qualifications and Training:

- Demonstrated record of leadership, management and interpersonal skills.
- Bachelor's Degree, or higher degree, in Operations Management, Organizational Management, Business or related field.
- At least 3 years of successful record of prior employment in an operational capacity in an educational environment.
- Knowledge of and experience with school facilities and relevant technologies.
- Knowledge of relevant laws, regulations and charter authorizer requirements.
- Prior experience as an assistant principal overseeing school operations or school director of operations.

General Studies Teachers: The General Studies Teachers are responsible for ensuring that all students in their classes are achieving at high levels both academically and socially. General Studies Teachers report directly to the DCI

Responsibilities:

- Developing effective, standards-aligned lessons that support student learning and achievement of school academic objectives and benchmarks and of state learning standards.
- Planning purposefully to provide students with opportunities for constructing meaning and developing understandings of new concepts.
- Utilizing developmentally appropriate and rigorous curricula and instructional materials and presenting students with new ideas and concepts through a variety of strategies that inspire and guide them to explore, express and uncover new ideas.
- Administering, collecting and analyzing qualitative and quantitative data gathered from a variety of assessments on each student.
- Reflecting regularly on data from student assessments alone and with colleagues, administration, or students' families in order to inform his or her work, modify practices and increase student achievement.
- Collaborating with Hebrew teachers, specialists and co-teachers in designing and teaching lessons that improve student achievement.
- Collaborating with special education teachers to execute IEPs for students with special needs in order to ensure they achieve academically at high levels, and are fully included in the HLA2 community.
- Building relationships with families of HLA2 students through frequent communication about students' progress and ways that families can support their children's learning.
- Creating a classroom community that maintains the school's high academic and social expectations for students.
- Actively working to improve his or her own practice, to acquire and enhance the skills and knowledge necessary for excellent instruction and to generally increase his or her effectiveness in the classroom and in the school community.

Minimum Qualifications and Training: (1) Fulfillment of all NCLB "highly qualified" requirements and appropriate NYS certification; (2) Minimum of 3 years' successful teaching experience in an elementary school as a teacher or in other relevant educational positions (e.g. Teach for America corps members); (3) Bachelor's Degree, or higher degree, in Education; (4) Bilingual (including English/Spanish, English/French, English/Hebrew) helpful; (5) Knowledge of the Gradual Release of Responsibility and Readers and Writers Workshop models; (6) Knowledge of and experience with assessments and relevant technologies; (7) Experience working with diverse populations of students, at-risk students, parents and families.

Hebrew Teachers: Hebrew Teachers are responsible for ensuring that all students in their classes are achieving at high levels in the Hebrew language curriculum. Hebrew Teachers report directly to the Director of Hebrew Curriculum and Instruction.

Responsibilities:

- Developing effective, standards-aligned lessons that support student learning and achievement of school academic objectives and benchmarks and of state learning standards.
- Planning purposefully to provide students with opportunities for constructing meaning and developing understandings of new concepts.
- Utilizing developmentally appropriate and rigorous curricula and instructional materials and present students with new ideas and concepts through a variety of strategies that inspire and guide them to explore, express and uncover new ideas.
- Administering, collecting and analyzing qualitative and quantitative data gathered from a variety of assessments on each student.

- Reflecting regularly on data from student assessments alone and with colleagues, administration, or students' families in order to inform his or her work, modify practices and increase student achievement.
- Collaborating with General Studies teachers, specialists and co-teachers in designing and teaching lessons that improve student achievement.
- Collaborating with special education teachers to execute IEPs for students with special needs in order to ensure they achieve academically at high levels, and are fully included in the HLA2 community.
- Building relationships with families of students through frequent communication about students' progress and ways that families can support their children's learning.
- Creating a classroom community that maintains the school's high academic and social expectations for students.
- Actively working to improve his or her own practice, to acquire and enhance the skills and knowledge necessary for excellent instruction and to generally increase his or her effectiveness in the classroom and in the school community.

Minimum Qualifications and Training: (1) Fulfillment of all NCLB "highly qualified" requirements and appropriate New York State certifications preferred or willingness to work towards NYS certification; (2) Minimum of 3 years of successful work experience in an elementary or secondary environment as a teacher or in other relevant educational positions (e.g. Teach for America corps members); (3) Bachelor's Degree, or higher degree, in Education; (4) Bilingual, English/Hebrew and native or near-native Hebrew speaker; (5) Experience in implementing the Proficiency Approach, a plus; (6) Knowledge of and experience with assessments and relevant technologies; (7) Experience working with diverse populations of students, at-risk students, parents and families; (8) Experience in the differentiation of instruction.

Hebrew Instructor: The HLA2 Hebrew Instructors are responsible for working collaboratively with Hebrew teachers in the HLA2 co-teaching classroom instructional model, ensuring that all students in their classes are achieving at high levels in the Hebrew language curriculum. Hebrew Instructors report to the Director of Hebrew Curriculum and Instruction.

Responsibilities:

- Work with Hebrew Teachers to:
 - Develop effective, standards-aligned lessons that support student learning and achievement of school academic objectives and benchmarks and of state learning standards.
 - Plan purposefully to provide students with opportunities for constructing meaning and developing understandings of new concepts.
 - Utilize developmentally appropriate and rigorous curricula and instructional materials and present students with new ideas and concepts through a variety of strategies that inspire and guide them to explore, express and uncover new ideas.
 - Administer, collect and analyze qualitative and quantitative data gathered from a variety of assessments on each student.
 - Reflect regularly on data from student assessments alone and with colleagues, administration, or students' families in order to inform his or her work, modify practices and increase student achievement.
 - Collaborate with General Studies teachers, specialists and other colleagues in designing and co-teaching lessons that integrate especially Hebrew into other content areas, and classroom routines when appropriate, in order to promote the acquisition of the Hebrew language as well as to improve student achievement.

- Collaborate with special education teachers to design and execute individualized instructional plans for students with special needs in order to ensure they achieve academically at high levels, and are fully included in the HLA2 community.
- Build relationships with families of HLA2 students through frequent communication about students' progress and ways that families can support their children's learning.
- Create a classroom community that maintains the school's high academic and social expectations for students.
- Actively work to improve his or her own practice, to acquire and enhance the skills and knowledge necessary for excellent instruction and to generally increase his or her effectiveness in the classroom and in the school community.
- Operate according to the professional standards of the school, which are defined in detail within the schools' staff policies and procedures handbook.

Minimum Qualifications and Training

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the HLA2, as described in the school's charter.
- Minimum of three-years working in an elementary as a teacher or in other relevant educational positions (e.g. Teach for America corps members).
- Bachelor's Degree, or higher degree, in Education.
- Willingness to work towards NYS certification.
- Bilingual, English/Hebrew
- Demonstrated and successful record of prior employment in educational environments.
- Knowledge of and experience with assessments and relevant technologies.
- Experience working with diverse populations of students, parents and families.
- Experience working with students at-risk of educational failure.
- Commitment to continuous improvement and learning through professional development.
- US Citizen or has required work visa (singular) for work in the United States

Special Education Teacher: The Special Education Teacher provides consultation with and support to all teachers in addressing the needs of their students with IEPs as well as providing resource room instruction for children whose IEP requires instructional time outside of an inclusion setting. The Special Education Teacher will report to the DCI until such time as the Director of Special Student Services is hired. Once the Director of Special Student Services is hired, the Special Education Teacher will report directly to the Director of Special Student Services.

Responsibilities:

- Working closely with K-5 teachers to provide direct special education instruction to IEP students in both a push-in and pull-out model as mandated by IEP.
- Conducting ongoing training for regular and special education teachers and instructional assistants regarding inclusive education practices, curriculum modifications, differentiated instruction and behavior interventions for special needs students in general education classrooms.
- Assisting General Studies teachers and Hebrew teachers in adapting curriculum for special needs students, and providing modified curriculum and resources as needed by classroom teachers.
- Assisting General Studies and Hebrew teachers with developing daily reports, behavioral schedules and social skills curriculum for special needs students in general education classrooms.
- Modeling teaching strategies and techniques for General Studies and Hebrew teachers for special needs students in general education classroom.
- Providing CTT or resource room instruction to students whose IEPs require instructional time outside of an inclusion setting.

- Providing consultation and support for parents of special needs students in general education classroom and helping to facilitate positive collaboration between parents and teachers.
- Conferring frequently with the district of residence special education support staff and administrators to provide needed services regarding inclusive education practices.
- Attending IEP's and staff/parent meetings of students with special needs in general education classrooms, as requested.
- Maintaining a database of inclusion students and students who are mandated for related services, testing modifications and other information related to IEP's and Section 504 accommodations.
- Assisting General Studies teachers in problem-solving and program issues related to inclusive education practices.
- Ensuring that all SWD's have access and participate fully in all curricular and extracurricular programming provided by the school
- Participation in Child Study Team

Minimum Qualifications and Training: (1) Master's Degree in Special Education; (2) Appropriate state certification as a special education teacher and any other credentialing required; (3) Knowledge of special education laws and requirements; (4) Knowledge of the GRR and Readers and Writers Workshop Model; (5) Bilingual (including English/Spanish, English/French) helpful; (6) At least 3 years of successful experience in special education classroom teaching experience.

Reading Specialist: The Reading Specialist reports to the DCI until such time the DSSS is hired (at that point, the ESL Teacher will report to the DSSS) and is responsible for (1) providing content knowledge and resources to instructional staff regarding learning and teaching literacy and (2) providing reading intervention instruction to struggling students through push-in and pull-out instruction.

Responsibilities:

- Working closely with K-5 teachers to provide direct reading intervention to targeted students in both a push-in and pull-out model.
- Researching and providing content knowledge and resources to staff about learning and teaching literacy
- Researching and preparing materials for the use by the teachers
- Researching and providing information and guidance regarding a range of effective and innovative literacy practices through various activities such as professional development activities.
- Maintaining paperwork consistently, appropriately and in a timely manner.

Minimum Qualifications and Training:

- Must be "Highly Qualified" under the No Child Left Behind Act, subject to New York State Education Law, Article 56 Certification Requirements.
- Master's Degree from Reading Specialist/Literacy Program and Appropriate state certifications.
- At least 3 years of successful experience as reading specialist/literacy coach in an elementary school environment.
- Bilingual (including English/Spanish, English/French) helpful.
- Knowledge of and experience with a variety of reading intervention programs (*Foundations* preferred) and methods and strategies
- Knowledge of and experience with assessments and relevant technologies.
- Experience working with diverse populations of students, parents and families.
- Demonstrated ability to communicate and work effectively and collaboratively with colleagues and parents.
- Demonstrated ability to adapt to the specific needs of individual students.

- Demonstrated ability to utilize varied teaching methodologies to accommodate students' unique learning styles.

ESL Teacher: The ESL Teacher is responsible for the instruction of students with Limited English Proficiency (LEP). They report directly to the DCI until the DSSS is hired. At that point, the ESL Teacher will report to the DSSS. The ESL teacher is responsible for overseeing the process of identifying, testing, classifying and declassifying ELL's.

Responsibilities

- Providing direct and indirect instruction to LEP students and evaluating LEP student progress.
- Engaging in long and short-term planning addressing individual needs of LEP students.
- Teaching a multi-model approach.
- Providing an inviting, exciting, innovative, learning environment.
- Preparing written reports accurately.
- Communicating and consulting effectively with parents, students, teachers and administrators.
- Serving as advisors to students and their families.
- Cooperating with the DCI and complying with school rules regarding privacy of student records and information.
- Performing such additional tasks and assuming such additional responsibilities as are assigned by the DCI and are consistent with the goals and objectives of the position.
- Serving as a resource to all teachers in the school.

Minimum Qualifications and Training:(1) Must be "Highly Qualified" under the No Child Left Behind Act, subject to NYSED Law, Article 56 Certification Requirements; (2) Appropriate state certifications; (3) At least 2 years' successful experience as an ESOL (English for Speakers of Other Languages) or ELL program teacher in an elementary school environment; (4) Demonstrated proficiency in Sheltered English Immersion techniques and strategies; (5) Knowledge of GRR and Readers and Writers Workshop models; (6) Demonstrated ability to communicate and work collaboratively/ effectively with parents and colleagues; (7) Demonstrated ability to adapt to the specific needs of individual students; (9) Demonstrated ability to utilize varied teaching methodologies to accommodate students' learning styles; (10) Demonstrated ability to evaluate tests and measures of achievement.

Social Worker: The Social Worker will support the school in addressing the social, emotional, developmental and emotional needs of the school's students and families, and in helping students' and families' access appropriate services and resources. The Social Worker reports to the DCI until such time the DSSS is hired and then the social worker will report to the DSSS.

Responsibilities:

- Counseling students whose behavior, school progress, or mental or physical impairment indicate a need for assistance, diagnosing these students' problems and arranging for needed services.
- Consulting with parents, teachers, and other school personnel to determine causes of problems such as truancy and misbehavior, and to implement solutions.
- Developing and reviewing service plans in consultation with students, their families and school staff, and performing follow-ups assessing the quantity and quality of services provided.
- Collecting supplementary information needed to assist students.
- Supporting school staff in addressing issues such as suspected child abuse and neglect. Acting as school liaison with the New York City Administration for Children's Services (ACS).
- Assisting with such legal issues as hearings and providing testimony to inform custody arrangements.
- Providing, finding or arranging for support services for HLA2 families, such as child care, homemaker service, prenatal care, substance abuse treatment, job training, counseling, or parenting classes, to prevent more serious problems from developing.

- Referring students to community resources for services.
- Maintaining case history records and preparing reports.
- Addressing emergency situations impacting students—e.g. leading group counseling sessions that provide support in such areas as grief, stress or chemical dependency.
- Arranging for medical, psychiatric, and other tests that may disclose causes of difficulties and indicate remedial measures.
- Serving as a liaison between students, homes, schools, family services, child guidance clinics, courts, protective services, doctors and other contacts, to help children who are facing problems.
- Interviewing students individually, in families, or in groups, and assessing their situations, capabilities, and problems, to determine what services are required to meet their needs.
- Participation in the Child Study Team

Minimum Qualifications and Training: (1) A Master's degree or higher degree in Social Work, with clinical and supervisory experience preferred; (2) Appropriate New York State Certification; (3) Demonstrated and successful record of prior employment as a counselor or social worker in an educational environment; (4) Demonstrated ability to work productively with staff and with diverse populations of students, parents and families—including students, parents and families with limited English proficiency; (5) Demonstrated understanding of issues facing children and youth, especially those from immigrant families and poverty-level families, in urban areas; (6) Bilingual (English/Spanish), helpful.

Office Manager: The Office Manager reports directly to the Operations Manager, but is expected to carry out tasks as requested by the HOS and all instructional staff.

Responsibilities:

- Answering and redirecting, as necessary, general telephone and email enquiries.
- Maintaining office appliances
- Coordinating internal meetings and appointments
- Managing postal operations
- Accurately maintaining and updating student information using ATS and OnCourse including student attendance.
- Collecting and filing student information as required by State and federal law; managing student recruitment process including outreach and tours for parents
- Ensuring student enrollment is at the correct count
- Maintaining student waiting list according to State law; receives and organizes applications
- Ensuring new student lottery is run in compliance with law
- Transmitting student transfer/withdrawal paperwork to and/or from student's former or current school
- Carrying out administrative tasks related to School Lunch Program.
- Managing student transportation via bus and other modes of arrival, dismissal and field trips
- Ensuring student transportation schedule is aligned with school calendar
- Managing daily mode changes for students whose usual mode of transportation is different from usual
- Coordinating school-parent communications.
- Maintaining system to address facility needs (lighting, repairs in rooms, clean up of bodily fluids)
- Scheduling and logging fire alarms, in accordance with laws

Minimum Qualifications and Training: (1) Minimum of Associate's Degree or business training; (2) Demonstrated and successful record of prior employment in an administrative, secretarial or office manager capacity in an educational environment; (3) Knowledge of and experience with relevant technologies.

School Aides: School Aides report to the OM and are responsible for providing support to the Office Manager in carrying out his or her office and other administrative tasks at the school in support of the HOS, OM and all instructional staff.

Minimum Qualifications and Training: (1) Minimum of High School Diploma or secretarial training; (2) Knowledge of and experience with relevant technologies.

Nurse: Provides preventive health services to facilitate students' optimal physical, mental, emotional and social growth and development. Promotes and protects the optimal health status of school-age children.

Responsibilities:

- Providing health assessments and developing and implementing a student health plan
- Maintaining, evaluating and interpreting cumulative health data to accommodate individual needs of students
- Planning and implementing school health management protocols, providing health education and anticipatory guidance
- Participating in home visits to assess the family needs as related to the child's health.
- Developing procedures and providing for emergency nursing management for injuries/illnesses
- Coordinating school and community health activities and serving as a liaison health professional between the home, school and community.
- Where applicable, participates in the IEP plan development.

Minimum Qualifications and Training: (1) Qualified to practice as a Registered Nurse in the State of New York and holds an unrestricted license; (2) Certified in CPR or BLS (or obtain in the first 6 months); (3) B.S.N. or Registered Nurse with a bachelor's degree in a related discipline; (4) Minimum of one year experience in public health nursing, community health nursing, school health nursing or pediatric nursing.

Bookkeeper: The Bookkeeper posts all revenues, bank deposits, expenses, check disbursements in accounting system and maintains files of all related accounting documents; Manages all payroll responsibilities including relationship with payroll service, electronic payroll processing, W-2 and 1099 distribution, time sheet management, posting payroll expenses in accounting system, filing of related documents using Binder System; Tracks all days off (vacation, sick, personal, jury duty, bereavement, excused absences for professional development) and researches ways to automate tracking and communicating this to staff members. 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.

Attachment 10: Strategic Business/Growth Plan

A. CMO Information

- 1. Organization name:** National Center for Hebrew Language Charter School Excellence and Development, Inc. d/b/a Hebrew Public
- 2. Organization role:** Non-profit 501c3 that provides support to Hebrew language public charter schools
- 3. State in which the organization was incorporated:** Delaware
- 4. State in which the organization operates:** New York
- 5. Year organization was founded:** 2009
- 6. Primary contact name, address, phone number and email address:** Shane Goldstein Smith, 729 Seventh Avenue, 9th Floor, New York, NY 10019, (212) 792-6234, shane@hebrewpublic.org.

B. CMO Overview of Growth Plan

7. Describe the CMO mission, strategic vision and desired impact

Hebrew Public's (HP'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. Starting in 2009 with a single school in Brooklyn, our network of managed schools currently comprises HLA which is authorized to serve 756 students in K-8 and HHLA which is currently authorized to serve 504 students in K-5. We plan to grow to a network of managed schools in New York City that will enroll at least 5,000 students.

Our schools will be models of racial and socioeconomic integration, helping to reverse widespread patterns of segregation. Our students in New York City outperform their district and state peers, and will go on 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.

HP'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.

8. Describe the organization's five-year growth plan for developing new schools in New York and other states.

HP hopes to open several schools over the next 5 years, scheduled as follows:

2017: Hebrew Language Academy 2 (HLA2) (Brooklyn) 2018: HLA3 (Queens)

2019: HLA4 (Staten Island) and HLA5 (Queens or Manhattan)

As with our current NYC-based schools, Hebrew Language Academy in Brooklyn (HLA) and Harlem Hebrew Language Academy in Manhattan (HHLA), these schools' Boards would contract with HP under service agreements with HP as part of the latter's New York City region.

Table 1 at the end of this document illustrates our five-year growth plan and includes the planned enrollment of students across the network in existing and planned schools.

9. 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.

HP's first NYC school, HLA, opened in 2009 and its second NYC school, HHLA, opened in 2013. This fall, HLA will serve students in grades K-7, and is authorized to expand to K-8. HHLA will serve students in grades K-4 this fall, and we anticipate it ultimately serving grades K-8. Having spent the past 6 years refining our educational and operational models, and building a team to support our expansion as a CMO, we are now prepared to embark on a period of steady and deliberate growth.

HLA has had two consecutive years of high performance on state assessments, with its students in 2015 outperforming their district, city and state peers. In addition, both HLA and HHLA 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 sufficient 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.

The growth plan contemplates that the NYC regional CMO would ultimately comprise six K-8 campuses and a high school, collectively serving nearly 5,000 students. The high school would be placed in a relatively central location such as lower/midtown Manhattan or downtown Brooklyn, to which students from communities in our K-8 locations could feasibly commute.

10. 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 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.

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 HP 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 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.

HP is a member of the National Coalition of Diverse Charter Schools, with its CEO serving on NCDCS's Board. Through this membership and leadership role, HP is actively making the case for diverse schools. HP 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. HP also works actively with the NYC Charter School Center and the Northeast Charter Schools Network on issues relating to diversity. HP 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, HP 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.

Difficulty recruiting and retaining qualified Hebrew staff

HP'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 sufficient numbers of teachers. To mitigate this risk, we are expanding our partnerships with Israeli organizations, planning to recruit from alumni of Teach First Israel (a member of Teach for America's Teach for All initiative), and planning to expand consulting and eventually staff recruitment resources in Israel.

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. Recently, we have directly engaged the services of a law firm with specific expertise in this area, and are exploring becoming an eligible sponsoring entity at a national level, which would also enable us to obtain some 5-year visas for a limited number of staff.

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.

Contingency Plan: In order to mitigate some of these issues inherent in having the majority of

our schools' Hebrew department staffed by international hires, HP is working along two simultaneous fronts. First, we are engaged in a concerted effort to provide professional and personal support to Israeli teachers who will only be in the country and our schools for a short period of time while working to retain a core of Hebrew teachers who are permanent US residents or US citizens who will be attracted to the kind of professional growth they will achieve in our schools through our strong professional development program and emphasis on leadership opportunities available through our Career Pathways. This core group will be instrumental in anchoring the work of the Hebrew language program at each school lessening the impact of the more mobile Hebrew staff who come to us from Israel.

Additionally, through the generous support of an HP donor, a select group of Hebrew teachers attend Middlebury College's Language Schools to provide them with an opportunity to learn the most advanced pedagogy in teaching Hebrew language and culture, while earning a Masters of Arts degree over the next 2 years. For 100 years, Middlebury College's Language Schools have set the standard for rigorous and transformative foreign language study. Many Hebrew teachers in our network are choosing to make the commitment to this unique opportunity to hone their craft while earning a degree. At the end of the program, these teachers will also be eligible for NYS certification as Teachers of a Second Language. In return for having their Masters program paid for, these Hebrew teachers make a three year commitment to teaching at an HP network school.

Student academic performance risk

Like all public schools, our managed schools 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 winter recess and 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 HP 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.

Facilities risk

HP may struggle to find collocated or affordable facilities for our new schools. HP's partner organization, Friends of Hebrew Language Academy (FOHLA), has a solid track record in working with landlords and developers to find, lease, and improve facilities in Brooklyn and Manhattan. FOHLA will continue to partner with HP in the development of new schools.

For a 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 yet 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 FOHLA to investigate various financing options, such as bond financing, etc.

Student recruitment risk

Historically, HP's New York schools have been fully enrolled with substantial waiting lists. Nonetheless, we are mindful of the possibility of a given school facing student recruitment challenges. HP's Director for School Operations and Director of Marketing and Communications, 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, and student enrollment campaigns.

However, as is inherent with all charters, there is always a risk of a school being under-enrolled. In order to ensure that we do not face low enrollment numbers, targeted recruitment will continue for higher grade level students to ensure that HP has a sufficient waitlist to manage the risk that student attrition may exceed HP assumptions. To decrease short-run periods of under-enrollment from attrition, HP has improved school-based processes for backfilling from the waitlist newly vacant seats for grades (K, 1, 2, and 6), which has helped us meet our enrollment targets.

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.

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.

For a contingency plan, we would make adjustments in 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.

11. 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.

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 in order 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. Growing leadership from within is a goal and currently underway, and we are working to onboard our new leaders in a comprehensive manner so they are prepared with high expectations to manage our schools.

Staff retention

We have faced slightly above average staff turnover at one of our schools over the past few years. In part, this was due to leadership turnover at the school. It is not unusual for the founding principal of a school to step aside and allow new leadership to take the school on its continuing journey towards excellence. Additionally, recent leadership has been able to more deeply situate a professional culture of reflection and inquiry into staff development. We have been tracking the issue, and have instituted teacher committees to both study the issue and bring concerns to the CMO team and the school's board. This has resulted in providing additional support 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 established leadership positions (career pathways) to enhance career opportunities as teachers gain more experience and expertise in teaching, data analysis, peer coaching, and related areas. We expect that these improvements, coupled with more effective hiring practices, will reduce staff attrition dramatically over the coming years.

Expanded support for schools

Over the last 12 months HLA and HHLA have begun to operate under an educational services agreement with HP becoming our first to CMO-managed schools, after having received a variety of educational, fiscal and operational supports from HP since both schools' inception. As schools now in our CMO-network with our plans for expansion over the next five years, we have gained a clearer understanding about how to strategically meet the needs of our CMO 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. Last year, we hired our first Executive Director for the New York Region, Dr. Shane Goldstein Smith, a former teacher, principal, and Deputy Chief of Schools from Chicago, who is focused on the growth and development of our NYC school leaders. We have also shifted the role of Director of Education Hindie Weissman so that her work is fully focused on the NYC schools. We have hired Dr. Carl Letamendi as our first Data Scientist who analyzes interim assessments in order to assist school leaders in identifying areas of growth for teachers and students. And, as further detailed Table 2, we will be greatly expanding our capacities in programmatic and operational functional areas (particularly in the area of staff recruitment) commensurate with our plans for bringing new CMO schools

into our network.

Branding

Because our schools teach Modern Hebrew, many people (including prospective enrollee families and prospective teachers) 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 will be changing the organization’s name in 2016 from Hebrew Charter School Center to HPHP: Charter Schools for Global Citizens. The inclusion of the word “Public” will help 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.

C. Performance of Existing Schools

12. 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

While both Hebrew Language Academy (HLA) and Harlem Hebrew Language Academy (HHLA) have been supported by HP since their inception, HP only recently formalized its NYC role to become a CMO for these schools. HP’s formal CMO relationship with HLA began on July 1, 2015, and with HHLA on January 4, 2016. During the just completed school year, HHLA was only a grade K-3 school, and therefore had its first cohort of students participating in the NYS assessments. The following chart provides an overview of HLA’s academic performance over the from 2013-2015 on NYS ELA and math assessments, as compared with the performance of CSD 22 (in which the school is located), NYC, and NYS.

Percent Proficient (Levels 3 and 4)								
	ELA				Math			
	HLA	CSD 22	NYC	NYS	HLA	CSD 22	NYC	NYS
2013								
Grade 3	44%	32%	28%	31%	43%	37%	33%	34%
Grade 4	14%	34%	27%	30%	29%	42%	35%	36%
2014								
Grade 3	40%	35%	30%	32%	64%	42%	40%	42%
Grade 4	32%	38%	31%	33%	49%	45%	41%	43%
Grade 5	20%	35%	28%	30%	42%	46%	39%	40%
2015								
Grade 3	44%	35%	30%	31%	65%	44%	39%	42%
Grade 4	36%	36%	31%	33%	64%	43%	39%	43%
Grade 5	46%	33%	30%	30%	63%	46%	41%	43%

As the above chart shows, in 2015, HLA’s performance in each grade and subject exceeded that of the district, city, and state (with the exception of 4th grade ELA, in which HLA’s students performed at the same level as those in CSD 22).

In addition, in 2015 both HLA's economically disadvantaged students and students with disabilities significantly outperformed their district, city, and state peers; HLA's students with disabilities demonstrated a proficiency rate more than double that of the state.

In 2016, HLA continued its record of strong performance, with 41.9% of its students proficient in ELA and 53.8% proficient in Math, as compared with statewide rates of 37.9% in ELA and 39.1% in Math.

At HHLA (which, as noted above, entered into a formal CMO relationship with HP in January 2016), the performance of its initial cohort of 3rd graders was weaker. Of the 52 tested 3rd graders, 29% achieved proficiency in ELA and 29% in Math. While it is typical for a new school's first tested cohort to not perform as well as in later years, HP and HHLA have already taken steps to ensure significant growth for this and other cohorts in the school. These include a more robust system of data driven instruction (including the addition of NWEA Skills Navigator to the interim assessment regime), an expansion of time and type of interventions for struggling students, and an explicit instructional focus on areas of skills gap related to specific standards where performance was weak in 2016.

The strength of a school and its CMO in supporting student academic growth and achievement is not only evident in annual student assessment scores, but equally importantly how both entities have worked together to respond to shortcomings in student achievement and growth to strengthen the curricular and instructional program. As noted in the above chart, HLA's 4th grade cohort struggled in both ELA and Math during 2013, the first year of Common Core-aligned NYS assessments. That cohort made significant improvements in 5th grade the following year (2014), particularly in math, but continued to lag their peers in ELA.

HLA leadership and staff, supported by HP, undertook the task of analyzing HLA's academic performance both through test simulation materials and through a second nationally normed NWEA baseline test, and engaged in a sustained "deep dive" into the school's programmatic and instructional practices. This comprehensive effort led to a number of changes and enhancements, as described below.

In ELA, the following have been key areas of focus:

- (1) Regular practice with complex texts, for close reading, and use of academic language both for students and teachers. Teacher content preparation is the single most important factor for improving the quality and efficacy of teaching. Common planning periods and after school professional development sessions are supported by the the school's Director of Curriculum and Instruction and the CMO's Director of Educational Services. Teachers collaborate to develop core understandings of the literal and deeper meaning of texts. They then plan collaboratively to develop lessons to support student understandings. This focus on close reading skills enhances the speed and ability of students to read and comprehend literary passages, solve problems and increase their stamina. Reading, writing, and speaking grounded in evidence from texts, both literary and informational. Working with complex texts, students are learning to use "signposts" to identify key points in a story. Students are taught to formulate themes and to draw on evidence from the text to respond in writing to specific constructed responses.

- (2) Building knowledge through content-rich nonfiction. Students are supported with checklists as they navigate informational articles and content-rich nonfiction materials. EngageNY modules and the Teachers College Reading and Writing Units of study support this work. Literacy and writing have been implemented across the content areas.

In Math, the following have been key areas of focus:

- (1) Greater focus on fewer topics. Extended classroom time is scheduled and devoted to practice and reflection through problem sets.
- (2) Coherence - linking topics and thinking across the grades. Additional mathematics teachers, both upper school and lower school, provide professional development, data analysis, and increased instructional capacity.
- (3) Rigor - pursuit of conceptual understanding, procedural skills and fluency, and application with equal intensity. EngageNY Mathematics modules and EnVisionMath Common Core support rigorous classroom reasoning.

In addition, the school implemented the following measures:

- After school learning labs offer additional assistance programs two days per week for students needing additional support
- Leveled Literacy Intervention materials are used during guided reading sessions with select groups of students
- Additional word work through “Month by Month Phonics,” “Bringing Words to Life,” and “Foundations” to address phonemic awareness and increasing sight vocabulary.
- Teachers College on-site coaching focus on specific identified instructional needs through data analysis
- “Lightsail,” an instructional support that uses iPads and is designed to elevate literacy through an interactive e-reader platform with embedded assessments
- Ongoing Professional Learning Communities (PLCs) that are focused on data-driven instruction
- Application of advanced statistical and predictive modelling to track students’ progress 4- 5 times per academic year executed through the CMO’s data scientist and linked to the school’s assessment calendar
- Expedient formal reporting of assessment scores to teachers and leadership, for evaluative, professional development, and planning purposes

13. Select one or more of the consistently high-performing schools that the organization operates and discuss the school's academic performance.

See description of 2014 and 2015 HLA data previously discussed in C.12.

14. Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's academic performance.

Not Applicable.

D. Market Analysis and Selection of Target Communities

15. Describe how the target communities in New York State were identified and selected as attractive markets to the Education Corp or CMO.

For the foreseeable future, HP is specifically focused on opening schools in New York City, as

opposed to other communities in New York State. 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
- 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.

16. Discuss the CMO's competition for students and staff in the target communities, assess student demand, and describe the organization's competitive advantages.

When looking at an organization's competitiveness in recruiting students, waitlists in existing schools are perhaps the best indicator of demand. In the communities in which HP currently operates its two network schools, we have 1,142 waitlist applicants across all entry point grade levels at both HLA and HHLA.

HP's operations and marketing staff, working with school-based operations teams, manage the student recruitment and family engagement activities both to attract students who are 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.

HP has many competitive advantages for staff:

- School staff in HP schools will be recruited with a starting salary that is competitive in the marketplace. Stipends for leadership roles and access to plentiful internal and external professional development are compelling reasons to work for and with HP schools. Staff receives 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 pathway 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 Director of Talent and Recruitment (DTR), 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 New York schools to be highly competitive in staff recruitment efforts.

To ensure we have the systems, cultures and the capacity to cultivate diverse teams of staff and leaders, our DTR has partnered with Bellwether Associates, an organization dedicated to helping CMOs and non-profits become "talent ready."

Through her work with Bellwether, the DTR has worked on creating and implementing a talent framework that includes:

- A talent management development strategy
- Short term and long term goals and plans for recruitment, on-boarding and development
- Development of clear organizational structures, roles, responsibilities and competencies
- Culture and communication practices that support a high-impact, inclusive work environment
- Competitive and sustainable compensation, incentives and benefits

Our belief is that in creating a thriving, sustainable workplace for a diverse team will generate greater impact for students and more durable relationships with the communities we serve.

Already HP has demonstrated strength and capacity in supporting the recruitment of high quality leadership and staff for its schools. The DTR recently successfully completed the search for a new head of school for both HLA and HHLA. Working closely with the board of each school, the DTR worked closely with a recruitment firm, developing and creating core competencies for each role, leading to a job description reflecting these requirements. She then worked with the recruitment firm to source candidates using a range of techniques including sourcing through the recruiter, through HP's networks, identifying connectors in the education community, online sourcing, posting on job boards and mainstream media outlets. We also ran a NY Times ad to drive additional applicants.

A select group of applicants was invited to attend an in-person interview day scheduled and overseen by the DTR. Each candidate completed a thought exercise, school observations and participated in small group discussions. Finalists then met with a task force comprised of Board of Trustee members, and finally the full Board of Trustees.

The 4-month search culminated with the Boards of each school appointing exceptional leaders to lead each school.

In addition to the leadership search process, the DTR has been simultaneously working closely with school leadership to hire instructional staff for the 2016-17 school year. In all the DTR was responsible for the hiring of more than 25 instructional staff across the network.

Table 1: Current and Planned Schools

Five Year Growth Plan

# OF STUDENTS	Year Opened	Authorizer	2017-18	2018-19	2019-20	2020-21	2021-22
Existing Schools							
Grades			K-5	K-6	K-7	K-8	K-8
Harlem Hebrew (CSD 3)	2012-13	NYSED	446	551	642	720	720
Grades			K-8	K-8	K-8	K-8	K-8
HLA (CSD 22)	2009-10	NYCDOE	736	736	736	736	736
# of Students - Existing Schools			1,182	1,287	1,378	1,456	1,456
New Schools							
Grades			K-1	K-2	K-3	K-4	K-5
HLA 2 (CSD 21)	2017-18	NYSED	162	249	333	413	489
Grades				K-1	K-2	K-3	K-4
HLA 3 (Queens)	2018-19	NYSED		162	249	333	413
Grades					K-1	K-2	K-3
HLA 4 (Staten Island)	2019-20	NYSED			162	249	333
Grades					K-1	K-2	K-3
HLA 5 (Queens or Manhattan)	2019-20	NYSED			162	249	333
# of Students			162	411	906	1,244	1,568
Total # of Students in Network			1,344	1,698	2,284	2,700	3,024

*Table takes into account student attrition

Table 2: HP Staffing Plan (2017-18 through 2021-22)

Position Title	2017-18	2018-19	2019-20	2020-21	2021-22
Chief Executive Officer	1	1	1	1	1
Chief Schools Officer	1	1	1	1	1
Director, Educational Support	1	1	1	1	1
Senior Manager, Educational Support	1	1	1	1	1
Manager, Educational Support			1	1	1
Manager, Community Outreach and School Development	1	1	1	1	1
Manager, Educational Technology	1	1	1	1	1
Data Scientist	1	1	1	1	1
Director, School Operations	1	1	1	1	1
Associate, School Operations	1	1	1	1	1
Director, Talent and Recruitment	1	1	1	1	1
Manager, Talent and Recruitment	1	1	1	1	1
Associate, Talent and Recruitment			1	1	1
Chief Financial Officer	1	1	1	1	1
Manager, Finance	1	1	1	1	1
Staff Accountant	1	1	1	1	1
Associate, Finance			1	1	1
Director, Hebrew Studies	1	1	1	1	1
Manager, Hebrew Studies			1	1	1
Director, Israel Studies and Partnerships	1	1	1	1	1
Chief External Affairs Officer				1	1

Director, Fundraising	1	1	1	1	1
Manager, Fundraising	1	1	1	1	1
Associate, Fundraising	1	1	1	1	1
Director, Marketing and Communications	1	1	1	1	1
Assistant, Marketing and Communications	1	1	1	1	1
Senior Manager, Internal Operations	1	1	1	1	1
Assistant, Internal Operations	1	1	1	1	1
Total FTE	22	22	27	28	28