



PROPOSAL SUMMARY AND TRANSMITTAL FORM

Proposed School Information			
Charter School Name:	Harlem Village Academy West 2 Charter School		
Education Corp. Name:	Harlem Village Academies		
Education Corp. Status:	Existing Education Corporation	Proposal Type:	Standard New School Proposal
School District (or NYC CSD):	CSD 5 in New York City	Opening Date:	8/10/2019

Proposed Grades and Enrollment			Proposed Affiliations (if any)
Charter Year	Grades	Enrollment	Charter Management Company ("CMO"):
Year 1	K-1	50	CMO Public Contact Info (Name, Phone):
Year 2	K-2	73	Partner Organization:
Year 3	K-3	94	Harlem Village Academies Network
Year 4	K-4	114	Partner Public Contact Info (Name, Phone):
Year 5	K-5	134	

Lead Applicant Contact Information					
First Lead Applicant Name:	David Zwiebel				
Applicant is a:	<input type="checkbox"/> Parent	<input type="checkbox"/> Teacher	<input type="checkbox"/> School Administrator	<input type="checkbox"/> District Resident	<input checked="" type="checkbox"/> Education Corp./Charter School
Organization Name:	Harlem Village Academy				
Applicant Mailing Address:					
Primary Phone #:	[REDACTED]	Secondary Phone #:		Email:	[REDACTED]
Second Lead Applicant Name:					
Applicant is a:	<input type="checkbox"/> Parent	<input type="checkbox"/> Teacher	<input type="checkbox"/> School Administrator	<input type="checkbox"/> District Resident	<input type="checkbox"/> Education Corp./Charter School
Organization Name:					
Applicant Mailing Address:					
Primary Phone #:		Secondary Phone #:		Email:	
List additional lead applicants in the "Other" section.			<input checked="" type="checkbox"/> Not Applicable	<input type="checkbox"/> Additional Applicants Listed in "Other"	

Media/Public Contact Information (required)			
Name:		Phone #:	Email:

Lead Applicant Signature		
Signature:	[REDACTED]	Date:

By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

Program Design**MISSION STATEMENT**

It is the mission of Harlem Village Academy West 2 Charter School for our students to become intellectually sophisticated, wholesome in character, avid readers, fiercely independent thinkers and compassionate individuals who make a meaningful contribution to society.

KEY DESIGN ELEMENTS

A rigorous liberal arts curriculum based on aligned academic standards

A longer school day allowing students time to master advanced content knowledge and explore their subject areas in depth. The HVA Elementary School day is from 8am – 4:30pm, with afterschool activities lasting until 5:45pm.

Frequent assessment of student progress that drives continual improvement in instructional practice. HVA will have four grading periods per year, which will allow teachers to determine the progress of students towards content and skill mastery.

Tutoring and after-school programs for students needing extra attention. HVA provides both academic enrichment and non-academic opportunities for learning after school. HVA partners with various community organizations to provide academic tutors and enrichment specialists to meet student needs and interests.

A school culture emphasizing traditional values such as kindness, integrity, and responsibility. The school has a student and family handbook that each family receives at the beginning of the year. These handbooks provide expectations and guidance for behavior while focusing on the aforementioned values.

Frequent communication between schools and families. HVA is committed to ensuring that families are engaged in their students' achievement. Teachers and school support staff communicate regularly with parents and students outside of the school day, often via cell phone or email.

School uniforms that promote a culture of respect, scholarship, and community. HVA school uniforms will continue to meet the standards related to culture mentioned above without creating a financial burden on families.

Teachers who are masters of—and passionate about—their subject areas. HVA recruits and maintains teachers who have experience in the classroom and a desire to remain in the classroom.

BRIEF OVERVIEW OF ACADEMIC PROGRAM

The core pillars of the HVA academic program include:

Progressive Pedagogy: HVA is deeply committed to the ideals and rich tradition of progressive education, which was conceived to promote an equitable and democratic society. The longer school day allows students time to reflect and fall in love with learning. In addition, this model allows HVA to provide college-planning services, diagnostic assessments, after school and summer tutoring, and expert teaching.

Deeper Learning: HVA's approach to instruction centers on the value of deeper learning. In math, for example, students spend most of their time working through problems, constructing various solutions, evaluating the strengths and drawbacks of different methods, and discussing their thinking with the class. In science, students are doing scientific work, from designing experiments, developing reliable methods to answer questions, and gathering evidence to analyzing data and building models that help explain phenomena. In history, students must discern which sources are valid and which are biased, then make sense of conflicting accounts of events – and understand why they matter. In all disciplines students grapple with demanding text, cite evidence, and build arguments that hold up to scrutiny.

Inquiry-based Curriculum: HVA's approach to curriculum is based on inquiry leading to deep understanding. The curriculum is a coherent system of units of study designed around intriguing essential questions and challenging tasks. Students are immersed in reading, writing, academic discourse, and work that requires and inspires them to learn knowledge and skills in the context of meaningful, complex questions. Through this approach to curriculum, students develop the habits of mind necessary for producing the authentic work of the discipline.

Authentic Assessment: Evidence of effective teaching can be found in the quality of work that students produce

and in the level of thinking students convey through their speaking and writing. An authentic assessment reveals the depth and complexity of student learning. Some of our methods of authentic assessment from kindergarten through high school at HVA include conferring, in which a teacher sits beside a student, observes him or her working, and asks purposeful questions to determine the degree and depth of the student's understanding; portfolio, in which students articulate and demonstrate their learning through a portfolio of written work that demonstrates evidence of academic advancement; and Seminar, in which students closely read great works of literature and important documents, analyze their significance, and provide evidence-based, reasonable answers to large, open-ended questions.

Kaizen has been a hallmark of Harlem Village Academy from our inception. We discovered kaizen in Peter Ducker's Management Challenges for the 21st Century. Kaizen is the Japanese concept of continuous, daily, incremental improvement of programs and processes by every single person in the organization. This does not work in a bureaucratic, top-down organization that is reluctant to empower its people with real responsibility. We are constantly striving to improve every program, every system, every single thing we do at our school. Teachers meet in July of each year to discuss possible improvements to the school program and to make plans for the coming year. We will make continuous changes and improvements to the school program through kaizen.

School Management

MANAGEMENT STRUCTURE

HVA West 2 will be led a Principal who is responsible for the day-to-day management of the school along with an Operations Director who handles non-academic matters. The Principal reports to the Chief Operation Office (CEO) of Village Academies Network (VAN) and is supported by four VAN teams: Educational Leadership, Recruitment, Finance and Development.

ROLE OF CMO OR PARTNER(S)

HVA West 2 will operate in partnership with Village Academies Network (VAN), which will provide support in a range of areas, including assistance with teacher recruiting, enrichment, curriculum, standards and assessment development, principal and teacher training, fundraising, marketing, and financial and operational support. The school principal will report to the VAN CEO who in turn reports to the school's Board of Trustees.

School Facility Plans

The founders of HVA West 2 have identified a suitable facility located in close proximity to our HVA West Elementary School. This will allow the proposed HVA West 2 to take advantage of shared resources from HVA West and also the HVA Network, which are both located a short distance away. The proposed facility is currently used by another charter school and will be available for the 2019-20 school year as the current tenant will be moving to its own facility. The proposed space is already fitted out as a school and would require little investment prior to start up. This space currently holds 240 students. The founders have already had several meetings with the landlord, and are actively involved in continuing negotiations. We have also met with the New York City Department of Education Facilities Planning Group within the last six months to discuss available space for co-location and were informed that there is very limited space available in Harlem and that there was nothing that would fit our needs. Nevertheless, the school will follow the process to secure rental assistance by applying for public space and consider any offer made by the NYCDOE.

Board Member Names and Biographical Summaries

Dr. Andrew August

Dr. August is Associate Dean, Academic Affairs at Pennsylvania State University. He holds a Ph.D. in history from Columbia University and is the author of Poor Women's Lives and The British Working Class. Dr. August has served in faculty positions at Columbia University, New York University, and the New School for Social Research.

Judith Turner Hamerschlag

Ms. Turner Hamerschlag is Chief Financial Officer at Brain POP, an award winning educational technology company that creates animated, curriculum-based content that engages students, supports educators and bolsters achievement. She is a graduate of the State University of New York at Albany and is a CPA.

Dr. Deborah A. Kenny

Dr. Kenny is founder and CEO of Harlem Village Academies, a network of public charter schools. She is widely regarded as one of the most influential educational entrepreneurs in the country and is regularly featured in national television and print media. Kenny holds a Ph.D. from Columbia University in comparative international education and a B.A. from the University of Pennsylvania.

Daniel Pianko

Mr. Pianko is co-founder and managing director at University Ventures. He began his career in Investment Banking at Goldman Sachs. Mr. Pianko invested in, founded, advised or managed a number of education-related businesses that led to the creation of University Ventures. Mr. Pianko holds a B.A. from Columbia University and an M.B.A and M.A. in Education from Stanford University.

David Zwiebel

Mr. Zwiebel is a real estate developer and consultant with extensive experience in retail business management. He has launched, designed and developed numerous retail stores including Eileen Fisher boutiques and showrooms nationwide. Mr. Zwiebel is a founding board member of Social Accountability International. In addition, he is a past Co-Chairperson of the Irvington Education Foundation and past Chairperson of the Irvington NY PTA Special Education Committee.

Other

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Request 1 Community Need and Proposed School Impact

(a) Community Description and Need

Provide an analysis of the community and target population for the school including:

- *A description of the community from which the proposed school intends to draw students;*
- *Community demographics;*
- *A description of the specific population of students the proposed school intends to serve;*
- *The applicant's rationale for selecting the community;*
- *Performance of local schools in meeting the community's need; and,*
- *How the proposed school would provide a needed alternative for the community.*

It is imperative to expand educational opportunities in the Harlem community because the students of CSD 5 deserve superior schools that will give them the foundation they need for further education, gainful employment and productive citizenship. The HVA model provides a rigorous liberal arts curriculum, an extended day, frequent assessments that drive continuous improvement, enrichment and after school activities, and a strong school culture, factors that are unfortunately missing in many of the local schools that our students would otherwise attend. We intend to serve a population that cannot afford to buy their way into better schools and deserve a public education that meets their needs.

We propose the Harlem Village Academy West 2 Charter School (HVA West 2) to be located in the same neighborhood within Community School District (CSD) 5 as the original HVA West and to serve a similar student population. This will allow it to benefit from the Village Academies Network and proximity to other HVA schools.

CSD 5 is located in the Harlem neighborhood of Manhattan. It includes all of the island between 122nd and 135th Streets as well as the triangle above 135th Street between St. Nicholas Ave. on the west and the Harlem River on the east. Based on the data from the US Census Bureau, specifically from the 2010 census, and from the 2009-2013 American Community Survey¹, Harlem has the following characteristics:

- The community of Harlem, which overlaps with CSD 5, is 3% Asian, 65% Black, 17% Hispanic, 12% White, 2% Mixed, and 1% Other.
- The median income is \$38,800.
- The unemployment rate is 7.7%, well above the national average.
- Approximately 24% of residents are on food stamps, with 26% of Black residents and 45% of Hispanics on food stamps.
- Of residents 25 years and older, 19% have no high school diploma, 40% have a high school diploma, and 41% have a higher degree.

¹ <https://statisticalatlas.com/neighborhood/New-York/New-York/Harlem/Overview>

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- Between 2000 and 2015 the number of Harlem residents aged 19-65 earning less than \$25,000 increased by 11,362.²

The student demographics of CSD 5 show a district that is predominantly Black and Hispanic with very small percentages of students who are Asian or White or other race/ethnicities. HVA West, the school we intend to replicate, is similar to the demographics of the overall district. It has a higher percentage of Black and a lower percentage of Hispanic students compared to the district, but about the same percentage of students of color overall. It also mirrors the district with 83% of students being economically disadvantaged compared to 82% of the district. HVA West enrolls slightly smaller percentages of English language learners (ELLs) and students with disabilities (SWDs).

Race/Ethnicity of HVA West and CSD 5, 2016-17

	HVA West	CSD 5
American Indian	1%	1%
Asian	0%	4%
Black	78%	49%
Hispanic	19%	40%
White	1%	5%
Multiracial	1%	2%

At-Risk Students at HVA West and CSD 5, 2016-17

	HVA West	CSD 5
Students with Disabilities	20%	24%
English Language Learners	6%	10%
Economically Disadvantaged	83%	82%

Moreover, as the chart below demonstrates, the academic performance of students in district schools remains far too low. Less than one in four district elementary students was proficient in ELA or Math last year. HVA West's 5th grade students came to the school from other district schools and with less than a year in the school their scores were similar to the district, slightly below in ELA and 5 percentage points above in Math. However, of the elementary students who began at HVA West in Kindergarten and matriculated through the HVA academic program, 79% of 3rd grade students and 63% of 4th grade students were proficient in ELA and 99% of 3rd grade students and 91% of 4th grade students were proficient in Math, which far surpasses district performance.

² <https://www.citylab.com/life/2017/05/mapping-the-transformation-of-new-york-city/525330/>

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Elementary Student Performance of HVA West and CSD 5, 2016-17

Grade	ELA		Math	
	HVA West	CSD 5	HVA West	CSD 5
3	79%	23%	99%	25%
4	63%	24%	91%	18%
5	19%	21%	26%	21%
Total	72%	23%	92%	21%

(b) Programmatic Impact

Describe the programmatic impact the proposed charter school would have on existing public and nonpublic schools in the same geographic area as the proposed school location. Responses should include:

- A table listing the existing educational options and grades served available to the target population including all district, charter, and private schools in the geographic area;
- Information demonstrating a thorough analysis of existing educational options for the community and target population;
- Analysis of how the proposed school's enrollment plan would impact the enrollment and programmatic viability of the public and non-public schools; and,
- Analysis of the provision of novel or different programs or instructional approaches compared to those currently in place in the targeted community.

Given our plan to enroll only 25 students per grade, we do not anticipate the founding of HVA West 2 will have a significant impact on local schools. Moreover, it is unlikely that our school would draw heavily from any one school, minimizing impact. In addition, many of the private schools in our community offer a sectarian education, so it is unlikely that many parents choosing that option for their child would instead send their child to our secular public school.

Harlem Village Academies offer a unique educational option that cannot be found in other community schools. The extended day, which offers additional time for core instruction, intervention and enrichment, is significantly different from district schools, a fact unlikely to change given their budget and labor contract constraints. Our proposed school will be most similar to other high performing charter schools in the area, but also distinguishes itself from others with a unique school culture, progressive education philosophy and supports for students from Kindergarten through college.

CSD 5 District Schools

Name	Grades	Enrollment	FRL
Academy For Social Action-A College Board School	9-12	170	78.00%
Columbia Secondary School	6-12	669	54.00%

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Name	Grades	Enrollment	FRL
Eagle Academy For Young Men Of Harlem	6-9	194	70.00%
Frederick Douglass Academy	6-12	1,409	72.00%
Harlem Renaissance High School	9-12	204	77.00%
High School Math Science And Engineering At Ccny	9-12	477	44.00%
Knowledge And Power Prep Academy IV	6-8	156	93.00%
Mott Hall High School	9-12	415	91.00%
New Design Middle School	6-8	210	91.00%
Ps 123 Mahalia Jackson	PK, KG-8	563	88.00%
Ps 125 Ralph Bunche	PK, KG-5	233	79.00%
Ps 129 John H Finley	PK, KG-8	489	89.00%
Ps 133 Fred R Moore	PK, KG-5	194	90.00%
Ps 154 Harriet Tubman	PK, KG-5	317	98.00%
Ps 161 Pedro Albizu Campos	K-8	889	94.00%
Ps 175 Henry H Garnet	PK, KG-5	354	95.00%
Ps 194 Countee Cullen	PK, KG-5	207	96.00%
Ps 197 John B Russwurm	PK, KG-5	322	92.00%
Ps 200 James McCune Smith School (The)	PK, KG-5	488	87.00%
Ps 30 Hernandez/Hughes	PK, KG-5	287	92.00%
Ps 36 Margaret Douglas	PK, KG-5	450	89.00%
Ps 46 Arthur Tappan	PK, KG-8	773	92.00%
Ps 92 Mary McLeod Bethune	PK, KG-5	296	94.00%
Teachers College Community School	PK, KG-5	263	47.00%
Thurgood Marshall Academy For Learning & Social Change	6-12	547	70.00%
Thurgood Marshall Academy Lower School	K-5	220	85.00%
Urban Assembly Academy For Future Leaders	6-8	154	92.00%
Urban Assembly For The Performing Arts	9-12	358	82.00%
Urban Assembly School For Global Commerce (The)	9-12	204	77.00%

CSD 5 Charter Schools

Name	Grades	Enrollment	FRL
Democracy Preparatory Charter School	6-12	705	82%
Democracy Preparatory Endurance Charter School	K,6-11	563	83%
Democracy Preparatory Harlem Charter School	K-4,6-12	907	84%
Global Community Charter School	K-5	441	68%
Harlem Children's Zone Promise Academy Charter School	K-12	1143	87%
Harlem Children's Zone Promise Academy II Charter School	K-12	996	83%
Harlem Village Academy West Charter School	K-12	950	83%
Harlem Village Academy East Charter School	K-12	990	83%

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Name	Grades	Enrollment	FRL
KIPP Infinity Charter School	K-12	1140	86%
KIPP S.T.A.R College Preparatory Charter School	K-3,5-12	818	82%
St. Hope Leadership Academy Charter School	6-8	302	89%
Success Academy Charter School - Harlem 2	K-8	879	76%
Success Academy Charter School - Harlem 4	K-8	631	74%
Success Academy Charter School - Harlem 5	K-8	750	69%

CSD 5 Private Schools

St. Charles Borromeo Catholic School	Annunciation School
O'Gorman Garden School	Harlem International Community
Shabak Christian School	All Saints School
Daly Day School	Storefront Academy Harlem
St. Mark the Evangelist School	

(c) Fiscal Impact

Complete the fiscal impact table in the budget template and include a copy of it with this response. Discuss the fiscal impact of the school on other public and non-public schools in the area including:

- Enrollment expectations;
- Per Pupil Allocation assumptions;
- Dollar amount the proposed charter school anticipates receiving from each district in per pupil funding;
- Other projected revenue the proposed charter school anticipates receiving from the district (special education, grant, etc.);
- Projected budget for the school district of location (please note the source and year for this figure); and,
- Yearly projected impact as a percentage of each sending district's budget (for districts projected to send at least 10 students).

As shown the chart below, the founding of the HVA West 2 Charter School, even at the end of the charter term, will have a minimal financial impact on the New York City School District. Its budget will be a fraction of a percent of the overall district education budget. In Year 1 we anticipate our budget will be 0.006% of the district's budget, rising to 0.013% in Year 5. In addition, our enrollment will be 50 students in Year 1, rising to approximately 150 in Year 5, which is a tiny fraction of the million plus students enrolled in New York City schools.

Harlem Village Academy West 2 Charter School Application

Fiscal Impact Table

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2019-20)	50	14,672	733,614	681,427	1,415,041	\$22,421,559,953	0.006%
Year 2 (2020-21)	73	14,819	1,081,786	715,784	1,797,570	\$22,421,559,953	0.008%
Year 3 (2021-22)	94	14,967	1,406,915	670,801	2,077,716	\$22,421,559,953	0.009%
Year 4 (2022-23)	114	15,117	1,723,321	821,660	2,544,981	\$22,421,559,953	0.011%
Year 5 (2023-24)	134	15,268	2,045,915	975,469	3,021,384	\$22,421,559,953	0.013%



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Charter Year	Grades	Enrollment	Proposed Affiliations (If any)
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Year 5	K-5	134	

Lead Applicant Contact Information

First Lead Applicant Name: David Zwiebel

Applicant is a: Parent Teacher School Administrator District Resident Education Corp./Charter School

Organization Name: Harlem Village Academy

Applicant Mailing Address:

Primary Phone #: [REDACTED] Secondary Phone #: [REDACTED] Email: [REDACTED]

Second Lead Applicant Name:

Applicant is a: Parent Teacher School Administrator District Resident Education Corp./Charter School

Organization Name:

Applicant Mailing Address:

Primary Phone #: [REDACTED] Secondary Phone #: [REDACTED] Email: [REDACTED]

List additional lead applicants in the "Other" section Not Applicable Other

Media/Public Contact Information (required)

Name: Paul L. Mexico Phone #: 646-812-9504 Email: plomedico@harlevillage.org

Lead Applicant Signature

Signature:

A handwritten signature in black ink that reads "David Zwiebel". Below the signature, the word "BOTTED CHAIR" is printed in capital letters.

Date:

2/19/18

By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

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Request 2 Addressing Need

(a) Mission

Provide the mission statement for the proposed charter school.

The mission of Harlem Village Academy West 2 Charter School is for our students to become intellectually sophisticated, wholesome in character, avid readers, fiercely independent thinkers and compassionate individuals who make a meaningful contribution to society.

(b) Key Design Elements

Provide a clear and concise overview of the proposed charter school's key design elements, i.e., those aspects of the school critical to its success. Provide an analysis of any research, evidence of effectiveness, or examples of existing programs, which support the selection of these elements. The response should include a brief discussion of how the school will determine if it is effectively executing its key design elements in a way that is aligned with its mission. This should not exceed five pages in length.

HVA West 2 is proposed as a replication of HVA West, and will implement all of the key design elements of that operating school. The Key Design Elements of Harlem Village Academy West 2 Charter School are:

1. A rigorous liberal arts curriculum based on aligned academic standards.
2. A longer school day allowing students time to master advanced content knowledge and explore core subject areas in depth. The HVA Elementary School day is from 8am – 4:30pm, with afterschool activities lasting until 5:45pm.
3. Frequent assessment of student progress that drives continual improvement in instructional practice. HVA will have four grading periods per year, which will allow teachers to determine the progress of students towards content and skill mastery.
4. Tutoring and after-school programs for students needing extra support. HVA provides both academic enrichment and non-academic opportunities for learning after school. HVA teachers provide academic tutoring and enrichment to meet student needs and interests.
5. A school culture emphasizing traditional values such as kindness, integrity, and responsibility. The school has a student and family handbook that each family receives at the beginning of the year. This handbook outlines expectations and guidance for behavior while focusing on the aforementioned values.
6. Frequent communication between schools and families. HVA is committed to ensuring that families are engaged in their students' achievement. Teachers and school support

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staff communicate regularly with parents and students outside of the school day, often via cell phone or email.

7. School uniforms that promote a culture of respect, scholarship, and community. HVA school uniforms will continue to meet the standards related to culture mentioned above without creating a financial burden on families.
8. Teachers who are masters of—and passionate about—their subject areas. HVA recruits and maintains teachers who have experience in the classroom and a desire to remain in the classroom.

These design elements have been shown over time to produce strong academic results and are based on best practices in highly effective schools. The longer school day provides increased learning and enrichment opportunities for students and more time for teaching, professional development, and planning time by staff. The curriculum has been developed to provide college preparatory knowledge and skills and align with state standards and tests. Frequent assessment allows teachers to adjust instruction to ensure students can access the curriculum and master learning objectives as well as target interventions and supports. None of this can take place without an environment that is conducive to learning; thus our emphasis on school culture and values that support growth and achievement. We believe that not only must we employ great teachers but parents must be welcome members of the school community as well; hence our focus on communication and family involvement. HVA West just received a five year renewal without conditions, indicating an effective model that validates the selection of these design elements.

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Request 2 Accountability Plan

HARLEM VILLAGE ACADEMY WEST 2 CHARTER SCHOOL

Accountability Plan

2019-2020 through 2023-24

GOAL 1

English Language Arts. Students will meet or exceed state performance standards for mastery of skills and content knowledge in the area of English language arts. Students will also demonstrate proficiency in advanced skills in the area of English language arts necessary for admission into and success in college.

Absolute Measures

- ◆ **1.1(a)** Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State English language arts exam for grades 3-5.
- ◆ **1.1(b)** Each year, the school's aggregate Performance Level Index (PLI) on the state English language arts exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

- ◆ **1.2(a)** Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.
- ◆ **1.2(b)** Each year, the school will exceed its predicted level of performance on the state English language arts exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measure

- ◆ **1.3(a)** Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-5 will be above the state's unadjusted median growth percentile.

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GOAL 2

Mathematics. Students will meet or exceed state standards for mastery of skills and content knowledge in the area of mathematics. Students will demonstrate further proficiency in advanced skills in mathematics necessary for admission into and success in college.

Absolute Measures

- **2.1(a)** Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State Mathematics exam for grades 3-5.
- **2.1(b)** Each year, the school's aggregate Performance Level Index (PLI) on the state Mathematics exam will meet that year's Annual Measurable Objective (AMO) set forth in the state's NCLB accountability system.

Comparative Measures

- **2.2(a)** Each year, the percent of all tested students who are enrolled in at least their second year and performing at proficiency on the state Mathematics exam will be greater than that of students in the same tested grades in the local school district.
- **2.2(b)** Each year, the school will exceed its predicted level of performance on the state Mathematics exam by an Effect Size of 0.3 or above (performing higher than expected to a small degree) according to a regression analysis controlling for economically disadvantaged students among all public schools in New York State.

Growth Measure

- **2.3(a)** Each year, under the state's Growth Model the school's mean unadjusted growth percentile in English language arts for all tested students in grades 4-5 will be above the state's unadjusted median growth percentile.

GOAL 3

Science. Students will meet and exceed state standards for mastery of skills and content knowledge in the area of science.

Absolute Measures

- ◆ **3.1(a)** Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at proficiency on the New York State science exam.

Comparative Measures

- ◆ **3.2(a)** Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on a state

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science exam will be greater than that of students in the same tested grades in the local school district.

GOAL 4

NCLB. The school will make Adequate Yearly Progress.

Additional Academic Measures

- ◆ **4.1(a)** Under the state's NCLB accountability system, the school is in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school.

Harlem Village Academy West 2 Charter School Application

Request 3 Proposal History

(a) Applicant Information

Indicate whether each applicant is a parent, teacher, administrator, and/or community resident as required by the Act. Provide a brief biographical description for the applicant(s) including relevant background and experience. Include applicant resume(s) as Response 3(h) - Founding Team Resumes.

The Lead Applicant for the Harlem Village Academies West 2 Charter School is David Zwiebel, the current chair of the board of trustees of Harlem Village Academies West Charter School, the school that is being replicated. Mr. Zwiebel has been involved with HVA since its founding. He is a real estate developer and consultant with extensive experience in retail business management. He has launched, designed and developed numerous retail stores, including Eileen Fisher boutiques and showrooms nationwide. Mr. Zwiebel is a founding board member of Social Accountability International. In addition, he is a past Co-Chairperson of the Irvington Education Foundation and past Chairperson of the Irvington NY PTA Special Education Committee.

(b) Proposal History

Describe how the applicant team formed and the relationship of its members to each other. Clearly describe the process that the founding group used to develop the proposal. Discuss any assistance the founding group received from outside advisors, for example, support organizations, or consultants (even if these outside advisors are not active members of the founding group).

The staff and boards of Harlem Village Academy schools and network have continued to monitor enrollment and demand for charter schools as well as the performance of other local schools in CSD 5. The boards greenlighted the exploration of expanding HVA seats; the analysis of need and demand coupled with the availability of a suitable facility resulted in this application for a new charter school. The Village Academy Network staff took the lead on developing the letter of intent and the full application as well as conducting public outreach. In addition, the following outside advisors also supported this effort:

- **4th Sector Solutions:** provides financial management to the HVA network that informed greenlighting of the application and budget development.
- **Barton Gilman Law Firm:** provided advice on interpretation of charter school law to meet application requirements.
- **Simeon Stolzberg:** an independent consultant with experience in new school development advised on process and assisted with drafting sections of the written application.

Harlem Village Academy West 2 Charter School Application

(c) List of Founding Team Members

Provide a brief biography for any founding team member added since the Letter of Intent submission and use the Founding Team Members table to list the active members of the founding group, including the applicant(s), who developed this proposal and/or will be involved in the proposed school, if approved. Do not include proposed board members on this list.

Attach the founding team members' resumes as Response 3(h)-Founding Team Resumes.

Yohana De Los Santos has been added to the founding team since submission of the Letter of Intent.

Founding Team Members (Other Than Board Members)

NAME	RELEVANT EXPERIENCE/SKILLS AND ROLE IN FOUNDING GROUP	PROPOSED ROLE(S) IN SCHOOL (IF ANY)
Bob Ollwerther	Operations, Finance, Human Resources, Technology, Strategic Planning, Facilities	Chief Operating Officer, Harlem Village Academies
Kevin Tallat-Kelpsa	Curriculum, Instruction, Assessment, School Culture, Professional Development, Teacher Supervision and Support, Evaluation	Chief of Elementary and Middle School Academics, Harlem Village Academies
Chuck Klein	Finance	VP Finance, Harlem Village Academies
Erica Newman	Operations, Facilities, Strategic Planning	VP Operations, Harlem Village Academies
Yohana De Los Santos	Education, School Culture, Family and Community Outreach, Social Work, Social and Emotional Support, Student Recruitment	Chief of Student and Family Affairs, Harlem Village Academies

(d) Board Members

- Provide a brief narrative describing the methods used to recruit and select board members.*
- Attach resumes for any board member added since the Letter of Intent Submission with Response 3(i) - Board Member Credentials.*
- Use the Proposed Board Members table to identify a minimum of five proposed board members. In circumstances where one or two persons affiliated with a CMO will serve on the education corporation board, a total of at least six or seven trustees must be*

Harlem Village Academy West 2 Charter School Application

identified when the proposal is submitted. Refer to the Guidance Handbook for more details. Proposed board members should intend to serve the school through its first charter term, if approved.

- Under the heading “Position on the Board,” please note any leadership and/or affiliations that proposed board members would hold. For example: “Board Chair,” “Board Member – CMO Representative,” etc.
- Under the heading “Committee Affiliations (if any),” please note any committees on which a proposed trustee would serve.
- Include any currently vacant seats that the board would fill at a later date, and specify the date. For example, if the board intends to add the head of the school’s Parent Teacher Organization as an ex-officio member after PTO elections in December of the 1st year, that member should appear in the table below as: Name - TBD; Position on the Board – PTO Representative; Committee Affiliations – TBD; and Area of Expertise and/or Additional Role at School – Parent; and, indicate whether role would be “Voting,” or non-voting and/or “Ex-Officio.”
- NOTE: Paid employees of the school including administrators and teachers generally may not serve as voting members of the board, except perhaps in limited circumstances. Please see the Guidance Handbook for further information.

The proposed board for HVA West 2 Charter School is the current board for the original HVA West Charter School that is being replicated in this application. These board members were selected based on their commitment to the HVA mission and vision, the array of skills and experiences they bring to school governance, and their connections to the larger school community. No new members have been added since the submission of the Letter of Intent.

TRUSTEE NAME	POSITION ON THE BOARD (OFFICER OR CONSTITUENT REPRESENTATIVE)	COMMITTEE AFFILIATIONS (IF ANY)	EXPERTISE AND/OR ROLE AT SCHOOL (PARENT, STAFF, ETC.)	VOTING	EX-OFFICIO
David Zwiebel	Chair	Finance	Mr. Zwiebel is a real estate developer and consultant with extensive experience in retail business management. He has launched, designed and developed numerous retail stores including Eileen Fisher boutiques and showrooms nationwide. Mr. Zwiebel is a founding board member of Social Accountability International. In addition, he is a past Co-Chairperson of the Irvington Education Foundation and past	Yes	No

Harlem Village Academy West 2 Charter School Application

TRUSTEE NAME	POSITION ON THE BOARD (OFFICER OR CONSTITUENT REPRESENTATIVE)	COMMITTEE AFFILIATIONS (IF ANY)	EXPERTISE AND/OR ROLE AT SCHOOL (PARENT, STAFF, ETC.)	VOTING	EX-OFFICIO
			Chairperson of the Irvington NY PTA Special Education Committee.		
Dr. Deborah A. Kenny	Secretary	None	Dr. Kenny is founder and CEO of Harlem Village Academies, a network of public charter schools. She is widely regarded as one of the most influential educators in the country. Kenny holds a Ph.D. from Columbia University in comparative international education and a B.A. from the University of Pennsylvania. She is the recipient of the Teachers College Distinguished Alumni Award.	Yes	No
Daniel Pianko	Treasurer	Finance	Mr. Pianko is co-founder and managing director at University Ventures. He began his career in Investment Banking at Goldman Sachs. Mr. Pianko invested in, founded, advised or managed a number of education-related businesses that led to the creation of University Ventures. Mr. Pianko holds a B.A. from Columbia University and an M.B.A and M.A. in Education from Stanford University.	Yes	No
Dr. Andrew August	Member	None	Dr. August is Associate Dean, Academic Affairs and Professor of History at Pennsylvania State University. He holds a Ph.D. in history from Columbia University and is the author of Poor Women's Lives and The British Working Class. Dr. August has served in faculty positions at Columbia University, New York	Yes	No

Response 3af - 4

Harlem Village Academy West 2 Charter School Application

TRUSTEE NAME	POSITION ON THE BOARD (OFFICER OR CONSTITUENT REPRESENTATIVE)	COMMITTEE AFFILIATIONS (IF ANY)	EXPERTISE AND/OR ROLE AT SCHOOL (PARENT, STAFF, ETC.)	VOTING	EX-OFFICIO
			University, and the New School for Social Research.		
Judith Turner Hamerschlag	Member	Finance	Ms. Turner Hamerschlag is Chief Financial Officer at Brain POP, an award winning educational technology company that creates animated, curriculum-based content that engages students, supports educators and bolsters achievement. She is a graduate of the State University of New York at Albany and is a CPA.	Yes	No

(e) Description of Community Outreach Efforts

Explain:

- *The methods used to inform stakeholders in the intended community about the proposed charter school;*
- *The strategies used to solicit community input regarding the educational and programmatic needs of students and the plan to meet those needs;*
- *The form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal; and,*
- *The extent to which, if at all, the proposal incorporates community input regarding the educational and programmatic needs of students.*

The idea for this charter school application was inspired by family demand for additional seats in HVA schools and the need for better educational opportunities in the community. Consequently, the boards and staff of Harlem Village Academy schools and network have considered the need, demand and capacity to start a new school, including discussions held during public board meetings. Once this proposal was greenlighted, HVA sent a letter to the current HVA staff and parent community informing them about our plans and seeking input. The HVA board and leaders have also discussed this proposal with people and organizations in their professional and personal networks. In particular, we have sought to communicate with key stakeholders in our community who have played a role in our current HVA schools, such as pre-schools and day care programs, non-profit organizations, and after-school and enrichment

Harlem Village Academy West 2 Charter School Application

programs. For example, we have reached out to the Harlem Community Justice Center, Harlem YMCA, NYC Mission Society, SONYC After School Program, and Young Life Central Harlem.

HVA staff have met with NYCDOE to discuss co-location opportunities, which led to our understanding that space in a NYCDOE building was unlikely, thus our ongoing efforts to identify potential private space for a new school.

This application is a direct response to community demand for educational options and our community outreach has encouraged us to move forward. Specifically, we are proposing to replicate an existing school model and all feedback to date has supported that approach. We are unaware of any opposition to replicating in CSD 5.

Outreach Examples

Antioch Church of God
Mount Morris Ascension Presbyterian Church
New York Public Library - Harlem Library
Committee on Special Education 10
District 9 District Office
NYC Mission Society
Young Life
Harlem YMCA
President of Mount Morris Park Community Improvement Association
Harlem Community Justice Center
NYC Special Education Collaborative

(f) Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers)

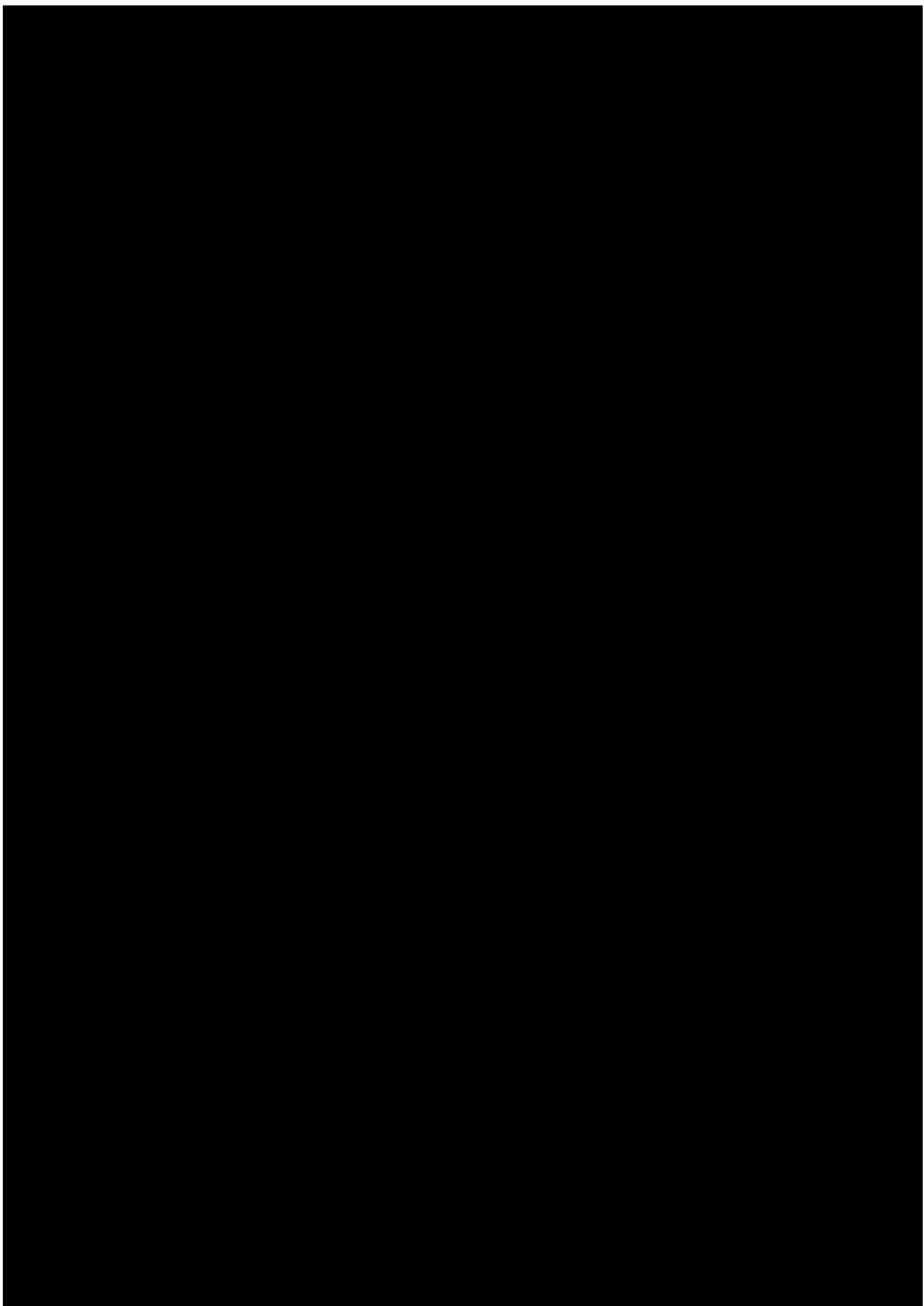
This proposal has never been previously withdrawn from or rejected by the SUNY Trustees. The applicant and founding team has also never previously applied for a charter from a charter entity other than the SUNY Trustees.

Harlem Village Academy West 2 Charter School Application

Request 3 Letters of Justification

Request is not applicable.

Response 3g - 1



Education:

1991 New York University Stern School of Business, MBA

1978 Fairfield University, BS in Accounting

 Certified Public Accountant, New York

Other:

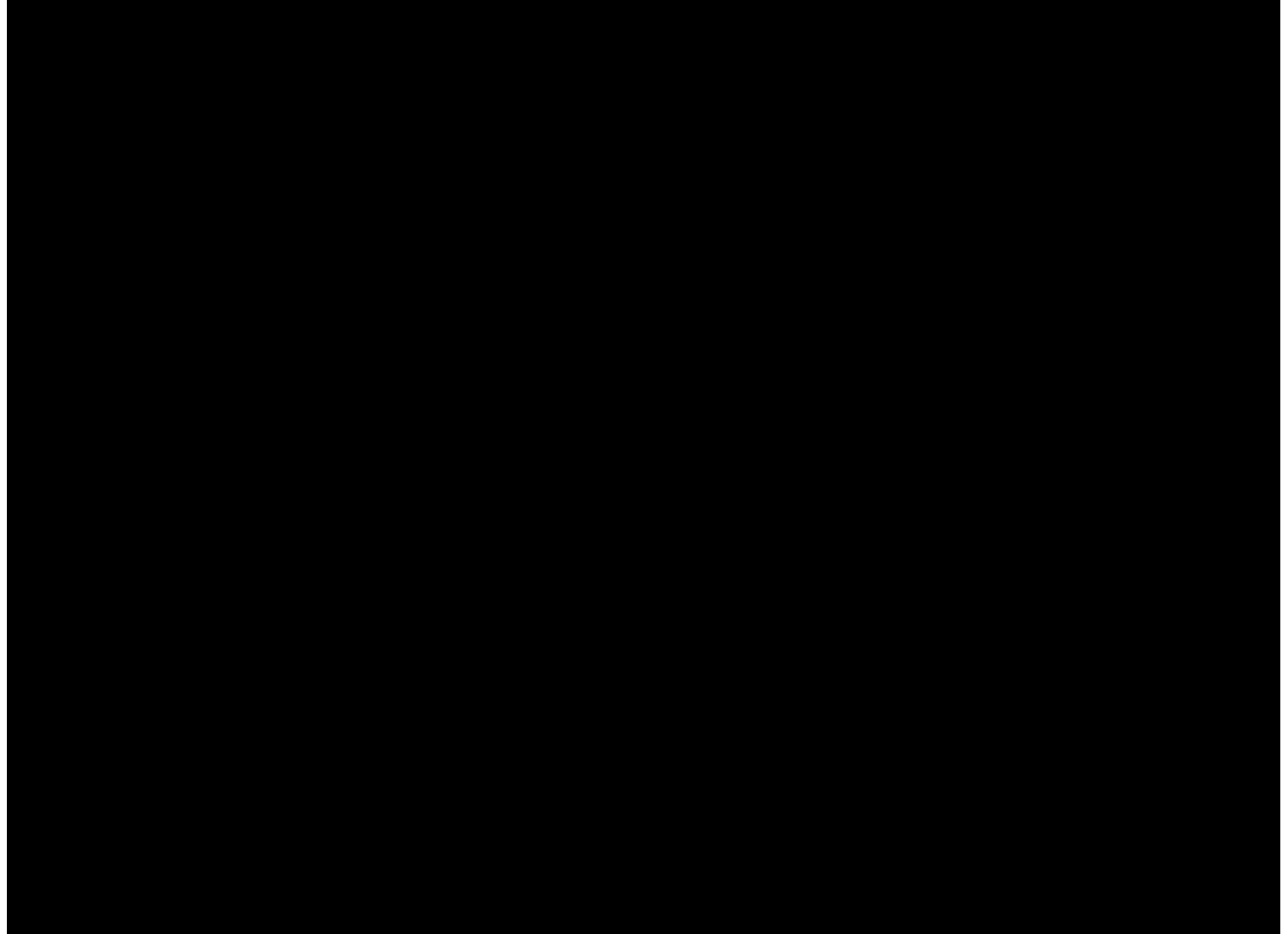
- Trustee, Cornelia Connelly Center, a middle school for girls on the Lower East Side of New York City
- President, 639 West End Apartments Corporation
- Co-chaired Fairfield University Awards Dinner for multi-cultural scholarships which raised a record \$1.75 million

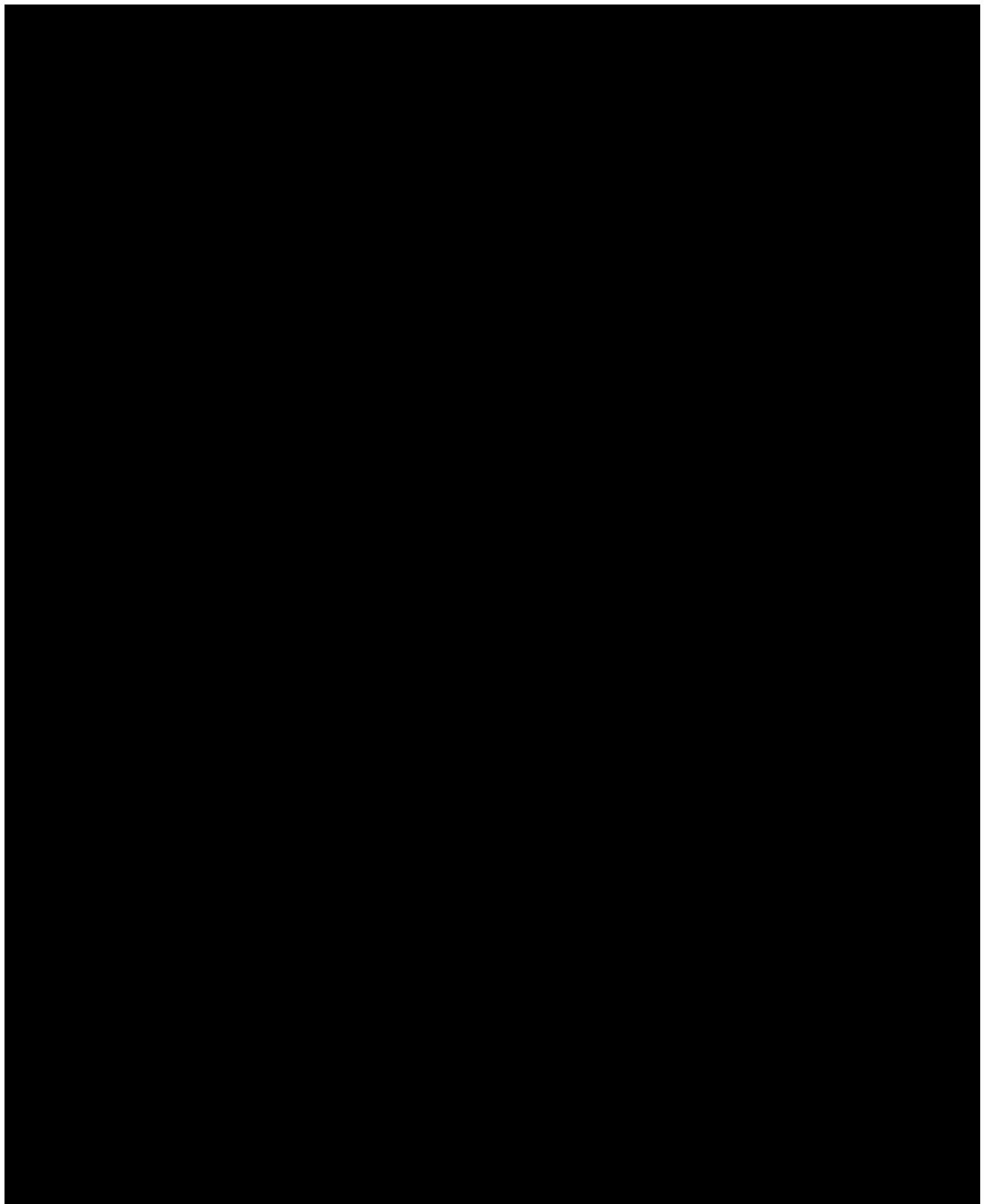
Kevin Tallat-Kelpsa

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

I am a progressive educator with a commitment to social justice and a track record of academic success. I have 26 years of experience in leadership and teaching as a teacher, math and literacy coach, school principal, and Chief of Academics. I have worked in affluent neighborhoods in Chelsea, the West Village and the Upper Eastside. I have also worked in communities where families struggle to stay above the poverty line in the Kingsbridge neighborhood of Bronx, in the Ft. Greene and Bedford-Stuyvesant neighborhoods of Brooklyn, and in vibrant and changing neighborhood of Harlem, New York City. No matter where I have worked or the community I have served, I have brought a commitment to equal access to a quality education for all children. I am an effective communicator able to inspire people at all levels and from all backgrounds.

EXPERIENCE





EDUCATION

- B.A., University of Florida, 1987
- Graduate work: Bank Street College (Leadership in Mathematics Education), Brooklyn College, City College (Math in the City, Summer Institute), College of St. Rose, Lehman College, Touro College, Teachers College.

CHARLES KLEIN, CPA

[REDACTED] – Oceanside, NY 11572 • [REDACTED]

EXPERIENCE

EDUCATION

ITHACA COLLEGE, School of Business Administration – Ithaca, New York
Bachelor of Science in Finance, concentration in Accounting

May 1990

HOFSTRA UNIVERSITY – Hempstead, New York
Post-Graduate Education Credits in Accounting

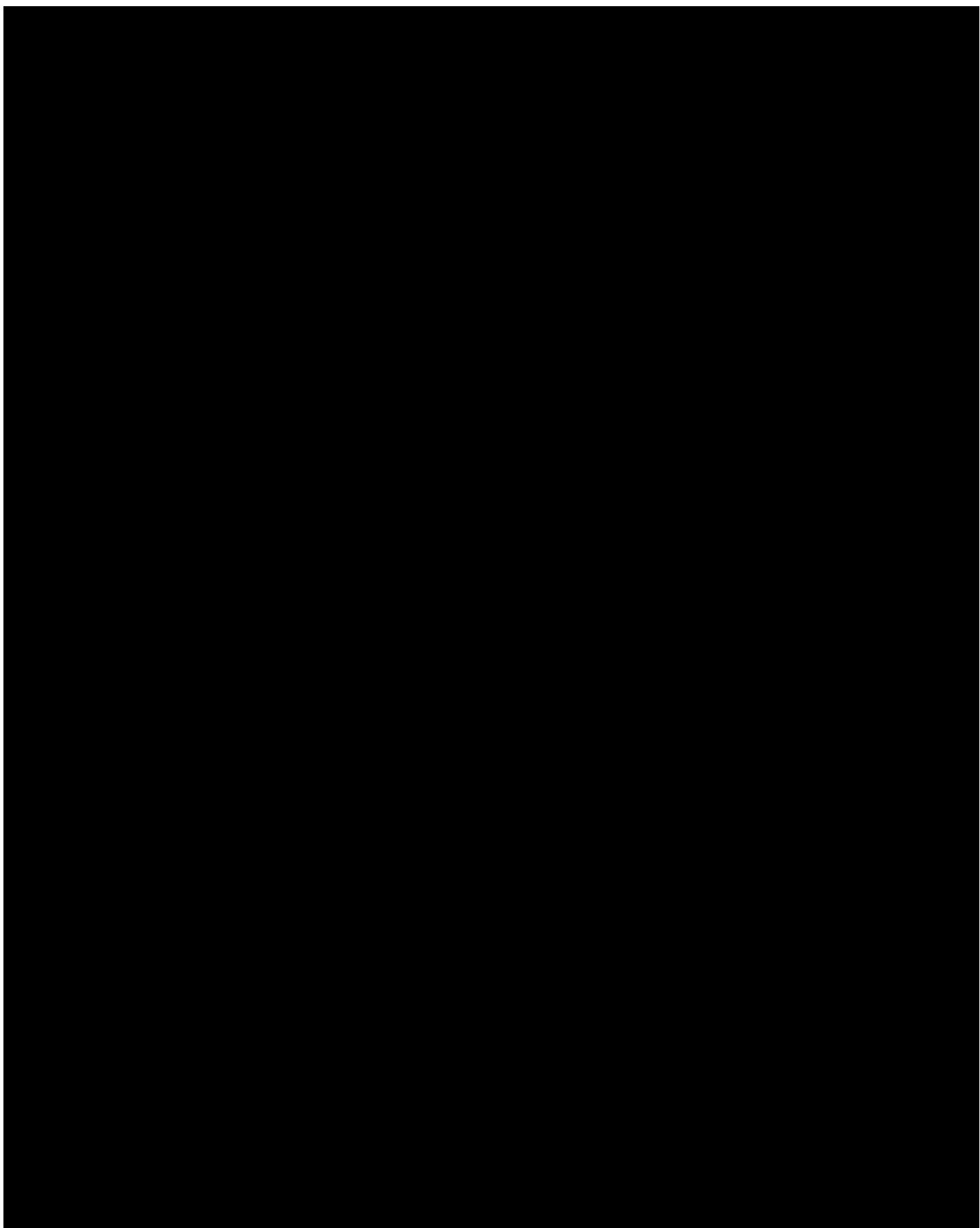
1991 - 1992

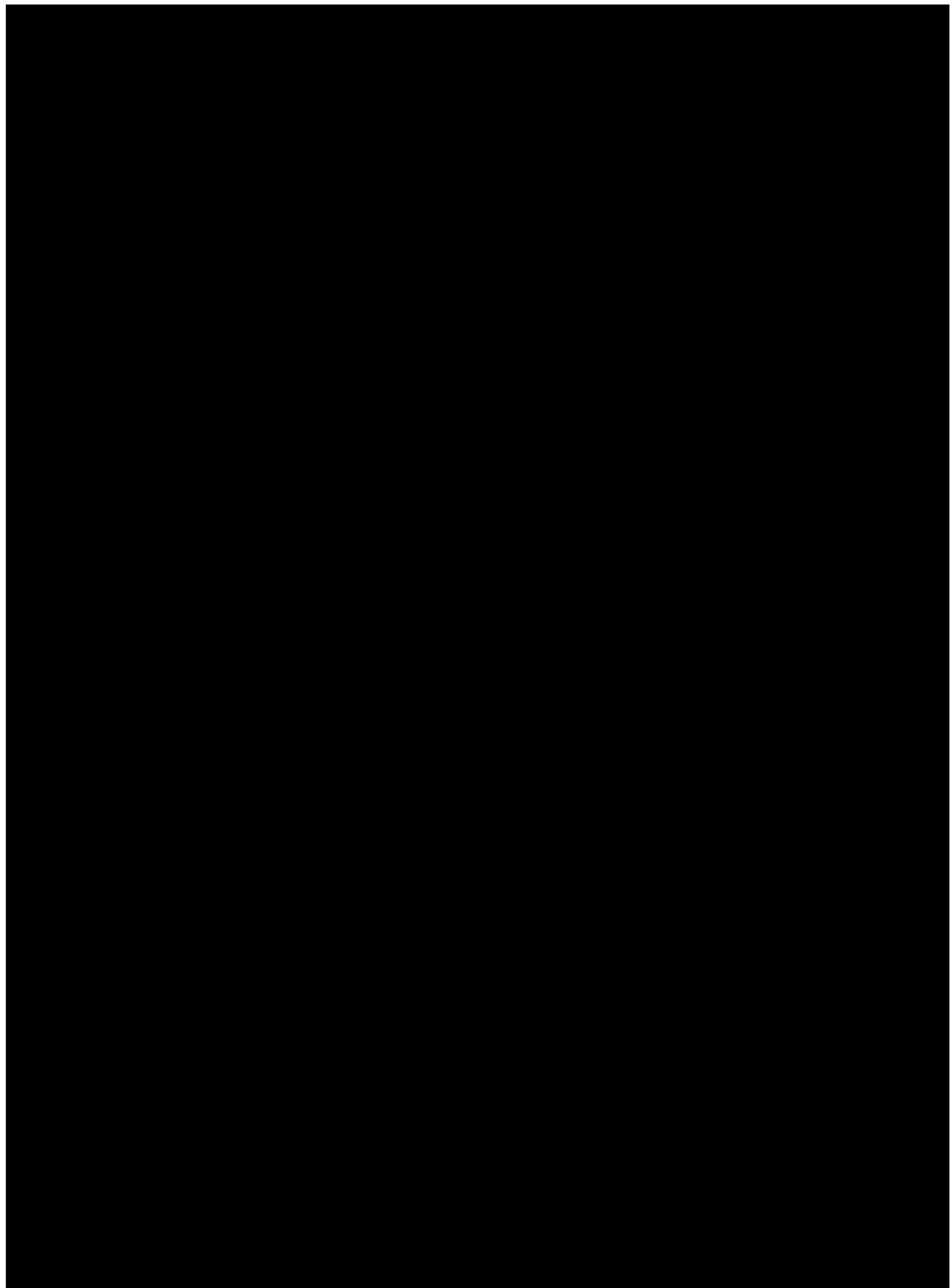
Yohana De Los Santos

[REDACTED]
Florida, NY 10921

Email: [REDACTED]

Phone: [REDACTED]





Education

Ashford University Clinton, IA
Master of Education 4/2013 – 9/2014
Specialization: Family and Community Services

CUNY, John Jay College of Criminal Justice New York, NY
Bachelor of Arts in Public Administration May 2000
Concentration: Policy Planning and Implementation

RELEVANT SKILLS:

- Fluent Spanish
 - Microsoft Office
 - Excellent customer service
 - Trained in IIRP Restorative Practices

ERICA NEWMAN, M.B.A.



EXECUTIVE SUMMARY

Results-driven senior manager with over 10 years of experience in operations, business development and marketing. Systems thinker with excellent organizational and project management skills. Strong negotiation and communication skills. Ability to relate to and work with diverse groups. Core competencies include:

- Strategic Planning & Execution
- Budget Management & Fiscal Controls
- Marketing & Recruitment
- Data Collection, Analysis & Reporting
- People Management
- Cross-functional Teaming

EDUCATION

HARVARD BUSINESS SCHOOL

Master of Business Administration, 2007

BOSTON, MA

SPELMAN COLLEGE

Bachelor of Arts - Economics, 2002

ATLANTA, GA

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee. Harlem Village Academy Charter School #2

2. Full name: David Zwiebel

Home Address: [REDACTED] Irvington, NY 10533

Business Name and Address: [REDACTED] Irvington, NY 10533

Home telephone No.: [REDACTED]

Work telephone No.:

E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):

Mr. Zwiebel is a real estate developer and consultant with extensive experience in retail business management. He has launched, designed and developed numerous retail stores including Eileen Fisher boutiques and showrooms nationwide. Mr. Zwiebel is a founding board member of Social Accountability International. In addition, he is a past Co-Chairperson of the Irvington Education Foundation and past Chairperson of the Irvington NY PTA Special Education Committee.

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me. Yes, I serve on the boards of Harlem Village Academy Charter School and Harlem Village Academy Leadership Charter School.

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes, I have served with other prospective trustees on two HVA Charters and know them from that contact.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, As in 8,above
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, Text.
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None.

Yes, I serve on the boards of the HVA Charter School and the HVA Leadership Charter School

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

In the above situation I would approach the individual and If in that exchange I got any idea that there was any hint of conflict of interest I would bring up the matter to the full board and ask the board to initiate a formal investigation potentially by an outside third party. The results of that together with any suggested action would then be brought back to the board for appropriate action.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, David Zwiebel, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Harlem Village Academy Charter School # 2 is true and correct in every respect.



Signature

2/25/2018

Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee. Harlem Village Academy Charter School #2

2. Full name: Dr. Andrew August

Home Address: [REDACTED] Elkins Park, PA 19027

Business Name and Address: Dept. of History, 1600 Woodland Road, Abington, PA 19001

Home telephone No.:

Work telephone No.: [REDACTED]

E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):

Dr. August is Associate Dean, Academic Affairs and Professor of History at Pennsylvania State University. He holds a Ph.D. in history from Columbia University and is the author of Poor Women's Lives and The British Working Class. Dr. August has served in faculty positions at Columbia University, New York University, and the New School for Social Research.

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me. Yes, I serve on the boards of Harlem Village Academy Charter School and Harlem Village Academy Leadership Charter School.

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes,

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me. Yes,

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes, I have served on the board of HVA schools, and I have known Deborah Kenny for many years.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, .
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. This would need to be brought before the board for action.

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Andrew August, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Harlem Village Academy Charter School # 2 is true and correct in every respect.



Signature

2/23/18

Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee. Harlem Village Academy Charter School #2

2. Full name: Judith Turner Hamerschlag

Home Address: [REDACTED] Pleasantville, NY 10570

Business Name and Address: BrainPOP [REDACTED] New York, NY 10010

Home telephone No.: [REDACTED]

Work telephone No.: [REDACTED]

E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):

Chief Financial Officer

Ms. Turner Hamerschlag is Senior Vice President of Finance and Administration at Brain POP, an award winning educational technology company that creates animated, curriculum-based content that engages students, supports educators and bolsters achievement. She is a graduate of the State University of New York at Albany and is a CPA (inactive.).

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me. Yes, I serve on the boards of Harlem Village Academy Charter School and Harlem Village Academy Leadership Charter School.

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes, I know the trustees of the other 2 HVA Charters
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, in my position as trustee I do know some employees of the education corporation
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, .
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, .
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, .
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, I am an Employee of an Education Service Provider (Digital Content)
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, .

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes,
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes,
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.
I would initiate a board meeting to discuss the situation with the other board members & develop a plan together on how to approach the situation
- Other
18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Judith Turner Hamerschlag, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Harlem Village Academy Charter School # 2 is true and correct in every respect.

Judith Turner Hamerschlag 3/21/18
Signature Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee. Harlem Village Academy Charter School #2

2. Full name: Daniel Pianko

Home Address: [REDACTED] New York, NY [REDACTED]

Business Name and Address: University Ventures, 1745 Broadway, New York, NY

Home telephone No.: [REDACTED]

Work telephone No.: [REDACTED]

E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):

Mr. Pianko is co-founder and managing director at University Ventures. He began his career in Investment Banking at Goldman Sachs. Mr. Pianko invested in, founded, advised or managed a number of education-related businesses that led to the creation of University Ventures. Mr. Pianko holds a B.A. from Columbia University and an M.B.A and M.A. in Education from Stanford University.

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me. Yes, I serve on the boards of Harlem Village Academy Charter School and Harlem Village Academy Leadership Charter School.

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes, [REDACTED]
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes,
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes,
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes,
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes,
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes,
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes,

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, .

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .

17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. *This is unacceptable*

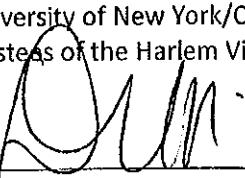
Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Daniel Pianko, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Harlem Village Academy Charter School # 2 is true and correct in every respect.


Signature

2/26/18
Date

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)
(518) 320-1572 (fax)
charters@suny.edu (email)

**Request for Information from
Prospective Charter School Education Corporation Trustee
FORM**

Please provide the following information.

Background

1. Name of charter school education corporation for which you intend to serve as a trustee. Harlem Village Academy West #2 Charter School

2. Full name: Dr. Deborah Kenny

Home Address: [REDACTED] New York, NY 10023

Business Name and Address: [REDACTED] New York, NY 10027

Home telephone No.:

Work telephone No.:

E-mail address: [REDACTED]

3. A brief educational and employment history (you may attach a resume):

Dr. Kenny is founder and CEO of Harlem Village Academies, a network of public charter schools. She is widely regarded as one of the most influential educators in the country. Kenny holds a Ph.D from Columbia University in comparative international education and a B.A. from the University of Pennsylvania. She is the recipient of the Columbia Teachers College Distinguished Alumni Award.

Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.
5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me. Yes, I serve on the boards of Harlem Village Academy Charter School and Harlem Village Academy Leadership Charter School.
6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. Does not apply to me. Yes, .
7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
 Does not apply to me. Yes, .

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes, I know the other trustees and have worked with them on the boards of Harlem Village Academy Charter School and Harlem Village Academy Leadership Charter School.
9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.
 I / we do not know any such employees. Yes, I know employees of Harlem Village Academy Charter School and Harlem Village Academy Leadership Charter School
10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation. I / we do not know any such persons. Yes, I know vendors that may potentially serve the new charter in the normal course as they serve our other school because of my position as Executive Director of Harlem Village Academies.
11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business. Yes, I serve as the CEO of Village Academies.
12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the education corporation does not contact with a management company or charter management organization.
 I / we do not know any such persons.
 Yes, I serve as the CEO of Village Academies Network.
13. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. N/A. I / we have no such interest. Yes, .
14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. N/A. I / we or my family do not anticipate conducting any such business. Yes, I am CEO of Village Academies Network.

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation or any of the schools it has the authority to operate, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family. Yes, I am CEO of Village Academies Network and on the boards of Harlem Village Academy Charter School and Harlem Village Academy Leadership Charter School.
16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. None. Yes, .
17. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would approach the trustee or trustees about the matter in order to get more information and raise concerns. If they resisted those efforts or if that exchange yields troubling information suggesting a conflict of interest, I would then bring the matter to the attention of the board and allow the board to make its own inquiries and determination

Other

18. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.
19. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.
Not applicable

Certification

I, Deborah Kenny, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the Harlem Village Academy West #2 Charter School is true and correct in every respect.


Signature


Date 3/5/18

Please submit this form with the RFI form to the Institute or via mail, facsimile or e-mail (in PDF with signature) to:

SUNY Charter Schools Institute
41 State Street, Suite 700
Albany, New York 12207
(518) 445-4250 (phone)

R-03j - Outreach Evidence

Request for Letters of Support



Dear Greg Moore, Young Life,

I am writing to request your support for a proposal to expand Harlem Village Academies' elementary program. Harlem Village Academies was founded fifteen years ago and serves 1,600 children in Grades K-12 in East and West Harlem. After 6 years of student-centered elementary education with compelling results Harlem Village Academies is submitting a charter application, Harlem Village Academies West 2, to further support elementary students in our neighborhood. We currently provide an outstanding community of progressive educators and a student-driven curriculum to 533 students in the West Harlem area. If approved, we will be able to extend this excellent education to additional students, beginning with 50 students (25 each in Kindergarten and 1st Grade) in August 2019. HVA West 2 will grow by 25 students each year to ultimately serve 250 students. Our elementary schools have outperformed New York State Public Schools Districts in the last two years, this year being Top 3% in Math and Top 10% in ELA of all New York State Public School Districts!

Elementary Student Performance of HVA West and District CSD 5, 2016-17

Grade	ELA		Math	
	HVA West	CSD 5	HVA West	CSD 5
3	79%	23%	99%	25%
4	63%	24%	91%	18%
5	19%	21%	26%	21%
Total	72%	23%	92%	21%

Harlem Village Academies Philosophy and Practices

We are deeply committed to progressive education while emphatically embracing a sense of urgency, a strong work ethic, and accountability for student learning.

Authentic Assessment

Evidence of effective teaching can be found in the quality of work that students produce and in the level of thinking students convey through speaking and writing. Authentic assessment means that students produce the authentic work of the discipline. In history, for example, students are required to write original research papers and craft arguments to demonstrate competence in historical analysis.

Compelling Curriculum

We believe that curriculum must, first and foremost, develop in students a deep and enduring understanding of complex ideas and the ability to apply that understanding to new and complex situations. This is accomplished by designing curriculum around the fluid cognitive and work performance skills that are the basis of college readiness.

Engaging Instruction

At Harlem Village Academies, our approach to instruction centers on learning experiences that foster and require deep thinking, independent thinking, and coherent expression of thinking. Instruction at HVA has students spending most of class time reading, writing, creating, problem-solving, and contributing to high-level discourse.

As part of our application we are to submit letters of support for Harlem Village Academies West 2. Demonstrating that our school has widespread community support is a significant part of the



State University of New York's approval process. We hope this will not be an inconvenience. Your letter will be submitted with our charter school application on March 6th. With your help, Harlem Village Academies West 2 can open its doors in August 2019.

Please submit signed letters no later than March 5, 2018:

Via Email (preferred): arijo@harlempvillage.org

Via Mail: Harlem Village Academies, 35 W. 124th Street, 5th Floor, New York, NY 10027.

Thank you for your support!

Best Regards,

Aria Gee
Dean of Student and Family Affairs

Dear Tanya Frazier, Early LIFE,



I am writing to request your support for a proposal to expand Harlem Village Academies' elementary program. Harlem Village Academies was founded fifteen years ago and serves 1,600 children in Grades K-12 in East and West Harlem. After 6 years of student-centered elementary education with compelling results Harlem Village Academies is submitting a charter application, Harlem Village Academies West 2, to further support elementary students in our neighborhood. We currently provide an outstanding community of progressive educators and a student-driven curriculum to 533 students in the West Harlem area. If approved, we will be able to extend this excellent education to additional students, beginning with 50 students (25 each in Kindergarten and 1st Grade) in August 2019. HVA West 2 will grow by 25 students each year to ultimately serve 250 students. Our elementary schools have outperformed New York State Public Schools Districts in the last two years, this year being Top 3% in Math and Top 10% in ELA of all New York State Public School Districts!

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As part of our application we are to submit letters of support for Harlem Village Academies West 2. Demonstrating that our school has widespread community support is a significant part of the State University of New York's approval process. We hope this will not be an inconvenience.



Your letter will be submitted with our charter school application on March 6th. With your help, Harlem Village Academies West 2 can open its doors in August 2019.

Please submit signed letters no later than March 2, 2018:

Via Email (preferred): arijo@harlempvillage.org

Via Mail: Harlem Village Academies, 35 W. 124th Street, 5th Floor, New York, NY 10027.

For your convenience, we have included a sample template with some information about HVA, please feel free to use any part of it, if you wish, or use it customize your own letter. Please replace all bracketed information if applicable.

Thank you for your support!

Best Regards,

Anavic Rijo
Business Operations Manager

Dear Renaldo Davidson, NYC Mission Society,



I am writing to request your support for a proposal to expand Harlem Village Academies' elementary program. Harlem Village Academies was founded fifteen years ago and serves 1,600 children in Grades K-12 in East and West Harlem. After 6 years of student-centered elementary education with compelling results Harlem Village Academies is submitting a charter application, Harlem Village Academies West 2, to further support elementary students in our neighborhood. We currently provide an outstanding community of progressive educators and a student-driven curriculum to 533 students in the West Harlem area. If approved, we will be able to extend this excellent education to additional students, beginning with 50 students (25 each in Kindergarten and 1st Grade) in August 2019. HVA West 2 will grow by 25 students each year to ultimately serve 250 students. Our elementary schools have outperformed New York State Public Schools Districts in the last two years, this year being Top 3% in Math and Top 10% in ELA of all New York State Public School Districts!

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As part of our application we are to submit letters of support for Harlem Village Academies West 2. Demonstrating that our school has widespread community support is a significant part of the State University of New York's approval process. We hope this will not be an inconvenience.



Your letter will be submitted with our charter school application on March 6th. With your help, Harlem Village Academies West 2 can open its doors in August 2019.

Please submit signed letters no later than March 2, 2018:

Via Email [REDACTED]

Via Mail: Harlem Village Academies, 35 W. 124th Street, 5th Floor, New York, NY 10027.

For your convenience, we have included a sample template with some information about HVA, please feel free to use any part of it, if you wish, or use it customize your own letter. Please replace all bracketed information if applicable.

Thank you for your support!

Best Regards,

Yohana De Los Santos
Chief of Student and Family Affairs

Harlem Village Academy West 2 Charter School Application

Request 4 Enrollment

(a) In a narrative response, describe the following aspects of the school's enrollment plan including:

- The extent to which the proposed charter school's grade configuration aligns with the school district of location and how any misalignment may impact the school;*
- Any differences in eligible or minimum age in the same grades between the proposed charter school and district schools;*
- The pattern of growth over the charter term including anticipated student attrition, the rationale for the attrition rate, and plans to replace or limit the intake of students;*
- A statement about any growth that the applicants may seek in a future charter period if the school is renewed; and*
- A statement regarding whether the school might seek to apply for a full-day universal pre-K program. (Note, pre-K applications are handled by the school district of location or NYSED and cannot be submitted until the charter is approved.)*

Enrollment Plan

Grade	Level	2019-20	2020-21	2021-22	2022-23	2023-24	Age Range
K	Elementary	25	25	25	25	25	4-6
1	Elementary	25	25	25	25	25	5-7
2	Elementary		23	23	23	23	6-8
3	Elementary			21	21	21	7-9
4	Elementary				20	20	8-10
5	Elementary					20	9-11
Total		50	73	94	114	134	

It is our intention to open with Kindergarten and 1st grade and add an additional grade each year until the school serves grades K-5 at the end of the charter term. This slow growth model has been effective in our other HVA schools as well as other high performing charter schools. Our grade configuration aligns with district schools, which serve elementary students in K-5 or K-8 programs and middle school students in 6-8 or 6-12 programs. Our eligibility for grades will be the same as the district, with preferences given in our lottery for enrolled students, CSD 5 residents, and siblings. In addition, the school will reserve thirty percent of available seats for students who are eligible for free or reduced price lunch.

In subsequent charter terms, we will apply to expand the school into middle and high school grades as part of the HVA network. Based on the facility we are seeking to secure for this school, we will have one class per grade with a class size of approximately 25 students. Based on our experience operating other elementary charter schools in the same community, we

Response 4ab - 1

Harlem Village Academy West 2 Charter School Application

anticipate some attrition, which is detailed in the enrollment chart above. We will enroll new students in Kindergarten and 1st grade, and thus we assume we will maintain our 25 student target in those grades, but with attrition class sizes may diminish in upper grades.

We do not anticipate applying for a full-day universal pre-K program at this time.

SCHOOL NAME: Harlem Village Academy East Charter School

	2012-13	2013-14	2014-15	2015-16	2016-17
Enrollment^[1]					
Total Enrollment	577	693	798	874	892
Number of Students with Disabilities	61	99	140	164	175
Number of English language learners	24	17	31	39	24
Number of Economically Disadvantaged Students	435	534	603	706	760
Retention^[2]					
Total Number of Students Eligible to Return from Previous Year ^[3]	394	551	661	763	828
Total Number of Eligible Students Who Returned from Previous Year	375	510	626	694	684
Number of Students with Disabilities Eligible to Return from Previous Year ^[4]	42	59	98	141	166
Number of Students with Disabilities Who Returned from Previous Year	39	54	92	121	140
Number of English language learners Eligible to Return from Previous Year ^[5]	19	32	31	46	54
Number of English language learners Who Returned from Previous Year	17	29	29	42	43
Number of Economically Disadvantaged Students Eligible to Return from Previous Year	314	423	518	587	678
Number of Economically Disadvantaged Students Who Returned from Previous Year	300	389	491	524	562
Average Daily Attendance Rate	96.4%	94.4%	94.1%	94.9%	94.3%
Discipline					
Number of In-School Suspensions (Occurrences)	0	11	6	14	48
Number of Out of School Suspensions (Occurrences)	523	172	150	249	164
Number of In-School Suspensions (unique students)	0	9	5	11	28
Number of Out of School Suspensions (unique students)	214	130	96	119	71
Number of Expulsions	0	1	0	0	0

[1] All enrollment data should reflect *BEDS day information*.

[2] All retention data should reflect students enrolled in school on previous BEDS day who remained in the school

[3] An eligible student is one who has not completed the school's terminal grade, aged out of the program or been

[4] All students who received mandated services at some point of enrollment in the school should be included in

[5] Any student identified as an English language learner at any point of enrollment in the school should be

SCHOOL STATISTICAL OVERVIEW

SCHOOL NAME: Harlem Village Academy West Charter School

	2012-13	2013-14	2014-15	2015-16	2016-17
Enrollment^[1]					
Total Enrollment	552	693	818	896	979
Number of Students with Disabilities	81	116	144	182	206
Number of English language learners	18	26	48	47	58
Number of Economically Disadvantaged Students	368	496	548	732	811
Retention^[2]					
Total Number of Students Eligible to Return from Previous Year ^[3]	372	526	673	782	846
Total Number of Eligible Students Who Returned from Previous Year	347	483	628	707	756
Number of Students with Disabilities Eligible to Return from Previous Year ^[4]	63	80	114	140	174
Number of Students with Disabilities Who Returned from Previous Year	56	67	103	127	151
Number of English language learners Eligible to Return from Previous Year ^[5]	19	23	26	48	47
Number of English language learners Who Returned from Previous Year	18	18	25	44	45
Number of Economically Disadvantaged Students Eligible to Return from Previous Year	277	360	489	532	704
Number of Economically Disadvantaged Students Who Returned from Previous Year	257	295	450	479	639
Average Daily Attendance Rate	95.6%	94.0%	94.0%	95.7%	94.0%
Discipline					
Number of In-School Suspensions (Occurrences)	1	91	28	168	163
Number of Out of School Suspensions (Occurrences)	520	330	201	208	175
Number of In-School Suspensions (unique students)	1	80	23	88	93
Number of Out of School Suspensions (unique students)	204	181	130	119	84
Number of Expulsions	0	1	0	0	1

Request 5 Curriculum and Instruction

(a) Curriculum Selection and Processes

Summarize the school's curriculum, by subject, and the rationale for all curriculum decisions including:

- *Research-based evidence of effectiveness, particularly in meeting the needs of the school's target population, including proper citations;*
- *Discussion of how the school's curriculum is aligned to New York State standards;*
- *An explanation of how the curriculum aligns with the school's educational philosophy and furthers its specific mission and unique themes, if applicable;*
- *How teachers will know what to teach and when to teach it including the curriculum resources that will support instructional planning (e.g., curriculum maps, scope and sequences, pacing guides, etc.) and who will be responsible for creating or selecting these resources; and,*
- *The processes and procedures the school will use to review, evaluate, and revise the curriculum to ensure its effectiveness for all students, alignment to state standards, and alignment from grade to grade including who will be responsible for these processes and how teachers will be involved.*

At HVA we believe that intrinsic motivation is central to developing reflective, life-long learners. We challenge ourselves to ensure that our curriculum, instruction, assessment, and school culture practices are intrinsically motivating to students. That is, we want our students to be intrigued and consumed with the work we are asking them to do. We continually push ourselves to ensure that our units of study and our lessons are interesting and inspire students to care about the learning. When students care about the quality of their work, they learn more deeply and push themselves to work harder. These progressive education beliefs inform the design and practices at HVA West, which we propose to replicate in HVA West 2.

The HVA Graduate Profile is a clear statement of the outcomes we are collectively working toward from K-12. It serves as our common intellectual mission, fostering curricular coherence and informing our decisions and core practices across our schools. It is our definition of a well-educated person. The HVA Graduate Profile delineates three domains of achievement that we believe are necessary for students to be prepared for college, work, and contribution to society. These are: Fluid Cognitive Skills, Work Performance Skills, and Ethical and Emotional Intelligence. Supporting each of these three domains of achievement is the culture of our schools: a culture of deep thinking, a culture of leadership, and a culture of service. The three domains of achievement and corresponding aspects of our culture are interdependent and interconnected.

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CURRICULUM PROCESS

As a replication school, we intend to use the curriculum that we have successfully developed and refined over time at HVA West, which serves the same types of students as those expected at our proposed new school, and has yielded especially strong academic outcomes in the elementary grades. Our foundations and touchstones are the Common Core standards and our HVA Graduate Profile, which describes the outcomes we seek for our students. From these, our curricula are created, adapted and revised by our network curriculum team who adapt unit and lesson plans as well as select texts and create implementation guides to support our instructional leadership team and teachers. Our instructional leadership team is comprised of the Chief of Academics, the principals, and the Instruction and Culture Directors.

Ours is a cyclical process of continual improvement, so the starting point may be anywhere along this continuum depending upon whether the content is newly developed or is revised based on feedback from teachers and leaders. The placement of each lesson within the unit of study is given careful consideration and is revised based on feedback from teachers and leaders. Teachers and leaders work together to create or adapt lesson plans, discuss and internalize those plans, and reflect upon and revise them. We believe that the key to effective instruction is the intellectual preparation of teachers. Thus, during weekly planning meetings, the instructional leadership team guides the teachers to do the intellectual preparation necessary to internalize the plans, anticipate student misconceptions, and identify strategies and high leverage questions to promote rich discourse, as well as differentiate the plans based on the needs of the students in each class. During these planning sessions, leaders also include student work to ground the planning. Revisions to lessons are also made in planning meetings after the lessons are taught. We push ourselves to consider the objective as well as the subjective data to determine the efficacy of our lessons and units of study. Revisions are grounded in the evidence of student understanding and whether the lesson is interesting and inspires students to care about their learning. Revised lessons are archived and are subject to the same planning and revision process to meet the needs of a new class of students.

CURRICULUM DESCRIPTIONS

Literacy

Like all other aspects of our academic model, the purpose of the HVA literacy curriculum is to develop sophisticated student thinking. This is accomplished through the core components of balanced literacy instruction:

- **Pleasure reading:** Students read books of their choice and on their independent level for at least 30 minutes each day during the Pleasure Reading block. (Note: students will be pulled for guided reading during this time on a rotating basis.) The purpose of pleasure reading is for students to become avid readers. When students are avid readers they acquire a breadth and depth of knowledge and vocabulary as well as improving their fluency, grammar and syntax – all of which organically strengthens their comprehension. In addition, pleasure reading is an empowering and emotionally nurturing experience for students. In order for students to become avid readers, they need to have books that they love and books on their level every day. When students

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choose their own books, they are more intrinsically motivated to read, but they also need careful guidance from teachers to navigate the library skillfully. This is why book shopping is such an important part of pleasure reading. Teachers create a simple book shopping schedule by dividing students into five small groups and assigning one day of the week to each group. Thus, every student shops at least once a week.

- **Guided Reading:** Students are pulled by reading level for small group, targeted instruction. Teachers plan for their instruction using knowledge of the reader, the F&P level, and the book to ensure the instruction targets exactly what students need.
- **Close Reading:** Close reading follows a three-day structure. Day one focuses on a main idea discussion of the text, and a short written response related to main idea. Day two dives into craft and structure during a second read of the same text. Students write in response to a craft and structure short response question. Day three is a mastery text in which students read and respond independently as a means for the teacher to assess progress. Both texts are the same genre.
- **Shared Reading:** Shared reading follows a three-day structure. Day one focuses on main idea and a comprehension discussion of the text. Day two dives into phonics, decoding, and vocabulary, as well as concepts of print (K) during a second read of the same text. Day three continues with the same text and is used for additional work around comprehension, phonics, decoding, and vocabulary. The teacher's role during shared reading is to implicitly and explicitly model comprehension and decoding strategies as well as practice the strategies with students in a shared experience.
- **Read Aloud:** During the read aloud with discussion, teachers read books that are at the instructional level of the class to students. Through fluent reading and thinking aloud, teachers model habits of proficient readers. Teachers engage students in turn and talks around key ideas in the text. The lesson culminates with a class discussion grounded in the main idea of the book. The purpose of read aloud is: 1) for students to experience habits of proficient readers; 2) to expose students to high quality literature at their instructional level; and 3) to deepen comprehension through listening, critical thinking, and accountable academic discourse.
- **Writing Workshop:** During writing class, students write across a variety of genres and produce high quality pieces. After a short mini-lesson that includes a clear, specific learning target in student language (comprised of one or two criteria for quality writing) and a strong teacher model or mentor text, students write for the majority of the class. Rather than the classic writing workshop, our approach emphasizes student understanding of the learning target, peer and teacher critique structures, and student ownership of pursuing quality work through continual self-assessment and revision.
- **Phonics** (for K-2 students): We use the Fundations program for phonics instruction for all students in K-2 and for students who need more intensive support in phonics.

Resources: Our literacy curriculum utilizes resources from EngageNY, Teachers College Units of Study for Teaching Reading (K-2), Units of Study for Teaching Writing (K-5), and Text Talk (K-2) as well as Wilson Fundations and Fountas and Pinnell.

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Mathematics

Students are deeply engaged in problem solving, reasoning, proving, and discussing mathematics. Student work is aligned with grade level tasks that connect to a clear trajectory of long and short term learning targets. The questions and tasks posed to students elicit the use of higher order thinking skills for all students. Our mathematics program includes the following components:

- **Fluency:** Students practice math facts on their individual level.
- **Problem Solving:** Our problem solving block is based on Cognitively Guided Instruction (CGI), which is designed to build on students' natural problem solving ability to draw out their inventive strategies and deepen their comprehension of word problems and complex mathematical situations. Problem solving is implemented in different ways in different classrooms, typically changing based on the teacher's anticipatory framework.
- **Math Coaching:** Math coaching occurs on the days students do not have Science, which allows for the teachers in the other math classroom to push in to provide even smaller groups. Math coaching groups are changed based on Interim Assessment data. They are also flexible between Interim Assessment cycles.
- **Routines and Games:** Short daily activities occur in a regular rotation of 3-5 days. Routines provide opportunities outside the formal math lessons to deepen understanding of key math concepts and to develop number sense, skills and fluency.

Resources: HVA has adapted EngageNY modules for grades 1-5, and uses Sansu Math for Kindergarten as part of the mathematics curriculum. HVA also uses a variety of other resources from Reflex Math, Contexts for Learning (CFL) units, Dreambox Learning, and others. In addition, we use Everyday Mathematics and Investigations in Number, Data, and Space as resources for math games.

Humanities

Our humanities curriculum enables students to develop skills such as persuasive writing, logical thinking, and compelling public speaking, all within the context of learning about social studies. Our inquiry-based humanities units of study are grounded in important ideas, and integrated with read aloud, close reading, writing, art history, visual and performance arts, and field learning. Each grade level contains five interdisciplinary humanities units of approximately five weeks each.

In designing our humanities curriculum we are mindful that our elementary school students need to build age-appropriate foundational skills so that in middle school and high school they will be prepared to do the work of history, i.e., discerning which sources are objective and which are biased, making sense of conflicting accounts of events, interpreting historical information, and understanding their impact on society. The historical thinking skill most critical in early childhood is chronological reasoning, as this is the beginning of understanding cause and effect, change over time (when there is continuity versus when things change historically), and how change over time relates to cause and effect. These skills, in turn, become the basis for the later development of fluid cognitive skills thereby providing an important foundation for

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students in the secondary grades to understand historical thinking, including use of evidence, interpretation and evaluation. We purposefully do not present historical information as unquestioned facts in the younger years as this would undermine interpretive thinking, which is central to teaching history well.

Resources: Our scope and sequence is adapted from the New York State K-8 Social Studies Framework and informed by the National Standard for History K-4 developed at the National Center for History in the Schools. Our humanities units of study cycle each year through the core strands of history, economics, geography, civics, and ethics with an emphasis on social justice. At this moment, we are reviewing social studies units that were developed by Nell Duke for Project PLACE (Project-approach to Literacy and Civic Engagement), an initiative at the University of Michigan and Michigan State University. Duke, a professor at the University of Michigan School of Education, has focused on early literacy development, particularly among children living in poverty. Her specific areas of expertise include the development of informational reading and writing in young children, comprehension development and instruction in early schooling, and issues of equity in literacy education. In many respects, her work aligns perfectly with ours and we are looking forward analyzing the units and deciding whether we will implement the units with our second grade and use it as a blueprint to develop Humanities units for other grades as well. (The Project PLACE units were written and piloted for second graders in Michigan.)

Science

Our approach to science instruction is based on a core tenet of progressive pedagogy: that students learn science by doing scientific work. Thus our science curriculum is inquiry-based and centered on scientific habits of mind such as questioning, designing, testing and analyzing. Students learn about and use the scientific method to design experiments, gather data and develop reliable methods to answer questions. They are required to explain their thinking based on evidence and justify their conclusions. In early childhood the key to developing scientific thinking is to integrate the learning that happens through play and a structure in which teachers are asking the right questions and facilitating students asking the right questions so that they take the next step to test hypotheses.

Resources: For K-5 we are currently using a combination of the investigation- and analysis-based FOSS program, developed at Berkeley and The Inquiry Project.

Arts

Visual Art is offered weekly for Elementary students and as an elective for Middle and High School students. Students explore various elements of visual art using a wide variety of media to design and produce projects and works of art. Additionally, students explore the historical and cultural aspects of visual art and artists, as well as develop a critical eye to describe and analyze works of art. Art rooms are equipped to support both traditional and choice-based art,

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which allows students to study various techniques or media with more individual detail and self-expression.

Dance Education is offered weekly in our elementary schools as an extension of both Physical Education and Performing Arts. Students explore various elements of movement from a foundational level, exploring various techniques, styles, and genres of movement and dance. Additionally, students view dance through a lens of history and culture, and develop a vocabulary to describe and analyze dance performance. Students synthesize dance experiences through both ensemble and individual performance, allowing for personal choice and expression throughout the process.

Physical Education

Physical Education at Harlem Village Academy is designed to foster a love of physical activity and overall wellness that will stay with students as they continue to develop and grow. Physical Education for the early grades is focused on developing age-appropriate sport skills that will help students find success as an individual and a member of a team in upper grades. Students in the upper grades use these skills to participate in a variety of activities that improve their overall wellness and game sense. This is in addition to the development of cooperative skills that can be used in the gymnasium as a member of a team or group and outside of the gymnasium as a member of society. Student also learn how to improve their personal wellness by making appropriate food choices and choosing fitness activities performed both in and out of school.

(b) Assessment System

Describe the diagnostic, formative, and summative assessments the school will use to evaluate student knowledge and skills. This response should:

- *Describe each assessment's purpose, design, format, and rationale for its selection;*
- *Describe key considerations in the selection or creation of any assessments not yet identified;*
- *Describe how the school will collect and analyze assessment results;*
- *Explain how the school will ensure assessment results are valid and reliable;*
- *Describe who will be responsible for administering assessments and collecting and analyzing the results; and,*
- *Explain how school leaders and teachers will ensure student work products resulting from instruction indicate student preparation for success on state assessments;*
- *Explain how the following stakeholders will have access to and be able to use assessment results:*
 - Teachers;

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- *School leaders;*
 - *The education corporation’s board of trustees; and,*
 - *Students and parents; and,*
- *Describe how the school will inform parents and students about academic achievement and progress including the timing, frequency, and nature of the feedback.*

One of HVA’s key design elements is frequent assessment that drives continuous improvement. SUNY found in its HVA West renewal report that “Harlem Village has an assessment system that improves instructional effectiveness and student learning.” Therefore, the proposed school will utilize the same assessments and systems for administration, collection, analysis and reporting as are in use at HVA West. These include:

- **Interim Assessments:** We administer interim assessments in ELA and Math four times per year to measure student progress, inform instructional practices, group students for instruction and intervention, evaluate curriculum and staff, and monitor progress towards our mission and goals. We work with consultants to develop and refine our ELA interim assessments and our instructional leadership team designs our Math interim assessments.
- **STEP:** The STEP reading assessment is used four times per year with students in grades K-2 to evaluate decoding, fluency, and reading comprehension skills. This norm-referenced standardized test provides comparative results that illuminate grade level proficiency.
- **Fountas and Pinnell:** We administer the F&P assessments four times per year in grades 3-5 to identify students’ reading levels. These are used to inform our literacy program, including student shopping for pleasure reading and grouping for guided reading instruction.
- **State Exams:** Our students take all of the required state exams, including the annual ELA and Math exams in Grades 3-5 and the Science exam in Grade 4. We use these for accountability purposes (see our draft Accountability Plan), as well as comparison to other schools to monitor our schools’ progress and achievement.
- **Special Population Exams:** Students may take the New York State Alternative Assessment (NYSAA) if specified in their IEPs. Similarly students designated as English language learners (ELLs) take the New York State English as a Second Language Achievement Test (NYSESLAT) exam to monitor progress in English proficiency and continuing eligibility for ESL services.
- **Formative Assessment:** Our teachers use a variety of formative assessments almost daily to check for understanding and monitor student learning. These include exit tickets, quizzes, questioning, and conferencing. Teachers also conduct weekly mastery text assessments to evaluate reading skills.
- **End of Unit Assessments:** Each unit of study in writing, social studies, and science culminates in student work products – most frequently these are written assignments – that assess the depth of student understanding.

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Data analysis is a collaborative process at Harlem Village Academies. HVA has established an annual Data Analysis Protocol that informs data discussion and action planning by Network leadership, school leaders, and teachers. Grade teams and departments work together to establish expectations for student work and then collaboratively evaluate student work to ensure consistent adherence to those criteria. They also score assessments together.

Assessment results are provided to teachers, school leaders, and board members. A member of the network team collects assessment data and turns results around within 24 hours of assessment administration. Teachers receive a detailed score report that enables them to analyze student performance on specific assessment items and disaggregate data according to multiple subgroups (i.e., students with disabilities). Items are linked to standards so staff can identify mastery and standards for re-teaching. Color coded matrix reports provide opportunities for item analysis and error analysis. Leaders lead teachers in a data analysis and action planning sessions, using the below steps as a guide:

1. Study the work and data to assess trends
2. Plan for how/when you will re-teach to address those trends whole class
3. Determine who you need to meet with individually and in small groups
4. Set goals for target students and plan for small groups / 1:1 coaching
5. Determine parent follow up and investment

School leaders use the results to select topics for professional development, identify students for extra support, evaluate programs and staff, and monitor progress towards goals. The board uses aggregate results to monitor program implementation and progress towards achieving the school's mission and Accountability Plan goals. It also uses these results, among others, to hold the network superintendent accountable.

Our schools use a four quarter system that includes four meetings with parents to discuss their child's progress. In addition to grades, we also send home interim and standardized test results. Our teachers are always available to discuss student progress and achievement with parents. HVA uses Powerschool and Illuminate; there is a parent portal for Powerschool and all teachers have access to Illuminate, which creates parent facing reports.

(c) Instructional Methods

Describe the pedagogical approach the school will use to implement its curriculum including:

- *The instructional methods or techniques to be employed in the school including any specific requirements for implementing this pedagogical approach, e.g., co-teaching or aides, technology, physical space, approaches to classroom management, approach to checks for understanding, etc.;*
- *Research or existing models that support the use of these instructional methods, especially considering the school's target population and curricular choices outlined in Response 5(a); and,*

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- *How these instructional methods will achieve the school's mission and support implementation of any unique elements of the school's design.*

We are proud that in its recent renewal report for HVA West the SUNY Charter Schools Institute found that “High quality instruction is generally evident across the network, and is particularly strong in the elementary and middle schools.” We intend to replicate these instructional practices in the proposed new charter school.

Instructional Framework: Progressive pedagogy at HVA centers on practices that foster and require sophisticated thinking, independent thinking, and coherent presentation of thinking. Our instructional practices support the fluid cognitive skills and work performance skills correlated with college readiness. These practices include:

- Meaningful Context
- Student Ownership
- Models, Feedback and Revision
- Cognitive Demand
- Demonstration of Competency
- Reflection and Self-Assessment

Co-Teaching Model: Our instructional approach is organized around multiple adults in elementary classrooms, which utilize a number of co-teaching methodologies, including:

- One Teach, One Assist
- One Teach, One Observe
- Alternative Teaching
- Parallel Teaching
- Team Teaching
- Station Teaching

Co-teaching supports our emphasis on targeted small group instruction and individual support based on frequent assessment.

Subject Specific Pedagogy: HVA has also established subject specific expectations that inform instructional practice:

- **ELA:** In English, students ask and answer hard questions about great works of literature and nonfiction documents, grapple with demanding text, cite evidence, and craft compelling arguments. From kindergarten through high school, we are obsessed with quality books, quality student writing, and quality student discourse. It isn't enough to read school assignments; we want our students to become genuinely avid readers. It isn't enough to have an opinion; we want students to confidently sit at the seminar table and articulate well-founded arguments that hold up to scrutiny. And it isn't enough to write a five paragraph essay; our students must demonstrate disciplined thinking and full command of every element of the writing process as well as

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understanding the logic and beauty of grammatical conventions and the precise use of advanced vocabulary.

- **Mathematics:** In mathematics, our students spend most of their time struggling through problems with skilled guidance from the teacher. Students construct solutions, evaluate the strengths and drawbacks of different methods, reflect on mistakes, and practice the application of mathematic concepts to increasingly difficult problems.
- **Science:** In science, students are doing scientific work on a regular basis. Students conduct experiments, develop or select reliable methods to answer questions, gather evidence, analyze data, and build models that explain phenomena. Students are required to design original scientific lab experiments and defend their conclusions orally or in writing.
- **History:** In history, our students must discern which sources are valid and which are biased, closely reading a variety of primary source documents to make sense of conflicting accounts of historical events and understand the significance of those events.
- **Arts:** In the visual and performing arts, students learn the discipline and joy of creative expression while discovering their talents and pursuing their passions. Students participate in choir, dance, studio art, instrumental music, and full musical performances.
- **Mindfulness:** The latest brain research on neuroplasticity shows that brains are still growing and creating neural pathways throughout childhood and into adolescence. Mindfulness practices such as yoga and meditation strengthen these neural pathways and teach students to handle daily stress, so that they can improve their ability to take in new knowledge, modulate their own behavior, show compassion to one another, and focus on their studies. Mindfulness exercises involve students concentrating on their breath or pulse to find centeredness and calm. These practices have a positive impact on our students' emotional well-being and intellectual development.

Instructional Planning: HVA has created an Academic Resource Guide that describes our values, graduate profile (i.e., desired outcomes), academic mindsets, guiding principles, instructional practices and engagement foundations. Moreover, the SUNY Charter Schools Institute renewal report found that “At the elementary and middle school levels, leaders set clear expectations for teaching through an academic resource guide, which guides teachers not only in pedagogical practices but also with clear expectations for student learning.” Our model is based on the work of Ted Sizer, Deborah Meier, Grant Wiggins, Rick Stiggins, Larry Rosenstock, Ron Berger, Ron Ritchhart, John Hattie, and others.¹

For each instructional practice, the Academic Resource Guide presents Criteria for Exemplary Planning and Criteria for Exemplary Instruction. Instructional planning at HVA is a collaborative effort involving class and grade teams as well as instructional coaches and school and network leaders. We use an anticipatory framework for planning instruction. Lesson plans address

¹ The HVA Academic Resource Guide is an internal document. It is available to the authorizer for review upon request.

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topics such as standards, learning targets, activities and materials. Lessons are created and revised by our network curriculum team who adapt unit and lesson plans as well as select texts and create implementation guides to support for our instructional leadership team and our teachers. Lessons are archived on our shared drive but are never delivered without teachers doing the intellectual preparation necessary for delivering high quality instruction. This preparation takes place during weekly planning meeting where teachers are guided by instructional leaders to modify lessons to fit the needs of their students by anticipating misconceptions, focusing on strategies to amend lagging skills, and outlining a roadmap of questions that will support high level discourse. Teachers work together to internalize so they have a command of the work to be presented and have a clear understanding of the learning target and the learning outcome.

Cultural Competency: In addition to mastering co-teaching and subject specific pedagogy, cultural competence is also an essential part of our work. As educators, it is particularly important that we are reflective about and tuned in to issues of privilege, race, class, gender, and inclusion, and especially sensitive to the cultural identity and cultural norms of the students and families we serve. As we seek to understand both the similarities and differences among our students, we honor both that which makes each student unique as well as the common bonds that make us a strong community. We approach this work with humility and a learner's mindset, that is, we seek to listen and learn as we continually improve. Our practices are continually evolving and informed by our commitment to cultural competency.

(d) Course or Subject Overview

Provide course descriptions by subject for each grade level the school will serve within the initial five years of operation, accounting for both core and non-core subject areas. This should include, at minimum:

- *A general description of the content and skills that would be addressed in the course; if known;*
- *The curricular programs (e.g., Singapore Math, FOSS, etc.) that would be used in each course;*
- *Essential course specific assessments (e.g., the state's 3-8 assessments/Regents exams, end of course portfolios or performances, etc.); and,*
- *If serving students in 12th grade, provide an outline of course sequences leading to graduation.*

ELA

In K-2, teachers use the Teachers College Units of Study for Teaching Reading and Writing. In these grades, the focus is on developing the foundational skills for decoding and comprehension, study story elements and characters, and learn strategies to build fluency and understand figurative language.

In grades 3-5, the shift is to pleasure reading and close reading. The purpose of pleasure reading, as stated

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earlier, is for students to become avid readers. When students are avid readers they acquire a breadth and depth of knowledge and vocabulary as well as improving their fluency, grammar and syntax – all of which organically strengthens their comprehension.

In grades 1-5, we focus on close reading of texts to determine the main idea of texts and the craft and structure moves the author makes to help the reader discern the main idea.

In K-5, teachers use the Teachers College Units of Study in Opinion, Information, and Narrative Writing. Along the way students move from drawing and labeling, to focusing on detail and dialogue, to writing persuasive essays and responding to literature. Students write across genres and are presented with strong models in each genre, develop criteria of quality, receive feedback and revise their writing based on that feedback.

Grade	Overview	Resources	Assessments
K	<p>TC Units of Study for Teaching Reading, Grade K</p> <p>Overview: In Kindergarten units begins by helping students build foundational reading skills, including print and phonemic awareness. In the second unit, the youngsters learn “super power” strategies that help them search for meaning and use picture clues. Unit 3 invites children to attempt more difficult books and work on fluency, and by Unit 4, kindergartners begin to establish their identities as readers</p> <p>K Reading Units:</p> <p>We Are Readers, children develop concepts of print, phonemic awareness, phonics</p> <p>Super Powers: Reading with Print Strategies and Sight Word Power, children learn strategies that help them search for meaning, use picture clues, work on fluency, and communicate meaning</p> <p>Bigger Books, Bigger Reading Muscles, children attempt more difficult books with greater independence and use reading strategies to read with more accuracy, fluency, and comprehension.</p> <p>Becoming Avid Readers, children pay close attention to characters, setting, and plot while reading fictional stories, become experts in nonfiction topics as they read together in clubs, and play with rhyme and rhythm while reading poetry</p> <p>TC Units of Study in Opinion, Information, and Narrative Writing</p> <p>Overview: In Kindergarten, children begin their lifelong writing journeys.</p>	<p>TC Units of Study for Teaching Reading, Grade K</p> <p>TC Units of Study in Opinion, Information, and Narrative Writing, Grade K</p> <p>Text Talk is used for read aloud. Teachers use open-ended questions that asks children to consider ideas in the story and talk about and connect them as the story moves along. The focus is on developing inferential and critical thinking. It also attends to children’s language development by providing open-ended questions to elicit greater language production, and by explicitly teaching and encouraging the children to use the sophisticated language in the children’s literature. Text Talk also creates rich opportunities for children to develop listening and speaking skills.</p> <p>Fundations is used for phonics. Fundation is the gold standard for phonics</p>	<p>STEP, On-demand writing tasks</p> <p>Final drafts of writing that students have received feedback on and have had a many opportunities to revise</p> <p>Running Records</p> <p>Reading and writing conferences</p>

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	<p>Kindergartners begin approximating writing in the first unit by drawing and labeling their own books. By the second unit, they begin to write true stories. In subsequent units, children write informational how-to texts and craft persuasive texts like petitions.</p> <p>K Writing Units:</p> <p><i>Launching the Writing Workshop</i>, children will be labeling their drawings with letters and squiggles</p> <p><i>Writing for Readers</i> children write true stories working hard to write read-able words.</p> <p><i>How-To Books: Writing to Teach Others</i>, students write informational how-to texts on a procedure familiar to them.</p> <p><i>Persuasive Writing of All Kinds: Using Words to Make a Change</i>, students craft petitions, persuasive letters, and signs that rally people to address problems in the classroom, the school, and the world.</p> <p>Other components of K literacy: Guided reading Shared Reading Interactive Read Aloud Phonics</p>	<p>instruction. We use it to develop our children's phonemic awareness and fluency, as well as help them create a bank of high frequency words, and study spelling patterns.</p> <p>Jennifer Serravallo's <i>The Reading Strategies Book Your Everything Guide to Developing Skilled Readers</i> is used to support guided reading by explicitly teaching reading strategies across levels and genres.</p> <p><i>The Fountas & Pinnell Leveled Literacy Intervention System(LLI)</i> for guided reading and intensive, small-group, supplementary literacy intervention.</p>	
1	<p>TC Units of Study for Teaching Reading, Grade 1</p> <p>Overview: In unit 1, teachers establish ability-based partnerships for peer-based reading. In unit 2, children study comprehension, word solving, vocabulary, and fluency in nonfiction. In unit 3, the focus shifts to phonics to set readers up for complex texts. Finally, the last unit spotlights skills that are foundational to literal and inferential comprehension.</p> <p>Grade 1 Reading Units:</p> <p><i>Building Good Reading Habits</i> continues the work started in kindergarten. Teachers establish ability-based partnerships so as to help each other become more strategic as readers.</p> <p><i>Learning About the World: Reading Nonfiction</i>, taps into children's natural curiosity as they explore nonfiction, while we teach comprehension strategies, word solving, vocabulary, fluency, and author's</p>	<p>TC Units of Study for Teaching Reading, Grade 1</p> <p>TC Units of Study in Opinion, Information, and Narrative Writing, Grade 1</p> <p>Text Talk</p> <p>Fundations</p> <p>Jennifer Serravallo's <i>The Reading Strategies Book</i></p> <p><i>The Fountas & Pinnell Leveled Literacy Intervention System(LLI)</i></p>	<p>STEP, On-demand writing tasks</p> <p>Final drafts of writing that students have received feedback on and have had a many opportunities to revise</p> <p>Running Records</p> <p>Reading and writing conferences</p>

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<p>craft.</p> <p>Readers Have Big Jobs to Do: Fluency, Phonics, and Comprehension, focuses on the reading process to set children up to read increasingly complex texts.</p> <p>Meeting Characters and Learning Lessons: <i>A Study of Story Elements</i>, spotlights story elements and the skills that are foundational to literal and inferential comprehension, including empathy, imagination, envisioning, prediction, character study, and interpretation.</p> <p>TC Units of Study in Opinion, Information, and Narrative Writing, Grade 1</p> <p>Overview: Children begin in the first unit by exploring narrative writing, turning everyday events into well-structured stories. In Unit 2, kids write “how-to-teach” nonfiction texts, followed by Unit 3, in which they write persuasive reviews. In the final unit, children will grow from writing scenes to writing an entire fiction series.</p> <p>Grade 1 Writing Units:</p> <p><i>Small Moments: Writing with Focus, Detail, and Dialogue.</i> Students take the everyday events of their lives and make them into focused, well-structured stories, then they learn to breathe life into the characters by making them talk, think, and interact.</p> <p><i>Nonfiction Chapter Books.</i> Students enter the world of informational writing as they combine pictures and charts with domain-specific vocabulary and craft moves to create engaging teaching texts.</p> <p><i>Writing Reviews,</i> students create persuasive reviews of all sorts—pizza restaurant reviews, TV show reviews, ice cream flavor reviews, and finally book reviews that hook the reader, clearly express the writer’s opinion, and bolster their argument in convincing ways.</p> <p><i>From Scenes to Series: Writing Fiction.</i> Students learn to “show, not tell” and use action, dialogue, and feelings to create a whole series of fiction books modeled after Henry and Mudge.</p> <p>Other components of Grade 1 literacy:</p>		
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	<p>Close reading Guided reading Shared Reading Interactive Read Aloud Phonics</p>		
2	<p>TC Units of Study for Teaching Reading, Grade 2</p> <p>Overview: Through these units, children evolve from being “little-kid” readers to well-rounded, “big-kid” readers. The units encourage students to apply all their skills to decipher hard words, understand author’s craft, and build big ideas. Unit 1 focuses on fiction while Unit 2 deals with nonfiction. The third unit explores fluency, understanding figurative language, and comprehension, and the final unit invites children to work within series book clubs.</p> <p>Grade 2 Reading Units:</p> <p>Second-Grade Reading Growth Spurt This unit teaches children to take charge of their reading, drawing on everything they know to figure out hard words, understand author’s craft, and build big ideas about the books they read.</p> <p>Becoming Experts: Reading Nonfiction. In this unit, children learn that books can be their teachers. They learn more about familiar topics and grow understanding of new topics while working on word solving, vocabulary development, and comparing and contrasting information across texts.</p> <p>Bigger Books Mean Amping Up Reading Power. In this unit, children learn strategies to build three foundational reading skills—fluency, understanding figurative language, and comprehension.</p> <p>Series Book Clubs. In this unit, children work within book clubs to study author’s craft to understand ways authors use word choice, figurative language, punctuation, and even patterns to construct a series and evoke feelings in readers.</p> <p>TC Units of Study in Opinion, Information, and Narrative Writing, Grade 2</p> <p>Overview: First, children learn to craft powerful true</p>	<p>TC Units of Study for Teaching Reading, Grade 2</p> <p>TC Units of Study in Opinion, Information, and Narrative Writing, Grade 2</p> <p>Text Talk</p> <p>Fundations</p> <p>Jennifer Serravallo’s The Reading Strategies Book</p> <p><i>The Fountas & Pinnell Leveled Literacy Intervention System(LLI)</i></p> <p>Wilson Reading System. We use Wilson as an intensive Tier 3 intervention program for students with severe word-level deficits, who require multisensory language instruction, and/or who require more intensive structured instruction due to a language-based learning disability.</p>	<p>STEP, On-demand writing tasks</p> <p>Final drafts of writing that students have received feedback on and have had many opportunities to revise</p> <p>Running Records</p> <p>Reading and writing conferences</p>

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	<p>stories based on their own small moments. In the second unit, students study nonfiction texts and learn to write about science. In the next unit, kids craft persuasive arguments based on text evidence. Finally, students explore language by writing poetry in Unit 4</p> <p>Grade 2 Writing Units:</p> <p><i>Lessons from the Masters: Improving Narrative Writing</i> students learn how to create engaging narratives by stretching out small moments and writing in detail.</p> <p><i>Lab Reports and Science Books</i>, uses inspirational nonfiction texts to help students design and write about experiments and other scientific information.</p> <p><i>Writing About Reading</i>, has students read closely and gather evidence from texts to craft persuasive arguments.</p> <p><i>Poetry: Big Thoughts in Small Packages</i> helps children explore and savor language. Students learn to use line breaks to express the meaning and rhythm they intend and use visualization and figures of speech to make their writing more clear and powerful.</p> <p>Other components of Grade 2 literacy:</p> <ul style="list-style-type: none"> • Close reading • Guided reading • Interactive Read Aloud • Phonics (or Wilson for students needing intensive remediation.) 		
3	<p>In grades 3-5, we do not use the reading workshop model for whole class instruction. Instead, we focus on pleasure reading. We certainly draw on the TC Units of Study in Reading and LLI, along with Serravallo's The Reading Strategy Book as resources for guided reading.</p> <p>TC Units of Study in Opinion, Information, and Narrative Writing, Grade 3</p> <p>Overview:</p> <p>The first unit in third grade, extends personal narrative writing, with a growing emphasis on drafting and revising. Unit 2 helps students synthesize and organize information for chapter books. In Unit 3, kids write persuasive pieces about</p>	<p>Close Reading texts and guides (created in-house)</p> <p>TC Units of Study in Opinion, Information, and Narrative Writing, Grade 3</p> <p>Fundations</p> <p>Wilson Reading System</p> <p>Jennifer Serravallo's The Reading Strategies Book</p> <p><i>The Fountas & Pinnell Leveled Literacy Intervention System(LLI)</i></p>	<p>STEP, Fountas & Pinnell Jennifer Serravallo's Independent Reading Assessment. We use this tool both assess and to teach. It allows us to pinpoint students' comprehension during sustained reading of fiction and non-fiction chapter books. It also provides follow-up lessons linked to the assessment data that teach students how to do close, critical reading. We have also used this</p>

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	<p>meaningful causes. Children explore fiction-writing techniques by studying fairy tales in the final unit.</p> <p>Grade 3 Writing Units:</p> <p><i>Crafting True Stories.</i> This unit extends students' work with personal narrative while engaging them more fully in the complete writing process, with increasing emphasis on drafting and revising their work.</p> <p><i>The Art of Information Writing.</i> Here children write chapter books that synthesize a wide variety of information and learn to section their topics into subtopics. They are supported in this challenging work because they are writing about topics on which they have firsthand, personal knowledge: dogs, soccer, gymnastics, etc.</p> <p><i>Changing the World: Persuasive Speeches, Petitions, and Editorials.</i> This unit rallies third-graders to use their newfound abilities to gather and organize information to persuade people about causes the children believe matter: stopping bullying, recycling, saving dogs at the SPCA.</p> <p><i>Once Upon a Time: Adapting and Writing Fairy Tales.</i> This unit uses familiar fairy tales to explore techniques of fiction writing such as writing in scenes, employing an omniscient narrator to orient readers, using story structure to create tension, and crafting figurative language to convey mood.</p> <p>Other components of Grade 3 literacy:</p> <ul style="list-style-type: none"> • Close reading • Guided reading • Interactive Read Aloud • Phonics (or Wilson for students needing intensive remediation.) 	<p>resource in professional development on text complexity.</p> <p>On-demand writing tasks</p> <p>Final drafts of writing that students have received feedback on and have had a many opportunities to revise</p> <p>Running Records</p> <p>Reading and writing conferences</p>
4	<p>In grades 3-5, we do not use the reading workshop model for whole class instruction. Instead, we focus on pleasure reading. We certainly draw on the TC Units of Study in Reading and LLI, along with Serravallo's The Reading Strategy Book as resources for guided reading.</p> <p>TC Units of Study in Opinion, Information, and Narrative Writing, Grade 4</p> <p>Overview:</p> <p>Fourth graders are on the verge of writing</p>	<p>Close Reading texts and guides (created in-house)</p> <p>TC Units of Study in Opinion, Information, and Narrative Writing, Grade 4</p> <p>Wilson for students needing remediation in phonics</p> <p>Jennifer Serravallo's The</p> <p>Fountas & Pinnell</p> <p>Jennifer Serravallo's Independent Reading Assessment.</p> <p>On-demand writing tasks</p> <p>Final drafts of writing that students have received feedback on and have had a many opportunities to revise</p>

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	<p>more academic texts. They begin the year writing realistic fiction and learn to develop rich characters and stories. The units then bring students step-by-step toward increasing proficiency with these genres: thesis-driven persuasive essays in unit 2, historical research reports in unit 3, and writing about fiction in literary essays in the final unit.</p> <p>Grade 4 Writing Units:</p> <p><i>The Arc of Story: Writing Realistic Fiction.</i> Here students learn that the lenses they bring to reading fiction can also be brought to writing fiction, as they develop believable characters with struggles and motivations and rich stories to tell.</p> <p><i>Boxes and Bullets: Personal and Persuasive Essays.</i> This is where students learn the value of organization and form as they gather evidence to support and express an opinion on topics they know well.</p> <p><i>Bringing History to Life.</i> In this unit, students are ready to tackle historical research in which they collect evidence and use details to vividly describe people and events long ago and far away.</p> <p><i>The Literary Essay: Writing About Fiction.</i> This unit brings the series full circle as students build on their learning of essay writing and apply it with increasing sophistication to a unit on literary essays—that is, writing about fiction.</p> <p>Other components of Grade 4 literacy:</p> <ul style="list-style-type: none"> • Close reading • Guided reading • Interactive Read Aloud • Phonics (or Wilson for students needing intensive remediation.) 	<p>Reading Strategies Book <i>The Fountas & Pinnell Leveled Literacy Intervention System(LLI)</i></p>	<p>Running Records Reading and writing conferences</p>
5	<p>In grades 3-5, we do not use the reading workshop model for whole class instruction. Instead, we focus on pleasure reading. We certainly draw on the TC Units of Study in Reading and LLI, along with Serravallo's The Reading Strategy Book as resources for guided reading.</p> <p>TC Units of Study in Opinion, Information, and Narrative Writing, Grade 5</p> <p>Overview:</p>	<p>Close Reading texts and guides (created in-house) TC Units of Study in Opinion, Information, and Narrative Writing, Grade 5 Wilson for students needing remediation in phonics</p>	<p>Fountas & Pinnell Jennifer Serravallo's Independent Reading Assessment. On-demand writing tasks Final drafts of writing that students have received feedback on and have had a many opportunities</p>

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<p>In the first unit, students write reflective personal narratives. Unit 2 calls on students to write research reports. In the third unit, students choose to write in either the essay, narrative, or memoir genre. Lastly, Unit 4 teaches students to build arguments in research-based essays.</p> <p>Grade 5 Writing Units:</p> <p><i>Narrative Craft.</i> This unit helps students deliberately use their knowledge of narrative craft to make their stories more thematic.</p> <p><i>The Lens of History: Research Reports.</i> Here students draw inspiration and understanding from mentor texts, historical accounts, primary source documents, maps, and timelines to write focused research reports that engage and teach readers.</p> <p><i>Shaping Texts: From Essay and Narrative to Memoir</i> This unit builds on the new skills learned in the first two units by helping students grasp that form follows content, learn to take insights about their lives and decide whether these are best expressed in narratives, in essays, or in a hybrid genre created especially to convey the writer's content.</p> <p><i>The Research-Based Argument Essay.</i> In this concluding unit, fifth-graders learn to build powerful arguments that convincingly balance evidence and analysis to persuade readers to action.</p> <p>Other components of Grade 4 literacy:</p> <ul style="list-style-type: none"> • Close reading • Guided reading • Interactive Read Aloud • Phonics (or Wilson for students needing intensive remediation.) 	<p>Jennifer Serravallo's <i>The Reading Strategies Book</i></p> <p><i>The Fountas & Pinnell Leveled Literacy Intervention System (LLI)</i></p>	<p>to revise Running Records Reading and writing conferences</p>
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Mathematics

We strive to integrate the Common Core State Standards for Mathematical Practice into every mathematics lesson for all students Grades K-12.

Grade	Overview	Resources	Assessments
K	<p>In Kindergarten, we focus on two critical areas: (1) representing and comparing whole numbers, (2) describing shapes and space. In Kindergarten, we devote more learning time to number than to other topics.</p>	<p>Sansu Math (the National Mathematics curriculum of Japan translated into English)</p> <p>Investigations in Number, Data, and Space, and</p>	<p>Assessments are given after each unit, many as interviews.</p> <p>Baseline Assessments</p>

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	<p>Below are the unit titles with units of greater emphasis in boldface and units are in parenthesis if they are not in the same order as Sansu Math:</p> <ul style="list-style-type: none"> • Introduction: Routines, Shapes and Math Around us 1. Making Groups and Numbers 2. (U4) Two Numbers Together 3. (U5) Adding Together and Adding More 4. (U6) Subtraction (extended to include addition relationship) 5. (U7) Numbers Greater Than 10 6. (U8) Let's Compare (Length) 7. Place Value, Comparison, Addition and Subtraction to 100 	<p>Everyday Mathematics are supplemental resources for math games and number routines</p>	<p>determine students' conceptual understanding and access to skills and strategies necessary to begin the year.</p>
1	<p>We follow the EngageNY scope and sequence for grades 1-2. The focus in first grade is on (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.</p> <p>Below are the module titles with modules of greater emphasis in boldface:</p> <ol style="list-style-type: none"> 1. Sums and Differences to 10 2. Introduction to Place Value Through Addition and Subtraction Within 20 3. Ordering and Comparing Length Measurements as Numbers 4. Place Value, Comparison, Addition and Subtraction to 40 5. Identifying, Composing, and Partitioning Shapes 6. Place Value, Comparison, Addition and Subtraction to 100 	<p>EngageNY curricular materials CGI problems are developed in-house Contexts for Learning units are used as supplemental resources Investigations in Number, Data, and Space, and Everyday Mathematics are supplemental resources for math games and number routines</p>	<p>Baseline Assessments determine students' conceptual understanding and access to skills and strategies necessary to begin the year. Mid-module and end-of-module assessments are given during and after each module. Student work and exit tickets are used as daily assessments</p>
2	<p>We follow the EngageNY scope and sequence for grades 1-2. The focus in second grade is on (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.</p> <p>Below are the module titles with units of greater emphasis in boldface:</p> <ol style="list-style-type: none"> 1. Sums and Differences to 100 2. Addition and Subtraction of Length Units 	<p>EngageNY curricular materials Contexts for Learning units are used as supplemental resources Investigations in Number, Data, and Space, and Everyday Mathematics are supplemental</p>	<p>Baseline Assessments determine students' conceptual understanding and access to skills and strategies necessary to begin the year.</p>

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	<p>3. Place Value, Counting, and Comparison of Numbers to 1000</p> <p>4. Addition and Subtraction Within 200 with Word Problems to 100</p> <p>5. Addition and Subtraction Within 1000 with Word Problems to 100</p> <p>6. Foundations of Multiplication and Division</p> <p>7. Problem Solving with Length, Money, and Data</p> <p>8. Time, Shapes, and Fractions as Equal Parts of Shapes</p>	<p>resources for math games and number routines</p> <p>CGI problems are developed in-house</p>	<p>Mid-module and end-of-module assessments are given during and after each module.</p> <p>Interim Assessments are developed in-house</p> <p>Student work and exit tickets are used as daily assessments</p>
3	<p>In grades 3-5, we use EngageNY lessons in 3-5 with revisions made to modules and changes in the order of the lessons and modules. These revisions were made by teachers and leaders. The focus in third grade is on (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.</p> <p>Below are the module titles with units of greater emphasis in boldface. (Note: These do not follow the modules as listed in EngageNY.)</p> <ul style="list-style-type: none"> 1. Multiplication, Division and Area 2. Graphing 3. Addition and Subtraction 4. Measurement (Time, Capacity, and Mass) 5. Fractions 6. Area and Perimeter 7. Multiples, Number Patterns, and Properties of Multiplication 8. Geometry and Linear Measurement 	<p>EngageNY curricular materials</p> <p>CGI problems are developed in-house</p> <p>Investigations in Number, Data, and Space, and Everyday Mathematics are supplemental resources for math games and number routines</p>	<p>Baseline Assessments determine students' conceptual understanding and access to skills and strategies necessary to begin the year.</p> <p>Mid-module and end-of-module assessments are given during and after each module.</p> <p>Interim Assessments are developed in-house</p> <p>Student work and exit tickets are used as daily assessments</p> <p>Weekly quizzes assess skills and concepts that students have struggled with on past interim assessments and have been the subject of reteaching in</p>

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			coaching groups
4	<p>In grades 3-5, we use EngageNY lessons in 3-5 with revisions made to modules and changes in the order of the lessons and modules. These revisions were made by teachers and leaders. The focus in fourth grade is on (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.</p> <p>Below are the module titles with units of greater emphasis in boldface. (Note: These do not follow the modules as listed in EngageNY.)</p> <ul style="list-style-type: none"> 1. Multiplication and Division 1 2. Place Value 3. Addition and Subtraction 4. Multiplication and Division 2 5. Fraction 6. Geometry and Angles 7. Decimals 8. Measurement Conversions 	<p>EngageNY curricular materials</p> <p>CGI problems are developed in-house</p> <p>Investigations in Number, Data, and Space, and Everyday Mathematics are supplemental resources for math games and number routines</p>	<p>Baseline Assessments determine students' conceptual understanding and access to skills and strategies necessary to begin the year.</p> <p>Mid-module and end-of-module assessments are given during and after each module.</p> <p>Interim Assessments are developed in-house</p> <p>Student work and exit tickets are used as daily assessments</p> <p>Weekly quizzes assess skills and concepts that students have struggled with on past interim assessments and have been the subject of reteaching in coaching groups</p>
5	<p>In grades 3-5, we use EngageNY lessons in 3-5 with revisions made to modules and changes in the order of the lessons and modules. These revisions were made by teachers and leaders. There were minimal revisions made to the 5th grade EngageNY scope and sequence as this was the first year of implementation for this grade. The focus in fifth grade is on (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending</p>	<p>EngageNY curricular materials</p> <p>CGI problems are developed in-house</p> <p>Investigations in Number, Data, and Space, and Everyday Mathematics are supplemental resources for math games and number routines</p>	<p>Baseline Assessments determine students' conceptual understanding and access to skills and strategies necessary to begin the year.</p> <p>Mid-module and end-of-module</p>

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	<p>division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.</p> <p>Below are the module titles with units of greater emphasis in boldface. (Note: These do, more or less, follow the modules as listed in EngageNY.)</p> <ol style="list-style-type: none"> 1. Place Value and Decimals 2. Whole Number and Decimal Operations 3. Addition and Subtraction of Fractions 4. Multiplication and Division of Fractions and Decimals 5. Volume and Geometric Concepts 6. Coordinate Plane 		<p>assessments are given during and after each module.</p> <p>Interim Assessments are developed in-house</p> <p>Student work and exit tickets are used as daily assessments</p> <p>Weekly quizzes assess skills and concepts that students have struggled with on past interim assessments and have been the subject of reteaching in coaching groups</p>
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Science			
Grade	Overview	Resources	Assessments
K	<p>FOSS Modules-</p> <ul style="list-style-type: none"> • Materials in our World • Trees and Weather • Animals Two by Two 	FOSS kits	<p>Student Science Notebooks – In the notebook, teachers will find evidence of students' first-hand investigations, not only their observations and measurements but their interpretations of the data, reasoning from the data, ideas and insights into the science content.</p>
1	<ul style="list-style-type: none"> • FOSS Modules-Plants and Animals 1-2, 1 • Air and Weather 1-2, 1 • Sound and Light, 1 	FOSS kits	<p>Student Science Notebooks – In the notebook, teachers will find evidence of students' first-hand investigations, not only</p>

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			<p>their observations and measurements but their interpretations of the data, reasoning from the data, ideas and insights into the science content.</p> <p>FOSS</p> <p>A survey (pretest) - given before instruction begins</p> <p>I-Checks - given at the end of each investigation.</p> <p>A posttest - given after instruction is complete.</p>
2	<p>FOSS Modules-</p> <ul style="list-style-type: none"> • Insects and Plants 1-2, 2 • Pebbles, Sand, and Silt, 1-2,2 • Solids and Liquids, 1-2, 2 • Balance and Motion 1-2 	FOSS kits	Same as first grade.
3	<p>FOSS Modules-</p> <ul style="list-style-type: none"> • Structures of Life • Water and Climate <p>The Inquiry Project – Investigating Things in My World</p> <p>Observing and Measuring Materials and Objects</p> <ul style="list-style-type: none"> • <u>Investigating Materials</u> • <u>Investigating Standard Measures</u> • <u>Investigating Volume</u> 	<p>FOSS kits Inquiry Project kits</p>	<p>Same as first grade plus:</p> <p>Inquiry Project Assessments:</p> <p>Concept Cartoons- Drawings show different characters arguing about the answer to a question or debating alternate explanations of scientific phenomena. The student must consider the question and explain why each character's response is reasonable or unreasonable. One character's response is aligned with the scientific point of view and the others are drawn from children's typical confusions or misunderstandings.</p> <p>Formative Assessments - The Inquiry Project's formative assessment framework is a series of stages in a cycle: learning goal ->gathering evidence -</p>

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			>interpretation of the evidence -> next steps that lead to a new goal.
4	<p>FOSS Modules-</p> <ul style="list-style-type: none"> • Energy • Environments • Solids, Rocks, and Landforms <p>The Inquiry Project – Investigating Earth Materials</p> <p>Which Properties Change and Which Stay the Same?</p> <ul style="list-style-type: none"> • <u>Underfoot</u> • <u>Heavy for Size</u> • The <u>Liquid Materials</u> • <u>Mineral Materials</u> • <u>Transformations</u> 	<p>FOSS kits Inquiry Project kits</p>	<p>Same as first grade plus:</p> <p>Inquiry Project Assessments:</p> <p>Concept Cartoons- Drawings show different characters arguing about the answer to a question or debating alternate explanations of scientific phenomena. The student must consider the question and explain why each character's response is reasonable or unreasonable. One character's response is aligned with the scientific point of view and the others are drawn from children's typical confusions or misunderstandings.</p> <p>Formative Assessments - The Inquiry Project's formative assessment framework is a series of stages in a cycle: learning goal ->gathering evidence -</p> <p>>interpretation of the evidence -> next steps that lead to a new goal.</p>
5	<p>FOSS Modules-</p> <ul style="list-style-type: none"> • Earth and Sun • Living Systems • Mixtures and Solutions <p>The Inquiry Project – Investigating Water Transformations</p> <p>Keeping Track of Matter</p> <ul style="list-style-type: none"> • <u>Water, a liquid</u> • <u>Water to Vapor</u> • <u>Water to Ice</u> • <u>Air, a Gas</u> • <u>Two Scales</u> 	<p>FOSS kits Inquiry Project kits</p>	<p>Same as first grade plus:</p> <p>Inquiry Project Assessments:</p> <p>Concept Cartoons- Drawings show different characters arguing about the answer to a question or debating alternate explanations of scientific phenomena. The student must consider the question and explain why each character's response is reasonable or</p>

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			<p>unreasonable. One character's response is aligned with the scientific point of view and the others are drawn from children's typical confusions or misunderstandings.</p> <p>Formative Assessments - The Inquiry Project's formative assessment framework is a series of stages in a cycle: learning goal ->gathering evidence - >interpretation of the evidence -> next steps that lead to a new goal.</p>
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Arts			
Grade	Overview	Resources	Assessments
K	Explore basic elements of art and music using a variety of modalities and media. Understand how arts are related to history and culture of the student and family. Analyze simple works.	Staff Materials of Instruction Community Resources	Performance based assessment takes place at each level based on curricular standards
1	Explore, use and identify basic elements of art and music using a variety of modalities and media. Understand how arts are related to history and culture of the school, family, and community. Analyze simple works.	Staff Materials of Instruction Community Resources	Performance based assessment takes place at each level based on curricular standards
2	Explore, use, and identify basic elements of art and music and use them to create simple works. Understand how arts are related to history and culture of the school, family, community, and region. Analyze simple works critically.	Staff Materials of Instruction Community Resources	Performance based assessment takes place at each level based on curricular standards
3	Explore, use, describe, and identify more complex elements of art and music and use them to create more sophisticated works. Understand how arts are related to history and culture of the school, family, community, and region. Analyze more sophisticated works.	Staff Materials of Instruction Community Resources	Performance based assessment takes place at each level based on curricular standards
4	Explore, use, and identify more complex elements of art and music and apply them to creating individual and group works as well as to analyze existing works. Understand how arts are related to history and culture of the school, family, community, and country. Identify arts as they relate to	Staff Materials of Instruction Community Resources	Performance based assessment takes place at each level based on curricular standards

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	specific historical periods.		
5	Explore, use, and identify more complex elements of art and music and apply them to creating individual and group works as well as to analyze existing works. Understand how arts are related to history and culture of specific cultures or historical periods. Identify relationship of arts and other disciplines.	Staff Materials of Instruction Community Resources	Performance based assessment takes place at each level based on curricular standards

A			
Grade	Overview	Resources	Assessments
K	Kindergarten students will become familiar with gymnasium routines, basic body movements, and be introduced to the development of emerging athletic and fitness skills.	Staff Various manipulative equipment Printed and Circulated curriculum Resources	Performance based on curriculum expectations and NYS standards Class activities
1	First grade students will continue to master gymnasium routines in addition to more complex body movements in personal and general space. Students will also begin to develop their cooperative skills as they work with partners and in small groups. Student participation in low organized games and activities using emerging manipulative and fitness skills. Students will also continue to develop their sense of teamwork and cooperative skills.	Staff Various manipulative equipment Printed and Circulated curriculum Resources	Performance based on curriculum expectations and NYS standards Conceptual knowledge assessed through assessments
2	Second grade students will continue to master gymnasium routines in addition to more complex body movements in personal and general space. Students will continue to develop their cooperative skills as they work with partners and in small groups to accomplish goals. Student participation in more complex organized games and activities using emerging manipulative and fitness skills will help prepare them for more team oriented work in upper grades. A strong emphasis on teamwork, sportsmanship, and cooperative skills as well. Basic goal setting based on personal fitness needs.	Staff Various manipulative equipment Printed and Circulated curriculum Resources	Performance based on curriculum expectations and NYS standards Conceptual knowledge assessed through assessments
3	Third grade students will begin to use their emerging teamwork, sportsmanship, and cooperative skills as a member of a team in athletic activities. Students will begin to set	Staff Various manipulative equipment Printed and Circulated	Performance based on curriculum expectations and NYS standards

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	personal goals to address their personal health and fitness. A strong emphasis on teamwork, sportsmanship, and cooperative skills as well to develop strong character values.	curriculum Resources	Conceptual knowledge assessed through paper and pencil assessments
4	Fourth grade students will continue to use their developing teamwork, sportsmanship, and cooperative skills as a member of a team in athletic activities. Students will also continue to set personal goals to address their personal health and fitness. Students will explore how members of their communities can also address their personal health through physical activity. A strong emphasis on teamwork, sportsmanship, and cooperative skills as well to develop strong character values.	Staff Various manipulative equipment Printed and Circulated curriculum Resources	Performance based on curriculum expectations and NYS standards Conceptual knowledge assessed through assessments
5	Fifth grade students will continue to use their developing teamwork, sportsmanship, and cooperative skills as a member of a team in athletic activities. Students will also continue to set personal goals to address their personal health and fitness. Students will explore how members of their communities can also address their personal health through physical activity. A strong emphasis on teamwork, sportsmanship, and cooperative skills as well to develop strong character values.	Staff Various manipulative equipment Printed and Circulated curriculum Resources	Performance based on curriculum expectations and NYS standards Conceptual knowledge assessed through assessments

(e) Promotion and Graduation Policy

Explain the school's policies for promoting students from one grade to the next including any early promotion. Include any provisions related to retention of students for a specified number of absences including any equating of tardies to absences. Address when and how the school will inform students and parents about promotion and graduation policies and decisions.

If the school will offer high school grades within the proposed charter term:

- *Describe the types of diplomas the school will offer along with the credit and other requirements for each;*
- *Explain how students will meet the requirements set forth by New York State for the granting of each relevant type of diploma; and,*
- *Include any additional specific graduation requirements and the rationale for their selection.*

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The proposed school will use the promotion criteria of HVA West. The following is quoted from that school's 2017-2018 Family & Student Handbook:

We see it as our mission to help all students meet promotional criteria. Harlem Village Academies has very high academic and behavioral standards, and it is important that students have the necessary knowledge and skills to do the work at the next grade level and also have put forth the necessary effort required to demonstrate the potential for success at the next grade level. There are times when a student needs another year to fully meet the goals for that grade level. The school is committed to ensuring that a student's second year involves a clear plan to provide the student with academic supports.

We consider many factors in making promotion decisions. The factors below, input and opinions of parents and teachers, as well as Light's Retention Scale are all considered before making promotion decisions. Final promotion decisions ultimately lie with the principal. Please note that special education students will be promoted based on meeting specific targets on their Individual Education Plans (IEP). The following list includes example promotional criteria that HVA will consider when making a promotion decision, but should not be considered a complete list. Teachers will meet with families of students to discuss the benefits of retention in cases where a student will be retained.

- Attendance – Any student who is absent nine times in a school year may not be promoted to the next grade, dependent on their academic standing. A combination of the student's attendance, timely arrival and instances of early dismissal will also be taken into consideration.
- Reading Level – Any student who is not reading at or above grade level may not be promoted to the next grade.
- Math Level – Any student who is not performing at or above grade level in mathematics may not be promoted to the next grade.
- Social Development – Any student whose social development has not shown adequate improvement or is not at a sufficient level may not be promoted to the next grade.

The following promotion in doubt (PID) protocol is currently in place at HVA West and will be used at the proposed new school:

1. Leaders email teachers link to spreadsheet for possible PID students
2. Leaders meet with each grade team to discuss and support students.
3. Professional development meeting to review remediation plans in the context of whole class and small group instruction planning.
4. Leaders meet with all grade teams to finalize who will receive a PID letter.
5. Distribute PID letters during family conferences.
6. Follow up with families with new data.
7. Leaders meet with each grade team to finalize retention list

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8. Retention meetings with families. Leaders attend each retention meeting.

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Request 5 Programmatic Audit

(f) Programmatic Audits

Describe a plan of annual programmatic audits of the implementation and effectiveness of the school's education program. Programmatic audits should include an evaluation of the effectiveness of the school's academic program, governance, and operations. Note that the programmatic audit is not simply a cost/benefit audit as conducted by some school districts. The plan should include, but is not limited to, the:

- *Purpose and objectives;*
- *Areas to be audited;*
- *Schedule of events;*
- *Responsible persons, which may include outside consultants;*
- *Description of written end product;*
- *How and to whom such written end product will be disseminated; and,*
- *Any plans to hire outside consultants to perform such audits.*

Harlem Village Academies is organized around the principles of continuous improvement. The HVA West renewal report found that “Harlem Village leaders regularly monitor and evaluate the school’s programs and make changes if necessary...Leaders from both the school and the network meet regularly, including leaders from Harlem Village Leadership, to reflect on the educational program and determine action steps for improvement.”

Every school year begins with staff training and planning in the summer that includes the establishment of priorities and goals for the year. The Principal and Operations Director meet with their Village Academies Network (VAN) counterparts to develop their respective academic and operational plans. VAN teams subsequently monitor, evaluate and adjust these plans as needed throughout the year. These teams focus on the following areas:

- **Educational Leadership Team:** The Chief of Academics is focused on curriculum, instruction and assessment. He and his team work closely with school leaders and staff to review curriculum programs and materials, and along with school principals reviews unit and lesson plans. In addition, assessment results are reviewed throughout the year to inform professional development and coaching. At the end of each year the curriculum is reviewed and over the summer revised to ensure vertical alignment between grades and horizontal alignment across subjects. Similarly, the Chief of Students & Family Affairs works with school deans to address school culture, monitoring implementation of Responsive Classroom practices and social emotional learning. In planning for each year’s summer PD, the Education Leadership Team reviews the implementation and outcomes of the previous year’s academic program and makes adjustments to ensure increased student performance.

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- **Finance Team:** The Finance Team begins each year with a budget approved by the school board and continuously monitors budgeted versus actual revenues and spending as well as cash flow. It reports monthly to the school board so the board can make any adjustments as necessary.
- **Recruitment Team:** The four person Recruitment Team continuously monitors staffing, identifying any open positions or new positions that will need to be filled. In drafting job descriptions, they collaborate with VAN and school leaders to identify changing requirements and needed skills. They also monitor the reasons staff leave the schools to inform practices including professional development, coaching, salaries and benefits.
- **Development Team:** In alignment with the Finance Team, the Development Team sets fundraising goals and continuously monitors progress towards and achievement of those goals. Each year it identifies fundraising targets based on projected school and VAN budgets and evaluates its success in meeting those targets.

The VAN Chief Executive Officer is ultimately responsible to the school board for the success of the school and is in constant communication with school leaders regarding school performance. She regularly reviews school assessment and other data to evaluate progress. After the completion of each school year, VAN and school staff complete and submit to SUNY and the state an annual report that includes performance against the goals in the school's Accountability Plan. This includes absolute, comparative and growth goals. The HVA West renewal report found that "Members [of the board] are aware of the school's Accountability Plan and how well the school is doing toward meeting the targets." This relentless focus on outcomes and continuous improvement along with the freedom granted to charter schools allows HVA schools to be a responsive and responsible organization with the needs of students driving everything it does.

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Request 6 Calendar and Schedules

(a) School Calendar

- *Provide a copy of the school's proposed calendar for its first year of operation that clearly articulates:*
 - *Total number of days of instruction for the school year including whole and half days;*
 - *Total number of hours of instruction for the school year including and not including additional instructional time such as tutoring;*
 - *First and last day of classes;*
 - *Organization of the school year (i.e., semesters, trimesters, quarters, etc.);*
 - *All planned holidays and other days off, as well as planned half days; and,*
 - *Dates for summer school, orientation, and other activities outside of the core academic calendar, if planned.*
- *Provide a narrative to explain any aspects of the calendar that are not evident on the 1st year calendar or where further explanation is necessary.*

HVA West 2 will follow the same calendar as other HVA schools, which was just approved by SUNY as part of the HVA renewal process. A proposed calendar for 2019-20 is below, which includes:

- First Day of School for Teachers: Aug. 7, 2019
- First Day of School for Students: Aug. 25, 2019
- Last Day of School for Students: June 19, 2020
- Last Day of School for Teachers: June 22, 2020
- Days of Instruction: 190
- Hours of Instruction: 1260

HVA does not operate a summer school for elementary school students but does offer enrichment programming during the teachers' summer institute.

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2019-20 School Calendar														
August					September					October				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
			1	2	2	3	4	5	6		1	2	3	4
4	5	6	8	9	9	10	11	12	13	7	8	9	10	11
11	12	13	15	16	16	17	18	19	20	14	15	16	17	18
18	19	20	22	23	23	24	25	26	27	21	22	23	24	25
25	26	27	29	30	30					28	29	30	31	
4: Teachers First Day of School 25: Students First Day of School					2: Labor Day					14: Native American Remembrance				
November					December					January				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
				1	2	3	4	5	6			1	2	3
4	5	6	7	8	9	10	11	12	13	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20	13	14	15	16	17
18	19	20	21	22	23	24	25	26	27	20	21	22	23	24
25	26	27	28	29	30	31				27	28	29	30	31
11: Veterans Day 28-29: Thanksgiving					23: PD Day 24-31: Winter Break					1: Winter Break (continued) 20: MLK Day				
February					March					April				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
3	4	5	6	7	2	3	4	5	6			1	2	3
10	11	12	13	14	9	10	11	12	13	6	7	8	9	10
17	18	19	20	21	16	17	18	19	20	13	14	15	16	17
24	25	26	27	28	23	24	25	26	27	20	21	22	23	24
					30	31				27	28	29	30	
17: President's Day 18-21: Mid-Year Break										6-10: Spring Break				
May					June					July				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
	1	2	3	1	1	2	3	4	5			1	2	3
4	5	6	7	8	8	9	10	11	12	6	7	8	9	10
11	12	13	14	15	15	16	17	18	19	13	14	15	16	17
18	19	20	21	22	22	23	24	25	26	20	21	22	23	24
25	26	27	28	29	29	30				27	28	29	30	31
25: Memorial Day					19: Students Last Day 22: Teacher Last Day									

	No School for Students
	School in Session for Students

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(b) Sample Student Schedule

For each division of the school (e.g., lower elementary, upper elementary, middle, and high), provide the following for a typical week of instruction:

- *A narrative describing the typical school day (including the approximate start and dismissal times and any regular variations; for example, one day a week early dismissal for teacher professional development), components of the school day devoted to core academics; components of the school day devoted to before or after school electives; and, remediation or other non-core academic components of the proposed school design;*
- *A table that outlines the minimum number of weekly minutes the school will devote to core academic subjects in each grade, i.e., ELA, mathematics, science, and social studies, and the total number of all instructional minutes the school would offer per week (exclusive of lunch, recess, study hall, etc.); and,*
- *A sample student schedule for a typical week.*

As shown in the sample student schedule on the following page, HVA students arrive to school and have access to breakfast, then all students participate in a morning advisory meeting. The remainder of the morning is devoted to academic classes, with ELA typically scheduled in the morning and including pleasure reading, shared reading, writing, and phonics. Mid-day students break for lunch and recess, following by a short advisory meeting. The afternoon is then devoted to more academic classes. Students typically have two specials per day, e.g., art and PE. A short closing circle is conducted at the end of each day, following by dismissal. Afterschool include enrichment and tutoring.

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Sample Kindergarten Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:25 – 7:40			Arrival/Breakfast		
7:40 – 8:08			Morning Advisory		
8:10 – 9:02	Pleasure Reading				
9:04 – 10:50	Shared Reading, Writing Workshop, Phonics				
10:52 – 11:44	Read Aloud				
11:50 -12:30	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
12:35 – 12:47	Advisory	Advisory	Advisory	Advisory	Advisory
12:49 – 1:41	Specials	Specials	Specials	Specials	Specials
1:43 – 2:35	Math Intervention/ Science				
2:37 – 3:29	Math	Math	Math	Math	Math
3:31 – 4:23	Specials	Specials	Specials	Specials	Specials
4:25 – 4:30	Closing Circle				
4:30			Dismissal		
4:40 – 5:30			Enrichment & Tutoring		

Instructional Minutes Per Week

Subject	Number of Minutes Weekly
ELA/Social Studies	1070
Math/Science	520
Specials	520
All Instructional Minutes	2310

(c) Sample Teacher Schedule

For each division of the school provide a sample teacher schedule for a typical week of instruction including:

- Length of teachers' work day;
- Time devoted to core teaching assignments, planning, and other activities; and,
- A brief scenario describing a typical teacher day and week.

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Sample Kindergarten Teacher Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:25 – 7:40			Arrival		
7:40 – 8:08			Morning Advisory		
8:10 – 9:02	Pleasure Reading				
9:04 – 10:50	Shared Reading, Writing Workshop, Phonics				
10:52 – 11:44	Read Aloud				
11:50 -12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:35 – 12:47	Advisory	Advisory	Advisory	Advisory	Advisory
12:49 – 1:41	Planning/PD	Planning/PD	Planning/PD	Planning/PD	Planning/PD
1:43 – 2:35	Math Intervention/ Science				
2:37 – 3:29	Math	Math	Math	Math	Math
3:31 – 4:23	Planning/PD	Planning/PD	Planning/PD	Planning/PD	Planning/PD
4:25 – 4:30	Closing Circle				
4:30			Dismissal		
4:40 – 5:30			Enrichment & Tutoring		

Teachers typically work from 7:25am to 4:30pm with two 55 minute periods for planning and personal time, e.g., lunch.

Teachers arrive at 7:25am for planning and preparation. They first encounter their students during a daily morning advisory to check in and set the agenda for the day. The typical classroom teacher exemplified by the schedule above would teach literacy in the morning, pulling students for guided reading during the pleasure reading period, and engaging in direct instruction and co-teaching during workshop time. Teachers have lunch and recess with their students to help cultivate a positive classroom culture. They then work with their students during the mid-day advisory block on social emotional learning, followed by instruction in math and science. During two specials period per day, teachers have time for collaborative planning with their co-teachers and student support staff as well as coaching meetings with instructional coaches. After a brief closing circle to bring the day to an end, they dismiss students. During afterschool, teachers then either work on planning or provide enrichment and tutoring to their students.

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Request 7 Specific Populations

(a) Struggling Students

Discuss the school's methods and strategies for identifying and serving students who are struggling academically and at risk of academic failure including:

- *How the school will determine and identify which students are struggling including within the context of a Response to Intervention ("RTI") program. The applicant should clearly define the term "struggling student" as it would be applied in the school;*
- *The strategies, programs, and resources (including personnel) the school will devote to assisting struggling students both within general education classrooms and in other settings, e.g., planning time, small group instruction, tutoring, targeted assistance, technology, staff and consultants, etc.;*
- *Any research or evidence that supports the appropriateness of the proposed approach; and,*
- *The process that the school will use to evaluate the efficacy of the program and ensure that the school is meeting the needs of these students.*

We define a struggling student as one who is either below or significantly below grade level or who is having difficulty retaining and putting into practice the foundational skills and strategies being taught in any grade. Teachers will use assessments, both formal and informal, to evaluate where their students fall in making progress towards benchmarks. When teachers notice that a student is not making progress, the teacher will first use whatever strategies they know to help build the students skills. Teacher will typically use small group instruction to add more targeted work to support the lagging skill. If this approach does not work the teacher has the option to recommend the student to the Child Study Team (CST), comprised of the instructor of culture and instruction, the classroom teacher, and depending on the grade and the need the principal, the social worker, the educational support coordinator, the language coordinator, the behavior interventionist and a dean of students. The teacher will bring all important information to this meeting, such as any assessment data, previous interventions attempted and any other important data, such as behavioral or attendance. The child study team is where the RTI process starts. The team will examine the information and discuss the strengths of the student and the areas in which they need to grow. The team will then create a plan with different strategies the teacher can use within the classroom. The information from the meeting will be communicated with the parents and supports will also be sent home for parents to continue this work at home with their student. Supports that come from the CST meeting can be anything from targeted tutoring to doing Leveled Literacy Intervention (LLI) in a small group with other students that might be struggling in the same area, or a more targeted Fundations group to practice letter sounds, diagraphs or word families, or using the iPad with

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different educational applications that can target letter identification and sounds for younger students or using Reading A-Z or RAZ kids to support comprehension or the Read Naturally app to support fluency and accuracy for older students. Once the team has come up with the plan and the supports to put in place, the team will put a follow up meeting on the calendar to see if the student has made progress with the addition of more targeted supports. Teachers can and will also bring up struggling students in grade team meetings to get advice from their direct colleagues to see what is working with other students. Teachers will use the same evaluations to see if the student has made growth after new supports were put in place.

If this child is also struggling behaviorally, to follow the routines of the classroom or to communicate their needs or emotions in a safe way, the Child Study Team will also look at why the student may be having behavioral struggles and put behavioral supports as well as academic supports in place. Some supports that have been used include Check in and Check out, having a teacher the student has a strong relationship with to help start their day off on the right foot, then checking in with the teachers to see how they did working towards a certain goal. Another support is Daily Report Card, which the student can bring home to show all the progress they are making towards their goals, and can be paired with having a small incentive such as a classroom job, extra time with a teacher, a special reading spot, extra time in the gym or extra time on the iPad using the educational apps, or even helping out or extra time in a favorite special class. The behavior supports should be on the same timeline as the academic supports.

(b) Students with Disabilities

Discuss the school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer to Appendix B – Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter will incorporate the assurances found in this document. Include:

- *A statement agreeing to abide by all of the assurances found in Appendix B of this RFP – Special Education Assurances.*
- *The process for identifying students with disabilities (child find), especially within the context of the school's RTI process;*
- *The resources, personnel (including administrative responsibilities), direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching ("CTT"), Special Education Teacher Support Services ("SETSS"), speech therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.);*
- *The services or settings that will be provided by the school district of the student's residency or through a third party contract (pursuant to the Act);*

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- Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;
- The process for coordination between general education teachers and special education teachers or service providers;
- The process that will be used to monitor the achievement and progress of students with disabilities;
- The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and,
- Specific professional development for identifying, supporting, and evaluating the progress of special education students including the implementation of RTI and behavioral intervention plans ("BIPs") in the classroom.

HVA West 2 will adopt the special education practices of HVA West and benefit from its and the HVA network's special education staff. Due diligence is done to identify any student who enrolls at HVA with a pre-existing IEP. For those students noted as struggling after the enrolled, once a student has been brought to the Child Study Team and a timeline has been created, if at the end of that time line the student has still not made minimal growth the CST will reconvene, this time with the parents, and discuss if the child should have an evaluation conducted by the Committee on Special Education (CSE) to see if there are other services this child needs in order to be successful. It is the parent's right to choose not to have their child evaluated. The HVA Educational Support Coordinator will work with the family to submit the request for evaluation and is the liaison between the school, the family and the Committee on Special Education. If the student is to receive services through the support of an Individualized Education Program (IEP), the teachers, Educational Support Coordinator and the CSE will work together to create goals that the student will work towards.

HVA West 2 will provide the following special education services:

- Integrated Co-Taught (ICT) classroom with one general education teacher and one special education teacher,
- Special Education Teacher Support Services (SETSS),
- Counseling,
- Speech and Language services,
- Occupational Services.

HVA contracts out for Speech and Language and Occupational Therapy, and has a service provider onsite almost every day. We also partner with the CSE to provide services required by the students IEP through related service agreements.

Co-teaching is an important part of our model for all students, not just those with IEPs. It provides opportunities for fluid small group instruction to target individual students' needs.

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Significant time and resources are devoted to training teachers in effective co-teaching methodologies, including ongoing coaching and ample planning time with support from both school and network instructional leaders.

Once the IEP is finalized the Educational Support Coordinator and the teachers will work together to monitor the growth of the student and to make sure the strategies and supports are being implemented within the classroom. Network staff regularly participate in planning and data analysis meetings as well as observe classroom instruction; this allows them to monitor the special education program in real time and made adjustments as necessary with changing students and IEPs.

If the student also struggles behaviorally a Functional Behavior Assessment (FBA) will be conducted to help create a Behavior Intervention Plan (BIP), which will both be included in the student's IEP. The HVA Educational Support Coordinator and Behavior Interventionist will provide support with both conducting and collecting information for the FBA and then creating the BIP with the input of everyone who works with the student. The Behavior Interventionist will work with the teachers to monitor progress and make any adjustments needed to the plan.

The principal and network education team will continuously monitor student performance data and disaggregate it to examine the performance of special education subgroups. Using these results, leadership will make modifications to curriculum, scheduling, programs and assessments to ensure students with disabilities achieve their IEP goals and meet grade level expectations.

HVA West 2 will abide by all of the assurances found in Appendix B of the RFP – Special Education Assurances.

(c) English Language Learners

Discuss the school's methods and strategies for identifying and serving ELLs in compliance with all federal laws and regulations including:

- *The process for identifying students whose first language is not English and the methods for determining the scope of assistance that these students may need including how the school will ensure that they are not inappropriately identified as students with special education needs;*
- *The approach, resources, and personnel (including qualifications and reflecting associated administrative responsibilities) the school will use to meet the needs of ELLs (both within general education classrooms and in other settings);*
- *The research and evidence that supports the appropriateness of this approach;*
- *The process for coordination between general education teachers and staff serving ELLs and professional development for general education teachers serving ELLs;*

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- *The process that will be used to monitor the achievement and progress of ELLs including exit criteria;*
- *The process that will be used to evaluate the efficacy of the program, instructors, and ensure that the needs of ELL students are being met;*
- *How the school will make all necessary materials available to parents of ELLs in a language that they can understand; and,*
- *How the school will make after school and other extra-curricular programming accessible to ELLs.*

When students first enter our school and it is noted that they speak a language other than English, the English Language Learners program manager at HVA West will test students with the New York State Identification Test for English Language Learners (NYSITELL) to see if they qualify for language services. The ELL program manager will then create a plan to support the student, which can look like small group or individualized work within the classroom or in a separate space. The ELL program manager will also work with the classroom teachers to give them strategies they can use within the classroom. HVA employs a variety of reading and writing assessments that are used to monitor ELL students' progress throughout the year. By the end of the year the ELL program manager will test the student again using the New York State English as a Second Language Achievement Test (NYSESLAT) to see if they will still require ESL services the following school year. At the beginning of each school year the ELL program manager will also test students that have been receiving services to see if they will need to continue receiving services that school year.

The principal and network education team will continuously monitor student performance data and disaggregate it to examine the performance of ELL subgroups. Using these results, leadership will make modifications to curriculum, scheduling, programs and assessments to ensure ELL students grow into proficient readers, speakers and writers of the English language.

(d) Gifted and Advanced Students

Discuss the school's methods and strategies for identifying and serving students who are academically advanced and/or gifted and at risk of not being adequately served including:

- *How the school will identify advanced and/or gifted and talented students; and,*
- *Strategies and programs the school will use within general education classrooms and in other settings to accelerate learning for advanced and gifted and/or talented students.*

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For students who are above grade level, teachers assess them to see where they are and get supplemental work for them to keep them growing. For instance, during math independent work time, if the student has completed the work correctly the teachers will have other math work for them to complete independently that may be more advanced. If the student is still advancing past the majority of the class, we have created alternative schedules where students can spend time in upper grades during lesson times to learn new skills and strategies. Teachers will continue to assess where the student is to make sure we are meeting the needs of the students and they are meeting their benchmark goals.

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Request 8 Instructional Leadership

(a) Instructional Leadership Roles

Describe instructional leadership in the school over the first five years of operation including:

- *Specific roles and responsibilities of the personnel who would provide instructional leadership in the proposed school;*
- *The process and criteria for identifying and selecting instructional leaders, including how such criteria aligns with the school's educational philosophy and mission; and,*
- *How instructional leaders will monitor the effectiveness of the academic program and at-risk students' academic performance.*

SCHOOL LEADERS

Principal: Like other HVA schools, the proposed HVA West will be led by a Principal, who serves as the instructional leader of the school. The role of the Principal is to guide and continually improve the effective implementation of school systems and structures related to:

- Curriculum and instruction
- Professional learning
- Informal daily assessment, including learning targets, as well as regular interim assessments
- Authentic presentations of learning based on criteria for quality student work
- State test preparation
- Communicating student progress to parents and ensuring parents are informed and involved
- Effective data-driven tutoring to ensure students keep pace daily (rather than catching up)
- Collaborate with and supervise the Special Education Coordinator to ensure all students are receiving the appropriate services and making appropriate progress toward learning goals
- Collaborates with the Operations team to ensure the learning environment is beautiful, clean, and designed to support student learning
- Support the leadership team to ensure effective implementation of logistics necessary for running a well-functioning school, such as scheduling, test administration, and other details

Dean of Students and Family Affairs: The Dean supports and promotes the school's culture, professional values and standards, and serves as a role model to students in Kindergarten to 5th grade. Duties include:

- Build and reinforce lasting relationships with families to support students' success, including regular phone calls and conferences

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- Supervise students who have been removed from the classroom and ensure proper follow-up, involving faculty and families as appropriate
- Support the infusion of character education and values into all aspects of school life
- Partner with and support teachers on building strong classroom cultures and fostering positive behavior in all students
- Build students' skills for independently preventing and resolving disagreements
- Inspire students to hold themselves to high standards of academics and character

Instructional Coaches: These are master teachers with a reduced course load who provide ongoing coaching and support to their grade team peers. The instructional coaches meet with the teachers they are assigned to mentor several times a week to do the intellectual preparation necessary to deliver high-level instruction. They also guide teachers to analyze student work and adjust lessons according to the needs of the students' needs. During lessons, Instructional Coaches provide real-time feedback, co-teach or model instruction. Instructional coaches may serve at either HVA West or HVA West 2 and will provide guidance at both campuses.

NETWORK STAFF

The Harlem Village Academies network staff supports school leaders and teachers through the following academic roles:

Chief of Academics: Makes all decisions regarding academics while providing guidance and support for the Principal, Instruction and Culture Director, and the Instructional Coaches in planning, instruction, and data analysis. The Chief of Academics, along with the CEO, sets the educational vision for the school and provides leadership and guidance to align our practice to our vision.

Chief of Students & Family Affairs: Own all aspects of Student and Family Handbook, ensuring accuracy and alignment with network-wide cultural philosophy as well as state education policy. The Chief of Student and Family Affairs implements restorative discipline practices and leads professional development of staff and teachers in the subject. Serves as supervisor to all deans and social workers as well as planning and conducting network-wide professional development for this team.

Director of Education Data and Operations: The Director of Education Data and Operations sits on the Network Education Leadership Team (SELT) that supports the entire network of charter schools. Education Data and Operations serves as the project manager for all education related initiatives from inception to completion such as report cards, professional development, etc. This includes developing and organizing clear systems, overseeing all education data and procedures for retrieving and analyzing network-wide internal data, generating comprehensive analysis of student achievement based on benchmark assessments for all students, and conducting analysis of network-wide enrollment, attendance, and discipline data to identify trends and generate clear solutions.

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Education Data and Operations Manager: The Education Operations Manager oversees assessment administrations and data analysis for a testing in all schools. The Education Operations Manager also manages long term projects for the Education Leadership Team and supports all schools-based operations teams.

Director of Reading Culture: In collaboration with school leadership, the Director of Reading Culture supports the development and promotion of a school-wide culture of reading such that all students and staff authentically, intrinsically love reading, read voluminously, are intellectually curious, and value books and ideas. Responsibilities include:

- Supporting school leaders and teachers in implementing a robust Pleasure Reading component (independent reading in school and at home)
- Developing K-8 classroom libraries, including book selection and organizational systems
- Working with curriculum developers to select books and texts for use in K-8 literacy components, including literature units, close reading, guided reading
- Managing ongoing book orders and supporting staff in the organization of books in schools

Literacy Curriculum and Assessment Director: The Literacy Curriculum and Assessment Director works to ensure that all literacy curriculum is rigorous and engaging and aligned with HVA's belief in the importance of a progressive, student-centered approach to instruction. Additionally, the Literacy Curriculum and Assessment Director plans assessments that are rigorous, developmentally-appropriate, and aligned to the Common Core as well as the HVA curriculum.

PROGRESSIVE EDUCATION INSTITUTE

The Progressive Education Institute is embedded within the urban campus of Harlem Village Academies. It provides training to teachers at HVA schools so they can earn certification and/or a Master's degree while teaching. The work of the Progressive Education Institute is guided by an Advisory Board with extensive knowledge of best practices for teacher development:

- Ron Berger: Chief Academic Officer, Expeditionary Learning
- Dr. Marc Brackett: Founder & Director, Yale Center for Emotional Intelligence
- Dr. Ric Campbell: Founding Director, Master of Arts in Teaching Program, Bard College
- Dr. Howard Fuller: Founder, Black Alliance for Educational Options, Distinguished Professor of Education, Marquette University
- Dr. Pam Grossman: Dean, Graduate School of Education, University of Pennsylvania
- Shelley Harwayne: Literacy Expert, Former Superintendent NYC District 2, Founder, The Manhattan New School
- Dr. Michael Roth: President, Wesleyan University
- James E. Ryan, J.D.: Dean, Harvard Graduate School of Education

(b) Teacher Support and Supervision

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Describe the school's approach to on-going individual teacher supervision and support including, but not limited to: coaching and feedback systems and supports to ensure high quality instructional planning and implementation.

Our approach to teacher preparation is informed by the tenets of progressive pedagogy, which simultaneously fosters and demands a more sophisticated intellectual capacity from teachers. The progressive teacher's role is not to share his own best thinking in an entertaining way, but to help students learn to do their best thinking. This is difficult, takes longer to master, and requires a serious commitment of time and energy. Teachers are supported at HVA in a number of ways:

- **Resource Guides:** Over time HVA has codified a number of practices and strategies that are explicated in an Academic Resource Guide and a Student Culture Guide. These internal school documents are regularly reviewed and revised in accordance with HVA's focus on continuous improvement.
- **Coaching:** On each grade level one teacher is designated as an instructional coach. These master teachers have a reduced course load in order to provide their grade team colleagues with ongoing coaching and support. They participate in planning meetings, observe instruction, and give real-time feedback and conference with their colleagues.
- **Observation and Feedback:** Teachers receive ongoing support and feedback from Instructional Coaches, the Instruction and Culture Director, and the Principal. Teachers are assigned a member of the Instructional Leadership team to guide their professional development by observing lessons and providing feedback.
- **Curriculum Development:** Under the guidance of the Chief of Elementary Academics, the Literacy Curriculum and Assessment Director and the Reading Culture Director design and/or adapt curricula materials that include literature and implementation guides and lesson plans to teachers. Feedback to given by the instructional leadership team and teachers and lessons are revised based on said feedback.
- **Lesson Planning:** Lessons planning is led by the member of the instructional leadership team assigned to that grade and subject. Intellectual preparation is at the heart of what we do at HVA to make certain that our instruction is rigorous and carefully planned.
- **Data Analysis:** HVA has a robust, sophisticated and effective approach to data analysis. Leaders analyze the data ahead of the teachers, and thus are able to develop theories about student misconceptions. They lead teachers in a thorough item analysis, guiding them to look below the surface of incorrect responses to find evidence for how students are making meaning and where their understanding falls off or becomes fragile. The Education Data and Operations Manager provides support with formal assessments and provides detailed data analysis reports that compare data across classrooms and campuses.

(c) Professional Development

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Describe how the school's professional development program will assist teachers in meeting students' academic needs and school goals including:

- *An overview of the frequency and format of professional development;*
- *Who will be responsible for leading and providing professional development;*
- *How the school will identify professional development topics;*
- *How the school's professional development plans support the school's mission, key design elements, and the target and special populations' needs;*
- *How the professional development program will meet the needs of all teachers, including novice teachers, teachers new to the school, highly effective teachers, and teachers of all subjects; and,*
- *The process for evaluating the efficacy of the professional development program.*

We are a community of learners, and we believe in meaningful ongoing professional learning. These opportunities make the best use of our prep time to improve our practice and save us time because we are planning and doing the work together. These structures are intended to continually improve the sophistication and quality of instruction in our schools. Because ongoing professional learning is vitally important, both leaders and teachers prioritize this time; it is held sacred and never skipped.

- **Learning Lab:** During a learning lab cycle, teachers observe a lesson, plan for a lesson, practice a lesson, and receive feedback and coaching. All aspects of the learning lab may not take place during one session. (Note: In addition, there will be a full learning lab for tutors once a week in which the instructional coach models a tutoring session and then coaches teachers as they are tutoring.)
- **Planning Session:** During planning sessions, the instructional leader guides teachers through intellectual prep. During these sessions, leaders always include student work to ground the planning (e.g. today we looking at one example of student work that represents the biggest trend we are seeing across the grade), and when relevant, create opportunities for quick practice (e.g. turn to the person next to you and try out your lesson opening).
- **Data Analysis:** Data analysis sessions take place immediately following assessments. During the data analysis sessions, leaders and teachers identify key trends in the student work and create plans for how to address those trends, both whole class, and in small group/individual instruction.
- **Basics Workshop:** A basics workshop is a dedicated time to “workshop” key responsibilities that impact instruction, such as parent communication, progress reports, family events, etc.

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- **Looking at Student Work:** Looking at student work sessions are designed to do a deep dive into student work. Leaders and teachers engage in an in-depth analysis of the work to identify trends in both teacher practice and student practice.
- **Video Analysis:** Over the course of the year, teachers will video and analyze their own lessons. This is a very powerful way for teachers to reflect on and improve their own practice.
- **In-Class Coaching:** In-class coaching is a key lever in moving teacher practice. Teachers will experience approximately two in-class coaching sessions per week, although the frequency will be adjusted to meet the needs of specific teachers (i.e. certain teachers will need more support than others).

(d) Teacher Evaluation and Accountability

Describe how the school will evaluate teachers and hold them accountable for student achievement, including:

- *An explanation of how expectations for teacher performance and student achievement will be established, communicated to, and instilled in, staff; and,*
- *A description of the school's process and criteria for evaluating teacher performance and holding teachers and leaders accountable for student achievement.*

The HVA Academic Resource Guide and Student Culture Guide establish and communicate our expectations. For instance, the HVA Graduate Profile is a clear statement of the outcome we are collectively working toward from K-12. It serves as our common intellectual mission, fostering curricular coherence and informing our decisions and core practices across our schools. It is our definition of a well-educated person.

The HVA Graduate Profile delineates three domains of achievement that we believe are necessary for students to be prepared for college, work, and contribution to society. These are: Fluid Cognitive Skills, Work Performance Skills, and Ethical and Emotional Intelligence.

Supporting each of these three domains of achievement is the culture of our schools: a culture of deep thinking, a culture of leadership, and a culture of service. The three domains of achievement and corresponding aspects of our culture are interdependent and interconnected. Within each domain of achievement we specify seven core skills and dispositions. These are not learned in isolation; rather they are developed through immersion in meaningful, authentic educational experiences that regularly call upon students to apply them. Similarly, the Academic Guide contains explicit Criteria for Effective Planning and Criteria for Exemplary Instruction for a variety of instructional practices.

Teacher evaluation is an ongoing process at HVA schools with three clear stages.

- **Stage one is coaching.** During this time instructional coaches provide regular oversight and informal feedback to teachers regarding their performance. Instructional leaders

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monitor assessment results and disaggregate results by classes to identify potentially struggling teachers and offer support.

- **Stage two is formal evaluation.** During this time a formal conversation is had with any teacher who has not improved during the extensive coaching that has been provided. This is a conversation between the teacher and school leader outlining the specific areas that need improvement and how coaching will continue to be provided to support in these areas.
- Teachers who continue to struggle are moved to **stage three which is written notice.** During this stage teachers who have still not shown improvement are given a formal written notice. Teachers are still given the opportunity to improve, however if significant improvement is not seen in the timeline outlined between school leader and teacher, they will not be retained for the following school year.

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Request 9 Culture and Discipline

(a) Explain how the school will establish and maintain a culture that supports learning and achievement including:

- *The school's general approach to school culture and rationale for this approach;*
- *How the school will maintain a safe and orderly environment; and,*
- *If the charter school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the cost of any uniform would be subsidized for parents unable to afford it.*

At HVA, we respect the stages of childhood development and value student independence and student leadership. We particularly embrace the Responsive Classroom philosophy of modeling and practicing of routines to foster a respectful, student-led classroom culture, and we agree that the first six to seven weeks of school should focus on routines.

HVA Values: Our school culture is built on a foundation of values that apply to every member of our community:

- **Children come first.** We put children's needs before our own. The well-being and achievement of children is our highest priority, and all our decisions are based on what's best for them.
- **We revere teachers.** Schools should be designed to respect, nurture, and support teachers in every way possible. The greatest role models in our community are master teachers, and we believe that no calling is more noble.
- **Team before individual.** We approach our work with humility rather than seeking the limelight. We treat one another with kindness and put the interests of the group above those of the individual.
- **We're continually improving.** We take initiative to continually improve everything, every day. We are relentless about excellence and about a strong work ethic.
- **We're continually learning.** We believe that great teachers are always learning, so we put in the time and effort to maximize our own development.
- **We listen thoughtfully to one another.** Real communication happens here—and the most important part is listening. By truly hearing one another and assuming the best of one another, we work through disagreements and difficult situations. We use email judiciously, and never for conversations.
- **Everyone here is an entrepreneur.** We banish roadblocks and minimize bureaucratic nonsense. So when a problem arises, we're able to talk to each other, figure out a solution, and implement it fast.
- **We're positive.** We energize each other with positive talk, attitudes, and actions. We don't engage in negativity, complaining, arrogance, divisiveness, or gossip.

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- **We hold ourselves accountable for results.** We take ownership of our work and assume personal accountability for student achievement. We do not believe in blame or excuses—as individuals and as a team—just results and hard work.
- **We are passionate** and driven to attain excellence, not satisfied with incremental gains. We work for social justice with seriousness and a sense of urgency. We are resilient even in times of stress, because our work is a sacred calling.

These values inform the following pedagogical practices that promote, instill and maintain our school culture:

Engaging Academics: We do not see compliant behavior as a prerequisite for learning, rather in many ways, compelling academics is a precondition for respectful behavior. While it's important for academic work to be engaging all year, it's especially important in the first few weeks of school. When students are excited about the learning they are much more eager to follow the routines and expectations so they can get to the learning! When curriculum, instruction and assessment are designed around meaningful, cognitively demanding work that sparks intellectual curiosity, students are more naturally inclined to behave. When students are intrigued by an important idea, an interesting question, a challenging problem or task, positive behavior following as a natural byproduct. To say that we want our instruction to be engaging is not to say that as teachers we need to be entertainers. Rather, we ask ourselves: what will cause my students to care about what they are learning.

Independent Culture: Respect is important. While we expect students to look and listen attentively and respectfully when others are speaking and to follow teachers' directions right away, it is more important for our students to have respectful independence. The desire to do the right thing because it is the right thing to do. Adults cultivate student independence and leadership by creating a calm, structured learning environment that is appropriate to the students' development. We strive for students to feel connected to the teacher and to one another, therefore caring about what happens in their communities and taking ownership over their learning and that of their peers. We teach students to become leaders. We believe in cultivating in students an abiding internal moral compass. We provide structures that guide and empower students to develop their own character. Students set goals, self-assess on progress toward those goals, and work continually to improve.

Staffing: Teachers are the primary staff members responsible for classroom management. Our co-teaching model allows teachers to work with individual students without interrupting instruction. HVA also employs elementary Deans with the following responsibilities:

- Support and promote the school's culture, professional values and standards, and serve as a role model to students in Kindergarten to 5th grade
- Build and reinforce lasting relationships with families to support students' success, including regular phone calls and conferences
- Supervise students who have been removed from the classroom and ensure proper follow-up, involving faculty and families as appropriate
- Support the infusion of character education and values into all aspects of school life

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- Partner with and support teachers on building strong classroom cultures and fostering positive behavior in all students
- Build students' skills for independently preventing and resolving disagreements
- Inspire students to hold themselves to high standards of academics and character

The proposed school will share a Dean with HVA West until it grows large enough to support a full-time Dean.

DISCIPLINE

While the word discipline is most often associated with punishment, we see it differently. Discipline comes from the Latin root “disciple” meaning to teach or to learn. We believe discipline is effective to the extent that it teaches students to improve their behavior and to internalize positive character so that the student’s improvement will be significant and long-lasting. In other words, we don’t just want students to be punished, then come back to school and repeat the same poor behavior over and over, until or unless punished. We want them to transform their attitudes and behaviors. This is why the restorative approach to discipline is so important.

HVA believes in discipline that is both accountable and restorative, with highly structured systems.

- **Accountable:** Clear rules and logical consequences. Progressive does not mean permissive. We have the absolute highest expectations for completely respectful student behavior.
- **Restorative:** A process aimed at teaching students to internalize positive mindsets and character traits, to do the right thing because it has value to them (not because of external rewards or punishments).

In the restorative process, when a student has violated a community rule, in addition to earning the logical consequence, the students is also required to:

- Reflect on the impact they’ve had,
- Take responsibility for their behavior, and
- Take action steps to “make it right” by repairing the harm they’ve caused to the community.

The immediate goal of the restorative process is for students to get back on track with behavior so they can resume learning right away. Restorative practices at HVA include peer mediation and restorative conferences.

HVA also has a trained Behavior Crisis Response Team (BCRT) that may be called to de-escalate unsafe behavior. Members are trained to verbally de-escalate situations and use physical restraint ONLY as a last resort; parents will be notified.

Discipline Policy: The HVA discipline policy is contained in the HVA Student and Family Handbook, which is attached as *Response 09b*. It describes five levels of infractions:

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1. Uncooperative/Noncompliant Behavior
2. Disorderly Behaviors & Repeated Offenses from Lower Level
3. Disruptive Behavior & Repeated Offenses From Lower Levels
4. Aggressive, Injurious/Harmful or Unsafe Behavior & Repeated Offenses From Lower Levels
5. Seriously Dangerous or Violent Behavior & Repeated Offenses From Lower Levels

For each level, the policy describes a range of possible consequences. All members of the staff may take disciplinary action up to but excluding suspension or expulsion. Staff members are expected to fully investigate the circumstances of the student's misconduct and give the student an opportunity to present his/her version of the facts and circumstances concerning the unacceptable behavior.

Short-Term Suspension: Out-of-school suspension up to three days may be imposed by the Principal or Dean or their designee. Out-of-school suspension of four to nine days may only be imposed by the Chief of Student and Family Affairs, or his/her designee. In all cases of short-term suspensions, Harlem Village Academies will provide alternative instruction.

Long-Term Suspension and Expulsion: Students are subject to long-term suspension or expulsion for behaviors that threaten the safety, welfare, well-being, and reputation of the school community or for repeated violations of other school rules. Expulsion and long-term suspension (10 days or more) may only be imposed by the Executive Director or, if by the Principal, only after written authorization from the Executive Director after a student has been found guilty during a formal hearing conducted by the Chief of Student and Family Affairs or his or her designee. Parent(s) or guardian(s) will be notified in writing of their right to a formal hearing, upon reasonable notice, at which the student shall have the right to be represented by counsel at the parent's expense, question witnesses, confront witnesses called against him or her, present evidence and challenge evidence offered by the school. A decision of long-term suspension or expulsion may be appealed in writing to the Board of Trustees. The Board of Trustees will review the case, including the record of the hearing and any exhibits submitted during the hearing, and decide whether to affirm, modify or revoke the expulsion as the Board of Trustees in its sole discretion deems appropriate. The decision of the Board of Trustees shall be final (but anyone with a grievance can invoke the school's complaint policy).

In all cases of suspension or expulsion, Harlem Village Academies will provide alternative instruction. Alternative instruction will consist of actual instruction as well as all assignments for the duration of the suspension, and for a reasonable period after expulsion (enough time for the student to enroll in a new school pursuant to compulsory education laws). Harlem Village Academies will contact families to arrange the time and location for alternative instruction.

Discipline for Students with Disabilities: The HVA Family and Student Handbook codifies discipline for students with disabilities, and can be found in *Response R-09c*. HVA takes into account the student's Individualized Education Program (IEP), Behavioral Intervention Plan (BIP) and 504 Accommodation Plan, where applicable. If discipline which would constitute a change in placement is contemplated for any student, the following steps will 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 will be notified by the School of that decision and provided the procedural

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safeguards notice described in 34 CFR §300.504; and (2) the CSE and other qualified personnel will meet and review the relationship between the child's disability and the behavior subject to the disciplinary action (subject to CSE's availability). If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(d), which relates to the provision of services to students with disabilities during periods of removal. If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence.

Dress Code: In order to provide students with a caring and supportive learning environment and to reduce social stress, Harlem Village Academies requires school uniforms. The uniform is worn to school and all school functions. The official Harlem Village Academies school uniform must be purchased from Flynn and O'Hara. Students may not wear any shirt, pants, jumper, or sweater except the official HVA uniform. HVA does not subsidize uniforms per se, but does provide free new or gently used uniforms to families for whom it is a financial hardship.

In addition to our uniform policy, HVA employs a dress code. It is important that at all times and on the occasional dress-down day, student appearance is tasteful and appropriate for a school setting. Clothing and accessories should not:

- Display vulgar, discriminatory, or obscene language or images
- Include caps or other head coverings unless required for religious or medical reasons.
- Promote illegal or violent conduct
- Contain threats or gang symbols
- Promote the unlawful use of weapons, alcohol, tobacco, drugs, or drug paraphernalia
- Expose cleavage, private parts, the midriff, or undergarments, and in the case of pants the waistband should not fall below the hips
- Be see-through or sexually provocative
- Be a distraction to self or others

The following are not permitted in HVA elementary schools:

- Logos or insignias (e.g. Levi's, Polo, Gap, FUBU, Fila, Tommy Hilfiger, etc.)
- Jewelry (with the exception of single small stud earrings for boys and girls: no larger than $\frac{1}{4}$ inch in size)
- Body piercing of any kind
- Hats, bandanas, or any other head coverings (except when worn for religious purposes)
- Jackets (except when outdoors)
- High heels
- Immodest attire
- Make-up
- Accessories such as glitter, press-on nails, nail tips, tinted glasses, personalized belt buckles

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- Excessively baggy or excessively tight clothing
- Altering uniforms in any way (e.g. writing, drawing, cutting)

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Request 9 Discipline Policy

The following excerpted from the HVA West 2017-18 Student and Family Handbook:

Discipline

Harlem Village Academies focuses on creating a whole school culture that serves as the foundation for our students' academic growth as well as character development. This culture is shaped through restorative practices, such as frequently communicating and building relationships with students and families, recognizing the positive actions of students, focusing on values, and maintaining high expectations for students. Having an approach rooted in these ideals will allow students to develop a moral compass that will guide them toward good decisions because the decisions are right, rather than just because someone is "looking." While in all cases of violations to our community expectations, HVA staff will *react* and apply logical and appropriate consequences, restorative practices allows us to expand those efforts with *preventive* measures which we introduce before a problem occurs. Restorative conferences allow us to bring together all those involved in a situation to examine the incident and allow each member to share how the incident impacted them, restore relationships and explore ways to prevent further offenses to another person or the community

Charter schools are independent and not bound by many of the state laws and regulations governing public education; they are free to develop their own curriculum, choose staff, set educational goals, offer a longer school day and school year, and establish their own standards for student behavior. Harlem Village Academies believes in the teaching of good decision-making, as well as logical consequences when a student makes a poor decision. Our hope is that this will allow students to apply lessons learned to all parts of their lives. The list of infractions below represents examples of unwanted behavior (in the classroom, hallway or overall school campus/school sponsored events). Teachers and administrators can select one or more logical response for any infraction at their discretion.

HVA takes into account the student's Individualized Education Plan (IEP), Behavioral Intervention Plan (BIP) and 504 Accommodation Plan, where applicable.

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Level 1

Uncooperative/Noncompliant Behavior

Wasting Learning Time

- Not doing any work/disengaged
- Not focused on work
- Calling out inappropriately
- Complaining or whining
- Sleeping/Head on desk/Slouching
- Giggling
- Inappropriate Noises
- Nonverbal communication (getting another student off track from classwork)
- Passing a note
- Unprepared for class
- Getting up and walking around the room without permission (tissue, garbage, replace materials, etc.)
- Talking/Whispering with a neighbor when should be working.

Distracting

- Inability to let a joke go, or bring it back after a funny incident
- Fake sneezing/Intentionally passing gas, burping etc.
- Low level disruption of learning

Disregard

- Passive refusal or reluctance to follow directions
- Not handing in homework or poor quality homework
- Silently not following directions
- Uniform/Dress code violations
- Cell phones/electronics policy violation
- Gum/food
- Littering

Responses may include: Teacher redirection, verbal and nonverbal correction, proximity, visual prompts, offer choice, time out

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Level 2

Disorderly Behaviors & Repeated Offenses from Lower Level

Repeated offenses from Level 1

Inappropriate Physical Contact

- Horse playing/Play fighting (first offense)
- Hitting (no harm)

Repeated Failure to Follow directions

- Refusing to leave the classroom silently
- Refusal to follow directions after multiple attempts
- Walking out of class without permission from teacher
- Disrespecting/ignoring adults

Disrespect to the community

- Cursing/ Inappropriate Gesture (first offense)
- Graffiti/Defacing school property (not aggressive or violent in action)
- Insulting a peer
- Verbal aggression
- Teasing

Dishonesty

- Lying
- Academic Dishonesty

Responses may include: Level 1 responses and/or send out, lunch detention/restitution, student/teacher conference, public apology, reflection sheet, loss of privilege

Parent Contact will occur as we seek family support in the correction of the behavior

After School Detention (ASD) may occur for older students; parents will be notified.

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Level 3

Disruptive Behavior & Repeated Offenses From Lower Levels

Repeated offenses from lower Levels

Threats

- Verbal threats towards another student or staff
- Physically attempting to fight (no contact)
- Explosive behavior

Horseplay or play fighting (2nd offense)

Using a device to record a fight

Responses may include: Level 2 responses and/or in-school suspension, out-of-school suspension (up to 3 days), send home early (recorded as a suspension), family conference (including re-entry restorative plan)

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Level 4

Aggressive, Injurious/Harmful or Unsafe Behavior & Repeated Offenses From Lower Levels*

Repeated offenses from lower Levels

Physical aggression/harm

- Fighting outside or inside the school
- Inappropriate touching
- Hitting (harm done)

Unsafe

- Setting off false alarms
- Leaving school grounds
- Gambling

Dignity for All Students (DASA) violations

- Hate speech
- Disrespectful gesture

Stealing

Vandalism

Disruptive Behavior Away from School

Any out of school behavior that disrupts the safety, learning, well-being, and or reputation of the school.

Responses may include: Level 3 responses and/or out-of-school suspension (4-9 days) and family restorative conference required; student support team and/or external services as needed

*HVA has a trained Behavior Crisis Response Team (BCRT) that may be called to de-escalate unsafe behavior. Members are trained to verbally de-escalate situations and use physical restraint ONLY as a last resort; parents will be notified.

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Level 5

Seriously Dangerous or Violent Behavior & Repeated Offenses From Lower Levels

Repeated Offenses from lower Levels

Bullying (defined as) repeated, unwanted aggressive behavior involving a real or perceived power imbalance.

- Cyber bullying
- Harassment

Dangerous/Violent Behavior

- Distribution/use/possession of drugs or alcohol
- Being under the influence of illegal drugs or alcohol
- Smoking on school grounds
- Distribution/use/possession of a weapon or other dangerous object
- Group violence
- Assaulting a student or staff member
- Inappropriate sexual behavior
- Sexual harassment
- Creating a fire
- Tampering with school records
- Committing a felony
- Engaging in any behavior that threatens the safety of the school community

Chronic Disciplinary Issues

HVA defines this as a pattern of severe behavior characteristics which interferes with the learning process of students around him/her and which are likely to reoccur, evidenced by repeat offenses despite multiple interventions. It is always our intention to restore the student and prevent the interruptions to the learning environment. HVA will seek to implement more targeted and intensive strategies. It is our expectation that this happens in partnership with the student and his/her family. The student and/or parent/guardian's failure to cooperate in such cases may result in recommendation for further consequences.

Responses may include: Level 4 responses and/or long-term suspension (10+ days), expulsion; family conference

911 may be called at the discretion of the principal and/or Behavior Crisis Support Team; parent will be notified.

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Discipline Procedures

- All members of the staff may take disciplinary action up to but excluding suspension or expulsion. As part of taking such disciplinary action, the staff member shall fully investigate the circumstances of the student's misconduct and give the student an opportunity to present his/her version of the facts and circumstances concerning the unacceptable behavior. There shall be no appeal.
- Out-of-school suspension up to three days may be imposed by the Principal or Dean or their designee. Out-of-school suspension of four to nine days may only be imposed by the Chief of Student and Family Affairs, or his/her designee. Out-of-school suspension may be recommended by any staff member of the Harlem Village Academies community. The Principal or Dean or their designee shall verbally inform the student of the matter in question, and initial evidence or reasons for the suspension, and shall give the student an opportunity to deny the accusations and give their version of the events. If the student denies the accusations, the Principal or Dean or designee shall make such further investigation, if any, of the accusations as he/she shall determine in his/her sole discretion is appropriate under the circumstances prior to imposing any out-of-school suspension.
- The Principal, Dean or designee shall notify the parent(s) or guardian(s) orally and in writing, in the dominant language of the parent(s), that the student has been suspended from school. Written notice shall be provided by email, fax, hand delivery, messenger service, U.S. mail delivery or equivalent means reasonably calculated to assure receipt of such notice at the last known address. Such notice shall provide a description of the incident or incidents which resulted in the suspension and shall offer the opportunity for a conference with the Dean and/or Principal and/or his/her designee. There shall be no appeal (but anyone with a grievance can invoke the school's complaint policy, above).
- In all cases of short-term suspensions, Harlem Village Academies will provide alternative instruction. Alternative instruction will consist of actual instruction as well as all assignments for the duration of the suspension. Harlem Village Academies will contact families to arrange the time and location for alternative instruction.

Expulsion and Long-term Suspension (10 or more days)

- Expulsion and long-term suspension (10 days or more) may only be imposed by the Executive Director or, if by the Principal, only after written authorization from the Executive Director after a student has been found guilty during a formal hearing conducted by the Chief of Student and Family Affairs or his or her designee. Expulsion may be recommended by any staff member of the Harlem Village Academies community. Parent(s) or guardian(s) will be notified in writing of their right to a formal hearing, upon reasonable notice, at which the student shall have the right to be represented by counsel at the parent's expense, question witnesses, confront witnesses called against him or her, present evidence and challenge evidence offered by the school. Written notice shall be provided by messenger service, express mail delivery or equivalent means reasonably calculated to assure receipt of such notice at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents which resulted in recommendation of expulsion.
- Students are subject to long-term suspension or expulsion for behaviors that threaten the safety, welfare, well-being, and reputation of the school community or for repeated violations of other school rules.
- A decision of long-term suspension or expulsion may be appealed in writing to the Board of Trustees via the school's main office in an envelope marked "To the Board." The Board of Trustees will review the case, including the record of the hearing and any exhibits submitted

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during the hearing, and decide whether to affirm, modify or revoke the expulsion as the Board of Trustees in its sole discretion deems appropriate. The decision of the Board of Trustees shall be final (but anyone with a grievance can invoke the school's complaint policy, above).

- In all cases of suspension or expulsion, Harlem Village Academies will provide alternative instruction. Alternative instruction will consist of actual instruction as well as all assignments for the duration of the suspension, and for a reasonable period after expulsion (enough time for the student to enroll in a new school pursuant to compulsory education laws). Harlem Village Academies will contact families to arrange the time and location for alternative instruction.
- Under federal law, any student who is determined to have brought a firearm to school or have possessed a firearm at school must, at a minimum, be suspended from school for a period of one year, except that the Chief of Student and Family Affairs may modify such suspension requirement on a case by case basis so long as such modification is in writing. Nothing in this section prevents the school from permanently expelling a student found in violation of the Gun Free Schools Act. For purposes of this section "firearm" has the meaning set forth in federal law (18 U.S.C. § 921(a)).
- Students with disabilities have the same rights and responsibilities as other students, and may be disciplined for the same behavioral offenses. In the cases of students with disabilities, however, such students may not be disciplined for behavior related to their disabilities in accordance with the federal Individuals with Disabilities Act (IDEA) and regulations. Harlem Village Academies will comply with 34 CFR 300.519-529.

Request 9 Special Education Policy

The following excerpted from the HVA West 2017-18 Student and Family Handbook:

Discipline for Students with Disabilities

In addition to the disciplinary procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability but that HVA, 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. HVA will 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.

The school shall maintain written records of all suspensions and expulsions of students with a disability including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement regarding:

- 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 fraction resulting from the student's disability.

Provision of Services during Removal - Those students removed for a period of fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. HVA will also provide additional alternative instruction within the ten days and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but according to the CSE 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, will make the service determination.

During any removal for drug or weapons offenses pursuant to 34 CFR §300.520(a)(2), services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the

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student's district of residence. The school will place students in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).

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

Due Process - If discipline which would constitute a change in placement is contemplated for any student, the following steps will 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 will be notified by the School of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and (2) the CSE and other qualified personnel will meet and review the relationship between the child's disability and the behavior subject to the disciplinary action (subject to CSE's availability).

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR §300.121(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 dangerousness, weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and School agree otherwise.

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Request 9 Dress Code

The proposed school will adhere to the dress code policy of HVA West. That school's 2017-2018 Family & Student Handbook states:

Uniform

In order to provide students with a caring and supportive learning environment and to reduce social stress, Harlem Village Academies requires school uniforms. The uniform is worn to school and all school functions. The official Harlem Village Academies school uniform must be purchased from Flynn and O'Hara. The school uniform may be purchased directly from the store or online.

Flynn and O'Hara Uniform Store

New York Store

49 West 116 Street

New York, NY 10026

Email: [REDACTED]

Website: www.flynnohara.com

Store Hours:

Monday to Wednesday, 10 to 7 pm

Thursday and Friday, 10 to 5 pm

Saturday 10 to 5 pm

Sunday closed

Students may not wear any shirt, pants, jumper, or sweater except the ones provided by Flynn & O'Hara. Please note our page on the Flynn and O'Hara website or contact Flynn and O'Hara directly for the official HVA uniform.

Additional Dress Code Guidelines:

It is important that at all times and on the occasional dress-down day, student appearance is tasteful and appropriate for a school setting. Clothing and accessories should not:

- Display vulgar, discriminatory, or obscene language or images
- Include caps or other head coverings unless required for religious or medical reasons.
- Promote illegal or violent conduct
- Contain threats or gang symbols
- Promote the unlawful use of weapons, alcohol, tobacco, drugs, or drug paraphernalia
- Expose cleavage, private parts, the midriff, or undergarments, and in the case of pants the waistband should not fall below the hips
- Be see-through or sexually provocative
- Be a distraction to self or others

Not permitted:

Elementary

- Logos or insignias (e.g. Levi's, Polo, Gap, FUBU, Fila, Tommy Hilfiger, etc.)

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- Jewelry (with the exception of single small stud earrings for boys and girls: no larger than $\frac{1}{4}$ inch in size)
- Body piercing of any kind
- Hats, bandanas, or any other head coverings (except when worn for religious purposes)
- Jackets (except when outdoors)
- High heels
- Immodest attire
- Make-up
- Accessories such as glitter, press-on nails, nail tips, tinted glasses, personalized belt buckles
- Excessively baggy or excessively tight clothing
- Altering uniforms in any way (e.g. writing, drawing, cutting)

*Anything that is distracting to the student's learning or the learning of others, will not be permitted

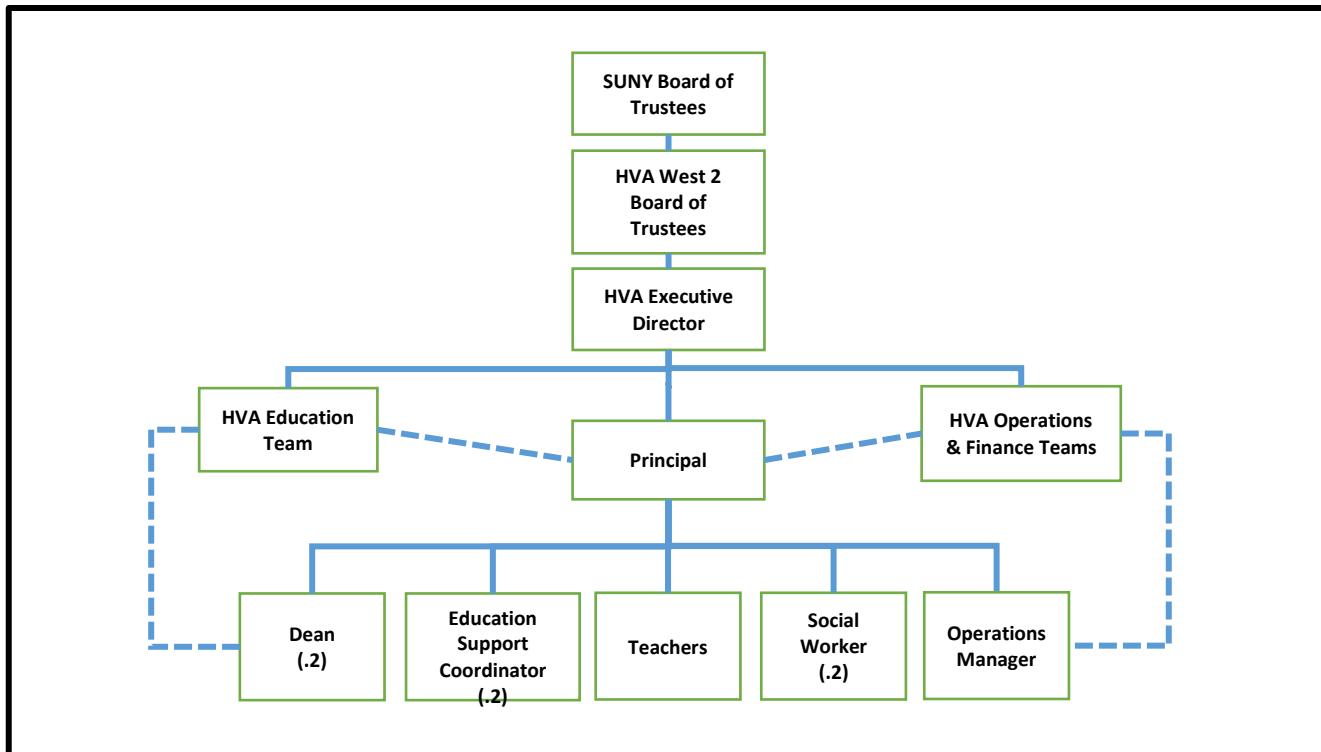
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Request 10 School Management and Leadership

(a) Organizational Chart

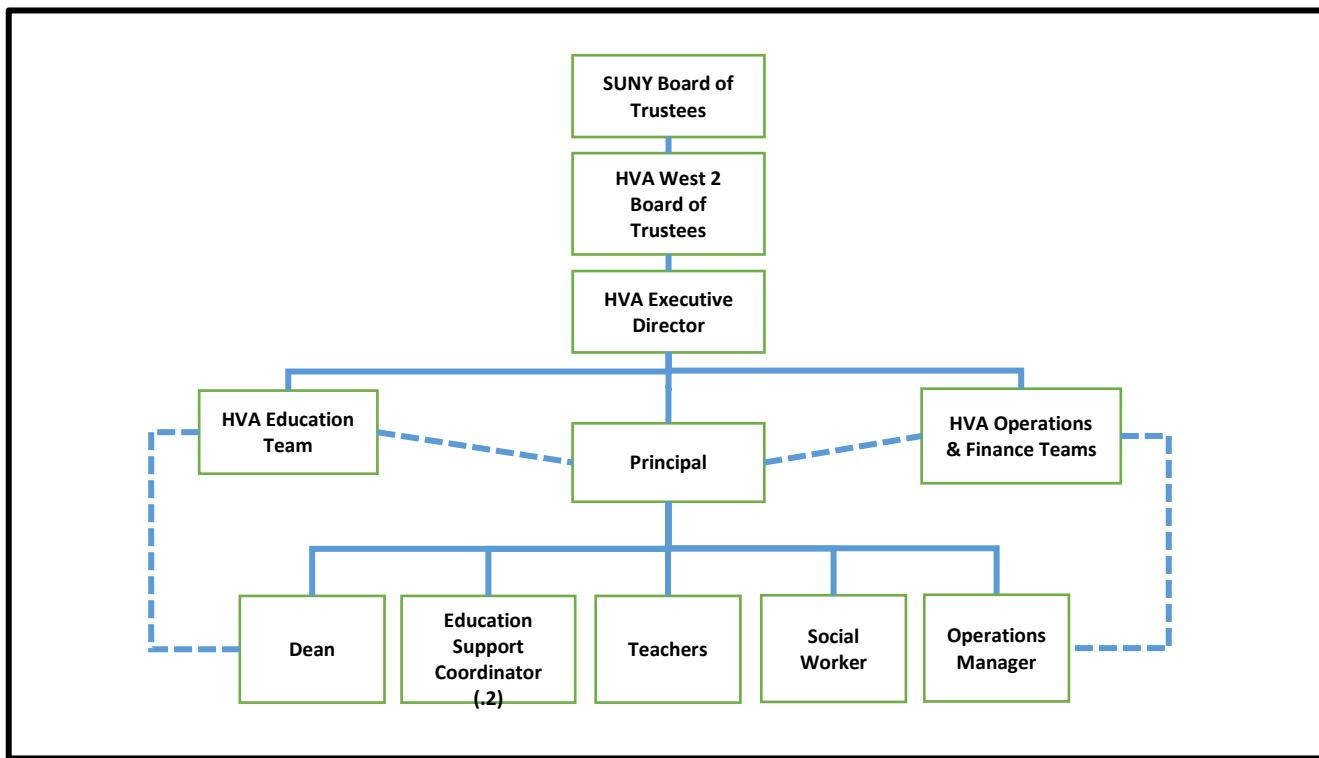
Provide organizational charts for the 1st and 5th years of operation clearly showing reporting structures between the school leader(s), the board of trustees, and staff. If the charter school intends to contract or partner with an entity for management or educational services, the organizational charts should also reflect that relationship.

HVA West 2 Organizational Chart: Year 1



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HVA West 2 Organizational Chart: Year 5



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(b) School Leadership and Management Structure

Include a narrative explaining the lines of reporting and accountability, the rationale for choosing this structure, and the roles of any management or partner organizations. The narrative should:

- *Describe the management practices and procedures, i.e., how the school will set priorities and make key organizational decisions;*
- *Outline the evaluation procedures for staff in management positions; and,*
- *Describe recruitment plans for the school leader including:
 - The process and criteria the school will use to select the school leader;
 - Who has been, or will be involved in the selection process; and,
 - The role of any CMO or partner organization (if any) in the selection process.*

Organizational Structure: The proposed HVA West 2 will replicate the organizational structure of the original HVA West. A single education corporation will ultimately be formed with a board that governs HVA West, HVA East and the new HVA West 2. This board will hold the schools' charter contracts and be accountable to the SUNY Board of Trustees for their performance. The board will assign Harlem Village Academies Network, Inc. (HVAN) to support and manage the schools. The Executive Director of HVAN, currently Dr. Deborah Kenny, will report directly to the board of trustees. The Principal of each school will report to the Executive Director and be responsible for the day-to-day management of each school. The remaining school staff will report to the Principal. In addition, HVAN academic, operations and finance teams will support the work the Principal and other staff in the school, e.g., Operations Manager and Dean. This structure has worked effectively for two K-12 HVA schools and we believe will remain effective with addition of another school replicating the HVA model.

HVA West 2 will be closely affiliated with HVA West. They will collaborate on staff orientation, professional development, curriculum development, and assessment. They will also share staff, particularly in the early years of the charter term, when the school cannot support full-time staff in some positions. For example, they will share an Education Support Coordinator (special education administration), Social Worker, and Dean. While the school had budgeted for full-time specialty teachers, they may work at both schools to increase opportunities in the arts and physical education at both campuses.

School Leader: The position of Principal will lead HVA West 2 and be responsible for management of the school staff. Below is the job description for this position:

Responsibilities

Aligned with HVA's progressive vision, directly manage and support teachers and instructional coaches to produce outstanding instruction and classroom culture

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- Develop teachers through professional learning with a focus on planning, modeling, and in-class coaching – and follow-up with urgency to ensure teachers are effectively implementing what they have learned (e.g., follow-up observations same or next day)
- Use student achievement data and student work to drive instructional improvement and decisions and to help teachers achieve learning goals
- Lead with principals the teacher performance management process, including direct and clear ongoing feedback, and development
- Develop, supervise, and support teachers in progressive classroom culture that is respectful, focused, independent and aligned with HVA's student culture

Lead and continually improve the effective implementation of school systems and structures related to:

- Curriculum and instruction
- Professional learning
- Informal daily assessment, including learning targets, as well as regular interim assessments
- Authentic presentations of learning based on criteria for quality student work
- State test preparation
- Communicating student progress to parents and ensuring parents are informed and involved
- Effective data-driven tutoring to ensure students keep pace daily (rather than catching up)
- Collaborate with and supervise the Special Education Coordinator to ensure all students are receiving the appropriate services and making appropriate progress toward learning goals
- Collaborates with the Operations team to ensure the learning environment is beautiful, clean, and designed to support student learning
- Support the leadership team to ensure effective implementation of logistics necessary for running a well-functioning school, such as scheduling, test administration, and other details

Qualifications:

- At least six years' experience teaching in an urban setting with a track record of results
- Exceptional teaching abilities – engaging, sophisticated, effective, and progressive
- Well-versed in the most important aspects of progressive pedagogy and/or experience in a K-8 suburban, selective, or private progressive school
- Experience analyzing qualitative and quantitative data to inform instructional decisions
- Demonstrated experience leading highly effective trainings for teachers around instructional best practices
- Exceptional results leading others and managing a team to achieve ambitious goals
- Demonstrated success creating and managing systems and work product

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- Incredibly high excellence bar and ownership over results
- A team player with a strong work ethic and consistent follow-through
- Ability to build lasting and meaningful relationships with team members, students, and families
- Strong organizational skills and attention to detail

HVAN will conduct a search for the Principal during the planning year. The search may give preference to current HVA staff who are familiar with the HVA model and practices and have demonstrated strong leadership skills, but will also consider outside candidates who meet the selection criteria. To identify candidates, we will post the job on relevant job sites, such as Indeed, New York City Charter School Center, and Chalkbeat and canvass professional networks including schools of education, leadership training programs, and other charter schools. The process will include submission of resume and cover letter, multiple interviews, writing samples, demonstrable evidence of raising student achievement, and multiple references. The Executive Director of HVAN will select the school's Principal.

Management Practices: HVA West 2 is a replication school in a networked arrangement. Therefore, some decision-making will take place at the network level and some at the school level. The following chart identifies key topics and roles and responsibilities associated with the network and individual schools:

Topic	Network	School
Budget	Prepares draft budget and presents to the board for approval	Conducts needs assessment and informs budget development process
Discipline	Handles long-term suspensions and expulsions, appeals	Handles classroom management, low-level infractions and short-term suspensions.
Curriculum	Prepares drafts in partnership with school leaders and teacher leaders	Works with network curriculum team to draft and revise curriculum
Instruction	Chief of Academics leads principals, Directors of Instruction and Culture, and instructional coaches to guide and support teachers	Principals, Directors of Instruction and Culture, and instructional coaches work with Chief of Academics to guide and support teachers.
Assessment	Selects and develops Interim Assessments, and standardized reading and math assessments; collects and reports results to school leaders, teachers, and the board; analyzes data for program and school leader evaluation purposes.	Oversees ongoing formative assessment; conducts data analysis and action planning for instruction.
Student Recruitment	The Vice President of School Operations manages student recruitment and is supported by the Chief of Student and Family Affairs.	The Principals work with the Vice President of School Operations and the Chief of Student and Family Affairs in student recruitment.
Staff Recruitment	The Director of Recruitment works with the recruitment team to	The Principal works with the Director of Recruitment and the

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	source and develop relationships with candidates.	recruitment team to recruit and select new staff.
Professional Development	Chief of Academics leads principals, Directors of Instruction and Culture, and instructional coaches to design, develop and deliver professional development.	Principals, Directors of Instruction and Culture, and instructional coaches work with Chief of Academics to design, develop and deliver professional development.
Staff Evaluation	Chief of Academics guides and supports the Principal and Director of Instruction and Culture to evaluate staff.	Principals and Director of Instruction and Culture, with guidance and support from Chief of Academics evaluate staff.
Finance	The finance team is led by the Chief Operating Officer, in concert with the Chief of Academics and the Vice President of School Operations, and Principal to determine and oversee the network' and schools' budgets.	The Principal receives guidance and support from the finance team led by the Chief Operating Officer, in concert with the Chief of Academics and the Vice President of School Operations to determine and oversee the school's budgets.
Facility	The Vice President of School Operations supervises the Operations Director at the school.	Operations Director manages the facility with guidance from the Vice President of School Operations.
Parent Engagement	The Chief of Student and Family Affairs directs the work of the Deans, Social Workers, and Education Support Coordinator.	The Principal with the guidance and support of the Chief of Student and Family Affairs supervises the work of the Deans and Social Workers, and Education Support Coordinator.
Governance	The Executive Director reports to the HVA West 2 board.	School leaders periodically present information and data to the board.

Management Evaluation: Each position has a detailed job description that describes the roles and responsibilities for that job. The Executive Director evaluates the Principal, taking into account input from network staff, parent satisfaction, enrollment and retention, and academic performance. She meets regularly with the Principal to convey job satisfaction and identify areas for improvement. Principals evaluate the management positions within their schools, e.g., Deans, Operations Manager, Education Support Coordinator, with input from appropriate network and school staff. The Principal meets regularly with managers to discuss their performance and identify areas for growth and set goals and a timeline to meet said goals.

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Request 11 Personnel

(a) Staffing Chart and Rationale

Complete the table provided in the budget template to list all instructional and non-instructional staff positions during the first five years of operation and include a copy of the table in this response. Provide a narrative that explains the rationale for the staffing structure and numbers.

HVA West 2 Five Year Staffing Plan

	Year 1	Year 2	Year 3	Year 4	Year 5
Acad Year	2019-20	2020-21	2021-22	2022-23	2023-24
Grades	K-1	K-2	K-3	K-4	K-5
Enrollment	50	73	94	114	134
ADMINISTRATIVE PERSONNEL FTE					
Executive Management	0.0	0.0	0.0	0.0	0.0
Instructional Management Principal	1.0	1.0	1.0	1.0	1.0
Deans, Directors & Coordinators Dean of Students and Family Affairs	0.2	0.2	0.5	0.5	1.0
CFO / Director of Finance Network Finance Team	0.2	0.2	0.2	0.2	0.2
Operation / Business Manager Operations Director	1.0	1.0	1.0	1.0	1.0
Administrative Staff Network Support	2.0	2.0	2.0	2.0	2.0
TOTAL ADMINISTRATIVE STAFF	4.4	4.4	4.7	4.7	5.2
INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	2.0	3.0	4.0	5.0	6.0
Teachers - SPED	2.0	3.0	4.0	5.0	6.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	0.0	0.0	0.0	0.0	0.0
Specialty Teachers	1.0	1.0	1.0	2.0	2.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	0.2	0.5	1.0	1.0	1.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	5.2	7.5	11.0	13.0	15.0
TOTAL PERSONNEL SERVICE FTE	9.6	11.9	15.7	17.7	20.2

The staffing plan for the proposed school is based on the experience of growing and maintaining other HVA schools and practices employed by other successful charter schools. HVA West 2 will open with a full-time principal and operations director in order to separate and focus academic and non-academic duties. It will share a dean with HVA West until Year 5 when it can support a

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full-time dean position of its own. In addition, it will share with other HVA schools the cost of network staff for finance and operations.

HVA West 2 will start small with only two grades and one class per grade. Each year it will add one grade until it services grades K-5 in 2023-24. Thus at full capacity it will serve six classes, each of which will be co-taught by two teachers. The school will not employ substitute teachers because co-teachers can cover as needed. The school will fund one full-time specialty teacher for the first three years and two specialty teachers thereafter, who will be shared with HVA West. The school will also share the cost of a social worker for the first two years; thereafter it will employ a full-time social worker.

HVA West 2 will utilize the special education coordinator and ELL manager at HVA West to coordinate evaluations, services and assessments. HVA West 2 will not employ a nurse or security officers; it will contract for those services.

These are the primary roles of key positions in the school:

- **Principal:** The principal is the school leader and supervises all other staff in the building. The principal is an instructional leader who supports teachers in implementing the academic program. The principal will report to the Village Academies Network (VAN) CEO and collaborate with instructional leaders in other HVA schools.
- **Dean of Student and Family Affairs:** The dean is responsible for developing a school environment that is conducive to learning and engaging families in the school community. The dean will report to the Principal and enjoy support from the network's Chief of Student and Family Affairs.
- **Operations Manager:** The operations manager is responsible for non-academic affairs of the school and with support from network staff manages the building and coordinates food service, transportation, technology, etc. The operations manager will report to the principal and enjoy the support of the network's VP of Operations.
- **Teachers:** Each class is taught by two teachers with expertise in progressive pedagogy. In addition to core subject teachers, HVA also hires special education teachers as well as specialty teachers for subjects such as art and physical education.
- **Social Worker:** The social worker provides mandated and other counseling as well as managing conflict resolution as the need arises.

(b) Qualifications and Responsibilities

Provide a list of qualifications and responsibilities for each position including all instructional and administrative positions.

Job Title: Superintendent

Responsibilities

- Ensure all network teams are functioning at a high level and moving the network vision and goals forward

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- Through the management of the team, ensure schools meet all academic, operational, and culture goals
- Through the management of the team, ensure the network meets all hiring, budgetary, and facilities related goals
- Organize and lead high level data analysis around all aspects of the schools and network, producing monthly comprehensive data reports
- Establish and run systems to assess and maintain high quality instruction across the schools
- Streamline and run performance management processes across the network
- Provide individual development and management to members of the senior network team
- Work with the team to achieve and maintain the vision of exemplary progressive pedagogy in all HVA schools

Qualifications:

- Eight years of experience in educational leadership with a track record of student achievement results
- Extensive understanding of both the academic and operational side of running excellent schools
- Ability to communicate clearly and directly while also inspiring the team
- Ability to use data to inform practice, with a clear understanding of the metrics that lead to student achievement
- Exceptional results leading others and managing a highly effective team to achieve ambitious goals
- Demonstrated success creating and managing systems and work product
- Incredibly high excellence bar and ownership over results
- A team player with a strong work ethic and consistent follow-through
- Ability to build lasting and meaningful relationships with team members, students, and families
- Strong organizational skills and attention to detail
- Master's degree

Job Title: Principal

Responsibilities

- Develop teachers through professional learning with a focus on planning, modeling, and in-class coaching – and follow-up with urgency to ensure teachers are effectively implementing what they have learned (e.g., follow-up observations same or next day)
- Use student achievement data and student work to drive instructional improvement and decisions and to help teachers achieve learning goals
- Co-lead with principals the teacher performance management process, including direct and clear ongoing feedback, and development
- Develop, supervise, and support teachers in progressive classroom culture that is respectful, focused, independent and aligned with HVA's student culture

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Lead and continually improve the effective implementation of school systems and structures related to:

- Curriculum and instruction
- Professional learning
- Informal daily assessment, including learning targets, as well as regular interim assessments
- Authentic presentations of learning based on criteria for quality student work
- State test preparation
- Communicating student progress to parents and ensuring parents are informed and involved
- Effective data-driven tutoring to ensure students keep pace daily (rather than catching up)
- Collaborate with and supervise the Special Education Coordinator to ensure all students are receiving the appropriate services and making appropriate progress toward learning goals
- Collaborates with the Operations team to ensure the learning environment is beautiful, clean, and designed to support student learning
- Support the leadership team to ensure effective implementation of logistics necessary for running a well-functioning school, such as scheduling, test administration, and other details

Qualifications:

- At least six years' experience teaching in an urban setting with a track record of results
- Exceptional teaching abilities – engaging, sophisticated, effective, and progressive
- Well-versed in the most important aspects of progressive pedagogy and/or experience in a K-8 suburban, selective, or private progressive school
- Experience analyzing qualitative and quantitative data to inform instructional decisions
- Demonstrated experience leading highly effective trainings for teachers around instructional best practices
- Exceptional results leading others and managing a team to achieve ambitious goals
- Demonstrated success creating and managing systems and work product
- Incredibly high excellence bar and ownership over results
- A team player with a strong work ethic and consistent follow-through
- Ability to build lasting and meaningful relationships with team members, students, and families
- Strong organizational skills and attention to detail

Job Title: Special Education Director

Responsibilities

Instructional Leadership and Teacher Development

- Aligned with HVA's progressive vision, directly manage and support teachers and instructional coaches to produce outstanding instruction and classroom culture

Harlem Village Academy West 2 Charter School Application

- Develop teachers through professional learning with a focus on planning, modeling, and in-class coaching -- and follow-up with urgency to ensure teachers are effectively implementing what they have learned (e.g., follow-up observations same or next day)
- Use student achievement data and student work to drive instructional improvement and decisions and to help teachers achieve learning goals
- Co-lead with principals the teacher performance management process including direct and clear ongoing feedback, and development
- Teach daily at least 60 minutes or more to model exemplary teaching for coaches and teachers
- Develop, supervise and support teachers in progressive classroom culture that is respectful, focused, independent and aligned with HVA's student culture principles and practices

Instructional Management Systems

Lead and continually improve the effective implementation of school systems and structures related to:

- Curriculum implementation
- Professional learning
- Informal daily assessment including learning targets as well as regular interim assessments
- Authentic presentations of learning based on criteria for quality student work
- State test preparation
- Communicating student progress to parents and ensuring parents are informed and involved
- Effective data-driven tutoring to ensure students keep pace daily (rather than catching up)

School Leadership

- Collaborate with and supervise the Special Education Coordinator to ensure all students are receiving appropriate services and making appropriate progress toward learning goals
- Collaborate with and supervise the reading remediation specialist to ensure all students are receiving reading remediation and achieving 1.5-2 years growth each year
- Collaborate with the Operations Director and teachers to ensure the learning environment is beautiful, clean, and designed to support student independence
- Support the leadership team to ensure effective implementation of logistics necessary for running a well-functioning school, such as scheduling, test administration, and other details

Qualifications

Instructional Background

- Demonstrated ability in quality instruction particularly in literacy and literacy remediation

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- A track record of strong quantitative student achievement results
- Exceptional teaching abilities – engaging, sophisticated, effective, and progressive
- Experience teaching in an urban setting
- Seven years of teaching experience preferred
- Well-versed in the most important aspects of progressive pedagogy and/or experience in a K-8 suburban, selective, or private progressive school
- Experience analyzing qualitative and quantitative data to inform instructional decisions

Leadership Experience

- Experience leading teachers and/or managing a team to achieve ambitious goals
- Experience managing systems and programs with attention to detail
- Ability to build strong adult culture and positive relationships
- Good judgment and ability to navigate challenging situations

Skills

- Incredibly high expectations for all aspects of schools and ownership over results
- Maturity, humility, and a strong work ethic – continually seeks to learn and improve
- Agile and thrives in a fast-paced, entrepreneurial environment
- Ability to work autonomously, as well as to take direction
- Excellent organizational skills and acute attention to detail

Job Title: Instruction & Culture Director

Responsibilities

Serve as an instructional leader for HVA Elementary responsible for excellence in:

Instructional Leadership and Teacher Development

- Aligned with HVA's progressive vision, directly manage and support teachers and instructional coaches to produce outstanding instruction and classroom culture
 - Develop teachers through professional learning with a focus on planning, modeling, and in-class coaching -- and follow-up with urgency to ensure teachers are effectively implementing what they have learned (e.g., follow-up observations same or next day)
 - Use student achievement data and student work to drive instructional improvement and decisions and to help teachers achieve learning goals
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Instructional Management Systems

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- Collaborate with the Operations Director and teachers to ensure the learning environment is beautiful, clean, and designed to support student independence
- Support the leadership team to ensure effective implementation of logistics necessary for running a well-functioning school, such as scheduling, test administration, and other details

Qualifications

Instructional Background

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- A track record of strong quantitative student achievement results
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- Experience managing systems and programs with attention to detail
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- Good judgment and ability to navigate challenging situations

Harlem Village Academy West 2 Charter School Application

Skills

- Incredibly high expectations for all aspects of schools and ownership over results
- Maturity, humility, and a strong work ethic – continually seeks to learn and improve
- Agile and thrives in a fast-paced, entrepreneurial environment
- Ability to work autonomously, as well as to take direction
- Excellent organizational skills and acute attention to detail

Job Title: Dean of Student and Family Affairs

Responsibilities

- Support and promote the school's culture, professional values and standards, and serve as a role model to all students
- Build and reinforce lasting relationships with families to support students' success, including regular phone calls and conferences
- Supervise students who have been removed from the classroom and ensure proper follow-up, involving faculty and families as appropriate
- Support the infusion of character education and values into all aspects of school life
- Partner with and support teachers on building strong classroom cultures and fostering positive behavior in all students
- Build students' skills for independently preventing and resolving disagreements
- Inspire students to hold themselves to high standards of academics and character
- Manage all suspension protocols, including ensuring alternative instruction
- Develop, implement, and manage student attendance plans to ensure 97% school wide attendance and timely arrival

Qualifications

- Three years full-time classroom teaching experience strongly preferred, preferably in grades pre-K-8.
- A team player, with a strong work ethic and consistent follow-through
- Very strong understanding of social and emotional development of children
- Exceptionally effective at building lasting and meaningful relationships with elementary aged students and their families
- Strong organizational skills and attention to detail
- Strong track record of student achievement in your past roles
- A strong sense of personal accountability for school wide student achievement and social emotional growth
- Unshakable conviction that all students can learn at a high level

Job Title: Operations Director (School Based)

Responsibilities

- "Own" all operations and logistical issues and systems, ensuring that the Principal can focus on instructional leadership

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- Be a school culture leader with all members of the school community, including by planning events, building strong personal relationships and leveraging relationships to work through challenges
- Plan and execute educational programs and activities such as Saturday school, field trips, special events and other professional development and community activities, ensuring the proper resources are available and the programs run smoothly
- Mastermind the school scheduling, to optimize the scheduling of class time and available facilities, both day-to-day and throughout the school year
- Build and maintain strong relationships with our neighboring school and surrounding community
- Create systems to ensure effective communication between staff, students, and families
- Lead a successful annual student recruitment process
- Manage relationships with key vendors and ensure effective systems for purchasing and maintaining supplies and materials
- Be the “first line of defense” on technology issues
- Manage non-personnel expenses and track school operating budget

Qualifications

The ideal candidate will focus relentlessly on putting teachers' needs first, by creating high-quality school operations systems and following through down to the smallest details. He or she must be a highly intelligent, driven individual with a warm character and exceptional integrity, and must thrive as part of a highly motivated, committed team.

- Minimum 5 years of professional experience; school-based experience required, teaching experience strongly preferred.
- Demonstrated ability to cultivate relationships and motivate a team
- Excellent team player, with willingness to be hands-on and do whatever it takes
- Strong project management skills to lead complex projects to successful completion
- Demonstrated creativity and problem-solving skills in tackling organizational problems
- Tremendous organizational skills and attention to detail
- Dedication to providing top-level customer service to teachers and families
- A positive, high-energy attitude and a drive for personal excellence
- Bachelor's degree

Job Title: ELL Program Manager

Responsibilities

- Lead development and implementation of best-in-class ELL program that meets all students' needs
- Ensure compliance with all pertinent English Language Learner laws and policies
- Create individualized service plans and schedules for each ELL student
- Provide ELL services and academic enrichment to students based on service plans
- Observe and provide guidance to teachers on differentiating for ELL students
- Manage student identification and testing processes (HLS, LAB-R, NYSESLAT)
- Maintain relationships and communicate with families about student progress
- Provide professional development on ELL for teachers based on identified needs

Harlem Village Academy West 2 Charter School Application

Qualifications

- Minimum three years full-time ESL teaching experience, preferably in an urban setting.
- New York State teacher certification preferred, or demonstrated ability to meet the criteria for highly qualified under NCLB
- Highly proficient in a second language
- Strong track record of student achievement in your past teaching
- Ability to create a class environment in which students feel safe, supported and challenged to engage deeply in meaningful work
- A strong sense of personal accountability for student achievement
- Unshakeable conviction that all students can learn at a high level
- Highly thoughtful and reflective, committed to always getting smarter with colleagues, reflecting on mistakes, welcoming feedback and making continual adjustments in your practice

Job Title: Elementary School Teacher

Responsibilities

- Develop and teach highly engaging, academically rigorous lessons, aligned with HVA's standards, curriculum and progressive pedagogical philosophy
- Invest several hours per week in professional learning, including personalized instructional coaching, lesson study, co-planning, book study groups and other learning work
- Inspire students to hold themselves to high standards of academics and character
- Establish and uphold classroom routines to ensure a focused, safe and caring environment
- Analyze assessment data and use it to inform and differentiate your instruction
- Collaborate with colleagues to share best practices and ensure student mastery of standards
- Maintain close relationships with families, including phone calls and conferences

Qualifications

- Two years of teaching experience preferred, in grades pre-K-4
- A commitment to developing progressive pedagogy is essential
- Strong track record of student achievement in your past teaching
- Ability to create a class environment in which students feel safe, supported and challenged to engage deeply in meaningful work
- A strong sense of personal accountability for student achievement
- Unshakeable conviction that all students can learn at a high level

(c) Staff Recruitment and Retention

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NOTE: If a business plan submitted in conjunction with this proposal fully addresses this request, applicants may reference the business plan response in lieu of addressing these questions in full in the proposal.

Describe plans to recruit and retain staff, particularly high quality teachers including:

- The processes and policies to recruit and hire teachers and other staff; and,*
- The strategies for retaining high quality teachers.*

Staff Recruitment

Village Academies Network (VAN) has a dedicated four-person recruitment team that manages the staff recruitment process for all HVA schools. It develops job descriptions, posts open jobs, screens applications, and provides school leaders with high quality candidates to consider. School leaders conduct staff interviews, observe demonstration lessons, and make final hiring decisions. Please see the Village Academies Network Business Plan for more information about our recruitment practices.

Staff Retention

HVA provides a professional environment for teaching and learning built around the tenets of progressive education. We believe that opportunities for professional growth are the best way to retain teachers. HVA offers a comprehensive professional development program, including summer training, ongoing coaching throughout the year, and opportunities to participate in external learning opportunities. Based on our philosophy of continuous improvement, teachers at HVA receive regular observations and feedback, as well as advancement opportunities within schools and at the network office. HVA also offers competitive salaries, a robust benefits package, and provides matching funds for retirement. Please see Response 8 – Instructional Leadership for more information about teacher support and supervision and Response 21 for information about financial resources for staff.



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About This Handbook

This handbook has been written to serve as the guide for the employer/employee relationship. This handbook applies to faculty and staff at Harlem Village Academy Leadership, Harlem Village Academy Charter School, and Harlem Village Academies Network (collectively “Harlem Village Academies”). In addition, certain individuals who are not employees of Harlem Village Academies but who nevertheless work on premises, such as independent contractors and employees of the local school district or board of education, are also expected to comply with the terms and conditions of this handbook to the extent that the handbook sets standards of conduct for individuals who work on premises. Unless otherwise indicated, a benefit, policy, program, or procedure applies or is available to all employees.

There are several things that are important to keep in mind about this handbook. First, it contains only general information and guidelines. It is not intended to be comprehensive or to address all the possible applications of, or exceptions to, the general policies and procedures described. For that reason, if you have any questions concerning eligibility for a particular benefit, or the applicability of a policy or practice to you, you should address your specific questions to your supervisor or the Human Resources Department. Neither this handbook nor any other Harlem Village Academies document confers any contractual right, either express or implied, to remain in Harlem Village Academies' employ, nor does it guarantee any fixed terms and conditions of your employment. Your employment is not for any specific time and may be terminated at will, with or without cause and without prior notice, by Harlem Village Academies or you may resign for any reason at any time. Second, the procedures, practices, policies and benefits described here may be modified or discontinued from time to time. We will try to inform you of any changes as they occur.

Finally, some of the subjects described here are covered in detail in official policy and insurance documents. You should refer to these documents for specific information, since this handbook only briefly summarizes those benefits. Please note that the terms of the written plan documents and/or insurance policies are controlling.

Updated July 2017

Introduction

Equal employment opportunity policy

Equal Employment Opportunity has been, and will continue to be, a fundamental principle at Harlem Village Academies, where employment is based upon personal capabilities and qualifications without discrimination because of race, color, creed, religion, sex, age, national origin, alienage or citizenship status, pregnancy, disability, marital or partnership status, veteran status, sexual orientation, gender (including gender identity), status as a victim of domestic violence, stalking or sex offenses, genetic predisposition or carrier status, or any other protected characteristic as established by law.

This policy of Equal Employment Opportunity applies to all policies and procedures relating to recruitment and hiring, compensation, benefits, termination and all other terms and conditions of employment.

The Chief Operating Officer has overall responsibility for this policy and maintains reporting and monitoring procedures. Employees' questions or concerns should be referred to their supervisor or the Chief Operating Officer.

Appropriate disciplinary action may be taken against any employee willfully violating this policy.

Non-discrimination and anti-harassment policy

Harlem Village Academies is committed to a work environment in which all individuals are treated with respect and dignity. Each individual has the right to work in a professional atmosphere that promotes equal employment opportunities and prohibits discriminatory practices, including harassment based on race, color, creed, religion, sex, age, national origin, alienage or citizenship status, pregnancy, disability, marital or partnership status, veteran status, sexual orientation, gender (including gender identity), status as a victim of domestic violence, stalking or sex offenses, genetic predisposition or carrier status, or any other protected characteristic as established by law. Therefore, Harlem Village Academies expects that all relationships among persons in the workplace will be business-like and free of bias, prejudice and harassment.

Definitions of Harassment

1. Sexual harassment constitutes discrimination and is illegal under federal, state and local laws. For the purposes of this policy, sexual harassment is defined, as in the Equal Employment Opportunity Commission Guidelines, as unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when, for example: (i) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; (ii) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or (iii) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Sexual harassment may include a range of subtle and not so subtle behaviors and may involve individuals of the same or different gender. Depending on the circumstances, these behaviors may include, but are not limited to: unwanted sexual advances or requests for sexual favors; sexual jokes and innuendo; verbal abuse of a sexual nature; commentary about an individual's body, sexual prowess or sexual deficiencies; leering, catcalls or touching; insulting or obscene comments or gestures; display or circulation in the workplace of sexually suggestive objects or pictures (including through e-mail); and other physical, verbal or visual conduct of a sexual nature. Sex-based harassment — that is, harassment not involving sexual activity or language (*e.g.*, male manager yells only at female employees and not males) — may also constitute discrimination if it is severe or pervasive and directed at employees because of their sex.

2. Harassment on the basis of any other protected characteristic is also strictly prohibited. Under this policy, harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, religion, national origin, age, disability, marital status, sexual orientation, or any other characteristic protected by law, and that: (i) has the purpose or effect of creating an intimidating, hostile or offensive work environment; (ii) has the purpose or effect of unreasonably interfering with an individual's work performance; or (iii) otherwise adversely affects an individual's employment opportunities.

Harassing conduct includes, but is not limited to: epithets, slurs or negative stereotyping; threatening, intimidating or hostile acts; denigrating jokes and display or circulation in the workplace of written or graphic material (including through e-mail) that denigrates or shows hostility or aversion toward an individual or group.

Individuals and Conduct Covered

These policies apply to all applicants and employees, and prohibit harassment, discrimination and retaliation whether engaged in by fellow employees, by a supervisor or manager or by someone not directly connected to Harlem Village Academies (*e.g.*, an outside vendor).

Conduct prohibited by these policies is unacceptable in the workplace and in any work-related setting outside the workplace, such as during business trips, school outings, business meetings and school-related social events.

Retaliation Is Prohibited

Harlem Village Academies prohibits retaliation against any individual who reports discrimination or harassment or participates in an investigation of such reports. Retaliation against an individual for reporting harassment or discrimination or for participating in an investigation of a claim of harassment or discrimination is a serious violation of this policy and, like harassment or discrimination itself, may be subject to disciplinary action. In the event that the employee believes that he or she will be subject to any sort of

retaliation for notifying the Chief Operating Officer or principal, the employee may instead notify the Human Resources department or any member of the Board of Trustees.

Harassment reporting procedure

Reporting an Incident of Harassment, Discrimination or Retaliation

Harlem Village Academies strongly urges the reporting of all incidents of discrimination, harassment or retaliation, regardless of the offender's identity or position. If you believe you have been harassed on the job, or if you are aware of the harassment of others, you are encouraged to inform the offender that this behavior is unwelcome.

You should also immediately provide a written or verbal complaint to your supervisor, Human Resources, or any other member of management as soon as possible. Your complaint should be as detailed as possible, including the names of individuals involved, the names of any witnesses, direct quotations when language is relevant, and any documentary evidence (notes, pictures, cartoons, etc.).

Individuals should not feel obligated to file their complaints with their immediate supervisor first before bringing the matter to the attention of one of the other Harlem Village Academies-designated representatives identified above.

IMPORTANT NOTICE TO ALL EMPLOYEES: Employees who have experienced conduct they believe is contrary to this policy have an obligation to take advantage of this complaint procedure. An employee's failure to fulfill this obligation could affect his or her rights in pursuing legal action. Also, please note, federal, state and local discrimination laws establish specific time frames for initiating a legal proceeding pursuant to those laws.

Early reporting and intervention have proven to be the most effective methods of resolving actual or perceived incidents of harassment. Therefore, while no fixed reporting period has been established, Harlem Village Academies strongly urges the prompt reporting of complaints or concerns so that rapid and constructive action can be taken. Harlem Village Academies will make every effort to stop alleged harassment before it becomes severe or pervasive, but can only do so with the cooperation of its staff/employees.

The availability of this complaint procedure does not preclude individuals who believe they are being subjected to harassing conduct from promptly advising the offender that his or her behavior is unwelcome and requesting that it be discontinued.

The Investigation

Any reported allegations of harassment, discrimination or retaliation will be investigated promptly, thoroughly and impartially. The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant knowledge.

Confidentiality will be maintained throughout the investigatory process to the extent consistent with adequate investigation and appropriate corrective action.

Responsive Action

Misconduct constituting harassment, discrimination or retaliation will be dealt with promptly and appropriately. Responsive action may include, for example, training, referral to counseling, monitoring of the offender and/or disciplinary action such as warning, reprimand, withholding of a promotion or pay increase, reduction of wages, demotion, reassignment, temporary suspension without pay or termination, as Harlem Village Academies believes appropriate under the circumstances.

Liability for Harassment

Any employee, whether an employee, supervisor, or manager who is found to have engaged in prohibited harassment is subject to disciplinary action, up to and including immediate discharge from employment. Any employee who engages in prohibited harassment, including any supervisor or manager who knew about the harassment but took no action to stop it may be held personally liable for monetary damages. Harlem Village Academies does not consider conduct in violation of this policy to be within the course and scope of employment or the direct consequence of the discharge of one's duties. Accordingly, to the extent permitted by law, Harlem Village Academies and its affiliated schools reserves the right not to provide a defense or pay damages assessed against employees for conduct in violation of this policy.

Individuals who have questions or concerns about these policies should talk with the Human Resources department.

Finally, these policies should not, and may not, be used as a basis for excluding or separating individuals of a particular gender, or any other protected characteristic, from participating in business or work-related social activities or discussions in order to avoid allegations of harassment. The law and the policies of Harlem Village Academies prohibit disparate treatment on the basis of sex or any other protected characteristic, with regard to terms, conditions, privileges and perquisites of employment. The prohibitions against harassment, discrimination and retaliation are intended to complement and further these policies, not to form the basis of an exception to them.

Non-discrimination of students

Consistent with the non-discrimination in employment policy, all students of Harlem Village Academies are admitted, are accorded rights and privileges, and have access to programs and activities made available to them at Harlem Village Academies in a non-discriminatory manner. Harlem Village Academies does not discriminate in the administration of its educational policies, admission policies, scholarship and loan programs, and athletic and other school-administered programs. All testing and evaluation materials and procedures used for the purpose of evaluation, testing, assessments and/or for placement of children with disabilities are selected and administered so as not to be discriminating.

Disability Accommodation Policy Statement

Harlem Village Academies is committed to complying with all applicable provisions of federal, state and local laws prohibiting discrimination on the basis of disability. It is Harlem Village Academies' policy not to discriminate against any qualified employee or applicant with regard to any terms or conditions of employment because of such individual's disability or perceived disability so long as the employee can perform the essential functions of the job. Consistent with this policy of nondiscrimination, Harlem Village Academies will provide reasonable accommodations to a qualified individual with a disability who has made Harlem Village Academies aware of his or her disability, provided that such accommodation does not constitute an undue hardship on Harlem Village Academies.

Employees with a disability who believe they need a reasonable accommodation to perform the essential functions of their job should contact the supervisor and Human Resources. Harlem Village Academies encourages individuals with disabilities to come forward and request reasonable accommodation.

Religious Accommodation Policy Statement

Harlem Village Academies provides reasonable accommodations for religious needs. Employees who need a religious accommodation should contact their supervisor.

Employment

Immigration law compliance

Harlem Village Academies employs only United States citizens and those non-U.S. citizens authorized to work in the United States in compliance with the Immigration Reform and Control Act of 1986.

When you are hired, as a condition of employment, you must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. If you are a former employee who has been rehired, you must also complete the form if you have not completed an I-9 with Harlem Village Academies within the past three years or if your previous I-9 is no longer retained or valid.

Conflict of interest and outside employment statement

General

Just as Harlem Village Academies expects the highest personal conduct from our students, we expect you to conduct business according to the highest ethical standards of conduct. Employees are expected to devote their best efforts to the interests of Harlem Village Academies. Business dealings that appear to create a conflict between the interests of Harlem Village Academies and an employee are unacceptable. Harlem Village Academies recognizes your right to engage in activities outside of your employment which are of a private nature and unrelated to our business. However, you must disclose any possible conflicts so that Harlem Village Academies may assess and prevent potential conflicts of interest from arising. Please disclose actual or potential conflicts of interest, in writing, to your supervisor. A potential or actual conflict of interest occurs whenever an employee is in a position to influence a decision that may result in a personal gain for the employee or an immediate family member (*i.e.*, spouse or significant other, children, parents, siblings) as a result of the Harlem Village Academies' business dealings.

Although it is not possible to specify every action that might create a conflict of interest, this policy sets forth the ones that most frequently present problems. If you have any question whether an action or proposed course of conduct would create a conflict of interest, you should immediately contact your supervisor to obtain advice on the issue. The purpose of this policy is to protect you from any conflict of interest that might arise.

A violation of this policy may result in immediate and appropriate discipline, up to and including immediate termination.

Outside Employment

If you are a full time employee we expect that you devote your full professional effort to your position at Village Academies. If you wish to participate in outside work activities you are required to obtain written

approval from your supervisor prior to starting those activities. Approval will be granted unless the activity conflicts with Harlem Village Academies' interest. In general, outside work activities are not allowed when they:

- Prevent you from fully performing work for which you are employed at Harlem Village Academies;
- Involve organizations that are doing or seek to do business with Harlem Village Academies, including actual or potential vendors; or
- Violate provisions of law or Harlem Village Academies' policies or rules.

In cases of conflict with any outside activity, your obligations to Harlem Village Academies must be given priority. Full-time employees are hired and continue in Harlem Village Academies' employ with the understanding that Harlem Village Academies is their primary employer and that other employment, commercial involvement or volunteer activity which is in conflict with the business interests of Harlem Village Academies is strictly prohibited. Harlem Village Academies' office space, equipment, and materials are not to be used for outside employment.

Raising student achievement is hard work! From time-to-time Harlem Village Academies might ask you to work beyond your normally scheduled hours. Harlem Village Academies asks that employees perform this work when requested.

Work product ownership

Please be aware that Harlem Village Academies retains legal ownership of the product of your work. No work product created while employed by Harlem Village Academies can be claimed, construed, or presented as property of the individual, even after employment by Harlem Village Academies has been terminated or the relevant project completed. This includes written and electronic documents, audio and video recordings, system code, and also any concepts, ideas, or other intellectual property developed for Harlem Village Academies, regardless of whether the intellectual property is actually used by Harlem Village Academies. Although it is acceptable for you to display and/or discuss a portion or the whole of certain work product as an example in certain situations (*e.g.*, on a resume), please bear in mind that information classified as confidential must remain so even after the end of employment, and that supplying certain other entities with certain types of information may constitute a conflict of interest. In any event, it must always be made clear that work product is the sole and exclusive property of Harlem Village Academies.

At will employment

All employment at Harlem Village Academies is “at will.” This means that both employees and Harlem Village Academies have the right to terminate employment at any time, with or without advance notice (although we request and try to give thirty days notice), and with or without cause. No one has the authority to alter this arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy. In addition, Harlem Village Academies maintains a highly

flexible culture. Given the entrepreneurial nature of Harlem Village Academies, an employee's position and/or position description may be changed at any given time by his or her supervisor. Nothing in this manual is intended to change this policy.

Employee categories

Based on the conditions of employment, all employees of Harlem Village Academies are classified as full-time, part-time and/or temporary, and exempt or non-exempt. Please also note that the employee benefit plans applicable to School employees may define "full-time" and "part-time" differently for purposes of determining eligibility for benefits and for purposes of benefit administration. In such circumstances, the definitions contained in the applicable benefit plans shall govern.

An employee who works at least 40 hours is considered to be a *full-time* employee.

Part-time employees are classified as exempt or non-exempt and work a regular schedule of 30 hours per week. Part-time employees do not receive any additional compensation or benefits provided by Harlem Village Academies.

Temporary employees (such as an intern paid on a stipend) are hired for a specified project or time frame (typically less than six months) and may be full or part-time employees. Temporary employees do not receive any additional compensation or benefits provided by Harlem Village Academies.

Exempt employees are classified as such if their job duties are exempt from the overtime provisions of the Federal and State Wage and Hour Laws (this generally includes teachers and academic administrative employees). Exempt employees are not eligible for overtime pay. Exempt employees are, generally, faculty, professional and administrative staff. Their salaries are calculated on a weekly basis (all salaries, however, are paid on a semi-monthly basis at Harlem Village Academies).

Non-Exempt employees are paid on an hourly rate and receive overtime pay in accordance with our overtime policy. Their salaries are calculated on an hourly basis (all salaries, however, are paid on a semi-monthly basis at Harlem Village Academies). Prior approval of a supervisor is required before any non-exempt employee works overtime. Employees working overtime without prior approval may be subject to disciplinary action. Employees are responsible for calculating their own hours on a daily basis.

Harlem Village Academies also occasionally uses *independent contractors and non-School employees* (e.g., School District/Board of Education employees) to perform certain services. Independent contractors and employees of other entities such as the Board of Education are not employees of Harlem Village Academies and this Handbook does not apply to them, except to the extent that they shall be required to conduct themselves in accordance with Harlem Village Academies' conduct standards. Similarly, they are not eligible for the benefits described in this Handbook.

Compensation

Payment of salary and salary increments

For salaried employees, salary payments are made on a semi-monthly basis for base salary due up to the pay date. Overtime payment, which is included with the non-exempt employee's base salary payment, is also paid semi-monthly with such payment covering hours worked in the prior pay period. Harlem Village Academies pays all salaried employees on a twelve (12) month year, regardless of whether they work summers.

Payments will be made on or about the 15th and the last day of the month.

Hourly employees are paid semi-monthly on the same schedule as salaried employees. Hours worked from the 1st to the 7th of each month will be paid on or about the 15th of each month. Hours worked from the 8th to the 22nd will be paid on or about the final day of each month. Hours worked from the 23rd to the close of the month will be paid on the first paycheck of the proceeding month, on or about the 15th of the next month. These dates may vary slightly due to the occurrence of weekends and holidays. For more information on pay periods or a complete calendar of payroll related deadlines, please contact the Human Resources department.

Employees may be paid by check or through direct deposit of funds to either a savings or checking account at their bank of choice (providing the bank has direct deposit capability). To activate direct deposit, a *Direct Deposit Authorization* form may be obtained from Human Resources. Due to banking requirements it may take several pay cycles for activation of the Direct Deposit. For ease of administration, we encourage all employees to enroll in direct deposit.

In the event of a lost paycheck, please see Human Resources for a *Stop Check Request Form*. In the event the lost paycheck is recovered and Harlem Village Academies identifies the endorsement as that of the employee, the employee must remit the amount of the replacement check to Harlem Village Academies within 24 hours of the time it is demanded.

A statement of earnings is available for each pay period to employees indicating Gross Pay, Statutory Deductions, and Voluntary Deductions. Statements are available electronically. Please see Human Resources for information on how to access online statements.

The amount of Federal withholding is affected by the number of exemptions claimed on Form W-4, Employee's Withholding Allowance Certificate. If an employee's marital status changes or the number of exemptions previously claimed increases or decreases, a new Form W-4 must be submitted.

Overtime policy

Overtime pay is paid to all non-exempt employees in accordance with applicable wage and hour requirements. Overtime is normally paid at the rate of 1-1/2 times an employee's equivalent hourly rate for time worked over 40 hours in any workweek. In calculating hours worked for purposes of overtime pay,

break periods are considered part of the workday, but lunch periods are not. Harlem Village Academies' workweek runs from Sunday through Saturday. Compensatory time off will not be granted in lieu of overtime pay.

Exempt employees are not eligible for overtime pay.

Employee referral program

Harlem Village Academies is always looking for qualified employees and appreciates your recommendations. If you recommend someone who is hired on a full-time, permanent basis you are eligible to be paid a recruiting bonus. The current total referral fee for a full-time employee is \$1,000. The fee will be paid only if and after the employee has worked for 3 months. If two employees refer the same hire, the fee will be split between the two individuals. You are only eligible to receive these bonuses if you are still an employee at the time of the pay-out. If you are asked to leave before the time of the pay-out, the referral bonus will not be paid. If you resign before the time of the pay-out, you will receive the \$500 referral fee given to external sources. This policy may be changed from time to time depending on existing market conditions. Human Resources and recruiters are not eligible to receive this bonus, nor are hiring managers of open positions. Thus, you may not receive a bonus for referring a candidate for a position that reports to you directly.

Time records

The attendance of staff members is recorded daily by each individual school. Our attendance records are official records, and care must be exercised in recording the hours worked, overtime hours, and absences. All non-exempt hourly employees must record the time they arrive/depart, each day, on his/her timesheet and have the entries approved by a supervisor. Each employee is responsible only for his/her own recordkeeping. Hourly employees are responsible for submitting their timesheet on or before the deadline for each pay period. Timesheets are due on the 9th and 24th of each month.

Non-exempt employees must calculate their overtime on a weekly basis (see overtime section for further explanation). An employee's supervisor, as well as the Controller must approve each overtime entry; employees with overtime entries that do not have prior approval are subject to disciplinary action.

Teachers and staff are required to be at school during the hours outlined in their employment agreement. Teachers may have other time-related obligations in addition to the above, and should consult with their supervisor if they have any questions.

Personnel records

The information in your personnel file is permanent and confidential, and must be kept up-to-date. The employee must inform Human Resources immediately whenever there are changes in personal data (such as address, telephone number, number of dependents, educational accomplishments and person(s) to notify in case of emergency).

You have the right to request copies of all employment-related documents that you have signed. To maintain the confidentiality of employee records, you may only inspect your own personnel file and only in the presence of a Human Resource representative. Only authorized managers and management personnel will have access to your personnel records. However, Harlem Village Academies will cooperate with – and provide access to your personnel record to – law enforcement officials, or local, state, or federal agencies, in accordance with applicable law. We will also release very limited information to future employers. Please see the “Reference Checks” section below for more details. All requests to review an employee’s personnel record should be referred to Human Resources. Confidential health/medical records are not included in your personnel record. Harlem Village Academies will safeguard them from disclosure and will divulge that information only (1) as allowed by law; (2) to the employee’s personal physician upon written request of the employee; or (3) as required for workers’ compensation cases.

Time Off

Holidays

Harlem Village Academies' school employees (teachers, operations and support staff, building managers, etc.) observe the scheduled holidays on the school year calendar, as set forth by their Principal. Harlem Village Academies Shared Services employees observe the following holidays:

- New Year's Eve Day
- New Year's Day
- Martin Luther King, Jr. Day
- Presidents' Day
- Memorial Day
- Independence Day
- Labor Day
- Indigenous Peoples/Columbus Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Day

Unless otherwise provided in this policy, all full-time Harlem Village Academies Shared Services employees will receive time off with pay at their normal base rate for each observed holiday. Employees on a leave of absence are ineligible for holiday benefits that accrue while on leave. Where a holiday falls on a weekend, it will be observed on either the preceding Friday or following Monday. Holidays that occur during an eligible employee's vacation will not be counted as a vacation day taken.

Vacation, sick and personal days

Faculty and staff at Harlem Village Academies are not automatically provided with vacation or holidays when the school is closed to students.

Vacation Days

Teachers are eligible to take time off for certain holidays as well as up to forty (40) paid vacation days per year to be taken on the days set forth on the School Employee Vacation and Holiday Schedule to be provided by Harlem Village Academies at Summer Institute. Teachers and school-based staff commencing employment during the yearly term will receive the remaining vacation days as given by the school calendar.

School-Based Administrative Staff and Principals are eligible for up to twenty-five (25) days of paid vacation per year. Harlem Village Academies Shared Services employees are eligible for up to twenty (20) days of paid vacation per year. Non-teaching school based administrative staff and principals commencing employment during the yearly school term will receive the remaining allotment of vacation days on the school calendar. Shared Services employees commencing employment during the calendar year will receive a prorated allotment of vacation days. Harlem Village Academies Shared Services will make every effort to

accommodate Shared Services team vacation requests. However, from time to time it may not be possible to approve a request when that request will impact the operation of the schools. For that reason, we ask that you make your request for vacation in writing and submit it to your supervisor at the earliest date possible. In the event that your request cannot be approved, your supervisor will work with you to find an alternative date.

For all employees, Vacation does not carry over from year to year and is forfeited at the end of the year if not used. Vacation expires July 31 for school-based personnel and December 31 for Harlem Village Academies Shared Services staff.

Any employee who becomes ill during a scheduled vacation cannot change a vacation day to a sick day; scheduled vacation days count as vacation even if an employee would ordinarily take a sick day.

Sick Leave and Personal Leave

Harlem Village Academies provides up to 40 hours of paid sick leave and personal leave each year for all employees who work more than eighty (80) hours in a calendar year. Sick leave and personal leave do not carry over from year to year. Sick or personal leave must be taken at a minimum of four hour increments.

Using Sick Leave

Employees are entitled to use sick time for absences from work due to:

- (i) the employee's mental or physical illness, injury or health condition, need for medical diagnosis, care or treatment, or need for preventive medical care;
- (ii) care of a family member needing such medical diagnosis, care, treatment or preventive medical treatment;
- (iii) closure of the place of business due to a public health emergency (as declared by the commissioner of health and mental hygiene or the mayor) or to care for a child whose school or child care provider is closed due to a public health emergency;
- (iv) Any other purpose authorized by law.

Family members include an employee's child, spouse, domestic partner, parent, sibling (including adopted, half- or step-sibling), grandparent, grandchild, or the child or parent of an employee's spouse or domestic partner.

Employees unable to report to work due to illness or who need to use sick leave for any use authorized under this policy must call-in or email the Operations Director or their Supervisor or, as a last resort directly to Human Resources to report their absence. If the employee is not able to call-in, a family member or friend may make the call for the employee. Employees are required to follow the call-in or email procedure for each day of their absence, unless Harlem Village Academies has approved the absence for a multi-day period.

When the timing of the sick leave is foreseeable, the employee is expected to provide seven days advance notice of the absence, or as much notice as otherwise possible under the circumstance. When the timing of the leave is *not* foreseeable, the employee must provide Harlem Village Academies with notice of the need for

leave as soon as practicable and in no case later than 7:00 a.m. on the day on which the employee will be absent..

Written confirmation from a licensed health care provider confirming the need for the amount of sick leave taken and that the use of sick leave was for a purpose authorized under the law may be required.

Employees are protected from retaliatory action or from being subjected to any adverse personnel action for exercising or attempting to exercise their rights under this sick leave policy.

Using Personal Leave

If an employee wishes to take personal leave, he or she must obtain written approval from the Principal at least one week in advance of the personal leave; the Principal has the right to approve or disapprove the dates on which personal days are taken. Personal day requests will not be granted on scheduled state or district-wide testing days.

If a Principal, School Based Administrative Staff, or Harlem Village Academies Shared Services Staff wishes to take personal leave, he or she must obtain written approval from their Supervisor at least one week in advance of the personal leave; Supervisor has the right to approve or disapprove the dates on which personal days are taken.

Guidelines for Vacation and Sick Pay for Terminating Employees

Employees leaving Harlem Village Academies due to voluntary resignation, retirement or dismissal forfeit their unused vacation days and sick leave and thus will not be eligible to be paid for their unused vacation days and sick leave. Employees will be paid for their last day of work and are not eligible to take vacation, sick or personal time off after their last working day.

Jury duty

If you are summoned for jury duty, a leave of absence will be granted to any full-time or part-time employee who has been notified to serve. If you are a full-time employee, you will continue to receive full salary while serving on jury duty or when required to take time off from work to meet the terms of a court order or summons or when called to testify in a legal proceeding. You may also retain any fees received.

Time spent in this way is not charged against your vacation. You are expected to report to work any day that you are excused from jury duty or as soon as the court releases you each day if there are any work hours left in the work day.

Upon receipt of the notice to serve jury duty, you should immediately notify your supervisor, as well as the Human Resources department. Additionally, please forward a copy of the notice to serve jury duty to Human Resources for attendance purposes. If you are called as a juror, we may ask you to request the court to postpone your jury duty to a week when school is not in session. Employees may not volunteer for jury duty.

Upon your return, please notify Human Resources and submit a signed Certificate of Jury Service indicating the number of days served.

Military leave

Harlem Village Academies will comply with all federal and state laws relating to military leave. Please consult the USERRA poster posted in your work place for more information.

Under certain circumstances, the spouse of a member of the armed forces may be eligible for up to ten days of unpaid leave. To the extent that such leave also may qualify as leave under the FMLA, it will run concurrently.

You may also have additional rights to military leave under state law. Nothing in this policy limits your rights under state law. If your leave qualifies as military leave under the federal and state law, then the leave will be counted under both statutes and run concurrently. In all cases, you will have the benefit of the most generous leave statute, subject to eligibility requirements. For questions on coordination of leave benefits, please contact the Human Resources Department.

Snow or inclement weather

Please listen to local news and radio reports. In general, Harlem Village Academies will follow the decisions of the New York City Department of Education. Harlem Village Academies will send out an email if school is cancelled.

Bereavement

Harlem Village Academies provides full-time employees up to three days paid bereavement leave due to the death of an immediate family member. This includes a parent (including an in-law and step-parent), spouse, domestic partner, dependent, sibling, stepsibling, grandparent or grandchild. If a funeral is more than 500 miles from your home, you may receive paid leave for five days with prior approval from your supervisor.

Blood and bone marrow donation leave

Employees who average at least 20 working hours per week will be afforded up to 3 hours of paid time-off per calendar year to donate blood. Such employees may also take unpaid time off to donate bone marrow, to a maximum of 24 work hours. Exempt employees will be paid their regular salary for any partial day absences. Any additional leave time will be unpaid, unless the employee chooses to use personal or vacation

days to cover the absence. Employees must give at least 3 working days' notice before taking time off for blood donation, unless there are exceptional circumstances. Time off for bone marrow donation should be requested as far in advance as possible. Verification may be required regarding time off for blood or bone marrow donation.

Time off to vote

On days when elections for public office ("elections for public office" includes elections for sheriff, school board, district attorney, and all primary and general elections) are scheduled throughout the state, county, city or town in which the employee works, schedules will be changed as needed to ensure that work either starts at least three hours after the polls open or ends at least three hours before polls close.

Employees living in other localities or states will need to inform their supervisor in advance if they expect any conflict between their work schedule and the exercise of voting rights in any election for any public office. Supervisors will find out when the polls are open and adjust employee's schedules as needed to ensure that they will have the opportunity to vote.

No employee will be penalized or retaliated against for requesting time off to vote.

Personal leave of absence without pay

Should a situation arise that temporarily prevents you from working, you may be eligible for a Personal Leave of Absence without pay, provided that you have completed at least 90 days of continuous employment with Harlem Village Academies. Any request for a leave of absence without pay must be submitted in writing as far in advance as possible and it will be reviewed on a case-by-case basis. The decision to approve or disapprove is based on the circumstances, the length of time requested, your job performance and attendance and punctuality record, the reasons for the leave, the effect that your leave of absence will have on the work in the department and the expectation that you will return to work when the leave expires. For those employees without school-calendar based vacation, a leave of absence will be considered only after all vacation and personal time have been exhausted.

While on an approved unpaid personal leave of absence, you are required to make the same contributions as active employees in order to continue your benefit coverage. If you fail to return to work after your unpaid personal leave Harlem Village Academies will automatically terminate your employment. Harlem Village Academies will continue to provide health insurance coverage for any employee on an authorized Leave of Absence through the first full calendar month from the date that the Leave began. After that period, employees may continue health insurance coverage by making arrangements with the School for payment of the appropriate monthly premium.

To the extent permissible by law, any planned salary increase for an employee returning from an unpaid personal leave of absence will be deferred by the length of the leave.

Due to the nature of our business, Harlem Village Academies cannot guarantee either that your job will remain available or that a comparable position will exist when you seek to return from an unpaid leave unless required by law or your leave is related to disability benefits (See “Other Benefits”). When you are ready to return from a leave of absence without pay, Harlem Village Academies will attempt to reinstate you to your former position or to one with similar responsibilities.

If the position or a similar position is not available, Harlem Village Academies will search for a suitable position for 30 days from the date the unpaid leave was to officially end. However, the employee will not be paid for this time. If the employee has not been placed by the end of this period, he/she will be terminated.

Leave under the Family and Medical Leave Act (FMLA)

Please see Appendix A for information on leave entitlement under the Family and Medical Leave Act (FMLA).

Parental leave

Harlem Village Academies’ parental leave policy is available from Human Resources.

Nursing mothers

Nursing mothers will be accommodated with reasonable break time (up to 20 to 30 minutes each break at least once every three hours), and a private place to express milk in the workplace. Employees are expected to take such breaks at a time that does not interfere with their duties, which may require postponing a break for no more than 30 minutes. Such breaks are unpaid for non-exempt employees, except to the extent the employee uses a regular paid break. The employee may also utilize her meal period for this purpose, if she wishes. Employees who anticipate the need to arrange for such breaks should contact their supervisor as far as possible in advance of the employee’s return to work after childbirth, so that appropriate arrangements can be made.

Crime Victims Leave

Any regular full-time or part-time employee who is a victim of a crime or whose immediate family member is a victim of a crime and who has been summoned/subpoenaed/ court ordered or otherwise noticed to appear in court as a witness in a criminal proceeding will be granted an unpaid leave of absence for that court attendance, or to consult with the district attorney or otherwise exercise his/her rights as provided in the New York Criminal Procedure Law, Family Court Act or Executive Law prior to that court attendance.

Upon receipt of summons/subpoena/court order/notice to appear at a criminal proceeding, the employee should immediately contact Human Resources and provide a copy of the relevant documentation. Adverse employment action will not be taken against an employee because he or she attends court by reason of being a victim of, or a witness to, a crime.

Emergency Responder Leave

Harlem Village Academies will provide an employee with an unpaid leave of absence while the employee is engaged in the actual performance of duties as a volunteer firefighter or an enrolled member of a volunteer

ambulance service during declared local or state emergencies, unless the absence would impose an undue hardship on Harlem Village Academies. An employee is eligible for leave if: (i) the head of the employee's volunteer fire department or volunteer ambulance service has provided the employer with written notice of the employee's status; and (ii) the employee's volunteer duties are related to the declared emergency. The time off is unpaid unless the employee chooses to use eligible PTO to cover the absence. Following return from leave, the employee may be required to provide a notarized statement from the head of the volunteer fire department or volunteer ambulance service certifying the period of time the employee spent in the response effort.

Victims of Domestic or Sexual Violence Leave

Harlem Village Academies is committed to minimizing the occurrence and effects of domestic violence or abuse affecting the workplace. Harlem Village Academies will not discriminate against employees because they or their families are victims of, or experiencing, such violence. The Company will endeavor to provide support and assistance to any such employees who request it.

Harlem Village Academies will provide employees who, themselves or whose family members, are victims of domestic violence, sexual violence or stalking with unpaid leave for purposes, such as: (i) attending the judicial or police proceedings related to a crime; (ii) receiving medical treatment for injuries sustained due to the violence or sexual assault; (iii) obtaining services from a domestic violence shelter, program or rape crisis center as a result of the domestic violence, sexual assault or stalking; (iv) obtaining psychological counseling related to an experience of domestic violence, sexual assault or stalking; or (v) participating in safety planning or to take part in other actions to increase safety from future domestic violence or sexual assault, including temporary or permanent relocation.

Harlem Village Academies will respect the confidentiality of the employee to the extent feasible and permitted by law. Employees seeking assistance shall speak with Human Resources.

Employee Benefits

Disclaimer

Harlem Village Academies has established a variety of employee benefit programs designed to assist you and your eligible dependents in meeting the financial burdens that can result from illness and disability, and to help you plan for retirement. This portion of the Employee Handbook contains a very general description of the benefits to which you may be entitled as an employee of Harlem Village Academies. Please understand that this general explanation is not intended to, and does not, provide you with all the details of these benefits. Therefore, this Handbook does not change or otherwise interpret the terms of the official plan documents. Your rights can be determined only by referring to the full text of the official plan documents, which are available for your examination from Human Resources. To the extent that any of the information contained in this Handbook is inconsistent with the official plan documents, the provisions of the official documents will govern in all cases.

Please note that nothing contained in the benefit plans described herein shall be held or construed to create a promise of employment or future benefits, or a binding contract between Harlem Village Academies and its employees, retirees or their dependents, for benefits or for any other purpose. All employees shall remain subject to discharge or discipline to the same extent as if these plans had not been put into effect.

As in the past, Harlem Village Academies reserves the right, in its sole and absolute discretion, to amend, modify or terminate, in whole or in part, any or all of the provisions of the benefit plans described herein, including any health benefits that may be extended to retirees and their dependents. Further, Harlem Village Academies reserves the exclusive right, power and authority, in its sole and absolute discretion, to administer, apply and interpret the benefit plans described herein, and to decide all matters arising in connection with the operation or administration of such plans.

For more complete information regarding any of our benefit programs, please contact Human Resources.

Health insurance, dental insurance and vision plan

Harlem Village Academies currently offers regular full-time employees, who have been employed by Harlem Village Academies for 30 days, health, dental and vision coverage. This coverage will begin on the first of the month following 30 days of employment. Currently, our plan calls for employees to pay for 0 percent of the cost of individual coverage and approximately 50 percent of the difference between the cost of single coverage and dependent/spouse coverage; while we will endeavor to keep benefits strong and costs low, the amount that each employee will have to contribute for both individual and dependent/spouse coverage and the type of health plan/benefits offered are subject to change.

The Human Resources Department will assist you in making the necessary arrangements for enrollment. A complete description of the plans is provided to each employee.

Other benefits

Harlem Village Academies will provide such other benefits to employees as may from time to time be mandated by applicable law and reserves the right at any time and from time to time to terminate, substitute or modify such benefits to the extent permissible under applicable law.

Currently, Harlem Village Academies also provides Long Term Disability, Short Term Disability, Group Life Insurance, and Worker's Compensation. Employees may also elect to participate in a 403(b) Retirement Plan and a Flexible Spending Account for medical, transit and/or day care expenses.

Benefits to temporary staff members

Temporary staff members, such as interns, are not entitled to employee benefits. If a temporary staff member becomes a regular staff member, regular employment cannot be made retroactive to the time of initial temporary employment.

On the Job

Attendance, punctuality and dependability

At Harlem Village Academies, we believe it is essential that we model positive character traits for our students. Dependability, attendance, punctuality, and a commitment to do the job right are essential at all times. As such, employees are expected at work on all scheduled workdays and during all scheduled work hours and to report to work on time. Moreover, an employee must call or e-mail his/her supervisor as far in advance as possible, but not later than 7:00 a.m. of the day he/she expects to be late or absent. This policy applies for each day of his/her absence. An employee who fails to contact his/her immediate supervisor or Human Resources may be considered as having voluntarily resigned. A careful record of absenteeism and lateness is maintained by Human Resources and becomes part of the personnel record. To the extent permitted by law, absenteeism and lateness lessen an employee's chances for advancement and may result in dismissal.

Drug & alcohol abuse

Harlem Village Academies is committed to safeguarding the health of its employees and students and to providing a safe work and educational environment. Substance abuse, either while at work or away from work, can seriously endanger the safety of employees and students. Therefore, it is the policy of Harlem Village Academies to provide a drug and alcohol-free environment in which the manufacture, distribution, dispensation, sale, possession or use of illegal controlled substance or alcohol, and the improper use of any legal controlled substance is prohibited on school premises. School employees are required to perform their job duties without the presence of illegal drugs, alcohol or inappropriate legal drugs in their systems.

Additionally, any employee who is convicted of violating a criminal drug statute in the workplace must notify Harlem Village Academies in writing within 5 calendar days of such conviction. Any employee so convicted may be subject to disciplinary action, up to and including termination of employment.

Employees are required to abide by the terms of this policy. Consequently, any employee who violates this policy in any way whatsoever may be subject to disciplinary action, up to and including termination of employment.

Illegal drugs

Illegal drugs include narcotics, hallucinogens, depressants, inhalants, stimulants or other substances capable of creating or maintaining adverse effects on one's physical, emotional or mental state, as well as controlled medication not prescribed for current personal treatment by a licensed medical professional to address a specific physical, emotional or mental condition.

Prescription drugs and over-the-counter medicines

An employee's use of certain prescription drugs or over -the -counter medicines can pose a significant risk to the safety of the employee and of others. Employees must report to their supervisor and the HR department the use of medically

authorized drugs or over the counter medicines which they reasonably believe may, in fact, impair their ability to safely and adequately perform their job. It is the employee's responsibility to determine, with his or her physician, whether the prescribed drug or over the counter medicine is likely to impair his or her ability to safely and adequately perform his or her job.

Rehabilitation

Harlem Village Academies encourages employees to deal with problems related to illegal drugs and the improper use of legal drugs and alcohol. Any employee who requires assistance in dealing with a drug and/or alcohol problem is urged to seek professional counseling for an assessment and, if appropriate, to enter a treatment program. The cost of professional counseling, treatment and/or rehabilitation programs for drug and alcohol problems may be a covered event under the health care insurance offered to Harlem Village Academies employees. Employee assistance program (EAP) is available through the benefits of Harlem Village Academies. For more information please reach out to the Human Resources Department.

Any cost not covered by health care insurance is the employee's responsibility.

In addition to disciplinary action arising from the manufacture, distribution, dispensation, sale, possession or use of illegal drugs or alcohol, or the improper use of legal drugs, as a condition of continued employment, an employee may be required, at the sole discretion of Harlem Village Academies to participate in a drug and/or alcohol counseling, treatment and/or rehabilitation program. Further, as a condition of continuing employment, the employee may be required to participate in follow-up care as part of a comprehensive drug and/or alcohol counseling, treatment and/or rehabilitation program, as well as to submit to random drug or alcohol tests for a period of time to be determined by the Harlem Village Academies.

By accepting or continuing employment with Harlem Village Academies, employees agree to abide by this Policy on Drugs and Alcohol.

Violence in the workplace

Harlem Village Academies strongly believes that all employees and students should be treated with dignity and respect. Acts of violence will not be tolerated. Any instances of violence must be reported to the employee's supervisor and/or Human Resources. All complaints will be fully investigated.

Harlem Village Academies will promptly respond to any incident or suggestion of violence. Violation of this policy may result in disciplinary action, up to and including immediate discharge.

Staff safety

It is strongly recommended that staff members to observe the following safety guidelines in and around the school building:

- Walk in pairs or groups whenever possible
- Walk on sidewalks, on busier streets when possible

- Be aware of your surroundings at all times: look around frequently to see who is near you, cross to the other side of the street if you feel uncomfortable, and go into a store or other public building if you're scared
- Don't wear headphones if you're walking by yourself
- Try not to walk alone at night
- Have your keys in your hand or in your pocket
- Do not carry valuables with you. If you must carry a wallet, electronic device, cell phone or other valuable, make sure that you don't have it out when you are walking

If the school schedules a formal, required event or meeting that lasts later than 7:00 p.m. in Harlem, the school will pay for teachers and staff to take a car home or to the nearest public transportation hub, whichever is shorter, if requested.

Romantic or sexual relationships

All employees are discouraged from entering into and should endeavor to refrain from dating or engaging in relationships of a “romantic” nature with a co-worker. If a supervisor establishes a romantic or sexual relationship with an employee, or if an employee is moved into a position in which they would be asked to supervise an employee with whom they have a romantic or sexual relationship, the supervisor must promptly disclose the existence of the relationship to Human Resources. Failure to disclose the existence of the relationship, in accordance with this policy, may lead to discipline up to and including discharge from employment. Harlem Village Academies reserves the right to take disciplinary action up to and including termination if there are findings of a romantic or sexual relationship that negatively impacts Harlem Village Academies or its employees.

A negative impact may include, but is not limited to, a relationship of a coercive nature, one resulting in preferential treatment of any kind, or one that negatively affects staff or student morale. This policy shall apply without regard to gender and without regard to the sexual orientation of the participants in a relationship of the kind described.

This policy does not prohibit the organization from moving an employee into a position in which they would have supervisory responsibilities over an employee with whom they have established a romantic or sexual relationship. If the promotion includes supervising or managing an individual with whom they have established a romantic or sexual relationship, Harlem Village Academies will implement measures to address the role of the supervisory relationship.

Employees not of a supervisor/supervisee relationship who establish a romantic/sexual relationship are encouraged to advise Human Resources of the existence of such relationship. These employees may continue employment in their current positions as long as the relationship does not have an adverse impact

on work performance, create either an actual conflict of interest or the appearance of a conflict of interest, or negatively impact staff or student morale. If one of these conditions should occur, employees may be subject to termination of employment or non-renewal of their employment.

Anti-Nepotism

Members of an employee's family may not be hired if employment would create a supervisor/subordinate relationship; have the potential for creating an adverse impact on work performance; or create either an actual conflict of interest or the appearance of a conflict of interest.

Accidents and emergencies

Maintaining a safe work environment requires the continuous cooperation of all employees. Harlem Village Academies strongly encourages employees to communicate with fellow employees and their supervisor regarding safety issues.

Employees should contact their supervisor, the nearest supervisor, and/or 911 in the event of an accident or emergency.

If an employee is injured on the job, Harlem Village Academies provides coverage and protection in accordance with the Worker's Compensation Law. When an injury is sustained while at work, it must be reported immediately to the employee's supervisor, who in turn will notify Human Resources of the incident.

Failure to report accidents is a serious matter as it may preclude an employee's coverage under Worker's Compensation Insurance.

Visitors in the workplace

To maintain safety and security, only authorized visitors are allowed in the Harlem Village Academies. No visitors (children, parents, spouse, partners, or friends) may come to the School without prior approval from the school Principal.

Open door policy

We want to hear from you. Harlem Village Academies strongly encourages employee participation in decisions affecting them and their daily professional responsibilities. We truly believe that our greatest strength lies in our employees and our ability to work together. To this end, we encourage you to engage in open communications about all aspects of our organization.

Employees are encouraged to openly discuss with their supervisor any problems or suggestions so appropriate action may be taken. If the supervisor cannot be of assistance, the Chief Operating Officer is available for consultation and guidance. Harlem Village Academies is interested in all of our employees' success and happiness. We, therefore, welcome the opportunity to help employees whenever feasible.

Computer, e-mail and internet policy

The following policy applies only to those employees with access to Harlem Village Academies' computers and the Internet.

Every employee is responsible for using Harlem Village Academies' computer system and equipment, including, without limitation, its electronic mail (E-mail) system and the Internet, properly and in accordance with this policy. Any questions about this policy should be addressed to Human Resources.

The Computer System is Harlem Village Academies' Property

The computers that you use at work and the E-mail system are the property of Harlem Village Academies and have been provided for use in conducting Harlem Village Academies business. All communications and information transmitted by, received from, created or stored in its computer system (whether through word processing programs, E-mail, the Internet or otherwise) are Harlem Village Academies records and property of Harlem Village Academies. The computer system is to be used for Harlem Village Academies purposes only. Employees may, however, use Harlem Village Academies' technology resources for the following incidental personal uses so long as such use does not interfere with the employee's duties, is not done for pecuniary gain, does not conflict with Harlem Village Academies' business, and does not violate any Harlem Village Academies policy: (1) To send and receive necessary and occasional personal communications; (2) To prepare and store incidental personal data (such as personal calendars, personal address lists, and similar incidental personal data) in a reasonable manner; (3) To use the telephone system for brief and necessary personal calls; and (4) To access the Internet for brief personal searches and inquiries during meal times or other breaks, or outside of work hours, provided that employees adhere to all other usage policies.

No Expectation of Privacy

Although Harlem Village Academies does not wish to examine personal information, from time to time Harlem Village Academies may need to access its technology resources. Harlem Village Academies has the right, but not the duty, to monitor any and all of the aspects of its computer system, including, without limitation, reviewing documents created and stored on its computer system, deleting any matter stored in its system (including, without limitation, its E-mail and word processing systems), monitoring sites visited by employees on the Internet, monitoring chat and news groups, reviewing material downloaded or uploaded by users to the Internet, and reviewing E-mail sent and received by users. Further, Harlem Village Academies may exercise its right to monitor its computer system for any reason and without the permission of any employee. Employee use of Harlem Village Academies' computer system constitutes consent to all the terms and conditions of this policy.

Even if employees use a password to access the computer system (or any aspect thereof), the confidentiality of any message stored in, created, received, or sent from Harlem Village Academies' computers is not assured. Use of passwords or other security measures does not in any way diminish Harlem Village Academies' right to monitor and access materials on its system, or create any privacy rights of employees in the messages and files on the system. Any password used by employees must be revealed to Harlem Village

Academies as files may need to be accessed by Harlem Village Academies in an employee's absence or for any other reason that Harlem Village Academies in its discretion deems appropriate.

Further, employees should be aware that deletion of any E-mail messages or files will not truly eliminate the messages from the system. All E-mail messages and other files are stored on a central back-up system in the normal course of data management.

Therefore, employees should not have an expectation of privacy in anything they create, store, send or receive on the computer system.

Notwithstanding the foregoing, even though Harlem Village Academies has the right to retrieve, read and delete any information created, sent, received or stored on its computer system, E-mail messages should still be treated as confidential by other employees and accessed only by the intended recipient. Employees are not authorized to retrieve or read any E-mail messages that are not sent to them. Any exception to this policy must receive the prior approval of a supervisor.

Professional Use of Computer System Required

Employees are reminded to be courteous to other users of the system and always to conduct themselves in a professional manner. E-mails, in particular, are sometimes misdirected or forwarded and may be viewed by persons other than the intended recipient. Users should write E-mail communications with no less care, judgment and responsibility than they would use for letters or internal memoranda written on Harlem Village Academies' letterhead. Because E-Mail and computer files may be subject to discovery in litigation, employees are expected to avoid making statements in E-mail or computer files that would not reflect favorably on the employee or Harlem Village Academies if disclosed in litigation or otherwise. Finally, employees may not send unsolicited e-mail to persons with whom they do not have a prior relationship absent the express permission of the Principal or Chief Operating Officer.

Offensive and Inappropriate Material

Harlem Village Academies' policy against discrimination and harassment, sexual or otherwise, applies fully to Harlem Village Academies' computer system, and any violation of that policy is grounds for discipline up to and including discharge. Therefore, no E-mail messages should be created, sent, or received if they contain intimidating, hostile, or offensive material concerning race, color, religion, sex, age, national origin, disability or any other classification protected by law. Further, material that is fraudulent, harassing, embarrassing, sexually explicit, profane, obscene, intimidating, defamatory, or otherwise unlawful, inappropriate, offensive (including offensive material concerning sex, race, color, national origin, religion, age, disability, or other characteristic protected by law) may not be downloaded from the Internet or displayed or stored in Harlem Village Academies' computers. Employees encountering or receiving this kind of material should immediately report the incident to Human Resources.

Harlem Village Academies may (but is not required) to use software to identify inappropriate or sexually explicit Internet sites. Such sites may be blocked from access by Harlem Village Academies' networks. Notwithstanding the foregoing, Harlem Village Academies is not responsible for material viewed or downloaded by users from the Internet. The Internet is a worldwide network of computers that contains millions of pages of information. Users are cautioned that many of these pages include offensive, sexually explicit, and inappropriate material. In general, it is difficult to avoid at least some contact with this material while using the Internet. Even innocuous search requests may lead to sites with highly offensive content. In addition, having an e-mail address on the Internet may lead to receipt of unsolicited e-mail containing offensive content. Users accessing the Internet do so at their own risk. Employees who encounter inappropriate or sexually explicit material while browsing on the Internet should immediately disconnect from the site, regardless of whether the site was subject to Harlem Village Academies' blocking software.

Solicitations

Harlem Village Academies' computer system (including, without limitation, its E-Mail system) may not be used to solicit for political causes, commercial enterprises, outside organizations, or other non-job related solicitations. Approval from a supervisor is required before anyone can post any information on commercial on-line systems or the Internet.

Licenses and Fees

Employees may not agree to a license or download any material over the Internet for which a registration fee is charged without first obtaining the express written permission of a supervisor.

Games and Entertainment Software

Employees may not use Harlem Village Academies Internet connection to download games or other entertainment software, including wallpaper and screen savers, or to play games over the Internet.

Confidential Company Information

Employees may not transmit information over the Internet or through e-mail that is confidential or proprietary. Employees are referred to Harlem Village Academies "Confidential Nature of Work" policy, contained herein, for a general description of what Harlem Village Academies deems confidential or proprietary. When in doubt, employees must consult their immediate supervisor and obtain approval before transmitting any information which may be considered confidential or proprietary.

Copyrights and Trademarks

Harlem Village Academies' computer system may not be used to send (upload) or receive (download) copyrighted materials, trade secrets, proprietary financial information, or similar materials without prior authorization from a supervisor. Employees, if uncertain about whether certain information is copyrighted,

proprietary, or otherwise inappropriate for transfer, should resolve all doubts in favor of not transferring the information and consult a supervisor.

Further, any Harlem Village Academies-approved material that is posted or sent via its computer system should contain all proper copyright and trademark notices. Absent prior approval from a supervisor to act as an official representative of Harlem Village Academies, employees posting information must include a disclaimer in that information stating, "Views expressed by the author do not necessarily represent those of Harlem Village Academies."

Maintenance and Security of System

Employees must not deliberately perform acts that waste computer resources or unfairly monopolize resources to the exclusion of others. These acts include, but are not limited to, sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, engaging in online chat groups, printing multiple copies of documents, or otherwise creating unnecessary network traffic. Because audio, video and picture files require significant storage space, files of this or any other sort may not be downloaded unless they are business-related. In addition, employees should routinely delete outdated or otherwise unnecessary E-mails and computer files. These deletions will help keep the system running smoothly and effectively, as well as minimize maintenance costs.

To ensure security and to avoid the spread of viruses, employees accessing the Internet through a computer attached to Harlem Village Academies' network must do so through an approved Internet firewall. Accessing the Internet directly by modem is strictly prohibited unless the computer you are using is not connected to Harlem Village Academies' network.

In addition, files obtained from sources outside Harlem Village Academies, including disks brought from home; files downloaded from the Internet, news groups, bulletin boards, or other online services; files attached to e-mail; and files provided by customers or vendors may contain dangerous computer viruses that may damage Harlem Village Academies' computer network. Employees should never download files from the Internet, accept e-mail attachments from outsiders, or use disks from non-Harlem Village Academies sources, without first scanning the material with Harlem Village Academies-approved virus checking software. If you suspect that a virus has been introduced into Harlem Village Academies' network, notify a supervisor immediately.

Violations of Policy

Violations of this policy will be taken seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

Amendment and Modification of Policy

Harlem Village Academies reserves the right to modify this policy at any time, with or without notice.

Acknowledgment

Employees are required to sign an Acknowledgment Form acknowledging that they have read and agree to this policy as a condition of employment or, if applicable, continued employment.

Employer information and property

The protection of Harlem Village Academies' business information, property and all other Harlem Village Academies assets are vital to the interests and success of Harlem Village Academies. No Harlem Village Academies related information or property, including without limitation, documents, files, records, student records and information related to students, computer files, equipment, office supplies or similar materials (except in the ordinary course of performing duties on behalf of Harlem Village Academies) may, therefore, be removed from Harlem Village Academies' premises. In addition, when an employee leaves Harlem Village Academies, the employee must return to Harlem Village Academies all Harlem Village Academies related information and property that the employee has in his/her possession, including without limitation, documents, files, records, manuals, information stored on a personal computer or on a computer disc, supplies, and equipment or office supplies. Violation of this policy is a serious offense and may result in appropriate disciplinary action.

Internal investigations and searches

From time to time Harlem Village Academies may conduct internal investigations pertaining to security, auditing, or work-related matters. Employees are required to cooperate fully with and assist in these investigations if required to do so.

Whenever necessary, in Harlem Village Academies' discretion, employees' work areas (*i.e.* desks, file cabinets, lockers, etc.) and personal belongings (*i.e.* briefcases, handbags, etc.) may be subject to a search without notice. Employees are required to cooperate. Because even a routine search for Harlem Village Academy property might result in the discovery of an employee's personal possessions, all employees are encouraged to refrain from bringing into the workplace any item of personal property that they do not wish to reveal to Harlem Village Academies.

Harlem Village Academies will generally try to obtain an employee's consent before conducting a search of work areas and personal belongings, but it may not always be able to do so.

Reference checks

All inquiries regarding a current or former Harlem Village Academies employee must be referred to Human Resources.

Should an employee receive a written request for a reference, he/she should refer the request to Human Resources for handling. No Harlem Village Academies employee may issue a reference letter to any current or former employee without the permission of Human Resources.

Under no circumstances should any Harlem Village Academies employee release any information about any current or former Harlem Village Academies employee over the telephone. All telephone inquiries regarding any current or former employee of Harlem Village Academies must be referred to Human Resources.

In response to an outside request for information regarding a current or former Harlem Village Academies employee, Human Resources will furnish or verify only an employee's name, dates of employment, job title and salary. No other data or information regarding any current or former Harlem Village Academies employee, or his/her employment with Harlem Village Academies, will be furnished unless the employee authorizes Harlem Village Academies to furnish this information in a writing that also releases Harlem Village Academies from liability in connection with the furnishing of this information, or unless Harlem Village Academies is required by law to furnish such information.

Smoking policy

The School is a smoke -free area. There is no smoking permitted in the building or anywhere on the grounds. This is a New York State law.

Failure to comply with this policy may result in appropriate disciplinary action, up to and including discharge.

Any employee who has a concern about instances of smoking on school premises should take the following steps:

1. Discuss concerns with his/her supervisor; and
2. In cases of unresolved conflict, contact Human Resources, who will investigate the situation and resolve the matter.

Employees are protected from retaliatory action or from being subjected to any adverse personnel action for exercising or attempting to exercise his/her rights under this smoking policy. Suspected retaliatory action should be reported immediately to Human Resources, who will then investigate the matter and take appropriate steps to redress any such action.

News media contacts

Only people specifically designated by the Chief Executive Officer or Chief Operating Officer may comment to news reporters.

Fee and cash collections

No staff member is permitted to accept cash and/or checks. Fundraising is not permitted at all. All school events for which money is collected must be approved by the Principal. The Administration Manager will supervise the collection of all fees and will be responsible for managing the receipts with the Controller. Teaching staff are not permitted to do fundraising or fee collection; rather, all financial transactions should be coordinated with the Administration Manager. With the permission of the Principal, students are allowed to

collect money for school-sponsored initiatives. Teachers, staff and students are not permitted to conduct personal sales or fundraising on school premises (such as Avon, bath/beauty products, etc.). Cash and/or checks should not be stored or locked in staff offices or desks.

Suspected child abuse or maltreatment

In New York, many members of Harlem Village Academies' staff are mandated reporters under Section 413 of the New York State Child Protective Services Act. Any Harlem Village Academies employee who suspected that a student is the victim of child abuse maltreatment, or neglect must immediately bring the matter to the attention of the school's Principal and follow the legal reporting procedures for mandated reporters in New York State.

Although the Family Court Act defines an abused child narrowly—as one whose parent or person legally responsible inflicts or allows to be inflicted serious physical or mental injury by other than accidental means, or commits or allows to be committed an act of sexual abuse—Harlem Village Academies requires employees to report suspicion of serious physical or mental injury, other than by accidental means, or any suspicion of sexual abuse, to the Principal regardless of the suspected perpetrator. The law defines a maltreated child as any child between birth and eighteen years whose parent or person legally responsible fails to provide him or her with food, clothing, shelter, education, medical or surgical care, who abandons the child, who uses excessive corporal punishment, or who uses drugs or alcohol to the point where she/he loses control of her/his actions.

Confidentiality to access children's records

All information contained in student's records, including information contained in an automated data bank, is confidential and maintained in accordance with the Family Educational Rights and Privacy Act. These records are the property of Harlem Village Academies, whose responsibility it is to secure the information against loss, defacements, tampering or use by unauthorized persons.

Please do not speak about children in hallways or public areas. The information about children is confidential and must not be discussed in the outside community. No child's files are to be taken off premises unless granted permission by the Chief Operating Officer.

Only teachers, administrative and office personnel are permitted to review the children's files. When a file is requested from the main office, it must be signed out and returned the same day. Files may not be copied without express authorization from the Chief Operating Officer. If a file is needed by 8:00 a.m. the following morning, you must request this file the day before, not later than 2:30 p.m. and that file will be pulled and ready for you when you arrive the following day.

Please do not remove any materials from any student's file. Files may not leave the building without specific written authorization from the Principal. If you request a student's file, you will be responsible for its contents.

Solicitation/distribution

In an effort to assure a productive and harmonious work environment, persons not employed by Harlem Village Academies may not solicit or distribute literature in the workplace during working hours for any purpose. Under no circumstances may an employee disturb the work of others to solicit them during their working time or otherwise interfere with employees who are performing their duties during working time.

Harlem Village Academies recognizes that employees have interests in events and organizations outside the workplace. However, employees may not solicit or distribute literature concerning these activities during School hours on School premises. Persons not employed by Harlem Village Academies may not solicit Harlem Village Academies employees for any purposes on Harlem Village Academies' premises.

Conflict of interest

Harlem Village Academies' conflict of interest statement is available at any time from Human Resources.

Personal Property

Harlem Village Academies is not responsible for personal items that are lost, stolen or damaged on school property.

Expense reimbursement

Harlem Village Academies will reimburse you for expenses that have been pre-approved in writing by your supervisor and have been submitted in accordance with the expense reimbursement procedure. Please see the *Expense Reimbursement Form* for more information. Expenses for alcohol – whether as part of a meal, for a group event or staff party – will not be reimbursed and should be deleted from any expenses before submitting.

Right-to-Know Law

The New York State Right-to-Know law gives employees the right to find out which toxic substances are present in their workplace – in this case at the Harlem Village Academies. This law covers New York State public sector employees including former employees who were employed after December 1980.

By law, the School is obligated to inform all employees of all substances known to be present in any compound or mixture, if they comprise 1% or more by weight of the compound or hazardous mixture. Upon written request, the School will provide information regarding substances used, within a 3-day period.

Whistleblower Statute

The New York State Whistleblower Statute protects employees who disclose to their supervisors or an appropriate authority that the School is in violation of a law or regulation that presents a substantial and specific danger to public health or safety. The Whistleblower Statute prohibits the School from taking retaliatory action against any employees who make disclosures as described above.

Leaving Harlem Village Academies

Resignation

When an employee decides to leave for any reason, his/her supervisor and Harlem Village Academies would like the opportunity to discuss the resignation before final action is taken. Harlem Village Academies may find during this conversation that another alternative may be better. If, however, after full consideration the employee decides to leave, it is requested that Harlem Village Academies Shared Services employees provide Harlem Village Academies with a written thirty day advance notice. If, as sometimes happens, the employee's supervisor wishes for the employee to leave prior to the end of the employee's thirty day notice, the employee may be paid for the remainder of that period at the sole discretion of Harlem Village Academies.

Dismissals

Every Harlem Village Academies' Academies employee has the status of "employee-at-will," meaning that no one has a contractual right, express or implied, to remain in Harlem Village Academies' employ. Harlem Village Academies may terminate an employee's employment, or an employee may terminate his/her employment, without cause, and with or without notice, at any time for any reason. No supervisor or other representative of the Harlem Village Academies (except the Chief Operating Officer) has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above.

The following guidelines may be applied at the discretion of Harlem Village Academies' management:

Immediate dismissals — misconduct

Any employee whose conduct, actions or performance violates or conflicts with Harlem Village Academies' policies may be terminated immediately and without warning.

The following are some examples of grounds for immediate dismissal of an employee:

- Breach of trust or dishonesty
- Abuse (verbal, physical, psychological, etc.) or neglect of a visitor, student, colleague etc.
- Willful violation of an established policy or rule
- Falsification of Harlem Village Academies' records
- Gross negligence
- Insubordination
- Violation of the Anti-Harassment and/or Equal Employment Opportunity Policies

- Time card or sign-in book violations
- Undue and unauthorized absence from duty during regularly scheduled work hours
- Deliberate non-performance of work
- Larceny or unauthorized possession of, or the use of, property belonging to any co-worker, student, or visitor of Harlem Village Academies
- Possession of dangerous weapons on the premises
- Unauthorized possession, use or copying of any records that are the property of Harlem Village Academies
- Unauthorized posting or removal of notices from bulletin boards
- Excessive absenteeism or lateness, to the extent permitted by law
- Marring, defacing or other willful destruction of any supplies, equipment or property of Harlem Village Academies
- Failure to call or directly contact your supervisor when you will be late or absent from work
- Fighting or serious breach of acceptable behavior
- Violation of the Alcohol or Drug Policy
- Theft
- Violation of Harlem Village Academies' Conflict of Interest/Outside Employment Policy and/or Confidentiality Policy
- Gambling, conducting games of chance or possession of such devices on the premises or during work hours
- Leaving the work premises without authorization during work hours
- Sleeping on duty
- Violation of the Dignity for All Students Act (DASA)
- Disregarding or violating any Company policy, practice or procedure whether or not covered in this Handbook

This list is intended to be representative of the types of activities that may result in disciplinary action. It is not exhaustive, and is not intended to be comprehensive and does not change the employment-at-will relationship between the employee and Harlem Village Academies.

In the event of dismissal for misconduct, all benefits terminate at the end of the month. COBRA may not be available to anyone dismissed from Harlem Village Academies for gross misconduct.

Discipline – other than immediate termination

All employees are expected to meet Harlem Village Academies' standards of work performance. Work performance encompasses many factors, including attendance, punctuality, personal conduct, job proficiency and general compliance with Harlem Village Academies' policies and procedures.

If an employee does not meet these standards, Harlem Village Academies may or may not, under appropriate circumstances, take corrective action, other than immediate dismissal.

The intent of corrective action is to formally document problems while providing the employee with a reasonable time within which to improve performance. The process is designed to encourage development by providing employees with guidance in areas that need improvement such as poor work performance, attendance problems, personal conduct, general compliance with Harlem Village Academies' policies and procedures and/or other disciplinary problems.

Written warnings

The supervisor should discuss any problem and present a written warning to the employee that clearly identifies the problem and outlines a course of corrective action within a specific time frame. The employee should clearly understand both the corrective action and the consequence (*i.e.*, termination) if the problem is not corrected or recurs. The employee should acknowledge receipt of the warning and include any additional comments of his or her own before signing it. A record of the discussion and the employee's comments should be placed in the employee's file.

Employees who have had formal written warnings may not be eligible for salary increases, bonus awards, promotions, leaves of absence or transfers during the warning period.

Post resignation/termination procedures

Exit interview

Human Resources, or the employee's manager may schedule an exit interview with a terminating employee and arrange for the return of Harlem Village Academies property.

Benefits

Benefits terminate at the end of the month of your last day of employment. An employee, unless dismissed for gross misconduct, generally has the option to convert to individual life insurance, and/or to continue health insurance benefits on a self-pay basis and for a limited period of time in accordance with The Consolidated Omnibus Budget Reconciliation Act ("COBRA") regulations.

Final paycheck

The final paycheck will be mailed or distributed via direct deposit during the next normal pay period. If there are unpaid obligations to Harlem Village Academies, the final paycheck will reflect the appropriate deductions to the extent permitted by law.

Retirement plan

If you participate in the 403(b) retirement plan, information regarding this plan will be provided.

Appendix A

Leave Under the Family and Medical Leave Act

The Family and Medical Leave Act (FMLA) provides eligible employees with up to 12 work weeks of unpaid leave for certain family and medical reasons during a 12-month period and/or because of a “urgent or necessary demand” arising out of the fact that a family member is a “covered military member” called to active duty on behalf of the United States. In addition, an eligible employee may be entitled up to 26 weeks of unpaid FMLA leave to care for certain family members who are “covered service members” in the U.S. Armed Forces who become seriously injured or ill while on active duty. During this FMLA leave, an eligible employee is entitled to continue group health plan coverage as if the employee had continued to work. At the conclusion of the FMLA leave, subject to some exceptions, an employee has a right to return to the same or to an equivalent position.

A. Employee Eligibility Criteria

To be eligible for FMLA leave, an employee must have been employed by Harlem Village Academies:

1. for at least 12 months (which need not be consecutive, but employment prior to a continuous break in service of 7 years or more will not be counted except in certain circumstances);
2. for at least 1250 hours during the 12-month period immediately preceding the commencement of the leave; and
3. at a worksite (a) with 50 or more employees; or (b) where 50 or more employees are located within 75 miles of the worksite.

B. Events Which May Entitle an Employee to FMLA Leave

FMLA leave may be taken for any one, or for a combination of, the following reasons:

1. the birth of the employee’s child or to care for the newborn child;
2. the placement of a child with the employee for adoption or foster care or to care for the newly placed child;
3. to care for the employee’s spouse, child (including a child for whom the employee stands *in loco parentis*) or parent (which does not include in-laws but does include persons who stand *in loco parentis*) with a serious health condition;
4. the employee’s own serious health condition (including pregnancy-related disability, pre-natal medical care and childbirth) that makes the employee unable to perform one or more of the essential functions of his or her job;

5. qualifying exigent circumstances arising out of the fact that the employee's spouse, son, daughter or parent is a "covered military member" on active duty or is on call for such duty in the United States National Guard or Reserves in support of a "contingency operation;" and/or
6. to care for the employee's spouse, child, parent or other relative who is next-of-kin, who is also a "covered service member" of the United States Armed Forces (including a member of the National Guard or Reserves) with a serious injury or illness incurred in the line of duty on active duty (a/k/a "military caregiver leave") that may render the service member medically unfit to perform his or her duties and for which he or she is undergoing medical treatment, recuperation or therapy; or is in outplacement status; or is on the temporary disability leave list.

For purposes of 3 and 4, above, a "serious health condition" is an illness, injury, impairment, or physical or mental condition that involves either an overnight stay in a medical care facility, or continuing treatment by a health care provider for a condition that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities.

Subject to certain conditions, the "continuing treatment" requirement may be met by a period of incapacity of more than 3 consecutive full calendar days combined with: (1) at least two visits to a health care provider within 30 days, the first of which must occur within 7 days of the first day of incapacity; (2) or one visit and a regimen of continuing treatment; (3) or incapacity due to pregnancy; (4) or incapacity due to a chronic condition. Other treatments may also meet the definition of continuing treatment.

For purposes of this policy, phrases such as "next of kin", "covered service member", "covered military member", "eligible family members of covered service members and covered military members", and "contingency operation" are terms of art defined in governmental regulations. If you have any questions as to what these terms mean and/or whether they apply in your circumstances, please contact the Human Resources Department.

Leave for "qualifying exigent circumstances" includes: the need to take time off due to (1) the need to take time off due to short notice deployment of a family member (limited to seven or less calendar days prior to the date of deployment); (2) need to attend military events and related activities; (3) need to make arrangements for childcare and school activities; (4) need to make financial and legal arrangements; (5) need for counseling; (6) a family member being released from service for rest and recuperation (limited to 5 days of leave for each instance up to a maximum of 12 weeks in a 12-month period); (7) need to attend post-deployment activities; and (8) additional activities (if agreed upon by the employer and the employee).

C. No Limitation on Rights

Nothing in this FMLA policy limits any employee leave rights under the Company's Military Leave Policy, in accordance with applicable federal or state law. See that Policy or the Human Resources Department for further details.

D. How Much FMLA Leave May Be Taken

An eligible employee may take up to 12 workweeks of unpaid leave during a 12 month period for the FMLA qualifying reasons described in Section B 1-5 above. However, leave to care for a newborn or for a newly-placed child must conclude within 12 months after the birth or placement of the child.

When both spouses are employed by Harlem Village Academies, they are together entitled to a combined total of 12 workweeks of FMLA leave within the designated 12-month period for the birth, adoption or foster care placement of a child with the employees, or for aftercare of the newborn or newly placed child. Each spouse may be entitled to additional FMLA leave for other FMLA qualifying reasons, but not more than a total of 12 workweeks, or 26 workweeks, as appropriate, per person.

An eligible employee may be entitled to take up to 26 workweeks of unpaid military caregiver leave (Section B 6 above). Such leave is available in a single 12-month period commencing on the first day of leave. Military caregiver leave not used in a 12-month period is forfeited. This leave is to be applied on a per-covered service member, per-injury basis. Thus, an employee may be entitled to take more than one period of 26 workweeks of leave during the course of his/her employment if the leave is to care for different covered service members or to care for the same service member with a subsequent injury or illness. During a single 12-month period, the employee may not take more than a maximum combined total of 26 workweeks of FMLA leave for all purposes, *i.e.*, for any or all of the reasons described in Section B 1-6. Except for military caregiver leave, FMLA protected leave is still limited to 12 workweeks for all other qualifying reasons (Sections B1-5).

The 12-Month Period

An eligible employee is entitled to up to 12 workweeks of unpaid leave during a 12-month period for the FMLA qualifying reason(s) in Section B 1-5. The 12-month period for leave under D 1-5 is a rolling 12-month period measured backward from the date an employee uses any FMLA leave.

With respect to military caregiver leave to care for a covered service member with a serious injury or illness, the method for calculating the 12-month period is as follows:

- The 12-month period in which an eligible employee may take the FMLA military caregiver leave described in Section B 6 is calculated on a *going forward* basis starting with the first day the leave is taken.

E. Use of Paid and Unpaid Leave

FMLA leave is unpaid leave. “Qualifying paid leave” is leave that would otherwise be available to the employee for the purpose for which the FMLA leave is taken. In order to use paid leave for FMLA leave, the employee must comply with Harlem Village Academies’ normal paid leave policies, found in the Personal Leave of Absence section above.

Employees without School Calendar vacation must first use any vacation time. After exhausting qualifying paid leave, the remainder of the FMLA period, if any, will be unpaid FMLA leave. Any paid leave used for an FMLA qualifying reason will be charged against an employee's entitlement to FMLA leave. The substitution of paid leave for unpaid leave does not extend the 12- or 26-workweek leave period. Also, while disability or workers' compensation leave and benefits can run concurrently with FMLA leave, the provision for substitution of paid leave is inapplicable. However, subject to applicable benefits plans and state law requirements, employers and employees may agree to have paid leave, supplement disability and workers' compensation benefits on a pro-rata basis while on FMLA leave.

F. FMLA Leave for Instructional Employees

The following rules affect the taking of FMLA leave by instructional employees. Instructional employees include teachers, teacher assistants, athletic coaches, and special education assistants.

Leave near the end of the academic term

If an instructional employee begins leave *more than 5 weeks before* the end of an academic term, Harlem Village Academies may require the instructional employee to continue taking leave until the end of the term if:

- (i) The leave will last at least three weeks, and
- (ii) The employee would return to work during the three-week period before the end of the term.

If the instructional employee begins leave *during the 5-week period before* the end of an academic term because of the birth of a son or daughter; the placement of a son or daughter for adoption or foster care; to care for a spouse, son, daughter, or parent with a serious health condition; or to care for a covered service member, Harlem Village Academies may require the instructional employee to continue taking leave until the end of the term if:

- (i) The leave will last more than two weeks, and
- (ii) The employee would return to work during the two-week period before the end of the term.

If the instructional employee begins leave *during the 3-week period before* the end of a term because of the birth of a son or daughter; the placement of a son or daughter for adoption or foster care; to care for a spouse, son, daughter, or parent with a serious health condition; or to care for a covered service member, Harlem Village Academies may require the employee to continue taking leave until the end of the term if the leave will last more than five working days.

Duration of Leave

If an instructional employee is required to take leave until the end of an academic term, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FMLA leave entitlement.

G. Intermittent or Reduced Work Schedule Leave

Intermittent or Reduced Work Schedule Leave for Non-Instructional Employees

Intermittent leave is leave taken in separate blocks of time. A reduced work schedule leave is a schedule that reduces an employee's usual number of hours per workweek or hours per workday.

1. Leave to care for a newborn or for a newly placed child must be taken all at once and may not be taken intermittently or on a reduced work schedule;
2. Leave due to an employee's own serious health condition, to care for an employee's spouse, child or parent with a serious health condition, or to care for a service member relative with a serious injury or illness, may be taken all at once or, where medically necessary, intermittently or on a reduced work schedule;
3. Leave because of a qualifying exigency due to the active duty or impending call to duty of a spouse, son, daughter or parent may be taken all at once or on an intermittent or reduced work schedule.

If an employee takes leave intermittently or on a reduced work schedule basis for a planned medical treatment for his or her own serious illness, the employee must make a reasonable effort to schedule the treatment so as to accommodate Harlem Village Academies' needs and not disrupt unduly Harlem Village Academies' operations. When an employee takes intermittent or reduced work schedule leave for foreseeable planned medical treatment, Harlem Village Academies may temporarily transfer the employee to an alternative position with equivalent pay and benefits for which the employee is qualified and which better accommodates recurring periods of leave.

Intermittent or Reduced Work Schedule Leave for Instructional Employees

Leave taken for a period that ends with the school year and begins the next semester is leave taken consecutively rather than intermittently. The period during the summer vacation, when the instructional employee would not have been required to report for duty, is not counted against the instructional employee's FMLA leave entitlement. Any instructional employee who is on FMLA leave at the end of the school year will be provided with any benefits over the summer vacation that the instructional employees would normally receive if they had been working at the end of the school year.

If an eligible instructional employee needs intermittent leave or leave on a reduced leave schedule to care for a family member with a serious health condition, to care for a covered service member, or for the employee's

own serious health condition, which is foreseeable based on planned medical treatment, and the employee would be on leave for more than 20% of the total number of working days over the period the leave would extend, Harlem Village Academies may require the instructional employee to choose either to:

- (i) Take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or
- (ii) Transfer temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits and which better accommodates recurring periods of leave than does the employee's regular position.

H. FMLA Leave Procedure

Employee Requests

An employee should notify his or her manager and Human Resources to take leave under this policy. Within 5 business days (absent extenuating circumstances) of being made aware of the employee's need for such leave, Harlem Village Academies will provide employee with a Notice of Eligibility and Rights and Responsibilities Form, along with an appropriate Certification Form to complete and submit to the Human Resources Department so that your request for FMLA leave can be evaluated. (See Section I.)

When leave is foreseeable for childbirth or placement of a child, or for planned medical treatment due to the serious health condition of an employee or family member or due to a covered service member's serious injury or illness, the employee must provide Harlem Village Academies with at least 30 days advance notice, or such shorter notice as is practicable (*i.e.*, the same day if the employee becomes aware of the need for leave during work hours or the next business day if the employee becomes aware of the need for leave after work hours). Where the need for leave was foreseeable but the employee failed to provide 30 days advance notice, the employee may be asked to submit an explanation in writing for the omission.

When leave is foreseeable due to a qualifying exigency arising from a family member's call to active duty, the employee must provide as much notice as is practicable (*i.e.*, within 1 or 2 business days of learning of the need for the leave), regardless of how far in advance such leave is foreseeable.

When the timing of the leave is *not* foreseeable, the employee must provide Harlem Village Academies with notice of the need for leave *as soon as practicable* (*i.e.*, within 1 or 2 business days of learning of the need for the leave).

An employee must comply with Harlem Village Academies' usual procedures for requesting time off or leave, except when unusual circumstances exist (*i.e.*, when the employee or family member needs emergency medical treatment).

Notice of Eligibility and Designation of Leave Procedure

Harlem Village Academies will notify the employee requesting leave whether s/he is eligible for FMLA leave (see Notice of Eligibility and Rights and Responsibilities form). If the employee is eligible, the notice will indicate any additional information required and describe the employee's rights and responsibilities. If the employee is not eligible, Harlem Village Academies will provide a reason for the ineligibility.

Upon provision of sufficient information, Harlem Village Academies will notify the employee that leave has been designated as FMLA leave and the amount of leave to be counted against the employee's leave entitlement (see Designation Notice form). Harlem Village Academies will also notify the employee if the leave is not designated as FMLA leave due to insufficient information or a non-qualifying reason. Harlem Village Academies *may* provisionally designate the employee's leave, at the outset, as FMLA leave, subject to submission of sufficient information. If the employee has not notified Harlem Village Academies of the reason for the leave, and the employee desires that leave be counted as FMLA leave, the employee must notify Human Resources within 2 business days of the employee's return to work that the leave was for an FMLA reason.

I. Required Certifications

An employee will be required to submit a Certification Form from a health care provider to support a request for FMLA leave for the employee's or a family member's serious health condition, or for a service member relative's serious injury or illness. Similarly, where leave is requested because of exigent circumstances arising from the employee's spouse, son, daughter or parent's call to active duty in support of a contingency operation, the employee will need to submit a completed Certification Form. Medical Certification and Exigent Circumstances Forms are available from Human Resources Department. Employees have 15 days from receipt to return the Certification Form to Human Resources. It is the employee's obligation to have his/her healthcare provider provide sufficient information for Harlem Village Academies to determine if the leave may qualify for FMLA protection and the anticipated timing and duration of the leave.

The Genetic Information Nondiscrimination Act of 2008 (GINA) prohibits employers and other entities covered by GINA Title II from requesting or requiring genetic information of an individual or family member of the individual, except as specifically allowed by this law. To comply with this law, Harlem Village Academies ask that you and your physicians not provide any genetic information when responding to any FMLA request for medical information, such as in the healthcare Certification response from a physician. "Genetic information," as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

Following review of the FMLA-leave request by the Human Resources Department, a Designation Notice will be issued and, among other things, will indicate that a Fitness for Duty Certification will be required for

the employee's release to work including an assessment of the employee's ability to perform essential job functions.

If the Medical Certification or Exigent Circumstances Leave Form is incomplete, ambiguous, or insufficient, Harlem Village Academies will advise you in writing as to what additional information is needed and will give you additional time (not less than seven calendar days) to complete and return the form. If the employee notifies Harlem Village Academies within the 7-day calendar period that, despite diligent, good faith efforts on his/her part, s/he was unable to obtain the additional information, the employee will be afforded a reasonable period of additional time to resubmit the Certification.

Re-certifications and Updates

Harlem Village Academies may require the employee to submit subsequent re-certifications depending on the duration stated in the Certification, but not more frequently than every 30 days, except under certain circumstances provided by law. Harlem Village Academies may also request a recertification every six (6) months in connection with an absence by the employee due to a medical condition.

During FMLA leave, the employee must provide Harlem Village Academies with periodic reports regarding the employee's status and intent to return to work. If the employee's anticipated return to work date changes and it becomes necessary for the employee to take more or less leave than originally anticipated, the employee must provide Harlem Village Academies with reasonable notice (*i.e.*, within 2 business days) of the employee's changed circumstances and new return to work date. If the employee gives Harlem Village Academies notice of the employee's intent *not* to return to work, the employee will be considered to have voluntarily resigned.

Contacting Your Healthcare Provider

Harlem Village Academies' Human Resources Department may contact an employee's healthcare provider directly to get clarification and authentication of a medical certification. If an employee chooses not to provide Harlem Village Academies with a HIPAA-authorized release allowing Harlem Village Academies to clarify the Certification with your healthcare provider, and the employee does not otherwise clarify the Certification, the Employer may deny FMLA leave if the Certification is unclear. In addition, Harlem Village Academies may require the employee to obtain a second opinion by an independent Harlem Village Academies designated provider at Harlem Village Academies' expense. If the initial and second Certifications differ, Harlem Village Academies may, at its expense, require the employee to obtain a third, final and binding Certification from a jointly selected health care provider.

Harlem Village Academies reserves the right to obtain other documentation in accordance with law to substantiate an employee's request for leave.

Fitness for Duty Certifications

Before the employee returns to work from FMLA leave for the employee's own serious health condition, the employee will be required to submit a fitness for duty certification from the employee's health care provider,

with respect to the condition for which the leave was taken, stating that the employee is able to resume work and addressing the employee's ability to perform the essential functions of the job.

An employee's failure to comply with Harlem Village Academies' leave policies/procedures, including those related to FMLA leave requests, can result in the delay or denial of the employee's request for leave, including FMLA leave, and may subject the employee to discipline up to and including discharge in conformity with Harlem Village Academies' policies/practices.

J. Maintenance of Health Benefits

During FMLA leave an employee is entitled to continued group health plan coverage under the same conditions as if the employee had continued to work.

To the extent that an employee's FMLA leave is paid based on remaining vacation days, the employee's portion of health insurance premiums will be deducted from the employee's salary. For the portion of FMLA leave that is unpaid, the employee's portion of health insurance premiums may be:

1. paid in accordance with Harlem Village Academies' rules for leave without pay; and/or as
2. agreed to by Harlem Village Academies and the employee.

If the employee's payment of health insurance premiums is more than 30 days late, Harlem Village Academies may discontinue health insurance coverage upon notice to the employee.

An employee will not lose any benefits accrued prior to taking FMLA leave.

K. Return from FMLA Leave

Upon return from FMLA leave, Harlem Village Academies will place the employee in the same position the employee held before the leave or an equivalent position with equivalent pay, benefits and other employment terms.

Limitations on Reinstatement

An employee is entitled to reinstatement only if he/she would have continued to be employed had FMLA leave not been taken. Thus, an employee is not entitled to reinstatement if, because of a layoff, reduction in force or other reason, the employee would not be employed at the time job restoration is sought.

Harlem Village Academies reserves the right to deny reinstatement to salaried, eligible employees who are among the highest paid 10 percent of Harlem Village Academies' employees employed within 75 miles of the worksite ("key employees") if such denial is necessary to prevent substantial and grievous economic injury to Harlem Village Academies' operations.

Limitations on Reinstatement for Instructional Employees

The determination of how an instructional employee is to be restored to “an equivalent position” upon return from FMLA leave will be made on the basis of established school board policies and practices.

L. Failure to Return To Work Following FMLA Leave

If the employee does not return to work following the conclusion of FMLA leave, and does not request a leave extension and/or fails to satisfy Harlem Village Academies’ requirements for an extension of leave, the employee will be considered to have voluntarily resigned. Harlem Village Academies may recover health insurance premiums that Harlem Village Academies paid on behalf of the employee during any unpaid FMLA leave except that Harlem Village Academies’ share of such premiums may not be recovered if the employee fails to return to work because of: (i) the employee’s or a family member’s serious health condition; or (ii) a service member relative’s serious injury or illness; or (iii) other circumstances beyond the employee’s control. In such cases, Harlem Village Academies may require the employee to provide medical Certification of the employee’s, or the family member’s, serious health condition, or the service member relative’s serious injury or illness, or of the other circumstances.

M. Employee Rights/Enforcement

Any employee who feels his or her rights to FMLA leave have been improperly denied, restrained, violated or interfered with in any way may lodge a complaint with Human Resources or the Chief Operating Officer. The company will investigate and take appropriate remedial action. An employee may also file a complaint with the U.S. Department of Labor (www.wagehour.dol.gov; 1-866-487-9243, TTY: 1-877-889-5267) or file a private legal action. Discrimination and retaliation against employees who exercise rights under the FMLA and this policy will not be tolerated and use of FMLA leave will not affect an employee’s rights under any other law, policy, contract or collective bargaining agreement.

N. Additional Information

For further information or clarification about FMLA leave, please contact Human Resources.

Appendix B

Code of Ethics for School Trustees, Officers and Employees

CODE OF ETHICS

The Board of Trustees (the “Board”) of Harlem Village Academy Charter School (the “School”) recognizes that sound ethical standards of conduct serve to increase the effectiveness of members of the Board (each a “Trustee” and collectively, “Trustees”) and the School’s staff. Actions based on an ethical code of conduct promote public confidence and the attainment of the School’s goals and objectives. The Board also recognizes its obligation to adopt this code of ethics (the “Code of Ethics”) consistent with the provisions of the New York State General Municipal Law and as required under the provisions of the New York Education Law.

The Trustees, officers and employees of the School shall at all times be in compliance with the letter and spirit of the Code of Ethics. Trustees, officers and employees, as part of their service to or employment by the School, shall be furnished a copy of and shall also agree to adhere to this Code of Ethics. The Chair of the Board shall cause a copy of this Code of Ethics to be distributed annually to every Trustee, officer and employee of the School.¹ This Code of Ethics is incorporated by reference into the School’s duly adopted by-laws (the “By-laws”). Terms not defined herein shall have the meaning ascribed to them in the By-laws.

1. **Management of the School.** The Board shall conduct or direct the affairs of the School and exercise its powers subject to the provisions of applicable federal, state or local law, (including the Education Law and Not-for-Profit Corporation Law), as well as the requirements set forth in the School’s charter and By-laws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board’s ultimate jurisdiction.
2. **Makeup of the Board.** All Board members shall be at least 21 years of age. No individual currently employed by the School whether as a full-time or part-time employee, independent contractor or otherwise shall be eligible to serve on the Board.
3. **Representation before the Board.** A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board.²
4. **Representation before the Board for a Contingent Fee.** A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board, whereby the compensation is to be dependent or contingent upon any action by the School with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.³
5. **Participation in Board Discussions and Votes.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Committee thereof, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a “self-dealing transaction” (see below); (b) a potential Conflict of Interest (as defined in the Board’s Conflict of Interest Policy (the “Conflict of Interest Policy”) and also incorporated in the By-laws; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.
6. **Confidential Information.** No Trustee, officer or employee shall disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he or she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.⁴

¹ General Municipal Law § 806(2).

² General Municipal Law § 805-a(1)(c).

³ General Municipal Law § 805-a(1)(d)

⁴ General Municipal Law § 805-a(1)(b).

7. **Self-Dealing Transactions.** A "Self-dealing transaction" shall mean a transaction to which the School is a party and in which one or more of the individual Trustees, officers or employees has a financial interest. Neither members of the Board nor the employees of The School shall engage in any Self-Dealing Transactions, except as approved by the Board and in compliance with the Conflict of Interest Policy. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the School, if the transaction (a) is approved or authorized by the Board in good faith and determined by the Board to be in the best interest of the School and without favoritism, and (b) results in a benefit to one or more Trustees or their families solely because they are in a class of persons intended to be benefited by the program.
8. **Loans.** The Board shall not make any sort of monetary loan to a Trustee, and no Trustee shall ask the Board for any such loan or borrow against the School's monies.
9. **Disclosure of Interest in Matters before the Board.** Any Trustee, officer or employee, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other interest he or she has, will have or later acquires, or that his or her spouse has, will have or later acquires, in such matter.⁵ Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Board's interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of the Board. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the School, or is a Director, Trustee, officer or employee of or has a significant financial or influential interest in the entity contracting or dealing with the School.
10. **Not-for-Profit Disclosure.** Trustees, officers or employees representing any not-for-profit entity proposing to do business with the School shall disclose to the Board the nature and extent of such business propositions.
11. **Business Relationship with the School.** No Trustee, officer or employee of a for-profit entity having a business relationship with the School shall serve as a voting member of the Board for the duration of such business relationship, unless the business relationship qualifies as one of the Exceptions to Conflicts of Interest set forth in the Conflict of Interest Policy and the approval of such relationship otherwise complies with the terms and procedures of the Conflict of Interest Policy.
12. **Investments in Conflict with Official Duties.** A Trustee, officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.⁶
13. **Private Employment.** A Trustee, officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.⁷
14. **Future Employment.** A Trustee, officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former Trustee, officer or employee of any claim, account, demand or suit against the School or district on his or her behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.⁸
15. **Educational Management Organization.** In no instance shall a Trustee, officer or employee of a for-profit educational management organization having a business relationship with the School serve as a voting member of the Board for the duration of such business relationship

⁵ General Municipal Law § 803.

⁶ General Municipal Law § 806(1)(a).

⁷ *Id.*

⁸ *Id.*

16. **Organizational Limit on Board Seats.** Trustees, officers, or employees of any organization shall hold no more than 40 percent of the total seats comprising the Board.
17. **Undue Influence.** Trustees, officers or employees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, the Trustee, officer or employee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Trustee's interest in the matter will be reflected in the Board minutes.
18. **Financial Disclosure.** Trustees, officers and employees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
19. **Gifts.** No Trustee, officer or employee shall, directly or indirectly, solicit any gifts, nor shall any Trustee, officer or employee accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part. Trustees, officers and employees shall report to the Board their acceptance of any gift or privilege worth \$75 or more from any person or organization that is doing business or may potentially do business with or provide services to the charter school. Such reporting must occur at the next board meeting following receipt of the gift.⁹
20. **Political Contributions.** The Trustees, officers, or employees of the School may never ask a subordinate, a student or a parent or guardian of a student to work on or give to any political campaign.
21. **Related Party Transactions.** The School has not had, nor does it anticipate having, any related party transactions that have occurred or may occur as a result of a less than arm's length relationship with a related party. The School has established requirements and procedures in its By-laws to ensure that all transactions are at arm's length and that, in the event that a less-than-arm's length agreement might occur, proper and timely disclosures are made and any interested party must recuse him or herself from the decision-making process.

⁹ General Municipal Law§ 805(a)(1)(a).

Appendix C

Social Media Policy

Rationale

- Mitigate risk to individual staff members, schools and HVA network by ensuring adherence to the Federal Educational Rights and Privacy Act (FERPA) and New York State Education Department (NYSED) regulations

Policy

Definitions:

- Professional Social Media: work-related internet use that is either school-based (i.e. school Facebook page; teacher blog for class) or non-school-based (i.e. Facebook page for promoting extracurricular activities)
- Personal Social Media: non-work-related

Professional Social Media:

- Staff use HVA email accounts, ensure websites are identified as HVA-sponsored, and take responsibility for adhering to this policy
- Websites are designed to address instructional, educational or extra-curricular programs, and are approved in advance by Principal or Ops Director
- Protection of Student Privacy
 - No personally identifiable student information appears on websites open beyond the classroom
 - Students only appear in online photo or video if media release form is on file
 - Students only post on websites with teacher/staff permission
 - Staff understand and ensure proper privacy settings are in place to restrict access to desired audience only
- Principals and Ops Directors have the right to remove sites that don't adhere to this policy

Personal Social Media:

- Photos, videos, and any personally identifiable student information may not be posted on personal sites
- Staff should not communicate with students who are currently enrolled at HVA on personal social media sites with 2 exceptions: 1- communication with relatives and 2- if an emergency situation arises, in which case the Principal should immediately be made aware. Staff who are already engaged in private social communication with students or are “friends” with students online must remove students as “friends” and block further access
- Staff are encouraged to use appropriate privacy settings, not to “tag” photos of other staff without their permission, and not to use the HVA logo, link to the HVA website, or post HVA materials without Principal’s permission
 - Please note that staff are encouraged to share official HVA posts that come from recruitment or Deborah’s account.

When in doubt, ask your Principal or Ops Director for guidance, and expect regular updates to these policies as the world of social media and the technology behind it continue to expand and change.

Appendix D

Whistleblower Policy

Section 1. Policy Harlem Village Academy Charter School (the “School”) is committed to lawful and ethical behavior in all of its activities and requires all persons associated with the School including but not limited to its Trustees, Officers, employees and volunteers, to act in accordance with all applicable laws, regulations and policies and to observe high standards of business and personal ethics, honesty and integrity in the conduct of their duties and responsibilities (“Code of Conduct”). It is the policy of the School to prevent or detect and correct any improper activities.

Section 2. Procedure for Reporting. It is the responsibility of all Trustees, Officers, employees and volunteers to report in good faith any concerns they may have regarding actual or suspected activities which may be illegal or in violation of the School’s policies with respect to, without limitation, fraud, theft, embezzlement, accounting or auditing irregularities, bribery, kickbacks, discrimination, harassment and misuse of the School’s assets, as well as any violation or suspected violations of high business and personal ethical standards, as such standards relate to the School in accordance with this Whistleblower Policy. Alleged violations and potential violations should be reported to the Chairman of the Board of Trustees (the “Board”) or the Principal (the “Designated Officials”). Any Designated Official receiving such a report shall promptly provide written notice of same to the Audit Committee, if any, or to such other committee of independent Trustees formed by the Board to oversee all whistleblower matters as they may arise, or if there is no such committee, to the independent Trustees on the Board; as defined in the School’s Conflict of Interest Policy, or, if there are allegations against one or more Board members, to at least one other Officer and one Trustee not named in the complaint (in each case, the “Independent Committee”).

Section 3. Handling of Reported Violations. The Independent Committee (or the Designated Official(s) receiving such notice under the general oversight and direction of the Independent Committee) shall investigate all reports filed in accordance with this Whistleblower Policy with due care and promptness. Reported matters will be investigated to determine if the allegations are true, whether the issue is material, and what actions, if any, are necessary to correct the problem. Investigators will issue a full report of all matters raised under this Whistleblower Policy to the Independent Committee, which will, in turn issue a full report to the Board. The Board may conduct a further investigation upon receiving such a report.

Section 4. Good Faith. Anyone reporting a concern or complaint concerning a violation or suspected violation of the Code of Conduct must act in good faith and have reasonable grounds for believing the matter raised is a material violation of law or ethical standard or a material accounting or auditing matter. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.

Section 5. Confidentiality. Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. The School shall take reasonable steps to ensure that the identity of the reporting person and the reported information remain confidential, except as otherwise required by law or as necessary to carry out an investigation or remedial action.

Section 6. No Retaliation. No Trustee, Officer, employee or volunteer of the School who in good faith reports any action or suspected action taken by or within the School that is illegal, fraudulent or in violation of the Code of Conduct shall suffer intimidation, harassment, coercion, discrimination or other retaliation, express or implied, or, in the case of employees, adverse employment consequences. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the School prior to seeking resolution outside the School.

Section 7. Handling of Reported Violations. The notified Designated Official will acknowledge receipt of the report to the reporting person, but only to the extent the reporting person's identity is disclosed or a return address is provided, within five (5) business days. All reports will be promptly investigated; the scope of any such investigation being within the sole discretion of the Independent Committee, and appropriate corrective action will be taken if warranted by the investigation.

Section 8. Distribution of the Whistleblower Policy. A copy of this Whistleblower Policy shall be distributed to all Trustees, Officers, employees and volunteers of the School who provide substantial services to the School.

Section 9. Record Retention. All records relating to any report or any investigation of a report shall be maintained for at least seven (7) years.

Appendix E

FERPA

Dear Harlem Village Academy Families,

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. FERPA and its implementing regulations afford parents and students who are 18 years of age or older or attend an institution of postsecondary education (“eligible students”) certain rights with respect to a student’s education records. Recently, the United States Department of Education issued revised regulations for FERPA. Consistent with the new regulations, Harlem Village Academy (the “School”) is issuing a new FERPA notice and policy (the “policy”) at this time.

Education records are records that are directly related to the student, including computer media and videotape, which are maintained by an educational agency or by a party acting for the agency. “Educational agency”, for purposes of this Policy, means the School. “Parent(s)” for purposes of this Policy means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent in the absence of a parent or guardian.

For all students, the School maintains education records that include but are not limited to:

- a) **“Personally identifiable information”** is confidential information that would make the student’s identity easily traceable, most importantly the Social Security number and any student I.D. number that would allow the user to access educational records without a password or PIN.
- b) **“Directory information”** is a category of personally identifiable information contained in an education record of a student which would not generally be considered harmful or an invasion of privacy if disclosed. Directory information includes, but is not limited to, the student’s name, address, telephone number, electronic mail address, photograph, date and place of birth, grade level, enrollment status, participation in officially recognized activities and sports, sports activity sheets showing weight and height of members of athletic teams, dates of attendance, degrees, honors, recognition lists, awards received, the most recent previous educational agency or institution attended, and a Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (a student’s SSN, in whole or in part, will not be used for this purpose).

FERPA affords Parents and eligible students certain rights with respect to a student’s education records. These rights include the following:

- 1) The right to inspect and review the student’s education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School Principal a written request that identifies the record(s) they wish to inspect. The School official will make arrangements for access and notify the Parent or eligible student of the time and place where the records may be inspected. Harlem Village Academy will make copies available to parents for free. Parents have the right to appoint a representative to inspect and review their child’s records. The School must receive a signed, dated and written consent from a Parent that specifically states a representative may inspect and review their child’s records. Such release must be sent to the Principal and must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made and the time period that the release is in effect. If any education record contains information on more than one child, Parents have the right only to inspect and review the information relating to their child.
- 2) The right to request the amendment of the student’s education records that the Parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the School to amend a record that they believe is inaccurate or misleading. They should appeal to the School Principal in writing, clearly identifying the part of the record they want amended and specifying why it is inaccurate or misleading. If the School decides not to amend the

record as requested by the Parent or eligible student, the School will notify the Parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the Parent or eligible student when notified of the right to a hearing.

- 3) The right to consent or refuse to consent to disclosures of Personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to School officials with legitimate educational interests. A School official is a person employed by the School as an administrator, supervisor, instructor or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another School official in performing his or her tasks. For purposes of this Policy, a School official also includes a volunteer or contractor outside of the School who performs an institutional service or function for which the School would otherwise use its own employees and who is under the direct control of the School with respect to the use and maintenance of Personally identifiable information from education records. A School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the School discloses education records without consent to officials of another School district in which a student seeks enrollment, intends to enroll, or is already enrolled for purposes of the student's enrollment transfer.
- 4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4605

- 5) The right to refuse to consent to the release of Directory information in certain instances. The School's policy is that Directory information will be released without prior written consent. The primary purpose of Directory information is to allow the School to include this type of information from your child's education records in certain School publications such as a playbill showing your student's role in a drama production; the annual yearbook; honor roll or other recognition lists; graduation programs; and sports activity sheets. Pursuant to the Family Educational Rights and Privacy Act and/or Part B of the Individuals with Disabilities Education Act, Parents and eligible students have the right to refuse to let the School designate any or all of the above information as Directory Information. Parents are required to submit written notification to the Principal by October 1st, or within two weeks after enrolling at the School, if later than October 1st, if they do not want the School to release Directory information.

If you have any further questions regarding FERPA, please do not hesitate to contact your school's leadership team.

Receipt for Employee Handbook

I acknowledge that I have received a copy of Harlem Village Academies' Employee Handbook. I agree to read it thoroughly, including the statements in the foreword describing the purpose and effect of the Handbook. I agree that if there is any policy or provision in the Handbook that I do not understand, I will seek clarification from my supervisor or the Chief Operating Officer. I understand that Harlem Village Academies is an "at will" employer and as such employment with Harlem Village Academies is not for a fixed term or definite period and may be terminated at the will of either party, with or without cause, and without prior notice. No supervisor or other representative of Harlem Village Academies has the authority to enter into any agreement for employment for any specified period of time, or to make any agreement contrary to the above. In addition, I understand that this Handbook states Harlem Village Academies' policies and practices in effect on the date of publication. I understand that nothing contained in the Handbook may be construed as creating a promise of future benefits or a binding contract with Harlem Village Academies for benefits or for any other purpose. I also understand that these policies and procedures are continually evaluated and may be amended, modified or terminated at any time.

Please sign and date this receipt and return it to the HR Department.

Signature: _____

Print Name: _____

Date: _____

Harlem Village Academy West 2 Charter School Application

Request 12 Partner Organizations

(a) Partner Information

- *Explain the due diligence process used to select the partner(s), and its role in the development of this proposal.*
- *Describe any partner organizations that will have a significant relationship with the proposed school. Include the following information in relation to the partner organization:*
 - *The name of the partner organization(s);*
 - *The name, address, phone number, and e-mail of a contact person;*
 - *A description of the nature and purpose of the relationship;*
 - *Any contract or monetary arrangements; and,*
 - *Names of proposed school board members affiliated with the organization(*

Partner: Harlem Village Academies Network, Inc. (HVAN)

Contact: Bob Ollwerther, Chief Operating Officer

[REDACTED] [REDACTED] [REDACTED], New York, NY 10027

[REDACTED]

[REDACTED]

The mission of Village Academy Network (VAN) is to support the success of Harlem Village Academy schools. VAN took the lead in developing this application to replicate HVA West and expand the network of HVA schools in Harlem.

The Board of Trustees of Harlem Village Academy West 2 will appoint VAN to support and manage the school. The Chief Executive Officer of VAN will report to the school board and be delegated authority for day-to-day operation of the school. The CEO will hire and supervise the school Principal, who will be responsible for hiring school staff.

VAN is organized into four teams (Educational Leadership, Recruitment, Finance, Operations and Development) and assists network schools with the following:

- Student recruitment
- Staff recruitment
- Facility management
- Financial management
- Curriculum development
- Assessment and data analysis

Harlem Village Academy West 2 Charter School Application

- Special education and ESL services
- Professional development
- Fundraising
- Advocacy
- Strategic planning
- Compliance and reporting
- External affairs

HVA West 2 will not pay a management fee but will rather share the cost of key network staff members with other HVA schools.

A business plan for HVAN has been submitted separately and contains more detailed information about network design, governance, capacity and growth plans.



March 6, 2018

Board of Trustees
SUNY Charter Schools Institute
SUNY Plaza, 353 Broadway
Albany, NY 12246

Dear SUNY Trustees:

Village Academies Network (“VAN”) was formed at the end of 2001, prior to the opening of any of our five schools. It exists for two reasons, to provide financial support and services to our schools. VAN has provided significant financial support to our five schools in the past and we expect to do the same thing for HVA West 2, if necessary, in the future.

Sincerely,

A blue ink signature of the name "Robert D. Ollwerther".

Robert D. Ollwerther
Chief Operating Officer

Harlem Village Academy West 2 Charter School Application

Request 13 Governance

(a) Education Corporation Board Roles and Responsibilities

Describe the roles and responsibilities of the education corporation's board of trustees including:

- *Selecting school leader(s) (and partner or management organizations, if any);*
- *Monitoring school performance including fiscal performance; and,*
- *Evaluating school leaders (and partner or management organizations, if any) and holding them accountable for achievement of the school's mission and goals.*

The board of trustees for HVA West 2 is an experienced board, having governed the original HVA West through its growth and multiple renewals. The roles of the board include:

- Establishing the mission
- Entering into contracts, including the charter agreement with the school's authorizer
- Setting school policies and regularly reviewing and revising them
- Establishing measurable goals to ensure achievement of the mission and the school's Accountability Plan
- Assigning Harlem Village Academies Network to support and manage the school
- Ensuring adequate resources, including a viable budget and facility for the school as it grows
- Monitoring implementation of programs and services and holding Harlem Village Academies Network (HVAN) accountable for school performance, legal compliance, and parent satisfaction
- Responding to community concerns and complaints
- Advocating for the school
- Formulating a long-term strategic plan

The responsibilities of individual board members include:

- Attending regular board meetings to enable a quorum for decision-making
- Preparing for board meetings by reviewing reports and data
- Participating actively in board deliberations
- Lending expertise to HVA staff
- Identify conflicts of interest
- Maintaining confidentiality
- Contributing time, resources and/or connections to the school

The HVA West 2 board will delegate to the HVAN Executive Director the authority to appoint, evaluate and terminate the school's Principal. The Board receives regular reports from HVAN regarding a range of relevant data points, including enrollment, budget, facilities, school performance, and parent satisfaction. The board hears from HVAN's academic, operational and

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financial leaders to monitor all school functions, and school leaders may also present reports to the board.

(b) Education Corporation Board Design

Describe the rationale for the proposed design of the education corporation's board of trustees including:

- *Number of trustees;*
- *Officer positions;*
- *Ex-officio members (voting and non-voting);*
- *Standing committees or committees with the full authority of the board (if any);*
- *Delegation of authority to any committees, officers, employees, or contractors;*
- *Information to be received from the CMO, partner, school leadership, staff or contractors as applicable;*
- *Frequency of board and committee meetings;*
- *Procedures for publicizing and conducting monthly school board meetings in accordance with the Act and the NY Open Meetings Law;*
- *Trustee recruitment and selection process and criteria;*
- *New trustee orientation process; and,*
- *Board/trustee training and development.*

HVA West 2 will adopt the same bylaws as those at HVA West, which are already approved by the SUNY Charter Schools Institute. (See Response 13-d.) The bylaws stipulate that the Board will have 5-9 members who serve for one year terms. The Board will meet monthly and rotate its meetings among the HVA schools that it governs. The board is led by four officers: Chair, Vice-Chair, Secretary and Treasurer. The HVA Board has one standing committee (Finance) but can create other committees as needed. The HVA West 2 Board currently includes the Executive Director of HVAN, who would recuse herself for any matters before the board dealing with HVAN. No other HVAN staff or board members sit on the HVA school board.

The Board secretary is responsible for publicizing board meetings and works with HVAN staff to post board meetings in advance. The board chair conducts school board meetings, which are open to the public, except when the board goes into executive session for matters deemed appropriately private, e.g., personnel issues.

The school's board is self-appointing (with approval of the authorizer) and continuously monitors board member participation and diversity of relevant skills. The Board with assistance from HVAN recruits new members as needed, who are presented to the full board for approval. The Board seeks members who believe in the school's mission, commit to supporting the school

Harlem Village Academy West 2 Charter School Application

and attending meetings, and hold themselves and HVA leaders accountable for strong academic, operational and financial performance. New trustees are provided with access to the board's bylaws, previous agendas and minutes, school policies, and relevant reports and data. The Board regularly reflects on its performance, which is primarily judged by the school's academic outcomes and organizational stability.

(c) Stakeholder Participation

Explain how parents and school staff, including teachers, will provide input and participate in the governance of the education corporation.

The Board of Trustees of HVA West 2 will hold monthly meetings that are open to the public, including school staff and parents, in accordance with the NY Open Meetings Law. These meetings are publically posted and time is reserved on the agenda for public comment. HVA West 2 and HVAN leaders are expected to report regularly to the board about both parent and staff concerns, and the school's complaint policy explicitly provides access to the board if concerns are not adequately addressed by school staff. The school also conducts annual surveys of parents and staff and the results are reviewed by the board to gauge satisfaction and identify area for improvement.

Request 13 By-Laws

HARLEM VILLAGE ACADEMY WEST 2 CHARTER SCHOOL

By-Laws

Article I: Name

The name of the corporation is the Harlem Village Academy West 2 Charter School (the “Corporation”).

Article II: Membership

The Corporation has no members. The rights which would otherwise vest in the members of the Corporation vest in the members of the Board of Trustees (the “Trustees”) of the Corporation. 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 (the “Board”).

Article III: Board of Trustees

A. POWERS

The Board shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the limitations of the Education Law, Not-for-Profit Corporation Law, the Corporation’s Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation 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 Corporation; to prescribe powers and duties for them; and to fix their compensation;
3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;

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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 Corporation;
5. To carry on the business of operating a charter school;
6. To act as trustee under any trust incidental to the Corporation'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;
9. To lend money received only from private sources and to accept conditional or unconditional promissory notes therefore, whether interest or non-interest bearing, or secured or unsecured; and
10. 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 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 Corporation shall be not less than five (5) or more than nine (9). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of these 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, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.

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2. Eligibility. The Board may elect as a Trustee any person who is at least twenty one (21) years of age and who the Board in its discretion believes will serve the interests of the Corporation faithfully and effectively.
3. Interested Persons. Not more than 49% of the Trustees may be interested persons. An “interested person” is: (1) any person currently being compensated by the Corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor or otherwise; (2) any sister, brother, ancestor, descendant, spouse, sister-in-law, brother-in-law, daughter-in-law, son-in-law, mother-in-law or father-in-law of any such person; or (3) voting members who are affiliated with any entity other than the school itself or another school.
4. Term of Office.
 - a. The term of office of the Trustees shall expire at the next annual meeting of the Trustees. Following the expiration, each Trustee’s term may be renewed for one (1) year, upon vote of the majority of Trustees.
 - b. The term of office of a Trustee elected to fill a vacancy in these Bylaws shall begin on the date of the Trustee’s election, and shall continue: (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 authorized number of Trustees.
 - c. A Trustee’s term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment of the Corporation’s Charter or these Bylaws or other Board action.

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- d. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the Corporation's Charter or these Bylaws or other Board action.

5. Time of Elections. The Board shall elect Trustees at the Annual Meeting for that year, and may at any Regular Meeting designated for that purpose, or at Special Meeting called for that purpose.

D. REMOVAL OF TRUSTEES

The Board may remove a Trustee in accordance with the provisions of the Education Law and the Not-for-Profit Corporation Law.

E. RESIGNATION BY TRUSTEE

A Trustee may resign by giving written notice to the Chairman or the 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 Chairman, the Secretary or the Board 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 the Corporation's business.

Article IV: Principal Office

The Corporation's principal office shall be at the following address: 35 West 124th Street, New York, NY 10027, or at any such other place as the Board may select by resolution or amendment of these Bylaws. The Secretary shall note any change in principal office on the copy of these Bylaws maintained by the Secretary.

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Article V: Meetings of The Board

A. PLACE OF MEETINGS

Board Meetings shall be held at the Corporation's principal office or at any such other reasonably convenient place as the Board may designate.

B. ANNUAL MEETINGS

An Annual Meeting shall be held in the Summer 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

Commencing with the first month in which regular instruction is provided, Regular Meetings shall be held no less frequently than monthly throughout the year and at other times as the Board deems necessary

Comment [Ma1]: FYI: I changed this from your current version

D. SPECIAL MEETINGS

A Special Meeting shall be held at any time called by the Chairman, or by any Trustee upon written demand of not less than one-fifth of the entire Board.

E. ADJOURNMENT

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

F. NOTICES

Public notice of Board meetings shall be consistent with Article 7 of the Public Officers Law. Notices of Board meetings shall be given to the Board as follows:

1. Annual Meetings and Regular Meetings may be held without notice if these Bylaws or the Board fixes the time and place of such meetings.
2. Special Meetings shall be held upon four (4) days' notice by first-class mail or two (2) 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 Corporation's records, first-class postage prepaid; when personally delivered in writing to the recipient; or when faxed, e-mailed, or communicated orally, in

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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 its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting. This provision shall not permit waiver of the public notice provisions contained in Article 7 of the Public Officers Law (the Open Meetings Law).

Article VI: Action by The Board

A. QUORUM

Unless a greater proportion is required by law, a majority of the entire Board 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.** 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, either physically or through use of video-conferencing technology, to lawfully conduct a Board Meeting of the charter school. Trustees other than in person or by 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.

C. COMMITTEES

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1. Appointment of Committees. The Board may create standing committees of three (3) or more Trustees and special committees for any purpose, and the Chairman shall appoint members to and designate the chairs of such committees, with the consent of the Board. Members of committees shall serve at the pleasure of the Board. If the Board creates an Executive Committee, such committee must have at least five members.
2. Authority of Board Committees. 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 Board Committee, which has the authority of the Board;
 - c. The fixing of Trustee compensation for serving on the Board or on any committee;
 - d. The amendment or repeal of these Bylaws or the adoption of new Bylaws; and
 - e. The amendment or repeal of resolutions of the Board, which by their terms shall not be so amended or repealed.
3. 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 shall be governed by the provisions of these Bylaws with respect to the calling of meetings, including compliance with the Open Meetings Law.
4. Standing Committees. The following standing committee of the Board shall be created.

Finance. This committee will be responsible for the annual audit and any other budget and accounting matters. This committee shall consist minimally of the Chairman, Treasurer and Secretary, and any other board members appointed by the Chairman.

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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 Corporation 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 Corporation's Charter or these 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 Corporation 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 Corporation 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.

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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 Corporation, 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 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 of which such Trustee is a member, 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 reasonable 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 Corporation consist of a Chairman, Vice Chairman, a Secretary and a Treasurer. The Corporation also may have such other Officers, as the Board deems advisable.

1. Chairman. Subject to Board control, the Chairman has general supervision, direction and control of the affairs of the Corporation, and such other powers and duties as the Board may prescribe. If present, the Chairman shall preside at Board meetings.
2. Vice Chairman. If the Chairman is absent or disabled, the Vice Chairman shall perform all the Chairman's duties and, when so acting, shall have all the Chairman's powers and be subject to the

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same restrictions. The Vice Chairman 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 Corporation'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 Corporation's Charter and these Bylaws, with amendments; (c) give or cause to be given notice of the Board and Board Committee meetings as required by these Bylaws; and (d) 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 Corporation'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 Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates; (d) disburse or cause to be disbursed the Corporation's funds as the Board directs; render or cause to be rendered to the Chairman and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition; (f) prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and (g) 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 or 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 Chairman.

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

C. REMOVAL AND RESIGNATION

The Board may remove any Officer, at any time, in accordance with Education Law subdivision 226(8). 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 Corporation, 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 Corporation's debts, liabilities or other obligations.

Article IX: Indemnification of Corporate Agents

The Corporation may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or intestate was a Director, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees, and may advance expenses of defense upon receipt of an undertaking as provided in Section 723 of the Not-for-Profit Corporation Law.

Article X: Self-Dealing Transactions

The Corporation shall not engage in any self-dealing transactions, except as duly approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest. Notwithstanding this definition, a transaction is not a self-dealing transaction, and is subject to the Board's general standard of care, if it is part of a public or charitable program of the Corporation, if the transaction (a) is approved or

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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.

Article IX: Other Provisions

A. FISCAL YEAR

The fiscal year of the Corporation begins on July 1 of each year and ends on June 30.

B. EXECUTION OF INSTRUMENTS

Except as otherwise provided in these Bylaws or in a resolution of the Board, the Chairman and the Secretary are authorized, and the Board may adopt a resolution authorizing any other Officer or agent of the Corporation, to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. 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 Corporation by any contract or engagement, to pledge the Corporation'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 Corporation may be signed by the Chairman, Treasurer, Secretary or Controller. For amounts greater than \$25,000, two authorized signatures are required.

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 corporation 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. INTERPRETATION OF CHARTER

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Whenever any provision of these 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, provided, however, material changes to the By-Laws will not be effective until approval by the Charter Schools Institute acting on behalf of the Board of Trustees of the State University of New York, and if appropriate, by the Board of Regents. Notification of proposed amendments to the By-Laws shall be provided to the Charter Schools Institute.

Certificate of Secretary

The undersigned does hereby certify that the undersigned is the Secretary of the Corporation, an education corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

SECRETARY

DATE

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Request 13 By-Laws

School Code of Ethics

The Board of Trustees (the “Board”) of Harlem Village Academy West 2 Charter School (the “School”) recognizes that sound ethical standards of conduct serve to increase the effectiveness of members of the Board (each a “Trustee” and collectively, “Trustees”) and the School’s staff. Actions based on an ethical code of conduct promote public confidence and the attainment of the School’s goals and objectives. The Board also recognizes its obligation to adopt this code of ethics (the “Code of Ethics”) consistent with the provisions of the New York State General Municipal Law and as required under the provisions of the New York Education Law.

The Trustees, officers and employees of the School shall at all times be in compliance with the letter and spirit of the Code of Ethics. Trustees, officers and employees, as part of their service to or employment by the School, shall be furnished a copy of and shall also agree to adhere to this Code of Ethics. The Chair of the Board shall cause a copy of this Code of Ethics to be distributed annually to every Trustee, officer and employee of the School. This Code of Ethics is incorporated by reference into the School’s duly adopted by-laws (the “By-laws”). Terms not defined herein shall have the meaning ascribed to them in the By-laws.

1. **Management of the School.** The Board shall conduct or direct the affairs of the School and exercise its powers subject to the provisions of applicable federal, state or local law, (including the Education Law and Not-for-Profit Corporation Law), as well as the requirements set forth in the School’s charter and By-laws. The Board may delegate aspects of the management of school activities to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction.
2. **Makeup of the Board.** All Board members shall be at least 21 years of age. No individual currently employed by the School whether as a full-time or part-time employee, independent contractor or otherwise shall be eligible to serve on the Board.
3. **Representation before the Board.** A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board.
4. **Representation before the Board for a Contingent Fee.** A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board, whereby the compensation is to be dependent or contingent upon any action by the School with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.
5. **Participation in Board Discussions and Votes.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Committee thereof, except that any Trustee shall be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a “self-dealing transaction”

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(see below); (b) a potential Conflict of Interest (as defined in the Board's Conflict of Interest Policy (the "Conflict of Interest Policy") and also incorporated in the By-laws; (c) indemnification of that Trustee uniquely; or (d) any other matter at the discretion of a majority of the Trustees.

6. **Confidential Information.** No Trustee, officer or employee shall disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he or she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.
7. **Self-Dealing Transactions.** A "Self-dealing transaction" shall mean a transaction to which the School is a party and in which one or more of the individual Trustees, officers or employees has a financial interest. Neither members of the Board nor the employees of The School shall engage in any Self-Dealing Transactions, except as approved by the Board and in compliance with the Conflict of Interest Policy. Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care: a transaction that is part of a public or charitable program of the School, if the transaction (a) is approved or authorized by the Board in good faith and determined by the Board to be in the best interest of the School and without favoritism, and (b) results in a benefit to one or more Trustees or their families solely because they are in a class of persons intended to be benefited by the program.
8. **Loans.** The Board shall not make any sort of monetary loan to a Trustee, and no Trustee shall ask the Board for any such loan or borrow against the School's monies.
9. **Disclosure of Interest in Matters before the Board.** Any Trustee, officer or employee, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other interest he or she has, will have or later acquires, or that his or her spouse has, will have or later acquires, in such matter. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that might reasonably be construed to be adverse to the Board's interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of the Board. A person shall be deemed to have an "interest" in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the School, or is a Director, Trustee, officer or employee of or has a significant financial or influential interest in the entity contracting or dealing with the School.
10. **Not-for-Profit Disclosure.** Trustees, officers or employees representing any not-for-profit entity proposing to do business with the School shall disclose to the Board the nature and extent of such business propositions.
11. **Business Relationship with the School.** No Trustee, officer or employee of a for-profit entity having a business relationship with the School shall serve as a voting member of the Board for the duration of such business relationship, unless the business relationship qualifies as one of the Exceptions to Conflicts of Interest set

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forth in the Conflict of Interest Policy and the approval of such relationship otherwise complies with the terms and procedures of the Conflict of Interest Policy.

12. **Investments in Conflict with Official Duties.** A Trustee, officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.
13. **Private Employment.** A Trustee, officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
14. **Future Employment.** A Trustee, officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former Trustee, officer or employee of any claim, account, demand or suit against the School or district on his or her behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.
15. **Educational Management Organization.** In no instance shall a Trustee, officer or employee of a for-profit educational management organization having a business relationship with the School serve as a voting member of the Board for the duration of such business relationship.
16. **Organizational Limit on Board Seats.** Trustees, officers, or employees of any organization shall hold no more than 40 percent of the total seats comprising the Board.
17. **Undue Influence.** Trustees, officers or employees shall avoid at all times engaging in activities that would appear to be unduly influenced by other persons who have a special interest in matters under consideration by the Board. If this occurs, the Trustee, officer or employee shall write a letter disclosing all known facts prior to participating in a Board discussion of these matters and the Trustee's interest in the matter will be reflected in the Board minutes.
18. **Financial Disclosure.** Trustees, officers and employees shall make all appropriate financial disclosures whenever a grievance of conflict of interest is lodged against them.
19. **Gifts.** No Trustee, officer or employee shall, directly or indirectly, solicit any gifts, nor shall any Trustee, officer or employee accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part. Trustees, officers and employees shall report to the Board their acceptance of any gift or privilege worth \$75 or more from any person or

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organization that is doing business or may potentially do business with or provide services to the charter school. Such reporting must occur at the next board meeting following receipt of the gift.

20. **Political Contributions.** The Trustees, officers, or employees of the School may never ask a subordinate, a student or a parent or guardian of a student to work on or give to any political campaign.
21. **Related Party Transactions.** The School has not had, nor does it anticipate having, any related party transactions that have occurred or may occur as a result of a less than arm's length relationship with a related party. The School has established requirements and procedures in its By-laws to ensure that all transactions are at arm's length and that, in the event that a less-than-arm's length agreement might occur, proper and timely disclosures are made and any interested party must recuse him or herself from the decision-making process.

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Request 13 Complaint Policy

(f) Complaint Policy

Provide a draft of the proposed school's complaint policy. The complaint policy must include procedures for handling complaints including from staff, parents, employees, and contractors.

The following is excerpted from the 2017-2018 Harlem Village Academies Student & Family Handbook:

Complaint Policy

It is recommended that any concerns or complaints are discussed with the individual(s) directly involved, such as a teacher or staff member. If the complaint is not resolved to the satisfaction of the complainant in discussions with the individuals directly involved, or if the complainant prefers in the first instance, a complaint may be brought to the Dean.

If there is no resolution, or if the complaint is about the Dean, the complaint may be brought to the principal, verbally or in writing. Within 14 school days of receiving a written complaint, the principal will hold a meeting with the complainant and attempt to resolve the complaint.

If there is no resolution, or if the complaint is about the principal, the complaint may be made to HVA's Chief of Student and Family Affairs, Yohana De Los Santos who may be contacted via phone at 646-316-8225 or email at ydelossantos@harlempvillage.org. Depending on the nature of the complaint, the Chief of Student and Family Affairs may meet with the complainant and attempt to resolve the issue. If there is no resolution, or if the complaint is about the Chief of Student and Family Affairs, or if a parent wishes to file a formal complaint in the first place with the board, the complaint may be sent to the Board in writing via the school's main office in a sealed envelope marked "To the Board." When the Board of Trustees receives a written complaint, depending on the nature of the complaint, the Chairperson will decide whether or not the complaint will be addressed at a board meeting and if so, whether the complaint will be heard in a regularly scheduled meeting of the board in open session or whether it will be heard in a special meeting of the Board's Executive Committee. Depending on the nature of the complaint, the Chairperson will also decide whether the Board will address the issue, or whether the Chief of Student and Family Affairs will be the final step in the appeals process. The Board or Executive Committee, as appropriate, will respond to the complaint within 30 days of receipt of the complaint, or will respond in writing stating that additional time will be required to respond to the complaint along with a rationale for the required additional time. The Board or Executive Committee shall render a determination in writing, as necessary, and provide such determination, and if deemed necessary, any remedial action to be taken by the school, to the complaining party, together with a written notice that the complainant may appeal the determination of the school to the Trustees of the State University of New York (if he or she alleges a violation of law or the school's charter) and a copy of the State University's

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“Guidelines of the Charter Schools Institute for Handling Complaints received Pursuant to Education Law 2855(4).” If the Board or Executive Committee hearing resolves the complaint, the complainant signs a document stating that the complaint is resolved.

If the complainant believes that the Board or Executive Committee did not adequately address the complaint, the complainant may bring the complaint to the Trustees of the State University of New York, provided that the complaint alleges a violation of law or the school’s charter. If the complainant determines that the Trustees of the State University of New York did not adequately address the complaint, the complainant may bring the complaint to the Board of Regents. The Trustees of the State University of New York and the Board of Regents have the authority, pursuant to section 2855(4) of the Education Law, to take appropriate action.

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Request 14 District Relations

14. District and School Relations

- (a) *Provide strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges.*
- (b) *Provide a description of low-performing schools in the area where the proposed charter school intends to be located and explain how the charter school might partner with those schools to share best practices and innovations.*

The performance of CSD 5 is presented in Response 1(a) – Community Description and Need. No more than a quarter of students are proficient in either ELA or Math in any elementary grade.

Elementary Student Performance of HVA West and CSD 5, 2016-17

Grade	ELA		Math	
	HVA West	CSD 5	HVA West	CSD 5
3	79%	23%	99%	25%
4	63%	24%	91%	18%
5	19%	21%	26%	21%
Total	72%	23%	92%	21%

Below is a list of low-performing district schools in proximity to the proposed location of HVA West 2. Based on 5th grade performance the need for improvement is clear.

5th Grade Performance on 2017 State Exams

School	ELA	Math
P.S. 133 Fred R Moore (M133)	8%	11%
P.S. 154 Harriet Tubman (M154)	36%	21%
P.S. 180 Hugo Newman	18%	24%
P.S. 200- The James Mccune Smith School (M200)	11%	17%

HVA has established and maintained good relations with district schools and officials. The HVA East elementary school, East middle School and West middle school are all currently co-located within a NYCDOE building and collaborates regularly with the other school in the building through the building council and other means to coordinate programs and resources. In addition, HVAN staff recently met with the district superintendent to discuss the distribution of space and communication is ongoing.

HVA remains open to collaboration with local district schools. Their staff are welcome to visit our schools to learn from our practices and we work closely with other schools in the

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appropriate placement of students and transfer of records. In addition, HVA communicates regularly with other charter schools in the community and is a member of the NYC Special Education Collaborative.

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Request 15 Student Demand

(a) General Student Population

Provide a narrative description of student demand. Explain how it will enable the school to meet its proposed enrollment.

We have undertaken this application specifically because of overwhelming community need and the demand for seats in current HVA schools. HVA West had 492 applications for 125 seats last year, and had 367 students on the waitlist after last year's lottery. In the larger charter community, there were 21,320 applications in Manhattan last year for 6,650 seats. In Harlem specifically there were 14,010 applications for 3,050 seats. Demand for charter seats continues to grow.

(b) Target Population Enrollment

NOTE: Presenting a plan to recruit and retain target populations is a minimum statutory requirement. For further information, refer to the Guidance Handbook.

Explain how the school will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and FRPL students. The response should:

- *Cite the proposed school's enrollment and retention targets as determined through the enrollment and retention calculator found here:*
www.newyorkcharters.org/operate/existing-schools/enrollment-retention/;
- *Articulate the recruitment strategies the school will employ to attract each target population to the school (including outreach to parents in the community for whom English is not their primary language);*
- *Describe any at-risk admissions factors, set-asides, or "preferences" the school would offer to increase the likelihood of enrolling targeted students;*

Note that including preferences beyond one extra weight (ticket) in the lottery may make the proposed school ineligible to receive federal Charter School Program ("CSP") grant funding. See Appendix A and the Guidance Handbook for further information; and,

- *Provide a brief explanation of the efforts, resources, structures, or programs that the school will employ to retain these students and how the school will monitor the efficacy of such efforts including disaggregation of student performance data for each subgroup.*

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Enrollment and Retention Targets for 150 K-5 Students in CSD 5

Category	Enrollment Targets	Retention Targets
Economically Disadvantaged	91.6%	88.0%
English Language Learners	14.6%	88.4%
Students with Disabilities	20.2%	88.2%

Recruitment Strategies

The HVA Network is responsible for student recruitment and already has experience with enrolling students at its existing five schools in the community. HVA general recruitment strategies include:

- Participation in the online application through the NYC Charter Center
- Bus ads and other external marketing
- Flyer mailings to pre-K in CSDs 4, 5, 6, 7, 8, 9, and 12
- Outreach to Head Start programs
- Open houses
- Sibling surveys
- Families distribute flyers in the community

Harlem Village Academy is committed to serving students with disabilities, English language learners (ELLs) and students who are eligible to participate in the federal free and reduced priced lunch program, and has developed specific strategies to attract and retain these students. We have used and anticipate using in the future the following strategies to attract high-needs students:

ELL Students:

- Mailing fliers and postcards to prospective parents in languages other than English, particularly Spanish
- Soliciting referrals from parents of English language learners currently enrolled at HVA
- Targeting mailings at zip codes with high concentrations of English Language Learners
- Conducting open houses in languages other than English and/or providing translation

Students With Disabilities:

- Conducting open houses focused on the special education services offered by the school.
- Disseminating materials that welcome students with special needs and describe our school's programs.

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Economically Disadvantaged:

- In its Admissions Policy the school sets aside the first 30% of its seats for students eligible for free or reduced lunch.
- Targeting mailings at zip codes with high concentrations of students eligible for free or reduced lunch
- Posting fliers in buildings frequented by high-needs populations, e.g., public housing.
- Developing relationships with programs such as Head Start, the Children's Aid Society and other schools and organizations that serve high-needs populations.
- Attending community fairs that attract high-needs populations

Retention Strategies

The HVA academic program and school culture are specifically designed to raise student achievement and develop character, which we believe is the best way to satisfy parents and retain students. HVA West 2 students will have access to the expertise and resources at HVA West and the HVA Network to ensure its at-risk students succeed and remain part of the HVA community. Last year 89% of eligible students returned. For students with disabilities the retention rate was 87%, for English language learners it was 96%, and for economically disadvantaged students it was 91%. We believe HVA West 2 will replicate a proven model with a track record of strong retention. Our general education model, which addresses assessment and progress monitoring, is described in detail in Response 5, our services for specific populations, including students with disabilities and English language learners, are presented in Response 7, and our approach to school culture is addressed in Response 9. Below we summarize key strategies for retaining at-risk students:

Economically Disadvantaged: The vast majority of HVA students come from low-income families and it our intent to provide them with the same educational opportunities as their upper-income peers in wealthier neighborhoods.

- **Family Relationships and Communications:** After students are accepted in the lottery but before the school year begins, summer home visits take place to communicate our expectations. During the first weeks of school HVA continues to make contact with families and begins building lasting relationships. Activities include pot luck dinners, positive phone calls home, and informal chats with families during arrival and dismissal. When parents raise concerns about the high academic and behavioral expectations, teachers call home to convince them to stay. Deans and social workers collaborate as the Student and Family Support team to proactively create home-school partnership opportunities as well as make themselves available to address parent concerns. Finally, HVA provides advice to parents regarding how they can reinforce our behavior expectations at home, e.g., respectful speech, actions and gestures, through a variety of pre-planned workshops.
- **New Student Acclimation:** HVA employs strategies to help students adjust to our higher behavior standards. Staff interview students during orientation using a

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teacher-developed 20-question interview protocol focused on behavior. Throughout September, teachers observe each other's classrooms during their free periods, then meet every evening to debrief about their students and devise strategies to improve behavior and habits. Teachers and other staff provide intensive support to students on a daily basis, coaching them in how to change their behavior habits. Teachers and deans conduct follow-up calls during September regarding student behavior and progress and to build the relationship with the families so that we're on the same team working together to help the child successfully meet the higher behavior standards

- **Culture Building:** Each day begins with a whole group Morning Meeting where students are greeted respectfully and joyfully by all members of the class. Morning Meeting includes opportunities to discuss feelings and expectations and a portion of Morning Meeting is dedicated to self-reflection and goal setting. Each day ends with a Closing Circle, which allows students to reflect on their day, acknowledge peers who supported their learning, provide apologies for any harm done to the community and set goals for the following day.
- **Academic Supports.** Strategies to maximize the number of students who are promoted to the next grade each year include: co-teaching with an emphasis on small group instruction, frequent assessment (e.g., running records) to identify struggling students early and target support in the classroom, robust tutoring opportunities during small group instruction, lunch, after-school and Saturdays.

Students With Disabilities: HVA has a Child Study Team (CST) to identify struggling students and implement a Response to Intervention system to address their needs. If they do not show adequate improvement, the CST refers them to the Committee on Special Education (CSE), which evaluates them and determines if they are eligible for special education services. The SUNY Charter Schools Institute renewal report for HVA West found that "Harlem Village has comprehensive programs to meet the needs of at-risk students, especially in the elementary grades." HVA's special education program includes:

- Integrated co-teaching (ICT) to support inclusion.
- Special education teacher support services (SETSS) via push-in and pull-out supports.
- Social workers to provide mandated counseling.
- Participation in the New York City Charter Center Special Education Collaborative, which provides professional development for school leaders and teachers.
- Opportunities for general education and special education teachers to collaborate and plan together.
- Ongoing monitoring of the performance of students with disabilities, including disaggregated results from assessments and tracking of IEP goals.

English Language Learners: HVA has developed a strong literacy program to help all students as well as targeted supports for student identified as ELLs.

- A co-teaching model that allows for small group instruction targeted at specific needs.
- ESL teachers who provide push-in and pull-out support.

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- Assessment systems to disaggregate data and monitor progress towards English proficiency.
- Participation in the New York City Charter Center Special Education Collaborative, which also provides professional development related to ELL needs.

Community Connections

HVA has extensive relationships with organizations and other stakeholders in the Harlem community that help us target our recruitment efforts to at-risk subgroups and to which we refer families for advice and support so they can flourish and remain in our school. Below are a sample of the organizations with which HVA collaborates and HVA West 2 will have access:

Economically Disadvantaged: HVA works with numerous community-based organizations that serve low-income families, including:

- 125th Street Library
- 96th Street Library
- Addie Mae Collins 1
- Aguilar Library
- American Youth Soccer Organization (AYSO)
- Asphalt Green
- Boys and Girls Club Manhattan Center for Science and Mathematics
- Boys and Girls Harbor
- Boys and Girls Harbor, Inc.
- Boys Club of NY Gerry Clubhouse
- Central Park Conservancy
- Central Park Conservancy
- Children's Aid Society
- Children's Aid Society Drew Hamilton ECC
- Children's Aid Society P.S. 5 Early Childhood Program
- Citizens Care DCC 3
- Columbia Greenmarket
- Dance Theatre of Harlem
- Dwyer Cultural Center
- East Harlem Block Nursery 2
- East Harlem Little League
- East Harlem Tutorial Program
- ECDO Adam Clayton Powell Early Learn Center
- Episcopal Social Services Head Start (Fifth Avenue)
- ESS Morningside
- Falu Foundation
- Figure Skating in Harlem
- Gladiator Sports, Inc.

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- Gotham Basketball Association
- Graham Windham DCC
- Grant Day Care Center
- Hansborough Recreation Center
- Harlem Children's Zone Community Center
- Harlem Jets
- Harlem Karate Institute
- Harlem Library
- Harlem RBI Inc.
- Harlem School of the Arts
- Harlem Tae Kwon Do
- harlem4kids
- Ice Hockey in Harlem
- Kokushi Budo Institute
- LSSMNY: Early LIFE Children's Center 11
- LSSMNY: Early LIFE Children's Center 12
- LSSMNY: Early LIFE Children's Center 13
- Mt. Zion A.M.E. Church
- Museum of the City of New York
- My Gym Harlem
- National Dance Institute Center for Learning & the Arts
- New York City Housing Authority (NYCHA) DeWitt Clinton Community Center
- New York City Job Center
- NYC Basketball League (NYCBBL)
- NYC Parks & Recreation Thomas Jefferson Center
- NYCHA East River Community Center
- NYCHA Herbert H. Lehman Community Center
- NYCHA Jackie Robinson Community Center
- NYCHA R.F. Wagner Houses Community Center
- Police Athletic League
- Pouncing Tigers
- Prince Hall Colonial Park Day Care Center
- Seedco Workforce 1 Career Center
- Seventh Avenue Center for Family Services
- The Salvation Army at Manhattan Citadel
- Thomas Jefferson Recreation Center
- Uptown Dance Academy
- Urban Concepts of NY-Round the Clock Nursery, Inc.
- Urban Concepts/Round the Clock
- Urban Concepts/Round the Clock
- Utopia Children's Center
- West Harlem Early Learn

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English Language Learners: HVA also works with many East Harlem organizations that serve Hispanic and immigrant families, including:

- Addie Mae Collins 2
- Boys & Girls Harbor, Inc. (MAVS)
- Children's Aid at P.S. 50
- Children's Aid Society Taft Early Childhood Center
- Community Life Center
- Dawning Village
- Dawning Village Too (MAQM)
- Dominican Women's Development Center
- East Harlem Block Nursery 1
- East Harlem Center
- East Harlem CHS Bilingual Head Start 111th
- East Harlem CHS Bilingual Head Start Program
- East Side Escalades
- El Museo del Barrio
- Franklin Plaza
- Legget Memorial
- Metro North Childcare Center (MAVY)
- Northside Center Day School
- Pequenos Souls Day Care Center
- SCAN LaGuardia House Nursery
- Sunshine of Lc of 3rd Ave
- Union Carver Early Childhood Program
- Union Johnson Early Childhood Program
- Union Washington Child Care Center
- Sunshine LC of 5th Ave East Harlem
- Sunshine LC of 142nd St, The Bronx

Students with Disabilities: To attract students with disabilities, we also work with a number of social service organizations and agencies, including:

- Committee on Special Education 10
- Child Mind Institute
- Association to Benefit Children
- East Harlem Asthma Center of Excellence
- Moreau LMSW Children & Family Services PC
- New York Center for Child Development
- Northside Center for Child Development

(d) Community Support

Harlem Village Academy West 2 Charter School Application

Describe support for the proposal from community stakeholders or others including an analysis of both the depth of support and opposition to the school.

Harlem Village Academies is well established in the Harlem community, and our outreach has confirmed support and encouraged us to submit this application. Evidence of support is provided in Response 15e.

We are not aware of any opposition to this proposal for HVA West 2.

Harlem Village Academy West 2 Charter School Application

Request 15 Evidence of Demand

(c) Evidence of Student Demand

Describe and provide evidence of the demand for the school (e.g., petitions that clearly indicate signers have students of age to enroll in the school and would consider enrolling them in the school). If using waitlists as evidence of demand, provide an estimate based on experience of how many waitlist entries it takes to fill a seat.

NOTE: If evidence of student demand overlaps with evidence of community support, it is not necessary to duplicate documents. Please clearly describe how any specific evidence of community support also explicitly or implicitly demonstrates student demand.

Numerous conversations with HVA families and community stakeholders indicate strong demand exists for additional seats, which is corroborated by the following data points:

1. HVA West had 492 applications for 125 seats last year.
2. HVA West had 367 students on the waitlist after last year's lottery. We have found that it takes approximately five students from the waitlist to fill each vacant seat.
3. As of February 15, 2018, HVA West maintained a waitlist of 422 students.
4. As of February 15, 2018, HVA West already had 547 applications for next year.
5. There were 21,320 applications in Manhattan last year for 6,650 seats. In Harlem specifically there were 14,010 applications for 3,050 seats.

**NYC
MISSION
SOCIETY:** 

NYC Mission Society Afterschool Program

Renaldo Davidson

New York, NY 10030

March 1, 2018

Dear State University of New York,

I am writing to express my support for Harlem Village Academies West 2 Charter School. I am a resident of community school district [5] and I believe that Harlem Village Academies West 2 Charter School will be an asset to my community. Harlem Village Academies West 2 Charter School will provide an educational choice to families, one with rigorous academics and values of strong work ethic, community, diversity, accountability, and personal growth. High standards combined with a progressive pedagogy will prepare students for success in the future, becoming independent thinkers and most importantly contributing and outstanding citizens.

I am confident that Harlem Village Academies Network, with 15 years of excellence in student-centered education and social justice will work endlessly to provide an exceptional educational choice to elementary school students in my district.

I support the approval of Harlem Village Academies West 2 Charter School to serve students in my district. I value the philosophy and practices of Harlem Village Academies West 2 School and I would be pleased to see a progressive school in the community.

Sincerely,



Renaldo Davidson

Harlem Village Academy West 2 Charter School Application

Request 15 Admissions Policy

(f) Admissions Policy

Describe the admissions policy for the school including any at-risk designations or set-asides, and how the school intends to apply the statutory preferences for returning students, siblings, students residing in the school district or CSD of location of the charter school, and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act.

Admissions/Enrollment Policy

Admission to the Harlem Village Academy West 2 Charter School (HVA West 2) shall not be limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, national origin, religion, or any other ground that would be unlawful.

HVA West 2 will admit each eligible student who submits a timely application, unless the number of applications exceeds the capacity of the student's requested grade level or the school building. Each year, the school's Executive Director or his/her designee shall determine the capacity of each grade level for the subsequent school year.

Legal Requirements Relating to Admissions

- The school shall not discriminate on the basis of intellectual or athletic abilities.
- The school shall not discriminate on the basis of "measures of achievement or aptitude."
- The school shall not discriminate on the basis of personal disabilities or any other basis that would be illegal for an existing school district.
- The school shall provide for the education of its pupils without discrimination as to national origin, religion, or ancestry, ethnicity, race, creed, gender or sexual orientation. The school shall comply with all state and federal civil rights laws.
- The school shall not charge tuition (but may charge fees in the same manner as existing public schools).
- The school shall be open to any child who is eligible under the laws of New York State for admission to a public school.
- The school shall comply with all state and federal laws applicable to public schools concerning church-state issues.
- The school shall comply with the provisions of Section 2854(2) of the Education Law.

Public Notice of Open Enrollment

Notice of the enrollment period and application process will be published to inform those interested in admission into the school. Information sessions will be offered to interested applicants and their families and will include evening and weekend times. If the school

Harlem Village Academy West 2 Charter School Application

has more applicants than available spaces, it will select students by random selection lottery (“Lottery”).

The school will provide notice of open enrollment in a variety of ways, which may include:

- Mailing written notices of the open enrollment period and an application to all families who inquire about school enrollment; and,
- Mailing flyers to community organizations, churches, youth programs, public housing offices, schools, daycare centers in the school’s immediate community and city wide;
- Posting written notice of the open enrollment period at the school site; and,
- Airing a public service announcement on local cable television and/or printing a written notice of the enrollment period in local newspapers.

Enrollment Policy

Enrollment is open to all kindergarten and first grade students. Priority is given to students previously enrolled at Harlem Village Academy, students living in Community School District (CSD) 5, and to siblings of students already enrolled. The school will reserve thirty percent of available seats for students who are eligible for free or reduced price lunch.

Procedures for Determining CSD Residency

The school will use the address provided on the student application to determine CSD residency by searching the New York City Department of City Planning website <http://gis.nyc.gov/dcp/at/f1.jsp>. For students whose address returns multiple CSDs, the school will consider the student a resident of the district that the search tool returns for the grade in which the student is applying. For the purposes of the Lottery, CSD residency will be determined at the time the application is submitted. Subsequent moves into our out of CSD 5 will not change the student’s residency status.

Procedures for Determining Free or Reduced Price Lunch Eligibility

Families will be given the opportunity to submit documentation of eligibility for free or reduced priced lunch at the time of application. The school will accept as documentation either 1) proof that applicant child’s sibling is eligible for free or reduced priced lunch 2) proof of TANF eligibility, 3) proof of head start participation, 4) evidence of student’s status as a foster child, or 5) proof of homeless status.

Siblings

The term “sibling” is defined, per state law, as brother, sister, or other child legally under the care of the same legal guardian.

Procedures for Determining Eligibility for Kindergarten Enrollment

Harlem Village Academy West 2 Charter School Application

Students must be 5 years old by December 31st of their kindergarten year in order to be eligible for kindergarten. The school will use the birthdate given on the application to determine a student's eligibility.

Enrollment Process

The school will accept applications for the subsequent academic year from approximately the first business day of November until a date to be determined each year by the Executive Director, but not earlier than April 1st of each year ("Application Deadline"). If applications exceed available space, the Application Deadline shall be the deadline for applications to be drawn by Lottery. The Application Deadline will be clearly stated on the school's application for admission.

Families interested in enrolling their students for the next school year may obtain applications at the information sessions (which will be held evenings and weekends), or at the principal's office of the school on weekdays when the school is in session. All applications received after the Application Deadline, but before the Lottery will not be eligible to participate in the Lottery, and will be added to the end of the waiting list created at the time of the Lottery. The application form may contain required information (e.g. proof of age and residency) as well as optional information.

Students previously enrolled will be reenrolled at the school.

Lottery

If at the time of the Application Deadline, the number of applicants for a classroom exceeds the number of positions available, the school will hold a Lottery. The Lottery will be conducted after the Application Deadline on a date to be determined by the Executive Director. The Lottery shall be supervised by a notary public or certified public accountant and shall be open to the public.

The school will conduct a separate drawing for each grade in which the school has seats available. The kindergarten drawing shall be conducted first, followed in order by the drawing for each subsequent grade level. Applicants who have a sibling currently enrolled in the school will receive first priority, regardless of their district of residency or their lunch status. The school will separate the remaining applications into four groups: 1) students who live in the same CSD as the school's primary location and who are eligible for free or reduced price lunch, 2) students residing in any other school district in New York State, but are eligible for free or reduced price lunch, 3) students who live in the same CSD as the school's primary location, but who have not supplied documentation of eligibility for free or reduced price lunch, and 4) students residing in any other school district in New York State, and who are not eligible for free or reduced price lunch . For the first thirty percent of seats, the school will first draw names from the group of students residing in the school's CSD who have provided documentation of eligibility for free or reduced priced lunch, and

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once that group of applications is exhausted, from the group of students residing in another CSD who are eligible for free or reduced priced lunch.

Once the first thirty percent of seats have been filled, all applications not yet selected will be re-sorted into two groups: one for students who live in the same CSD as the school's primary location, and one for those students residing in any other school district in New York State. The lottery will proceed by first drawing names from the group of students residing in the same CSD as the school's primary location, and once that pool of applications is exhausted, from the group of students residing in any other school district in New York State. At any point in the lottery, if a student's name is drawn who has a sibling or sibling(s) in the lottery, the sibling(s) automatically become(s) enrolled as well, provided that a position exists in the grade for which the sibling(s) are applying. Any remaining names will be drawn to establish waiting list priority to fill openings during the school year. After all eligible names have been drawn, the school will add the names of applicants who filed applications after the close of open enrollment. All post-deadline applicants will be added in the order in which they are received regardless of district of residency or eligibility for free or reduced priced lunch.

Immediately after the Lottery, the school will notify applicants in writing of their status as accepted or waitlisted. Accepted applicants will have two weeks from the date of the letter to accept or decline the position. If the applicant does not contact the school, the school will attempt to contact the applicant at the phone numbers and/or email listed on the application. If the school is still unable to contact the applicant, the school will assume that the applicant does not intend to enroll, and will make the space available to the next applicant on the waitlist. If, at a later date, an applicant who the school was unable to contact wishes to enroll, the school will make reasonable efforts to enroll that student, provided that doing so would not cause the school to violate the enrollment limits in its charter and/or would not increase class size beyond a point, to be determined at the sole discretion of the school, that academic progress of other students would be negatively impacted.

Once an applicant has accepted a position in the school, the student's spot will be provisionally secured. By July 1, parents of provisionally accepted and waitlisted students must submit proof of New York State residency. Once this documentation is received, students have secured their place in the school or on the waitlist.

Student Placement

The school may require students to repeat a grade if they have completed a grade level at another school but cannot pass the Harlem Village Academy Charter School's exit assessments for that grade.

Student Withdrawal

A student may withdraw with written notice by the parent/guardian of the student.

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Request 16 Facilities

(a) Facility Needs

Describe the facility needs of the proposed school for each year of the charter period including any unique features necessary to implement the school design and academic program including:

- *The desired location of the school facility;*
- *The number of general education classrooms required each year;*
- *Any additional classroom space required for special education or ELL services, labs, specialty classes, and intervention or enrichment programs;*
- *Space requirements for administrative functions, food services, a nurse's office, and physical education; and,*
- *If the applicants intend to offer a residence program for students, describe the facility requirements to support this program, overnight staffing, and include specific and detailed information regarding the number of residence rooms, configuration, restrooms, food service, and other facility-related needs.*

HVA West 2 will be a small school serving grades K-5 at the end of the charter term. It is proposed to be located in Harlem in close proximity to HVA West, the school that it is replicating, in order to share resources and facilitate support from Village Academies Network (VAN) and collaboration with other HVA schools. The needs of the school are as follows:

- 6 elementary classrooms
- 1 space for specialty classes, e.g., art
- 1 resource room for pull-out services
- 2 administrative offices
- 1 reception/front office area with records storage
- 1 conference room for private meetings
- 1 space in which to serve meals
- 1 space for physical education
- 1 nurses office with lockable filing cabinets, running water, lockable refrigerator and Internet access
- Storage for instructional materials, records, and food service items
- Space for technology infrastructure

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(b) Facility Selection

Describe the efforts to date to secure a facility for the school including:

- *If the applicants have identified a facility, a description of the facility and how it meets the school's needs including its location and whether it is new construction, part of an existing public or private school building, or must be renovated for use;*
- *How the proposed facility will be able to meet NYSED (outside of NYC), or New York City Department of Buildings School Use ("G"), and state sanitary specifications by commencement of the first year of operation;*
- *If the applicants have not identified a facility, explain the plans for securing a suitable facility and preparing it for use by the time the school would open (including assuring that it meets specifications). Also, explain any contingency planning including the associated costs;*
- *If an applicant seeks to be located in any public school facility as a primary option, he or she must clearly state these plans and indicate that a facility has not been located unless all necessary governmental approvals for the facility have been obtained;*
- *If co-located space is the primary facility plan and the budget template has been completed under that assumption but the applicant would also investigate other options, discuss the alternative plans in a narrative. If the Institute deems it necessary, a budget reflecting the secondary assumptions may be requested; and,*
- *If another organization is assisting the applicants in obtaining facilities, provide information about such organization.*

Three HVA schools are currently co-located in NYCDOE school buildings and HVA has maintained regular communication with the district regarding future co-location opportunities. We have been informed that it is highly unlikely that additional space will be available for more charter schools in the Harlem community. We intend to apply for co-location as part of the required process for securing rental assistance, but anticipate we will have to house the new school in private space.

HVA has identified a potential site for the proposed school that is within blocks of HVA West. It is a private building that currently houses another charter school and will be vacant come the 2019-20 school year. It is already configured to serve elementary school students, has capacity for approximately 240 students, and will require limited renovations to meet our needs. VAN has already initiated discussions with the owner of the building, who is interested in finding a new tenant. We have budgeted for 25% more than the current lease cost, but the actual lease cost cannot be determined until we have a charter and can negotiate in good faith for the space.

HVA has extensive experience with charter school facilities in New York City, including co-locating, leasing, owning and renovating. It has raised millions of dollars for facilities and worked with preeminent organizations such as Civic Builders to secure suitable space for its

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students. In the event the proposed building is not available, VAN will explore other options for leasing or constructing a suitable facility. In particular, there is a site around the corner from HVA West that has already been considered for construction. In addition, VAN staff are in regular touch with real estate brokers regarding potential buildings that might work for a school; in the past months we have considered several locations of which we were made aware.

(c) Facility Related Conflicts of Interest

If the charter school education corporation or its CMO or partner organization would own or lease a facility, provide a description of the ownership or lease arrangement indicating specifically any potential conflicts of interest and arrangements by which the education corporation would manage or avoid such conflicts. Note that in cases where there is a potential conflict, the Institute will likely require a fair market valuation of the cost of the facility supported by independent appraisers. Additionally, no education corporation trustee may have an ownership interest in a facility.

Village Academy Network (VAN) will enter into a rental agreement with the owner of the facility and sub-let it to HVA West 2. The CEO of VAN is proposed to sit on the school's board and as such will recuse herself from deliberations related to leasing the building from Village Academies Network.

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Request 16 Facilities Documents

Request is not applicable

Response 16d - 1

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Request 17 Food Services

Describe the plans for food services the charter school will provide.

HVA West 2 will use the same food services practices as in the other HVA schools. Namely, the school will use the NYCDOE food service program to provide breakfast and lunch to its students. This is the most efficient approach to food service as it does not require the school to secure any additional permits for food handling and preparation. This also ensures that meals meet all federal and state guidelines for nutrition and the free and reduced price lunch program. The Operations Director will coordinate with the NYCDOE to have meals delivered to schools and distributed to students. All students will receive meals free of charge, but the school will collect Eligibility for Free and Reduced Price Meals forms and maintain records of eligibility in order to receive Title I funding. Families may use the online School Meals form or fill out paper forms as part of the enrollment package. The Operations Director will also coordinate with a contracted janitorial service to meal clean up and recycling.

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Request 18 Health Services

Describe the plans for health services the charter school will provide.

HVA West 2 will contract with a part-time nurse, who may be shared with other HVA schools. The nurse will have the following responsibilities:

- Maintaining medical records
- Administering medications
- Treating minor injuries and ailments
- Communicating with parents about medical issues

When the nurse is not on-site, responsibilities that can be delegated will be assigned to the Operations Director. In addition, at least two HVA West 2 staff members will be trained in cardiopulmonary resuscitation (CPR) and the use of automated external defibrillator (AED) equipment.

The school will house a private nursing office that includes lockable filing cabinets and refrigerator, running water, and Internet access. Health records will be stored in locked filing cabinets accessible only by authorized staff members and will include immunization records and authorization and instructions for administration of medication. All visits to the nurse, including reason and treatment, will be documented in each child's health file.

The school will ensure that all students adhere to New York State requirements for immunization before they attend. Parents or guardians will be required to provide documentation that their child has received all required doses of vaccines (or at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals). Required immunizations include:

- Diphtheria, Tetanus, Pertussis
- Polio
- Measles/Mumps/Rubella
- Hepatitis B (3 doses)
- Varicella (2 doses)

Parents or guardians may waive immunization in accordance with Public Health Law and exemptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs contrary to such immunizations.

The school will implement policies and procedures regarding the administration of medication. The school will only administer medication that is necessary to maintain students in school and which must be given during school hours. The nurse may designate other staff to assist self-directed students taking their own medication and will provide the training and supervision necessary to perform these tasks in a safe and effective manner. All medications must be prescribed by a licensed prescriber on an individual basis.

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Request 19 Transportation

As with the other schools in the Harlem Village Academies network, we do not intend to provide transportation for our students. We will coordinate with the NYCDOE to provide metro cards for those students eligible based on their distance from the school as well as any transportation mandated by IEPs.

Our approach to transportation has not inhibited enrollment; approximately 40% of students at HVA West come from outside CSD 5. Our schools are located in close proximity to public transportation. Our proposed facility is within walking distance of the A/B/C/D subway lines at their 125th Street station and the 4/5/6 line subway lines at their 125th Street station. Numerous buses follow north-south routes along Adam Clayton Powell Jr. Ave., Malcolm X Blvd., 5th Ave., and Madison Ave. In addition, 125th Street is a major cross island artery for numerous buses. There is also ready access to the Bronx via the nearby 3rd Avenue and Willis Avenue bridges and to the Queens via the Robert F. Kennedy bridge.

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Request 20 Insurance

Describe the insurance coverage the charter school education corporation will carry for the school including the name of the insured and amounts of insurance for liability, property loss, and personal injury and any school owned or leased vehicles or other property. Please include the costs for annual premiums in the proposal budget(s).

An insurance quote was obtained from Austin & Co., Inc., which provides insurance to the existing HVA schools. See Response 23(b) Supplemental Attachments for a copy of the quote. The annual premium is estimated at \$25,450 for the following coverage:

Insurance Estimates

Coverage	Limits
Property	\$200,000
Business Income with Extra Expense	\$750,000
Automobile	\$1,000,000
Crime	
Employee Dishonesty including ERISA	\$350,000
Forgery	\$275,000
Computer Fraud	\$250,000
Money & Securities	\$50,000
Cyber Risk	\$1,000,000
Directors & Officers	\$1,000,000
General Liability	
Any One Occurrence	\$1,000,000
Annual Aggregate	\$3,000,000
Umbrella Liability	
Any One Occurrence	\$10,000,000
Annual Aggregate	\$10,000,000
Excess Educators Legal Liability	\$10,000,000
Excess Fiduciary Liability	\$3,000,000
Workers' Compensation & Employers' Liability	\$500,000
Student Accident	\$50,000
Catastrophic Student Accident	\$1,000,000

Request 21 Fiscal Soundness

(a) Budget Narrative

Discuss in narrative form how the start-up budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient start-up funds would be available to the proposed school. Provide the rationale for, or source of, the assumptions upon which the budgets rest, noting specifically which expenses rely on funding from soft money and when the funding for these expenses will transfer to recurring revenue streams, and explain how the budgets support the implementation of the academic program described in the proposal. Please note that schools that include at-risk designations, “preferences,” or set-asides in their admissions policies (with the exception of one extra weight in the lottery) may not be eligible for federal CSP grant funding.

Planning Year: Because this is a proposal for the replication of an existing school that will be supported by the HVA Network, planning year costs are minimal and will for the most part be covered by Village Academies Network. Planning year expenditures are primarily salary for the school leaders to begin developing the program and staff and student recruitment. We anticipate using CSP funds to cover start-up costs during the planning year, with the Network handling financial and operational start-up responsibilities.

Five Year Budget: The attached budget template provides a sound fiscal plan for the proposed school. Revenues are based on the following assumptions:

- HVA West 2 will open with 50 students in grades K-1 and add a grade each year, growing to 134 students in Year 5.
- Per pupil is based on 2017-18 allocation of \$14,527 and assumes a 1% increase each year.
- Special education revenues come from two sources: 1) state per pupil based on 2% of students requiring 20-60% services and 10% requiring >60% services, and 2) federal IDEA revenues based on six students.
- Rental assistance assumes 30% of per pupil annually.
- A Department of Youth and Community Development (DYCD) charter start-up grant in Year 1.
- Annual NYSTL funds for books.
- Title I funds based on 82% of students eligible for free and reduced price lunch.
- A federal CSP start-up grant of \$550,000 spread across the planning year and the first two years of operation.
- HVA network contributions ranging from \$143,000 to \$285,000 in the first three years of start-up. Thereafter we assume the school will operate on per pupil funding and entitlements. This level of financial support is in line with that provided to other HVA

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schools by the Network, which has a strong track record of fundraising. (See letter of commitment in Response 21f.)

The following are key assumptions regarding expenditures:

- The school will open with a full-time Principal and Operations Manager. It will share a Dean of Students with HVA West until its enrollment grows to support a full-time Dean in Year 5. The school will also share the costs of academic, operations and finance staff supplied by the HVA Network. While HVA West 2 will not pay a fixed management fee, it has budgeted to pay about 10% of per pupil for shared staff costs.
- Each class will be co-taught by two teachers. The school will hire one specialty teacher (e.g., Art, PE) in Year 1 and another in Year 3; these teachers may be shared with HVA West to increase the range of non-core options at the two elementary schools.
- The school will share a social worker with HVA West for the first three years of operation, and then support a full-time social worker beginning in Year 3.
- The school will contract a part-time nurse, who may be shared with HVA West.
- We have also allocated \$75,000 annually for contracted janitorial services.
- The school will offer a full range of benefits, including health care and matching funds for a 403b retirement plan.
- The school has budgeted for an annual independent audit. All other financial management, e.g., accounting, procurement, reconciliations, will be undertaken by Network staff.
- School operations expenses are based on our experience operating other HVA schools in private space. We have budgeted for both one-time and consumable instructional materials as well as technology for classrooms and teachers.
- The line item for professional development is for external training opportunities as well as consultants and vendors. The bulk of professional development is provided internally, which is allocated under salaries for the Principal and Network staff.
- The lease cost is based on a 25% increase from the current annual cost of the space HVA is seeking to rent. However, this number is an unknown until we have a charter for the school and can enter into actual negotiations for the space. Other facility costs, such as utilities and equipment, are based on our experience operating private facilities in CSD 5.
- We have allocated a total of \$75,000 over the first three years of operation for dissolution.

Contingencies: In the event of under-enrollment or other situations that reduce anticipated revenue, we have planned the following contingencies:

- The HVA Network is committed to this school. As the five year budget demonstrates, it is planning to raise and contribute substantial sums in the beginning years to ensure the school's success and will do what it takes to ensure the school's financial stability.
- In addition to financial support, HVA West 2 will have access to the staff at the Network and other HVA schools, who can contribute their expertise and support. Located in close proximity to HVA West, the school will have access to special education and ESL expertise as well as instructional coaches.

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- As a last resort, the school will seek ways to reduce costs, such as cutting back on new technology and upgrades, external professional development, and/or salary increases.

(b) Financial Planning

Explain the process the school will use to develop its annual budget including:

- *Who will be involved;*
- *How needs will be identified and weighed;*
- *The timeline for creating and approving budgets; and,*
- *Procedures for monitoring and modifying budgets and on what interval.*

Budget Development: HVA West 2 will work with the Village Academies Network staff to develop the annual budget. The school principal will seek input from school staff regarding the coming year's needs and draft a budget based on those needs with the network instructional and finance teams. The budget will take into account projected enrollment, including students with special needs, as well as anticipated staffing, facility and operational costs. It will also consider shared costs across the network (e.g., finance and operations) and other services provided by the network at no cost (e.g., professional development). The school's budget will be reviewed by the board finance committee and presented to the full board for its approval prior to the start of the fiscal year, which begins each July.

This system has worked effectively for HVA West. The SUNY Charter Schools Institute's renewal report found that "School and network leaders allocate ample resources to support the schools' learning goals and objectives. Classrooms are well resourced: students have access to laptops; teachers' classroom libraries have a wide range of books; and, both students and teachers have all the materials and resources they need to bolster teaching and learning." Given its small size and proximity, the budgeting system should scale easily for the proposed new school.

Budget Monitoring: The network finance team, which includes a Vice President of Finance, Finance Associate and Bookkeeper, manages the school's accounting and record-keeping, continuously monitoring the school's budget and cash flow. The finance team produces monthly actual versus budget reports, which are shared periodically with the school board at their monthly meetings.

As noted in its renewal report, HVA West has written policies that address, among other things, financial reporting, cash disbursements and receipts, payroll, bank reconciliations, petty cash, credit card usage, related party transactions, conflicts of interest, fixed assets, grants and contributions, capitalization and accounting, procurement, and investments. These policies will remain the same for the proposed school; they are reviewed regularly and updated as needed.

(c) Fiscal Audits

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Describe the school's plans for at least annual independent fiscal audits conducted by a certified public accountant or certified public accounting firm licensed in New York State. Please note that specific assurances as to fiscal audits are included in the attached Assurances Regarding the Provision of Fiscal Audits and Dissolution.

The HVA network financial team will coordinate an annual independent fiscal audit for HVA West 2 by an external accounting firm. HVA currently uses PKF O'Connor Davies for the independent audits of its schools. The most recent audit of HVA West identified no material weaknesses. Furthermore, the HVA West renewal report found "The education corporation presents annual financial statements in accordance with generally accepted accounting principles (GAAP), and the independent audits of those statements have received unqualified opinions."

(d) Dissolution Procedures

Provide a brief narrative of the procedures that the school would follow, in addition to the SUNY Closure Plan, in the event of closure and dissolution. Please note that specific assurances as to dissolution are included in Appendix B: Assurances Regarding the Provision of Fiscal Audits and Dissolution.

In the event of the dissolution and closure of the school, the school will follow a clear process to ensure that all students find suitable alternative schools, all debts are satisfied, and all records are secured and disseminated in a timely and efficient manner.

Should the school plan to close, either under its own volition or the direction of its authorizer, the Board of Trustees will adopt a closure plan and form a Dissolution Committee comprised of Board members to oversee the closure. This plan will be shared immediately with the authorizer and school leadership.

The school will maintain the privacy of records and information that may personally identify students or staff members. The school will also convene one or more meetings for all parents and legal guardians to provide information on the closure plan and the options for enrolling in other schools. School staff will also work with students and their families to identify appropriate schools with programs best suited to meet individual students' needs and to assist the students in enrolling in such schools. Every effort will be made to facilitate the students' transitions in a manner that minimizes the disruption to students and their families.

After an employee termination date is established, the school will notify all employees of termination of employment and/or contracts, and notify benefit providers of pending termination of all employees. The school will collect all school property from staff before the termination date and ensure it has accurate contact information for all staff members.

Harlem Village Academy West 2 Charter School Application

The assets of the school will first be used to satisfy the school's debts and all property that the school has leased, borrowed, or contracted for use will be returned. Any remaining assets will be transferred to another HVA charter school selected by the Board of Trustees.

The proposed budget includes \$75,000 for the cost of dissolution by setting aside \$25,000 each year for the first three years of operation to cover costs in case of the school's dissolution.

Dissolution Timeline

Within 10 Days:

- The school will send a current student roster to the SUNY Charter Schools Institute and each student's district of residence.
- Board and school leadership will meet with authorizer to discuss the closure process and opportunities for student placement in alternative schools.
- The Network Vice President of Finance will settle all outstanding financial obligations. In addition, the Network Chief Operating Officer will contact all major vendors and partner organizations to inform them of the closure and arrange for services to be maintained until the end of the closure period.
- The Network Vice President of Finance and Board Treasurer will begin producing final financial statements through the closure and a preliminary process for identifying assets required for transfer.
- The Principal and Board Chair will notify all parents and guardians in writing of the school closure and the placement process.
- School leaders will hold student meetings and share information about the school closure and the placement process.
- The school will host information sessions for families and students about other school opportunities and assist student in the application process.
- The school will post all official closure information on its website.

Within 20 Days:

- The school staff will meet with each student and their parents/guardians to determine placement options.
- The school will notify local public and private schools of the planned closure and placement needs of students.
- The Network Chief Operating Officer and Vice President of Finance will provide a status report to the Board regarding current vendors and services, including remaining balances and service discontinuation timeline.

Within 30 Days:

- The school staff will continue to meet with each student and their parents until placement is determined.
- The school will transfer students' records to the schools in which students are subsequently enrolled.
- Parents of the enrolled students will be informed of the transfer of student records and will be provided a copy.

Harlem Village Academy West 2 Charter School Application

- The Network Chief Operating Officer and Vice President of Finance will provide a final report to the Board regarding current vendors and services, including remaining balances and service discontinuation timeline, and final list of assets.

After 30 Days:

- The Board Treasurer and remaining school staff will manage the closing of the financial records and resolution of outstanding obligations.
- Upon closure of financial records, the audit firm will complete a final audit and report to the Board of Trustees, which will be furnished to the authorizer.
- Available assets after all debts have been met will then be distributed to the charter school selected by the Board of Trustees.



**New School Proposal
Budget(s) & Cash Flow(s) Template**

Harlem Village Academy West 2

Contact Name: Charles Klein

Contact Title: VP of Finance

Contact Email: [REDACTED]

Contact Phone: [REDACTED]

First Academic Year: 2019-20

Pre-Opening Period: July 1, 2018 - June 30, 2019

Note: For pre-opening period if the RFP submission date is:

- a) less than 1 year from the "First Academic Year," select the January through June date range.
- b) 1 year or more before the "First Academic Year," select the July through June date range.

HARLEM VILLAGE ACADEMY WEST 2
2019-20 through 2023-24

CHARTER ENROLLMENT BY GRADE						
GRADES	LEVEL	2019-20	2020-21	2021-22	2022-23	2023-24
Kindergarten	Elementary School	25	25	25	25	25
1st Grade	Elementary School	25	25	25	25	25
2nd Grade	Elementary School		23	23	23	23
3rd Grade	Elementary School			21	21	21
4th Grade	Elementary School				20	20
5th Grade	Elementary School					20
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		50	73	94	114	134

NUMBER OF CLASSES BY GRADE					
GRADES	LEVEL	2019-20	2020-21	2021-22	2022-23
Kindergarten	Elementary School	1	1	1	1
1st Grade	Elementary School	1	1	1	1
2nd Grade	Elementary School		1	1	1
3rd Grade	Elementary School			1	1
4th Grade	Elementary School				1
5th Grade	Elementary School				1
6th Grade	Middle School				
7th Grade	Middle School				
8th Grade	Middle School				
9th Grade	High School				
10th Grade	High School				
11th Grade	High School				
12th Grade	High School				
Ungraded					
TOTAL		2	3	4	5
					6

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE					
GRADES	LEVEL	2019-20	2020-21	2021-22	2022-23
Kindergarten	Elementary School	25	25	25	25
1st Grade	Elementary School	25	25	25	25
2nd Grade	Elementary School	0	23	23	23
3rd Grade	Elementary School	0	0	21	21
4th Grade	Elementary School	0	0	0	20
5th Grade	Elementary School	0	0	0	20
6th Grade	Middle School	0	0	0	0
7th Grade	Middle School	0	0	0	0
8th Grade	Middle School	0	0	0	0
9th Grade	High School	0	0	0	0
10th Grade	High School	0	0	0	0
11th Grade	High School	0	0	0	0
12th Grade	High School	0	0	0	0
Ungraded		0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment		50	73	94	114
Total Middle School Enrollment		-	-	-	-
Total High School Enrollment		-	-	-	-
Total Ungraded Enrollment		-	-	-	-
Total Enrollment		50	73	94	114
Change in Net Enrollment from Prior Year (Count)		50	23	21	20
Change in Net Enrollment from Prior Year (Percent)		100.0%	46.0%	28.8%	21.3%
Anticipated rate of attrition (Percent)		0.0%	0.0%	0.0%	0.0%
					17.5%

ADDITIONAL NOTES/COMMENTS					

ESTIMATED ENROLLMENT BY DISTRICT						
ANNUAL ENROLLMENT BY DISTRICT TOTALS		50	73	94	114	134
Enrollment by Grade vs Enrollment by District (should = 0)		-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	Number entered does not equal the count of district names entered.
---------------------------------------------------	--------------------------------------------------------------------

PRIMARY SENDING SCHOOL DISTRICT	NYC CHANCELLOR'S OFFICE	2019-20	2020-21	2021-22	2022-23	2023-24
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET	\$ 22,421,559,953	\$ 22,421,559,953	\$ 22,421,559,953	\$ 22,421,559,953	\$ 22,421,559,953	\$ 22,421,559,953
ENROLLMENT (Charter School)	50	73	94	114	134	
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)	http://school.nyc.gov/Offices/DBOR/SBER/default.htm					

SECONDARY SENDING SCHOOL DISTRICT	Select from drop-down list →	2019-20	2020-21	2021-22	2022-23	2023-24
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
ENROLLMENT (Charter School)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

HARLEM VILLAGE ACADEMY WEST 2

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2019-20	2020-21	2021-22	2022-23	2023-24
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	50	73	94	114	134

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.

ADMINISTRATIVE PERSONNEL FTE

	FTE				
Executive Management	0.0	0.0	0.0	0.0	0.0
Instructional Management	1.0	1.0	1.0	1.0	1.0
Deans, Directors & Coordinators	0.2	0.2	0.5	0.5	1.0
CFO / Director of Finance	0.2	0.2	0.2	0.2	0.2
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	2.0	2.0	2.0	2.0	2.0
TOTAL ADMINISTRATIVE STAFF	4.4	4.4	4.7	4.7	5.2

Description of Assumptions

Principal
Shared Dean 20%
Shared Finance Supplied by Network 20%
Operations Manager
Network Support (Education, Operations & Recruiting) Admin Mgr.

INSTRUCTIONAL PERSONNEL FTE

Teachers - Regular	2.0	3.0	4.0	5.0	6.0
Teachers - SPED	2.0	3.0	4.0	5.0	6.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	0.0	0.0	0.0	0.0	0.0
Specialty Teachers	1.0	1.0	2.0	2.0	2.0
Aides	0.0	0.0	0.0	0.0	0.0
Therapists & Counselors	0.2	0.5	1.0	1.0	1.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	5.2	7.5	11.0	13.0	15.0

1 Teacher per grade.
1 Sped Teacher per grade.
1 Specialty Teacher.
Social Worker

NON-INSTRUCTIONAL PERSONNEL FTE

Nurse	0.0	0.0	0.0	0.0	0.0
Librarian	0.0	0.0	0.0	0.0	0.0
Custodian	0.0	0.0	0.0	0.0	0.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0

TOTAL PERSONNEL SERVICE FTE

	9.6	11.9	15.7	17.7	20.2

HARLEM VILLAGE ACADEMY WEST 2

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2019-20	2020-21	2021-22	2022-23	2023-24
	Grades	K-1	K-2	K-3	K-4	K-5
	Enrollment	50.00	73.00	94.00	114.00	134.00

***NOTE:** Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.

ADMINISTRATIVE PERSONNEL WAGES	WAGES					
	Salary/Incr %	0.00%	1.00%	1.00%	1.00%	1.00%
Executive Management	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Management	\$ 90,000	\$ 90,000	\$ 90,900	\$ 91,809	\$ 92,727	\$ 93,654
Deans, Directors & Coordinators	\$ 75,000	\$ 15,000	\$ 15,150	\$ 37,802	\$ 38,180	\$ 76,061
CFO / Director of Finance	\$ 200,000	\$ 40,000	\$ 40,400	\$ 40,804	\$ 41,212	\$ 41,624
Operation / Business Manager	\$ 75,000	\$ 75,000	\$ 75,750	\$ 76,508	\$ 77,273	\$ 78,045
Administrative Staff	\$ 56,494	\$ 112,988	\$ 114,118	\$ 115,259	\$ 116,412	\$ 117,576
TOTAL ADMINISTRATIVE STAFF		\$ 332,988	\$ 336,318	\$ 362,181	\$ 365,803	\$ 406,961

INSTRUCTIONAL PERSONNEL WAGES							
Teachers - Regular	\$ 69,000	\$ 138,000	\$ 208,380	\$ 279,464	\$ 351,258	\$ 423,771	
Teachers - SPED	\$ 69,000	\$ 138,000	\$ 208,380	\$ 279,464	\$ 351,258	\$ 423,771	
Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teaching Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Specialty Teachers	\$ 69,000	\$ 69,000	\$ 69,690	\$ 139,387	\$ 140,781	\$ 142,189	
Aides	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Therapists & Counselors	\$ 70,000	\$ 14,000	\$ 35,140	\$ 70,491	\$ 71,196	\$ 71,908	
Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL INSTRUCTIONAL		\$ 359,000	\$ 521,590	\$ 768,806	\$ 914,494	\$ 1,061,639	

NON-INSTRUCTIONAL PERSONNEL WAGES								
Nurse	\$	-	\$	-	\$	-	\$	-
Librarian	\$	-	\$	-	\$	-	\$	-
Custodian	\$	-	\$	-	\$	-	\$	-
Security	\$	-	\$	-	\$	-	\$	-
Other	\$	-	\$	-	\$	-	\$	-
TOTAL NON-INSTRUCTIONAL	\$	-	\$	-	\$	-	\$	-

TOTAL PERSONNEL SERVICE WAGES \$ 691,988 \$ 857,908 \$ 1,130,987 \$ 1,280,297 \$ 1,468,600

HARLEM VILLAGE ACADEMY WEST 2
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
 July 1, 2018 - June 30, 2019

***NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
 The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.

DESCRIPTION OF ASSUMPTIONS	
Total Revenue	88,902
Total Expenses	88,902
Net Income	(0)
	START-UP PERIOD
REVENUE	
REVENUES FROM STATE SOURCES	
Grants	
Stimulus	-
DYCD (Department of Youth and Community Developmt.)	-
Other	-
Other	-
TOTAL REVENUE FROM STATE SOURCES	-
REVENUE FROM FEDERAL FUNDING	
Grants	
Charter School Program (CSP) Planning & Implementation	88,902
Other	-
Other	-
TOTAL REVENUE FROM FEDERAL SOURCES	88,902
LOCAL and OTHER REVENUE	
Contributions and Donations	-
Fundraising	-
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-
TOTAL REVENUE	88,902

HARLEM VILLAGE ACADEMY WEST 2
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2018 - June 30, 2019

***NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6.) Pre-OP Cash Flow 1-Year." The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.

DESCRIPTION OF ASSUMPTIONS

Total Revenue	88,902	
Total Expenses	88,902	
Net Income	(0)	

	START-UP PERIOD
--	--------------------

EXPENSES

ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of Positions	
Executive Management	-	
Instructional Management	-	45,000 Instructional Leader formulating Curriculum.
Deans, Directors & Coordinators	-	
CFO / Director of Finance	-	6,000 Finance preparation.
Operation / Business Manager	-	6,000 Operations preparation.
Administrative Staff	-	
TOTAL ADMINISTRATIVE STAFF	-	57,000

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

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

SUBTOTAL PERSONNEL SERVICE COSTS _____ — 57,000

PAYROLL TAXES AND BENEFITS	
Payroll Taxes	4,361
Fringe / Employee Benefits	4,760
Retirement / Pension	2,280
TOTAL PAYROLL TAXES AND BENEFITS	11,400

TOTAL PERSONNEL SERVICE COSTS	-	68,400
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CONTRACTED SERVICES		
Accounting / Audit	-	
Legal	1,000	Legal Support.
Management Company Fee	-	
Nurse Services	-	
Food Service / School Lunch	-	
Payroll Services	-	
Special Ed Services	-	
Titlement Services (i.e. Title I)	-	
Other Purchased / Professional / Consulting	-	
TOTAL CONTRACTED SERVICES	1,000	

HARLEM VILLAGE ACADEMY WEST 2
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2018 - June 30, 2019

***NOTE:** Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year." The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue	88,902	
Total Expenses	88,902	
Net Income	(0)	
		START-UP PERIOD

SCHOOL OPERATIONS

Board Expenses	-
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	-
Equipment / Furniture	5,000
Telephone	-
Technology	2,502 Lap tops for staff.
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	-
Staff Development	-
Staff Recruitment	6,000 Teacher recruiting.
Student Recruitment / Marketing	6,000 Student recruiting K & 1.
School Meals / Lunch	-
Travel (Staff)	-
Fundraising	-
Other	-
TOTAL SCHOOL OPERATIONS	19,502

FACILITY OPERATION & MAINTENANCE

Insurance	-
Janitorial	-
Building and Land Rent / Lease / Facility Finance Interest	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	-
TOTAL FACILITY OPERATION & MAINTENANCE	-

DEPRECIATION & AMORTIZATION

DISSOLUTION ESCROW & RESERVES / CONTINGENCY

TOTAL EXPENSES

NET INCOME **(0)**

NET INCOME

PRE-OPENING CASH FLOW 1-YEAR		HARLEM VILLAGE ACADEMY WEST 2													
		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2018 - June 30, 2019													
Total Revenue	-	-	-	-	-	-	-	13,817	15,017	15,017	15,017	15,017	15,017	15,017	88,902
Total Expenses	-	-	-	-	-	-	-	13,817	15,017	15,017	15,017	15,017	15,017	15,017	88,902
Net Income	-	-	-	-	-	-	-	0	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	0	0	0	0	0	0	0	-
Net Income	-	-	-	-	-	-	-	0	0	0	0	0	0	(0)	(0)
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL		
EXPENSES															
ADMINISTRATIVE PERSONNEL COSTS	FTE No. of Positions														
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	-	-	-	-	-	-	-	7,500	7,500	7,500	7,500	7,500	7,500	7,500	45,000
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	6,000
Operation / Business Manager	-	-	-	-	-	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	6,000
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	-	9,500	9,500	9,500	9,500	9,500	9,500	9,500	57,000
INSTRUCTIONAL PERSONNEL COSTS															
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS															
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	9,500	9,500	9,500	9,500	9,500	9,500	57,000	
PAYROLL TAXES AND BENEFITS															
Payroll Taxes	-	-	-	-	-	-	-	727	727	727	727	727	727	727	4,361
Fringe / Employee Benefits	-	-	-	-	-	-	-	793	793	793	793	793	793	793	4,760
Retirement / Pension	-	-	-	-	-	-	-	380	380	380	380	380	380	380	2,280
TOTAL PAYROLL TAXES AND BENEFITS	-	-	-	-	-	-	-	1,900	1,900	1,900	1,900	1,900	1,900	1,900	11,400
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	11,400	11,400	11,400	11,400	11,400	11,400	11,400	68,400
CONTRACTED SERVICES															
Accounting / Audit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Legal	-	-	-	-	-	-	-	-	200	200	200	200	200	200	1,000
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	-	-	-	-	-	-	-	-	200	200	200	200	200	200	1,000

PRE-OPENING CASH FLOW 1-YEAR		HARLEM VILLAGE ACADEMY WEST 2													
		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2018 - June 30, 2019													
Total Revenue	-	-	-	-	-	-	-	13,817	15,017	15,017	15,017	15,017	15,017	15,017	88,902
Total Expenses	-	-	-	-	-	-	-	13,817	15,017	15,017	15,017	15,017	15,017	15,017	88,902
Net Income	-	-	-	-	-	-	-	0	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	0	0	0	0	0	0	0	-
Net Income	-	-	-	-	-	-	-	0	0	0	0	0	0	(0)	(0)
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN		TOTAL	
SCHOOL OPERATIONS															
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	-	1,000	1,000	1,000	1,000	1,000	1,000	5,000	
Telephone	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Technology	-	-	-	-	-	-	417	417	417	417	417	417	417	2,502	
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Office Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Staff Recruitment	-	-	-	-	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	6,000	
Student Recruitment / Marketing	-	-	-	-	-	-	1,000	1,000	1,000	1,000	1,000	1,000	1,000	6,000	
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Travel (Staff)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL SCHOOL OPERATIONS	-	-	-	-	-	-	-	2,417	3,417	3,417	3,417	3,417	3,417	19,502	
FACILITY OPERATION & MAINTENANCE															
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL EXPENSES	-	-	-	-	-	-	-	13,817	15,017	15,017	15,017	15,017	15,017	88,902	
NET INCOME	-	-	-	-	-	-	-	0	(0)	(0)	(0)	(0)	(0)	(0)	

PRE-OPENING CASH FLOW 1-YEAR		HARLEM VILLAGE ACADEMY WEST 2													
		PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2018 - June 30, 2019													
Total Revenue	-	-	-	-	-	-	-	13,817	15,017	15,017	15,017	15,017	15,017	15,017	88,902
Total Expenses	-	-	-	-	-	-	-	13,817	15,017	15,017	15,017	15,017	15,017	15,017	88,902
Net Income	-	-	-	-	-	-	-	0	(0)	(0)	(0)	(0)	(0)	(0)	(0)
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	0	0	0	0	0	0	0	-
Net Income	-	-	-	-	-	-	-	0	0	0	0	0	0	(0)	(0)
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN		TOTAL	
CASH FLOW ADJUSTMENTS															
OPERATING ACTIVITIES															
Description (e.g. Add Back Depreciation)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
INVESTMENT ACTIVITIES															
Description (e.g. Subtract Property and Equipment Expenditures)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
FINANCING ACTIVITIES															
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Cash Flow Adjustments															
NET INCOME															
Beginning Cash Balance	-	-	-	-	-	-	-	0	(0)	(0)	(0)	(0)	(0)	(0)	
ENDING CASH BALANCE															
	-	-	-	-	-	-	-	0	0	0	0	0	(0)	(0)	

YEAR 1 BUDGET AND ASSUMPTION		HARLEM VILLAGE ACADEMY WEST 2 PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						DESCRIPTION OF ASSUMPTIONS	
		JULY 1, 2019 - JUNE 30, 2020							
Total Revenue		1,548,357	126,439	5,681	-	11,362	1,691,839	*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.	
Total Expenses		1,396,430	147,857	32,857	-	90,714	1,667,859		
Net Income		151,927	(21,419)	(27,176)	-	(79,352)	23,980		
Budgeted Student Enrollment		50	-				50		
		PROGRAM SERVICES			SUPPORT SERVICES				
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL		
REVENUE									
REVENUES FROM STATE SOURCES									
Per Pupil Revenue		Basic Tuition (2016-17)							
PRIMARY School District:	NYC CHANCELLOR'S OFFICE	14,527	726,350					726,350 Per pupil Revenue.	
Other District 1:		-	-					-	
Other District 2:		-	-					-	
Other District 3:		-	-					-	
Other District 4:		-	-					-	
Other District 5:		-	-					-	
Other District 6:		-	-					-	
Other District 7:		-	-					-	
Other District 8:		-	-					-	
Other District 9:		-	-					-	
Other District 10:		-	-					-	
Other District 11:		-	-					-	
Other District 12:		-	-					-	
Other District 13:		-	-					-	
Other District 14:		-	-					-	
Other School Districts' Revenue:		(Weighted Avg.)	-					-	
TOTAL Per Pupil Revenue		(Weighted Avg.)	14,527	726,350	100,873			726,350	
Special Education Revenue								100,873 Special Ed Revenue 1 (20-60%) & 5 (>60%)	
Grants									
Stimulus		-	-	-	-	-	-	-	
DYCD (Department of Youth and Community Development)		70,550	-	-	-	-	-	70,550	
Other		217,905	-	-	-	-	-	217,905 Rental Assist.	
Other		4,000	-	-	-	-	-	4,000 NYSTL Grant.	
TOTAL REVENUE FROM STATE SOURCES		1,018,805	100,873	-	-	-	-	1,119,678	
REVENUE FROM FEDERAL FUNDING									
IDEA Special Needs		5,750	-	-	-	-	-	5,750	
Title I		21,251	-	-	-	-	-	21,251	
Title Funding - Other		-	-	-	-	-	-	-	
School Food Service (Free Lunch)		-	-	-	-	-	-	-	
Grants									
Charter School Program (CSP) Planning & Implementation		261,098	-	-	-	-	-	261,098	
Other		-	-	-	-	-	-	-	
Other		-	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		288,099	-	-	-	-	-	288,099	
LOCAL and OTHER REVENUE									
Contributions and Donations		241,453	25,566	5,681	-	11,362	284,062	Network funding for revenue shortfall.	
Fundraising		-	-	-	-	-	-	-	
Erate Reimbursement		-	-	-	-	-	-	-	
Earnings on Investments		-	-	-	-	-	-	-	
Interest Income		-	-	-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	-	-	
Text Book		-	-	-	-	-	-	-	
OTHER		-	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		241,453	25,566	5,681	-	11,362	284,062		
TOTAL REVENUE		1,548,357	126,439	5,681	-	11,362	1,691,839		

YEAR 1 BUDGET AND ASSUMPTION		HARLEM VILLAGE ACADEMY WEST 2 PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2019 - JUNE 30, 2020						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
		1,548,357	126,439	5,681	-	11,362	1,691,839	
Total Revenue		1,396,430	147,857	32,857	-	90,714	1,667,859	
Total Expenses		151,927	(21,419)	(27,176)	-	(79,352)	23,980	
Net Income		50	-	-	-	-	50	
Budgeted Student Enrollment								
		PROGRAM SERVICES			SUPPORT SERVICES			
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS		FTE No. of Positions						
Executive Management		-						
Instructional Management		1.00		76,500	8,100	1,800	-	3,600
Deans, Directors & Coordinators		0.20		12,750	1,350	300	-	600
CFO / Director of Finance		0.20		34,000	3,600	800	-	1,600
Operation / Business Manager		1.00		63,750	6,750	1,500	-	3,000
Administrative Staff		2.00		96,040	10,169	2,260	-	4,520
TOTAL ADMINISTRATIVE STAFF		4.40		283,040	29,969	6,660	-	13,320
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular		2.00		117,300	12,420	2,760	-	5,520
Teachers - SPED		2.00		117,300	12,420	2,760	-	5,520
Substitute Teachers		-		-	-	-	-	-
Teaching Assistants		-		-	-	-	-	-
Specialty Teachers		1.00		58,650	6,210	1,380	-	2,760
Aides		-		-	-	-	-	-
Therapists & Counselors		0.20		11,900	1,260	280	-	560
Other		-		-	-	-	-	-
TOTAL INSTRUCTIONAL		5.20		305,150	32,310	7,180	-	14,360
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse		-		-	-	-	-	-
Librarian		-		-	-	-	-	-
Custodian		-		-	-	-	-	-
Security		-		-	-	-	-	-
Other		-		-	-	-	-	-
TOTAL NON-INSTRUCTIONAL		-		-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS		9.60		588,190.07	62,279	13,840	-	27,680
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		44,997	4,764	1,059	-	2,117	52,937	Social Security & Medicare
Fringe / Employee Benefits		49,114	5,200	1,156	-	2,311	57,781	Healthcare
Retirement / Pension		23,528	2,491	554	-	1,107	27,680	403B Cost
TOTAL PAYROLL TAXES AND BENEFITS		117,638	12,456	2,768	-	5,536	138,398	
TOTAL PERSONNEL SERVICE COSTS		9.60		705,828	74,735	16,608	-	33,215
CONTRACTED SERVICES								
Accounting / Audit		12,750	1,350	300	-	600	15,000	Audit fee (Audit Report & Tax Return)
Legal		2,040	216	48	-	96	2,400	
Management Company Fee		-	-	-	-	-	-	
Nurse Services		21,250	2,250	500	-	1,000	25,000	Student nurse
Food Service / School Lunch		-	-	-	-	-	-	
Payroll Services		-	-	-	-	-	-	
Special Ed Services		-	-	-	-	-	-	
Title Ilement Services (i.e. Title I)		-	-	-	-	-	-	
Other Purchased / Professional / Consulting		-	-	-	-	-	-	
TOTAL CONTRACTED SERVICES		36,040	3,816	848	-	1,696	42,400	

YEAR 1 BUDGET AND ASSUMPTION		HARLEM VILLAGE ACADEMY WEST 2						DESCRIPTION OF ASSUMPTIONS <i>*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.</i>
		PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE						
		JULY 1, 2019 - JUNE 30, 2020						
Total Revenue		1,548,357	126,439	5,681	-	11,362	1,691,839	
Total Expenses		1,396,430	147,857	32,857	-	90,714	1,667,859	
Net Income		151,927	(21,419)	(27,176)	-	(79,352)	23,980	
Budgeted Student Enrollment		50	-				50	
		PROGRAM SERVICES			SUPPORT SERVICES			
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
SCHOOL OPERATIONS								
Board Expenses		-	-	-	-	-	-	
Classroom / Teaching Supplies & Materials		12,696	1,344	299	-	597	14,936	Student consumables (Workbooks)
Special Ed Supplies & Materials		2,264	240	53	-	107	2,663	
Textbooks / Workbooks		11,020	1,167	259	-	519	12,965	Student textbooks
Supplies & Materials other		6,669	706	157	-	314	7,846	
Equipment / Furniture		4,250	450	100	-	200	5,000	
Telephone		2,238	237	53	-	105	2,633	
Technology		20,224	2,141	476	-	952	23,793	Teacher / Student Laptops & Smartboards
Student Testing & Assessment		2,434	258	57	-	115	2,863	
Field Trips		3,604	382	85	-	170	4,240	
Transportation (student)		-	-	-	-	-	-	
Student Services - other		9,121	966	215	-	429	10,730	Testing materials / Scoring
Office Expense		7,418	785	175	-	349	8,727	
Staff Development		25,652	2,716	604	-	1,207	30,179	Teacher professional development
Staff Recruitment		2,375	251	56	-	112	2,794	
Student Recruitment / Marketing		973	103	23	-	46	1,145	
School Meals / Lunch		-	-	-	-	-	-	
Travel (Staff)		763	81	18	-	36	897	
Fundraising		-	-	-	-	-	-	
Other		460	49	11	-	22	542	
TOTAL SCHOOL OPERATIONS		112,160	11,876	2,639	-	5,278	131,953	
FACILITY OPERATION & MAINTENANCE								
Insurance		14,076	1,490	331	-	662	16,560	Insurance (Dir & Off, General Liab. & Student Accident)
Janitorial		63,750	6,750	1,500	-	3,000	75,000	Building cleanup and maintenance
Building and Land Rent / Lease / Facility Finance Interest		425,000	45,000	10,000	-	20,000	500,000	Facility Rent
Repairs & Maintenance		6,703	710	158	-	315	7,886	
Equipment / Furniture		3,407	361	80	-	160	4,009	
Security		4,250	450	100	-	200	5,000	Camera's and Alarms
Utilities		11,598	1,228	273	-	546	13,645	Heating Oil & Electricity
TOTAL FACILITY OPERATION & MAINTENANCE		528,785	55,989	12,442	-	24,884	622,100	
DEPRECIATION & AMORTIZATION								
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		13,617	1,442	320	-	641	16,020	Furniture & Technology purchase depreciation
TOTAL EXPENSES		-	-	-	-	25,000	25,000	Dissolution Reserve
NET INCOME		151,927	(21,419)	(27,176)	-	(79,352)	23,980	

YEAR 1 BUDGET AND ASSUMPTION		HARLEM VILLAGE ACADEMY WEST 2 PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2019 - JUNE 30, 2020						DESCRIPTION OF ASSUMPTIONS	
								*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.	
Total Revenue		1,548,357	126,439	5,681	-	11,362	1,691,839		
Total Expenses		1,396,430	147,857	32,857	-	90,714	1,667,859		
Net Income		151,927	(21,419)	(27,176)	-	(79,352)	23,980		
Budgeted Student Enrollment		50	-				50		
		PROGRAM SERVICES			SUPPORT SERVICES				
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL		
ENROLLMENT - *School Districts Are Linked To Above Entries*		50					50		
PRIMARY School District:	NYC CHANCELLOR'S OFFICE								
Other District 1:		-					-		
Other District 2:		-					-		
Other District 3:		-					-		
Other District 4:		-					-		
Other District 5:		-					-		
Other District 6:		-					-		
Other District 7:		-					-		
Other District 8:		-					-		
Other District 9:		-					-		
Other District 10:		-					-		
Other District 11:		-					-		
Other District 12:		-					-		
Other District 13:		-					-		
Other District 14:		-					-		
All Other School Districts		-					-		
TOTAL ENROLLMENT		50					50		
REVENUE PER PUPIL		30,967					33,837		
EXPENSES PER PUPIL		27,929					33,357		

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)		HARLEM VILLAGE ACADEMY WEST 2 PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2019 - JUNE 30, 2020														
Total Revenue		429,508	123,672	197,860	23,672	209,111	23,672	197,860	29,422	197,860	37,672	197,860	23,672	1,691,839		
Total Expenses		121,653	144,845	139,743	138,275	138,275	148,275	138,632	138,632	143,632	138,632	138,632	138,632	1,667,859		
Net Income		307,855	(21,173)	58,117	(114,604)	70,835	(124,604)	59,228	(109,210)	54,228	(100,960)	59,228	(114,960)	23,980		
Cash Flow Adjustments		(23,665)	(13,665)	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	(23,980)		
Beginning Cash Balance		0	284,190	249,352	308,804	195,535	267,705	144,437	205,000	97,125	152,687	53,062	113,625	0		
Ending Cash Balance		284,190	249,352	308,804	195,535	267,705	144,437	205,000	97,125	152,687	53,062	113,625	0	0		
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL		
REVENUE		* Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7" Year 1 Budget & Assumptions."														
REVENUES FROM STATE SOURCES																
Per Pupil Revenue		Basic Tuition (2016-17)														
PRIMARY School District: NYC CHANCELLOR'S OFFICE		14,527	121,058	-	121,058	-	121,058	-	121,058	-	121,058	-	121,058	-	726,350	
Other District 1:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 2:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 3:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 4:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 5:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 6:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 7:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 8:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 9:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 10:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 11:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 12:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 13:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other District 14:		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other School Districts' Revenue:		(Weighted Avg.)	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL Per Pupil Revenue		(Weighted Avg.)	14,527	121,058	-	121,058	-	121,058	-	121,058	-	121,058	-	121,058	-	726,350
Special Education Revenue			16,812	-	16,812	-	16,812	-	16,812	-	16,812	-	16,812	-	100,873	
Grants																
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)		70,550	-	-	-	-	-	-	-	-	-	-	-	-	70,550	
Other		36,318	-	36,318	-	36,318	-	36,318	-	36,318	-	36,318	-	36,318	-	217,905
Other		-	-	-	-	-	-	-	-	-	4,000	-	-	-	4,000	
TOTAL REVENUE FROM STATE SOURCES		244,738	-	174,188	-	174,188	-	174,188	-	174,188	-	174,188	4,000	174,188	-	1,119,678
REVENUE FROM FEDERAL FUNDING																
IDEA Special Needs		-	-	-	-	-	-	-	-	-	-	-	-	-	5,750	
Title I		-	-	-	-	11,251	-	-	-	-	-	10,000	-	-	-	21,251
Title Funding - Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Grants																
Charter School Program (CSP) Planning & Implementation		161,098	100,000	-	-	-	-	-	-	-	-	-	-	-	261,098	
Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		161,098	100,000	-	-	11,251	-	-	5,750	-	10,000	-	-	-	288,099	
LOCAL and OTHER REVENUE																
Contributions and Donations		23,672	23,672	23,672	23,672	23,672	23,672	23,672	23,672	23,672	23,672	23,672	23,672	23,672	284,062	
Fundraising		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Text Book		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		23,672	23,672	23,672	23,672	23,672	23,672	23,672	23,672	23,672	23,672	23,672	23,672	23,672	284,062	
TOTAL REVENUE		429,508	123,672	197,860	23,672	209,111	23,672	197,860	29,422	197,860	37,672	197,860	23,672	1,691,839		

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)		HARLEM VILLAGE ACADEMY WEST 2 PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2019 - JUNE 30, 2020													
Total Revenue	429,508	123,672	197,860	23,672	209,111	23,672	197,860	29,422	197,860	37,672	197,860	23,672	1,691,839		
Total Expenses	121,653	144,845	139,743	138,275	138,275	148,275	138,632	138,632	143,632	138,632	138,632	138,632	1,667,859		
Net Income	307,855	(21,173)	58,117	(114,604)	70,835	(124,604)	59,228	(109,210)	54,228	(100,960)	59,228	(114,960)	23,980		
Cash Flow Adjustments	(23,665)	(13,665)	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	(23,980)		
Beginning Cash Balance	0	284,190	249,352	308,804	195,535	267,705	144,437	205,000	97,125	152,687	53,062	113,625	0		
Ending Cash Balance	284,190	249,352	308,804	195,535	267,705	144,437	205,000	97,125	152,687	53,062	113,625	0			
		JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
EXPENSES															
ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions													
Executive Management	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Instructional Management	1.00	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	90,000	
Deans, Directors & Coordinators	0.20	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	1,250	15,000	
CFO / Director of Finance	0.20	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000	
Operation / Business Manager	1.00	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	75,000	
Administrative Staff	2.00	9,416	9,416	9,416	9,416	9,416	9,416	9,416	9,416	9,416	9,416	9,416	9,416	112,988	
TOTAL ADMINISTRATIVE STAFF	4.40	27,749	27,749	27,749	27,749	27,749	27,749	27,749	27,749	27,749	27,749	27,749	27,749	332,988	
INSTRUCTIONAL PERSONNEL COSTS															
Teachers - Regular	2.00	-	12,545	12,545	12,545	12,545	12,545	12,545	12,545	12,545	12,545	12,545	12,545	138,000	
Teachers - SPED	2.00	-	12,545	12,545	12,545	12,545	12,545	12,545	12,545	12,545	12,545	12,545	12,545	138,000	
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Specialty Teachers	1.00	-	6,273	6,273	6,273	6,273	6,273	6,273	6,273	6,273	6,273	6,273	6,273	69,000	
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Therapists & Counselors	0.20	-	1,273	1,273	1,273	1,273	1,273	1,273	1,273	1,273	1,273	1,273	1,273	14,000	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	5.20	-	32,636	359,000											
NON-INSTRUCTIONAL PERSONNEL COSTS															
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	9.60	27,749	60,385	691,988											
PAYROLL TAXES AND BENEFITS															
Payroll Taxes	2,123	4,619	4,619	4,619	4,619	4,619	4,619	4,619	4,619	4,619	4,619	4,619	4,619	52,937	
Fringe / Employee Benefits	2,317	5,042	5,042	5,042	5,042	5,042	5,042	5,042	5,042	5,042	5,042	5,042	5,042	57,781	
Retirement / Pension	1,110	2,415	2,415	2,415	2,415	2,415	2,415	2,415	2,415	2,415	2,415	2,415	2,415	27,680	
TOTAL PAYROLL TAXES AND BENEFITS	5,550	12,077	12,077	12,077	12,077	12,077	12,077	12,077	12,077	12,077	12,077	12,077	12,077	138,398	
TOTAL PERSONNEL SERVICE COSTS	9.60	33,299	72,462	830,386											
CONTRACTED SERVICES															
Accounting / Audit	-	-	-	-	-	-	10,000	-	-	5,000	-	-	-	15,000	
Legal	200	200	200	200	200	200	200	200	200	200	200	200	200	2,400	
Management Company Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Nurse Services	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000	
Food Service / School Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Payroll Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Special Ed Services	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Title Iment Services (i.e. Title I)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Purchased / Professional / Consulting	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
TOTAL CONTRACTED SERVICES	2,283	2,283	2,283	2,283	2,283	12,283	2,283	2,283	7,283	2,283	2,283	2,283	2,283	42,400	

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)		HARLEM VILLAGE ACADEMY WEST 2 PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2019 - JUNE 30, 2020													
Total Revenue	429,508	123,672	197,860	23,672	209,111	23,672	197,860	29,422	197,860	37,672	197,860	23,672	1,691,839		
Total Expenses	121,653	144,845	139,743	138,275	138,275	148,275	138,632	138,632	143,632	138,632	138,632	138,632	1,667,859		
Net Income	307,855	(21,173)	58,117	(114,604)	70,835	(124,604)	59,228	(109,210)	54,228	(100,960)	59,228	(114,960)	23,980		
Cash Flow Adjustments	(23,665)	(13,665)	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	(23,980)		
Beginning Cash Balance	0	284,190	249,352	308,804	195,535	267,705	144,437	205,000	97,125	152,687	53,062	113,625	0		
Ending Cash Balance	284,190	249,352	308,804	195,535	267,705	144,437	205,000	97,125	152,687	53,062	113,625	0			
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL		
SCHOOL OPERATIONS															
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	5,000	4,350	559	559	559	559	559	559	559	559	559	559	559	14,936	
Special Ed Supplies & Materials	500	197	197	197	197	197	197	197	197	197	197	197	197	2,663	
Textbooks / Workbooks	6,500	3,500	297	297	297	297	297	297	297	297	297	297	297	12,965	
Supplies & Materials other	5,200	1,000	165	165	165	165	165	165	165	165	165	165	165	7,846	
Equipment / Furniture	3,000	182	182	182	182	182	182	182	182	182	182	182	182	5,000	
Telephone	219	219	219	219	219	219	219	219	219	219	219	219	219	2,633	
Technology	8,500	3,500	2,500	1,033	1,033	1,033	1,033	1,033	1,033	1,033	1,033	1,033	1,033	23,793	
Student Testing & Assessment	-	-	286	286	286	286	286	286	286	286	286	286	286	2,863	
Field Trips	-	-	424	424	424	424	424	424	424	424	424	424	424	4,240	
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Student Services - other	894	894	894	894	894	894	894	894	894	894	894	894	894	10,730	
Office Expense	727	727	727	727	727	727	727	727	727	727	727	727	727	8,727	
Staff Development	-	-	3,018	3,018	3,018	3,018	3,018	3,018	3,018	3,018	3,018	3,018	3,018	30,179	
Staff Recruitment	150	150	150	150	150	150	150	150	150	150	150	150	150	2,794	
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Travel (Staff)	75	75	75	75	75	75	75	75	75	75	75	75	75	897	
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	45	45	45	45	45	45	45	45	45	45	45	45	45	542	
TOTAL SCHOOL OPERATIONS	30,811	14,839	9,737	8,270	8,270	8,270	8,270	8,626	8,626	8,626	8,626	8,626	8,626	131,953	
FACILITY OPERATION & MAINTENANCE															
Insurance	1,380	1,380	1,380	1,380	1,380	1,380	1,380	1,380	1,380	1,380	1,380	1,380	1,380	16,560	
Janitorial	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	75,000	
Building and Land Rent / Lease / Facility Finance Interest	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	41,667	500,000	
Repairs & Maintenance	657	657	657	657	657	657	657	657	657	657	657	657	657	7,886	
Equipment / Furniture	334	334	334	334	334	334	334	334	334	334	334	334	334	4,009	
Security	417	417	417	417	417	417	417	417	417	417	417	417	417	5,000	
Utilities	1,137	1,137	1,137	1,137	1,137	1,137	1,137	1,137	1,137	1,137	1,137	1,137	1,137	13,645	
TOTAL FACILITY OPERATION & MAINTENANCE	51,842	51,842	51,842	51,842	51,842	51,842	51,842	51,842	51,842	51,842	51,842	51,842	51,842	622,100	
DEPRECIATION & AMORTIZATION	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	16,020	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000	
TOTAL EXPENSES	121,653	144,845	139,743	138,275	138,275	148,275	138,632	138,632	143,632	138,632	138,632	138,632	138,632	1,667,859	
NET INCOME	307,855	(21,173)	58,117	(114,604)	70,835	(124,604)	59,228	(109,210)	54,228	(100,960)	59,228	(114,960)	23,980		
CASH FLOW ADJUSTMENTS															
OPERATING ACTIVITIES															
Example - Add Back Depreciation	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	16,020	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Operating Activities	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	16,020	
INVESTMENT ACTIVITIES															
Example - Subtract Property and Equipment Expenditures	(25,000)	(15,000)	-	-	-	-	-	-	-	-	-	-	-	(40,000)	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Investment Activities	(25,000)	(15,000)	-	-	-	-	-	-	-	-	-	-	-	(40,000)	
FINANCING ACTIVITIES															
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	0	0
Total Cash Flow Adjustments	(23,665)	(13,665)	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	1,335	(23,980)	
NET INCOME	284,190	(34,838)	59,452	(113,269)	72,170	(123,269)	60,563	(107,875)	55,563	(99,625)	60,563	(113,625)	0		
Beginning Cash Balance	0	284,190	249,352	308,804	195,535	267,705	144,437	205,000	97,125	152,687	53,062	113,625	0		
ENDING CASH BALANCE	284,190	249,352	308,804	195,535	267,705	144,437	205,000	97,125	152,687	53,062	113,625	0	0		

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		HARLEM VILLAGE ACADEMY WEST 2 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					DESCRIPTION OF ASSUMPTIONS	
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.							*NOTE: State assumptions that are being made in the section provided below.	
Total Revenue		1,691,839	1,903,826	2,270,515	2,485,668	2,950,968		
Total Expenses		1,667,859	1,903,826	2,270,515	2,463,686	2,730,745		
Net Income (Before Cash Flow Adjustments)		23,980	0	0	21,982	220,222		
Budgeted Student Enrollment		50	73	94	114	134		
		Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24		
		Per Pupil Revenue Percentage Increase						
		1.0%	1.0%	1.0%	1.0%	1.0%		
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue		Basic Tuition (2016-17)						
PRIMARY School District: NYC CHANCELLOR'S OFFICE	14,527							
Other District 1:	-	726,350	1,044,553	1,358,491	1,664,007	1,975,497	Per pupil Revenue.	
Other District 2:	-							
Other District 3:	-							
Other District 4:	-							
Other District 5:	-							
Other District 6:	-							
Other District 7:	-							
Other District 8:	-							
Other District 9:	-							
Other District 10:	-							
Other District 11:	-							
Other District 12:	-							
Other District 13:	-							
Other District 14:	-							
Other School Districts' Revenue:	(Weighted Avg.)							
TOTAL Per Pupil Revenue	14,527	726,350	1,044,553	1,358,491	1,664,007	1,975,497		
Special Education Revenue	(Weighted Avg.)							
Grants		100,873	148,747	193,453	236,959	281,317	Special Ed Revenue 1 (20-60%) & 5 (>60%)	
Stimulus								
DYCD (Department of Youth and Community Developmt.)		70,550	-	-	-	-		
Other		217,905	321,323	417,896	511,878	607,698	Rental Assist.	
Other		4,000	5,898	7,671	9,396	11,155	NYSTL Grant.	
TOTAL REVENUE FROM STATE SOURCES		1,119,678	1,520,521	1,977,511	2,422,240	2,875,667		
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		5,750	8,479	11,027	13,507	16,036		
Title I		21,251	31,337	40,755	49,920	59,265		
Title Funding - Other								
School Food Service (Free Lunch)								
Grants		261,098	200,000	-	-	-		
Charter School Program (CSP) Planning & Implementation								
Other								
Other								
TOTAL REVENUE FROM FEDERAL SOURCES		288,099	239,816	51,782	63,428	75,301		
LOCAL and OTHER REVENUE								
Contributions and Donations		284,062	143,489	241,222	-	-	Network funding for revenue shortfall.	
Fundraising								
Erate Reimbursement								
Earnings on Investments								
Interest Income								
Food Service (Income from meals)								
Text Book								
OTHER								
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		284,062	143,489	241,222	-	-		
TOTAL REVENUE		1,691,839	1,903,826	2,270,515	2,485,668	2,950,968		

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		HARLEM VILLAGE ACADEMY WEST 2 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					DESCRIPTION OF ASSUMPTIONS	
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.							*NOTE: State assumptions that are being made in the section provided below.	
Total Revenue		1,691,839	1,903,826	2,270,515	2,485,668	2,950,968		
Total Expenses		1,667,859	1,903,826	2,270,515	2,463,686	2,730,745		
Net Income (Before Cash Flow Adjustments)		23,980	0	0	21,982	220,222		
Budgeted Student Enrollment		50	73	94	114	134		
		Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24		
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS		Year 1 No. of Positions					NOTE: For all 5-Years of FTE/Staffing detail please see the 'Staffing' tab of this file.	
Executive Management	-	-	-	-	-	-		
Instructional Management	1.00	90,000	90,900	91,809	92,727	93,654	Principal	
Deans, Directors & Coordinators	0.20	15,000	15,150	37,802	38,180	76,061	Shared Dean 20%	
CFO / Director of Finance	0.20	40,000	40,400	40,804	41,212	41,624	Shared Finance Supplied by Network 20%	
Operation / Business Manager	1.00	75,000	75,750	76,508	77,273	78,045	Operations Manager	
Administrative Staff	2.00	112,988	114,118	115,259	116,412	117,576	Network Support (Education, Operations & Recruiting)	
TOTAL ADMINISTRATIVE STAFF	4.40	332,988	336,318	362,182	365,804	406,961		
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	2.00	138,000	208,380	279,464	351,258	423,771	1 Teacher per grade.	
Teachers - SPED	2.00	138,000	208,380	279,464	351,258	423,771	1 Sped Teacher per grade.	
Substitute Teachers	-	-	-	-	-	-		
Teaching Assistants	-	-	-	-	-	-		
Specialty Teachers	1.00	69,000	69,690	139,387	140,781	142,189	1 Specialty Teacher.	
Aides	-	-	-	-	-	-		
Therapists & Counselors	0.20	14,000	35,140	70,491	71,196	71,908	Social Worker	
Other	-	-	-	-	-	-		
TOTAL INSTRUCTIONAL	5.20	359,000	521,590	768,806	914,493	1,061,639		
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-		
Librarian	-	-	-	-	-	-		
Custodian	-	-	-	-	-	-		
Security	-	-	-	-	-	-		
Other	-	-	-	-	-	-		
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-		
SUBTOTAL PERSONNEL SERVICE COSTS	9.60	691,988	857,908	1,130,988	1,280,297	1,468,600		
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		52,937	65,630	86,521	97,943	112,348	Social Security & Medicare	
Fringe / Employee Benefits		57,781	71,635	94,437	106,905	122,628	Healthcare	
Retirement / Pension		27,680	34,316	45,240	51,212	58,744	403B Cost	
TOTAL PAYROLL TAXES AND BENEFITS		138,398	171,582	226,198	256,059	293,720		
TOTAL PERSONNEL SERVICE COSTS	9.60	830,386	1,029,490	1,357,186	1,536,356	1,762,320		
CONTRACTED SERVICES								
Accounting / Audit		15,000	15,000	15,000	15,000	15,000	Audit fee (Audit Report & Tax Return)	
Legal		2,400	2,400	2,400	2,400	2,400		
Management Company Fee		-	-	-	-	-		
Nurse Services		25,000	25,250	25,503	25,758	26,015	Student nurse	
Food Service / School Lunch		-	-	-	-	-		
Payroll Services		-	-	-	-	-		
Special Ed Services		-	-	-	-	-		
Titlement Services (i.e. Title I)		-	-	-	-	-		
Other Purchased / Professional / Consulting		-	-	-	-	-		
TOTAL CONTRACTED SERVICES		42,400	42,650	42,903	43,158	43,415		

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		HARLEM VILLAGE ACADEMY WEST 2 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					DESCRIPTION OF ASSUMPTIONS	
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.							*NOTE: State assumptions that are being made in the section provided below.	
Total Revenue		1,691,839	1,903,826	2,270,515	2,485,668	2,950,968		
Total Expenses		1,667,859	1,903,826	2,270,515	2,463,686	2,730,745		
Net Income (Before Cash Flow Adjustments)		23,980	0	0	21,982	220,222		
Budgeted Student Enrollment		50	73	94	114	134		
		Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24		
SCHOOL OPERATIONS								
Board Expenses		-	-	-	-	-		
Classroom / Teaching Supplies & Materials		14,936	22,025	28,644	35,086	41,654	Student consumables (Workbooks)	
Special Ed Supplies & Materials		2,663	3,927	5,107	6,256	7,427		
Textbooks / Workbooks		12,965	13,095	13,226	13,358	13,491	Student textbooks	
Supplies & Materials other		7,846	11,570	15,047	18,431	21,881		
Equipment / Furniture		5,000	5,050	5,101	5,152	5,203		
Telephone		2,633	2,660	2,686	2,713	2,740		
Technology		23,793	24,031	24,271	24,514	24,759	Teacher / Student Laptops & Smartboards	
Student Testing & Assessment		2,863	4,222	6,225	9,180	13,537		
Field Trips		4,240	6,252	8,131	9,960	11,825		
Transportation (student)		-	-	-	-	-		
Student Services - other		10,730	10,837	10,946	11,055	11,166	Testing materials / Scoring	
Office Expense		8,727	8,814	8,902	8,991	9,081		
Staff Development		30,179	30,481	30,786	31,093	31,404	Teacher professional development	
Staff Recruitment		2,794	2,822	2,850	2,879	2,907		
Student Recruitment / Marketing		1,145	1,156	1,168	1,180	1,191		
School Meals / Lunch		-	-	-	-	-		
Travel (Staff)		897	906	915	924	934		
Fundraising		-	-	-	-	-		
Other		542	799	1,039	1,272	1,511		
TOTAL SCHOOL OPERATIONS		131,953	148,646	165,044	182,044	200,711		
FACILITY OPERATION & MAINTENANCE								
Insurance		16,560	24,419	31,759	38,901	46,183	Insurance (Dir & Off, General Liab. & Student Accident)	
Janitorial		75,000	75,000	75,000	75,000	75,000	Building cleanup and maintenance	
Building and Land Rent / Lease / Facility Finance Interest		500,000	500,000	500,000	500,000	500,000	Facility Rent	
Repairs & Maintenance		7,886	7,965	8,045	8,125	8,206		
Equipment / Furniture		4,009	5,911	7,688	9,417	11,179		
Security		5,000	1,000	1,000	1,000	1,000	Camera's and Alarms	
Utilities		13,645	20,121	26,168	32,053	38,053	Heating Oil & Electricity	
TOTAL FACILITY OPERATION & MAINTENANCE		622,100	634,416	649,659	664,496	679,622		
DEPRECIATION & AMORTIZATION		16,020	23,624	30,724	37,633	44,678	Furniture & Technology purchase depreciation	
DISSOLUTION ESCROW & RESERVES / CONTINGENCY		25,000	25,000	25,000	-	-	Dissolution Reserve	
TOTAL EXPENSES		1,667,859	1,903,826	2,270,515	2,463,686	2,730,745		
NET INCOME		23,980	0	0	21,982	220,222		

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS		HARLEM VILLAGE ACADEMY WEST 2 PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2019-20 THROUGH 2023-24					DESCRIPTION OF ASSUMPTIONS	
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.							*NOTE: State assumptions that are being made in the section provided below.	
Total Revenue		1,691,839	1,903,826	2,270,515	2,485,668	2,950,968		
Total Expenses		1,667,859	1,903,826	2,270,515	2,463,686	2,730,745		
Net Income (Before Cash Flow Adjustments)		23,980	0	0	21,982	220,222		
Budgeted Student Enrollment		50	73	94	114	134		
		Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2023-24		
ENROLLMENT - *School Districts Are Linked To Above Entries*								
PRIMARY School District:	NYC CHANCELLOR'S OFFICE	50	73	94	114	134		
Other District 1:	-	-	-	-	-	-		
Other District 2:	-	-	-	-	-	-		
Other District 3:	-	-	-	-	-	-		
Other District 4:	-	-	-	-	-	-		
Other District 5:	-	-	-	-	-	-		
Other District 6:	-	-	-	-	-	-		
Other District 7:	-	-	-	-	-	-		
Other District 8:	-	-	-	-	-	-		
Other District 9:	-	-	-	-	-	-		
Other District 10:	-	-	-	-	-	-		
Other District 11:	-	-	-	-	-	-		
Other District 12:	-	-	-	-	-	-		
Other District 13:	-	-	-	-	-	-		
Other District 14:	-	-	-	-	-	-		
All Other School Districts	-	-	-	-	-	-		
TOTAL ENROLLMENT		50	73	94	114	134		
REVENUE PER PUPIL		33,837	26,080	24,154	21,804	22,022		
EXPENSES PER PUPIL		33,357	26,080	24,154	21,611	20,379		
CASH FLOW ADJUSTMENTS								
OPERATING ACTIVITIES								
Example - Add Back Depreciation		16,020	-	-	-	-		
Other		-	-	-	-	-		
Total Operating Activities		16,020	-	-	-	-		
INVESTMENT ACTIVITIES								
Example - Subtract Property and Equipment Expenditures		(40,000)	-	-	-	-		
Other		-	-	-	-	-		
Total Investment Activities		(40,000)	-	-	-	-		
FINANCING ACTIVITIES								
Example - Add Expected Proceeds from a Loan or Line of Credit		-	-	-	-	-		
Other		0	-	-	-	-		
Total Financing Activities		0	-	-	-	-		
Total Cash Flow Adjustments		(23,980)	-	-	-	-		
NET INCOME		0	0	0	21,982	220,222		
Beginning Cash Balance		0	0	0	0	21,982		
ENDING CASH BALANCE		0	0	0	21,982	242,204		

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: NYC CHANCELLOR'S OFFICE							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2019-20)	50	14,672	733,614	681,427	1,415,041	22,421,559,953	0.006%
Year 2 (2020-21)	73	14,819	1,081,786	715,784	1,797,570	22,421,559,953	0.008%
Year 3 (2021-22)	94	14,967	1,406,915	670,801	2,077,716	22,421,559,953	0.009%
Year 4 (2022-23)	114	15,117	1,723,321	821,660	2,544,981	22,421,559,953	0.011%
Year 5 (2023-24)	134	15,268	2,045,915	975,469	3,021,384	22,421,559,953	0.013%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	http://school.nyc.gov/Offices/DBOR/SBER/default.htm
OTHER NOTES:	

Second Largest Enrollment District: N/A							
A	B	C	D (B X C)	E	F (D + E)	G	H (F ÷ G)
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other District Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	* Total General Fund Operating Budget for Select from drop-down list → School District	Projected Impact (% of District's Total Budget)
Year 1 (2019-20)	-	-	-	-	-	-	#DIV/0!
Year 2 (2020-21)	-	-	-	-	-	-	#DIV/0!
Year 3 (2021-22)	-	-	-	-	-	-	#DIV/0!
Year 4 (2022-23)	-	-	-	-	-	-	#DIV/0!
Year 5 (2023-24)	-	-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

Harlem Village Academy West 2 Charter School Application

Request 21 Letters of Commitment

See R-12b- Partner Commitment.

Additional letters of commitment to be submitted.

Response 21f - 1

Harlem Village Academy West 2 Charter School Application

Request 21 Non-SUNY Financials

Request is not applicable.

Response 21g - 1

Planning Year Action Plan

Tasks	Responsibility	Time Period
Governance		
Approve charter agreement	Board	Jun.
Finalize and adopt Bylaws and Code of Ethics	Board	Jun.
File Articles of Incorporation	VAN	Jun.
Adopt policies (FPP, Code of Conduct, Personnel)	Board	Jun.
Obtain 501(c)3 tax-exempt status	Van	Jun.
Adopt board calendar	Board	Jun.
Appoint VAN to support and manage schools	Board	Jun.
Leadership		
Finalize job descriptions	Recruit Team	Sept.
Recruit candidates	Recruit Team	Oct. – Dec.
Hire school leader	CEO	Jan.
Leadership training/orientation	CEO, Ed Team	Jan. – Jun.
Plan leadership retreat	CEO	Jun.-Aug.
Staffing		
Set job descriptions	Recruit Team	Jan.
Develop recruitment materials	Recruit Team	Jan.
Identify potential teachers & staff recruitment opportunities	Recruit Team	Feb.
Advertise teaching & staff opportunities	Recruit Team	Jan.
Interview teacher & staff prospects	Principal	Feb. – Jul.
Conduct demo lessons	Principal	Feb. – Jul.
Perform background checks on prospective employees	Recruit Team	Feb. – Jul.
Verify certification requirements	Recruit Team	Feb. – Jul.
Hire teachers and staff	Principal	Apr. – Aug.
Identify and interview potential contractors	VAN	Apr.
Negotiate & sign agreements for contracted services	VAN	May
Develop professional development program- onboarding and summer training	VAN	Feb.
Develop staff handbook	VAN	Feb.
Plan and conduct staff orientation	VAN, Principal	Jul.
Collect summer reading book request	VAN	Jun.-Aug.
Mail out summer reading	VAN	July

Planning Year Action Plan

Tasks	Responsibility	Time Period
Student Recruitment		
Design marketing materials	VAN	Nov. 2018
Identify target organizations	VAN	Nov. 2018
Sign up for common app with NYC Charter Center	VAN	Nov. 2018
Disseminate marketing materials and applications	VAN	Jan
Create SchoolMint page and application	VAN	Nov. 2018
Attend community meetings and events to recruit students	VAN	Jan. - Apr.
Hold open houses	VAN	Jan.- Apr.
Hold School Tours	VAN	Jan.- Apr.
Create Pre-K visit schedule	VAN	Jan.
Select stations for bus ads	VAN	Jan.
Set up mailers with Vanguard	VAN	Jan.
Order student recruitment swag	VAN	Jan.
Translate lottery application to Spanish and French	VAN	Nov. 2018
Conduct lottery	VAN	Apr.
Notify admitted and waitlist students	VAN	Apr.
Obtain student records	VAN	Apr. – Aug.
Maintain communication with admitted students	VAN	Apr. – Aug.
Conduct orientation	VAN, Principal	Jul.
Host accepted families day picnic	VAN	Aug.
Facilities		
Negotiate and sign lease	VAN, Board	Jun.
Identify renovation requirements	VAN	Jun. – May.
Contract renovations	VAN	May - July
Conduct code compliance review	VAN	July
Secure C of O	VAN	July
Acquire furniture and materials	VAN	July
Obtain property insurance	VAN	July
Secure authorizer approval to open	VAN	July
Decorate school	VAN	July
Move into school building- full school	VAN	August
Secure recess space	Principal	June
Finance		
Develop and approve budget	VAN, Board	June
Adopt Financial Policies and Procedures	Board	June
Establish chart of accounts to track income & expenses, assets & liabilities; and cash flows	VAN	June
Create expensewatch accounts	VAN	July
Create school bank accounts	VAN	July
Order school credit card	VAN	Aug.
Conduct pre-audit activities	VAN	Jan. - June
Train school staff in finance procedures	VAN	May - June
Academic Program		
Finalize curriculum framework	VAN	Jan.-Mar.
Review curriculum framework and unit plans	VAN, Principal	June – July
Purchase instructional materials	VAN	May – Aug.
Purchase assessments: STEP, F&P	VAN	May – Aug.
Establish data systems and accounts: PowerSchool	VAN	June – July
Create student and teacher schedule		June – July
Train faculty on curriculum and assessments	VAN, Principal	Aug.
Identify and assign Instructional Coaches	VAN, Principal	Aug.
Create classroom supplies list	VAN	Jul.
Create classroom libraries list	VAN	Mar.
Create and label library organization system (LibraryWorld)		Jul.

Planning Year Action Plan

Tasks	Responsibility	Time Period
Special Needs		
Identify SPED student population	VAN, Principal	April – May
Acquire student records	VAN, Principal	April – July
Activate child study teams	VAN, Principal	July – Aug.
Secure parent approvals	VAN, Principal	Ongoing
Develop IEP's	VAN, Principal	Ongoing
Consult with CSE	VAN, Principal	Ongoing
Define service requirements for incoming SPED students	VAN, Principal	June – July
Hire/contract providers	VAN, Principal	May – Aug.
Identify & secure specific texts & materials	VAN, Principal	May – Aug.
Draft class list	Principal	Aug.
Set up parent meetins	Ed. Support	August
School Culture		
Adopt discipline policy	Board	Jan.
Approve student and family handbook	Board	July
Create and distribute handbook and calendar	VAN	Aug.
Train staff on rituals/routines	Dean	Aug.
Train staff on Responsive Classroom	Dean	Aug.
Purchase classroom materials, e.g., posters	VAN, Ops Director	May - July
Accountability		
Finalize Accountability Plan	Board	Jan.
Establish tracking and reporting system for Accountability Plan and internal goals	VAN	Feb.
Create compliance calendar	VAN	Jan.
Operations- Human Resources		
Enter new staff into payroll system	VAN	Jan. – July
Sign up staff for benefits packages	VAN	Jan. – July
Establish retirement matching funds	VAN	Aug.
Onboard into greenhouse	VAN	May
Operations- Technology		
Develop technology plan	VAN	Jan.
Select technology vendors	VAN	March
Install technology infrastructure	VAN	May-July
Assign computers	VAN	July
Conduct technology training	VAN	Aug.
Update HVA web site	VAN	Jan.
Order leadership team phones	VAN	Aug.
Order document cameras and other class tech	Ops Director	Aug.

Planning Year Action Plan

Tasks	Responsibility	Time Period
Operations- Food Services, Transportation, Other		
Coordinate DOE food service	VAN	May
Submit transportation numbers	VAN	April
Secure metro cards	VAN	Aug.
Secure uniform vendor	VAN	June
Establish meal procedures	Ops Director	Aug.
Disseminate metro cards	VAN, Ops Director	Aug.
Create Snack Roster	Ops Director	Aug.
Health and Safety		
Complete all state reporting requirements	VAN	Ongoing
Acquire medical forms and send to parents	Ops Director	May-July
Develop record keeping system	VAN, Ops Director	May
Secure parent approval for release of student medical information	Ops Director	July
Develop safety plan	VAN, Ops Director	July
Develop fire drill policy, schedule & exit routes	Ops Director	Aug.
Undergo required building inspections	VAN, Ops Director	As needed
Submit safety plans to local precinct	VAN	Aug.
EPI pen training	School Nurse	Aug.

Harlem Village Academy West 2 Charter School Application

Request 23 Supplemental Narrative

This is a proposal for a replication of an existing school within the Village Academies Network that has existing programs, systems and procedures in place. We have included in R-23b Supplemental Attachments some samples:

1. 2017-18 IA State Testing Calendar
2. January – May Assessment Calendar 2017-18
3. 2017-18 Data Analysis Protocol
4. Sample PD Schedule
5. Sample Data Analysis
6. Sample Item Analysis
7. Network PD Planning Timeline 2017-18
8. Promotion in Doubt Protocol 2017-18
9. GK-2 Report Card Template
10. G3-5 Report Card Template

2017-18 Assessment Calendar

Date	DOW	Assessment
9/26	Tue	3rd-8th Gr. ELA IA #1
9/28	Thu	3rd-5th Gr. Math IA #1
10/3	Tue	6th-8th Gr. Math IA #1
10/30	Mon	3rd-8th Gr. ELA IA #2
11/7	Tue	3rd-5th Gr. Math IA #2
11/14	Tue	6th-8th Gr. Math IA #2
12/5	Tue	6 th -8 th Gr. ELA IA #3
12/12	Tue	West - GR3-5 ELA IA #3
12/13	Wed	West - GR2 ELA IA #1
12/15	Fri	GR2 Math IA #1 GR3-5 Math IA #3
12/19	Tue	East - GR2 ELA IA #1 East - GR3-5 ELA IA #3 6th-8th Gr. Math IA #3 (East - 12/20)
1/9-10	Tue - Wed	6th-8th Gr. ELA Practice Test
1/24-25	Wed - Thu	3rd-5th Gr. ELA Practice Test
1/30-31	Tue - Wed	3rd-8th Gr. Math Practice Test
2/6	Tue	6th-8th Gr. ELA IA #4
3/6-7	Tue - Wed	6th-8th Gr. ELA Dress Rehearsal
3/7-8	Wed - Thu	3rd-5th Gr. ELA Dress Rehearsal
3/13-14	Tue - Wed	3rd-8th Gr. Math Dress Rehearsal 3/14 - 2 nd Grade ELA IA #2
3/15	Thu	2nd Gr. Math IA #2
4/11 - 4/12	Wed - Thu	3rd-8th Gr. ELA State Test
5/2 - 5/3	Wed - Thu	3rd-8th Gr. Math State Test

Testing Protocols

1-Day Tests

Occur on Tuesdays
 ELA and Math occur one week apart
 Teacher grading deadline: EOD Friday
 Ops scanning deadline: 12PM Monday

2-Day Tests

Occur Tuesdays - Wednesdays
 Teacher grading deadline: EOD Friday
 Ops scanning deadline: 12PM Monday

2017-18 Data Analysis Protocol

	Description	Notes
1	Data Report	Nicole produces the data report. Catherine notes high-level trends in the data.
2	Network Leadership Data Discussion	Deborah, Kevin, Jackie, Arin, Nicole, Catherine discuss high-level trends in the data and recommended leader action steps. Nicole and Catherine are prepared to speak to the trends in the data.
3	Leader Data Analysis and Action Planning	Leaders spend 60 minutes analyzing the data and action planning during a leader meeting.
4	Teacher Data Analysis and Action Planning	Leaders lead teachers in a data analysis and action planning session, using the below steps as a guide: <ol style="list-style-type: none"> 1. Study the work and data to assess trends 2. Plan for how/when you will re-teach to address those trends whole class 3. Determine who you need to meet with individually and in small groups 4. Set goals for target students and plan for small groups / 1:1 coaching 5. Determine parent follow up and investment
5	Follow Through	Leaders discuss action plans and progress at each weekly leader meeting.

Meeting Schedule

Assessment(s)	Scanning Deadline / End of Assessment Window	Meeting #1	Elm: Meeting #3	MS: Meeting #3
GRK-2 & GR6-8 STEP / F&P #2	Fri, 1/19	Wed, 1/24	Fri, 1/26	Wed, 1/24
GR6-8 Mastery Quiz #1 GR3-5 ELA Practice Test	Wed, 1/31	Mon, 2/5	Fri, 2/9	Wed, 2/7
GR3-8 Math Practice Test	Tues, 2/6	Mon, 2/12	Fri, 2/16	Wed, 2/14
GR6-8 ELA Practice Test GR3-5 Mastery Quiz #1	Wed, 2/14	Mon, 2/26	Fri, 3/2	Wed, 2/28
GR3-5 STEP / F&P #2	Fri, 2/16	Wed, 2/28	Fri, 3/2	N/A
GR3-5 Mastery Quiz #2	Wed, 2/28	Mon, 3/5	Fri, 3/9	N/A
GR6-8 ELA Mastery Quiz #2	Wed, 3/7	Mon, 3/12	N/A	Wed, 3/14
GR3-8 ELA Dress Rehearsal	Wed, 3/14	Mon, 3/19	Fri, 3/23	Wed, 3/21
GR2 ELA IA #2	Mon, 3/19	Wed, 3/21	Fri, 3/23	N/A
GR3-8 Math Dress Rehearsal GR2 Math IA #2	Wed, 3/21	Mon, 3/26	Fri, 3/30	Wed, 3/28
GR6-8 ELA IA #4 (Mastery Quiz #3) GR3-5 ELA IA #4 (Mastery Quiz #3)	Wed, 3/28	Mon, 4/2	Fri, 4/6	Wed, 4/4
GRK-2 & GR6-8 STEP / F&P #3	Friday, 3/29	Wed, 4/4	Fri, 4/6	Wed, 4/4
GRK-2 & GR6-8 STEP / F&P #4 GR3-5 STEP / F&P #3	Thu, 5/31	Mon, 6/4	Fri, 6/8	Wed, 6/6

Third Grade Growth Update

Student:

ELA Teachers:

Math Teachers:

Date:

Attendance	
School Days	
Adjusted Absences*	
*Includes absent, tardy and early dismissal which is not allowed at HVA. 3 late arrivals or early dismissals = 1 absence.	

ELA Scale and Descriptors of Student Achievement			
0%-64% Far below grade level	65%-79% Approaching grade level	80%-94% At grade level	95%-100% Above grade level

ELA				
Quarters:	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Score			-	-

Reading STEP Levels and Fountas & Pinnell Reading Levels				
Quarters:	1 st Quarter Expected F&P level: 9	2 nd Quarter Expected F&P level: 10	3 rd Quarter Expected F&P level: 11	4 th Quarter Expected F&P level: 12
Reading Level:			-	-

Reading & Writing Comments				



Math Scale and Descriptors of Student Achievement

0%-64% Far below grade level	65%-79% Approaching grade level	80%-94% At grade level	95%-100% Above grade level
---------------------------------	------------------------------------	---------------------------	-------------------------------

Math

Quarters:	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Score				

Math Comments

Quarter 1 Homework Completion:

Content Specials

Level	Dance	Physical Education	Art	Spanish	Science
Specials 1 Comment					
Specials 2 Comment					
Specials 3 Comment					

STEP	F&P
Pre-Read	AA
1	A
2	B
3	D
4	F
5	H
6	J
7	L
8	M
9	N
10	O
11	P
12	Q

Note to families:

The reading assessment system we use in Kindergarten through third grade is *STEP, the Strategic Teaching and Evaluation of Progress*. We report students' *STEP* level until they reach level 12, the highest level of this assessment system. After that, we use a variety of assessment tools including *F&P*, the *Fountas & Pinnell Benchmark Assessment System* and Jennifer Serravallo's *Independent Reading Assessment* to measure students' reading levels.

We are using bands of *F&P* levels instead of one level because it aligns to the bands from *STEP* and describes the appropriate range of reading levels that students are expected to achieve at each grading period.

What can I do to help my child grow in reading?

Research demonstrates that the best way for your child to improve his or her reading ability is to read for one hour every day and two hours daily on the weekends.



Kindergarten Growth Update

Student:

Teachers:

Date:

Attendance	
School Days	
Adjusted Absences*	

*Includes absent, tardy and early dismissal which is not allowed at HVA. 3 late arrivals or early dismissals = 1 absence.

Reading STEP Levels				
Quarters:	1 st Quarter Expected STEP level: Pre-STEP	2 nd Quarter Expected STEP level: 1	3 rd Quarter Expected STEP level: 2	4 th Quarter Expected STEP level: 3
Student's Reading Level				

Reading & Writing Comments				

Math Definitions

Counting: This is the foundation of all number work moving forward. Teachers are assessing if students can count a number of objects and how they organize their counting.

Problem Solving: Students are given a variety of problems to solve that are not based on the unit they are studying at the time. This is done to teach students how to apply prior knowledge, content and tasks to new skills and strategies.

Fact Fluency: Students practice and memorize basic facts through repeated practice and assessments.

Math

Quarters:	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Counting				
Problem Solving				
Fact Fluency				

Math Comments

Note to families:

The reading assessment system we use in Kindergarten through third grade is *STEP, the Strategic Teaching and Evaluation of Progress*. We report students' *STEP* level until they reach level 12, the highest level of this assessment system. After that, we use a variety of assessment tools including *F&P*, the *Fountas & Pinnell Benchmark Assessment System* and Jennifer Serravallo's *Independent Reading Assessment* to measure students' reading levels.

We are using bands of *F&P* levels instead of one level because it aligns to the bands from *STEP* and describes the appropriate range of reading levels that students are expected to achieve at each grading period.

STEP	F&P
Pre-Read	AA
1	A
2	B
3	D
4	F
5	H
6	J
7	L
8	M
9	N
10	O
11	P
12	Q

What can I do to help my child grow in reading?

Research demonstrates that the best way for your child to improve his or her reading ability is to read or be read to for one hour every day and two hours daily on the weekends.

*The F&P leveling system continues from level R-Z.

January 2018 - May 2018 Assessment Calendar

Date	DOW	Assessment
1/3	Wed	GRK-2 & GR6-8 STEP / F&P #2 Begins
1/19	Fri	GRK-2 & GR6-8 STEP / F&P #2 Ends
1/22	Mon	GR3-5 STEP / F&P #2 Begins
1/24	Wed	GR6-8 Mastery Quiz #1
1/24-25	Wed-Thu	GR3-5 ELA Practice Test
1/30-31	Tue-Wed	GR3-8 Math Practice Test
2/6-7	Tue-Wed	GR6-8 ELA Practice Test
2/7	Wed	GR3-5 Mastery Quiz #1
2/15	Thu	GR3-5 Mastery Quiz #2
2/16	Fri	GR3-5 STEP / F&P #2 Ends
2/27	Tue	GR6-8 ELA Mastery Quiz #2
3/6-7	Tue-Wed	GR6-8 ELA Dress Rehearsal
3/7-8	Wed-Thu	GR3-5 ELA Dress Rehearsal
3/12	Mon	GRK-2 & GR6-8 STEP / F&P #3 Begins
3/14-15	Wed-Thu	GR3-8 Math Dress Rehearsal 3/14 - GR2 ELA IA #2
3/15	Thu	GR2 Math IA #2
3/20-21	Tue-Wed	GR6-8 ELA IA #4 (Mastery Quiz #3) - 3/20 - W. Middle - 3/21 - E. Middle
3/22	Thu	GR3-5 ELA IA #4 (Mastery Quiz #3)
3/29	Thu	GRK-2 & GR6-8 STEP / F&P #3 Ends
4/11-12	Wed-Thu	GR3-8 ELA State Test
5/2-3	Wed-Thu	GR3-8 Math State Test
5/14	Mon	GRK-2 & GR6-8 STEP / F&P #4 Begins GR3-5 STEP / F&P #3 Begins
5/31	Thu	GRK-2 & GR6-8 STEP / F&P #4 Ends GR3-5 STEP / F&P #3 Ends



Planning Timeline: Professional Learning

2017-18 Calendar		
Month	Date	Site
September	22nd (Full)	East Middle
October	31st (Full)	TBD
November	21st (½)	TBD
January	2nd (Full)	TBD
February	16th (½ Day)	TBD
March	29th (½ Day)	TBD
April	20th (½ Day)	TBD
May	25th (½ Day)	TBD

General Protocol

Timeline	Deliverable	Owner(s)
4 Weeks Prior	Feedback from Leaders	NS, KTK, JT
3 Weeks Prior	Draft Schedule Submitted	NS, KTK, JT
Next Monday Meeting	Draft Schedule Reviewed	DK, AL
Next Thursday Meeting	Draft Schedule Reviewed	School Leaders
2 Weeks Prior	Schedule Finalized	NS
Next Weekly Email	Final Schedule Distributed	NS / School Leaders



Deliverable Schedule

October 31st - Full Day

- 10/2 - 10/5: Kevin, Jackie, and Nicole create draft schedule
 - 10/4: Kevin, Jackie, and Nicole call at 10:30AM
 - 10/5: receive feedback from leaders during Thursday meeting
- 10/6: Kevin, Jackie, and Nicole submit draft schedule
- 10/9: Arin and Deborah review draft schedule
- 10/12: draft schedule shared with leaders at Thursday meeting for feedback
- 10/17: feedback incorporated; final schedule distributed in weekly email

November 21st - ½ Day

- 10/23 - 11/2: Kevin, Jackie, and Nicole create draft schedule
 - 11/1: Kevin, Jackie and Nicole call at 3:00PM
 - 11/2: receive feedback from leaders during Thursday meeting
- 11/3: Kevin, Jackie, and Nicole submit draft schedule
- 11/6: Arin and Deborah review draft schedule
- 11/9: draft schedule shared with leaders at Thursday meeting for feedback
- 11/14: feedback incorporated; final schedule distributed in weekly email

January 2nd - Full Day

- 11/29 - 12/7: Kevin, Jackie, and Nicole create draft schedule
 - 11/29: Kevin, Jackie and Nicole call at 10:30AM
 - 11/30: receive feedback from leaders during Thursday meeting
- 12/8: Kevin, Jackie, and Nicole submit draft schedule
- 12/11: Arin and Deborah review draft schedule
- 12/14: draft schedule shared with leaders at Thursday meeting for feedback
- 12/19: feedback incorporated; final schedule distributed in weekly email



February 16th - ½ Day

- 1/15 - 1/18: Kevin, Jackie, and Nicole create draft schedule
 - 1/16: Kevin, Jackie, and Nicole call at 2:00PM
 - 1/18: receive feedback from leaders during Thursday meeting
- 1/19: Kevin, Jackie, and Nicole submit draft schedule
- 1/22: Arin and Deborah review draft schedule
- 1/25: draft schedule shared with leaders at Thursday meeting for feedback
- 2/2: feedback incorporated; final schedule distributed in weekly email

March 29th - ½ Day

- 2/26 - 3/1: Kevin, Jackie, and Nicole create draft schedule
 - 2/27: Kevin, Jackie, and Nicole call at 1:00PM
 - 3/1: receive feedback from leaders at Thursday meeting
- 3/2: Kevin, Jackie, and Nicole submit draft schedule
- 3/5: Arin and Deborah review draft schedule
- 3/8: draft schedule shared with leaders at Thursday meeting for feedback
- 3/15: feedback incorporated; final schedule distributed in weekly email

April 20th - ½ Day

- 3/19 - 3/22: Kevin, Jackie, and Nicole create draft schedule
 - 3/20: Kevin, Jackie, and Nicole call at 10:00AM
 - 3/22: receive feedback from leaders at Thursday meeting
- 3/23: Kevin, Jackie, and Nicole submit draft schedule
- 3/26: Arin and Deborah review draft schedule
- 3/29: draft schedule shared with leaders at Thursday meeting for feedback
- 4/6: feedback incorporated; final schedule distributed in weekly email

May 25th - ½ Day

- 4/23 - 4/26: Kevin, Jackie, and Nicole create draft schedule
 - 4/25: Kevin, Jackie, and Nicole call at 10:00AM
 - 4/26: receive feedback from leaders at Thursday meeting



- 4/27: Kevin, Jackie, and Nicole submit draft agenda
- 4/30: Arin and Deborah review draft agenda
- 5/3: draft agenda shared with leaders at Thursday meeting for feedback
- 5/11: feedback incorporated; final schedule distributed in weekly email

PID protocol 2017-18

1. Leaders email teachers link to spreadsheet the week of Dec 11 for possible PID kids
2. Dec 11-21, leaders meet with each grade team to discuss and support teachers to put in place remediation plans. The purpose of the plan is help kids make gains in order to cut the number of kids significantly.
3. Jan 2 PD review remediation plans in the context of whole class and small group instruction planning.
4. Jan 22-26, leaders meet with all grade teams to finalize who will receive a PID letter. Ideally it will be 25% fewer students, than a month ago.
5. Week of **Feb 9**, distribute PID letters during family conferences.
6. Week of **March 29** follow up with families with new STEP data.
7. Week of **May 14 or May 29**, leaders meet with each grade team to finalize retention list Would move this up by a week
8. **May 21-31**, retention meetings with families. Leaders have to be in attendance at each retention meeting.

Data Overview

% of students proficient in reading

Goal	East	West
6th grade	45%	47%
7th grade	50%	67%
8th grade	60%	67%

6th Grade

Goal: 45%

School

Level	East	West
1	29%	39%
2	24%	23%
3	40.68%	33%
4	6.78%	5%
Pass (3/4)	47%	38%

Class

	Teacher	Campus	Class	% Pass
1	Housh / Rantala	East	603 (Tometi)	57.89%
2	Arciniegas / Cooney	East	602 (Cullors)	55.00%
3	Flaherty	West	601	40.91%
4	Flaherty / Wicks	West	602	40.91%
5	Wicks	West	603	30.00%
6	Arciniegas / Cooney	East	601 (Garza)	30.00%

7th Grade
Goal: 50%

School

Level	East	West
1	20%	13%
2	30%	20%
3	45%	51%
4	5%	16%
Pass (3/4)	50%	67%

Class

	Teacher	Campus	Class	% Pass
1	Harrison	East	701 (Tyson)	73.68%
2	O'Daniel / Fincher	West	702	70.00%
3	O'Daniel / Fincher	West	701	64.00%
4	Harrison / Belanga	East	702 (Angelou)	28.57%

8th Grade
Goal: 60%

School

Level	East	West
1	11%	9%
2	22%	20%
3	44.44%	56%
4	22.22%	15%
Pass (3/4)	67%	70%

Class

	Teacher	Campus	Class	% Pass
1	Moorhead / Hunt	West	802	81.48%
2	Garcia	East	802 (DuVernay)	71.43%
3	Belanga / Garcia	East	801 (Kuti)	62.50%
4	Moorhead / Hunt	West	801	59.26%

Historic Comparison

East - Historic Comparison to 2016-17 January Quiz #1

% of students proficient in reading

	2016-17	2017-18	% Change
6th grade	29%	47%	18%
7th grade	47%	50%	3%
8th grade	73%	67%	-6%

West - Historic Comparison to 2016-17 January Quiz #1

% of students proficient in reading

	2016-17	2017-18	% Change
6th grade	16%	38%	22%
7th grade	34%	67%	33%
8th grade	78%	70%	-8%

Cohort Comparison

East - Cohort Comparison to 2016-17 January Quiz #1

% of students proficient in reading

	2016-17	2017-18	% Change
6th grade	10%	47%	37%
7th grade	29%	50%	21%
8th grade	47%	67%	20%

West - Cohort Comparison to 2016-17 January Quiz #1

% of students proficient in reading

	2016-17	2017-18	% Change
6th grade	16%	38%	22%
7th grade	16%	67%	51%
8th grade	34%	70%	36%

Reference

ELA GOALS 2018

% of students proficient in reading

6th grade = 45%

7th grade = 50%

8th grade = 60%

Key to data review:

6th grade

45%+ = green

35-44.9 = yellow

under 35 = red

7th grade

50%+ = green

40-49.9 = yellow

under 40 = red

8th grade

60%+ = green

50-59.9 = yellow

under 50 = red



Site

Harlem Village Academies East Leadership ▾

Enrollment/Roster Date

Control Panel (02-01-2018) ▾

Courses

Filter Courses (Optional)

Teachers

Filter Teachers (Optional)

Classes

Filter Classes (Optional)

Students

Filter Students (Optional)

Additional Filters

Group By

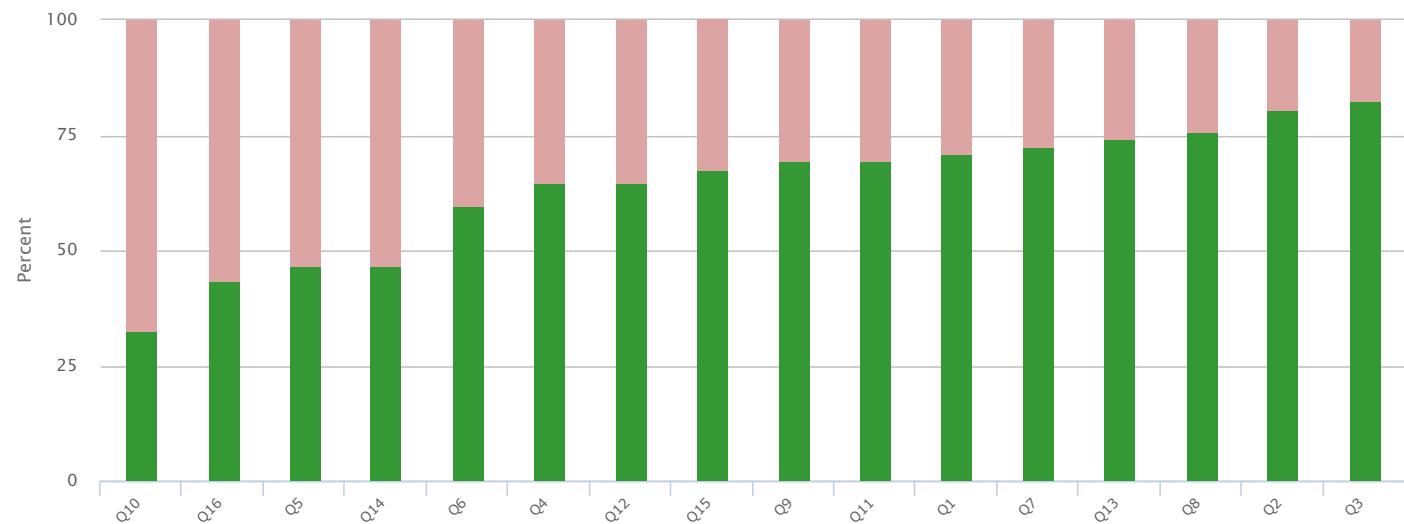
Question ▾

Show Response Count as

Number of Students ▾

[View in browser](#)[Print](#)

Response Distribution Percent Correct



Non Rubric

Question	% Points Earned ▲	# Correct	# Incorrect	Points Possible	No Response	0	A	B	C	D
Q10	32.3%	20	42	1	0	0	7	12	23	20
Q5	46.8%	29	33	1	0	0	5	7	21	29
Q14	46.8%	29	33	1	0	0	9	29	14	10
Q6	59.7%	37	25	1	0	0	37	6	1	18
Q4	64.5%	40	22	1	0	0	5	40	10	7
Q12	64.5%	40	22	1	0	0	40	10	4	8
Q15	67.7%	42	20	1	0	0	8	3	42	9
Q9	69.4%	43	19	1	0	1	3	9	6	43
Q11	69.4%	43	19	1	0	0	8	4	43	7
Q1	71%	44	18	1	0	0	7	5	44	6
Q7	72.6%	45	17	1	0	0	4	45	11	2
Q13	74.2%	46	16	1	0	0	8	4	4	46
Q2	80.6%	50	12	1	0	0	3	50	3	6
Q3	82.3%	51	11	1	0	0	2	6	3	51

Rubric

Question	% Points Earned ▲	Points Possible	No Response	0	1	2	C
Q16	43.5%	2	0	23	24	15	NA
Q8	75.8%	2	0	5	18	38	1

1/2 Elementary PD Schedule
Location: HVA West Elementary

West Elementary						
Time	K	1	2	3-5 ELA	3-5 Math	Associates / School Aides
8:30 - 9:00				Opening Circle Room: Library		
9:00 - 10:00				School and Grade-Wide Systems and Procedures for Culture in Spring 2018 (Meg, Melissa, April, Jon) Room: Library		
10:00 - 10:15				Break		
10:15- 11:15	Planning for Problem Solving Discourse (Linda) Room: 316	Planning for Fluency, Focus and Re-Teach (Warren / Naviera) Room: 301	Setting Up and Maintaining High Intellectual Effort (Clarke and Meg) Room: 602	Planning Time Room: Your Own	Associates: With Lead Teachers School Aides: With Specialists	
11:15 - 12:15	Report Card Training (Katy and Latika) Room: 401			Report Card Training (Katy and Latika) Room: Library		
12:15 - 12:30			Break			
12:30 - 1:30			Anti-Sexual Harassment Training (Lunch Provided - Room: Library) Room: Cafeteria			
1:30 - 2:30	Supporting Students with Special Needs (Andrea with Teachers in ICT rooms) Room: 316	Planning Time Room: Your Own	Systems, Routines, and Procedures in Your ELA Classroom (Laela and Meg) Room: 402	Planning for Math Coaching Groups (Warren) Room: 501	Associates: With Lead Teachers School Aides: Tiffany – with Akiea Satarra – with Ortiz Betty – with Haley Suky – with Ogechi Sheena – with Fatima	
2:30 - 2:45			Break			
2:45 - 4:15	Planning Time Room: Your Own	Planning for Problem Solving Discourse (3:00 - 4:00) (Linda) Room: 316	2:45 – 3: Planning Time 3:00 – 4:15: ELA: Planning for Focus and Re-Teach (Meg and Melissa) Room: 301	Planning Time Room: Your Own	Systems, Routines, and Procedures in Your Math Classroom (Christine and Bobby) Room: 602	Afterschool Planning (School Aides & Associate Teachers) (Jon) Room: 301
4:15 - 4:30			Closing Circle Room: Library			

1/2 Elementary PD Schedule
Location: HVA East Elementary

Time	K	1	2	3-5 ELA	3-5 Math
8:30 - 9:00			Opening Circle Room: 323		
9:00 - 10:00			Behavioral Systems/ Management (Henry) Room: 323		
10:00 - 10:20		Break & Travel Time (K-2)			
10:20- 11:15	Planning for Problem Solving Discourse Linda (West) Room: 316	Planning for Fluency, Focus and Re-Teach (Warren / Naviera) (West) Room: 301	ELA I Review Brittany Room: 201	Math IA Review Leanna Room: 202 Bobby: 227 Christine: 235	
11:15 - 12:15	Report Card Training - at West (Katy and Latika) Room: 401		Anti-Sexual Harassment Training - at East (Lunch Provided - Room: 439) Room: Auditorium		
12:15 - 12:30	Break				
12:30 - 1:30	Anti-Sexual Harassment Training - at West (Lunch Provided - Room: Library) Room: Cafeteria Note: travel back to East once the training has ended.		Report Card Training (Katy and Latika) Room: 232		
1:30 - 2:30	Writing Workshop (Monique) Room: 311	Writing Workshop (Sarah) Room: 334	Humanities Planning (Naviera) Room: 338	Writing Workshop 3 rd -Brittany - Room: 201 4 th - Paladino - Room: 234 5 th - Nisa - Room: 232	DreamBox & Unit Launch Linda - Room: 202 Unit Launches/Planning 3 rd – Leanna - Room: 202 4 th - OYO - Room: 235 5 th Linda - Room: 227
2:30 - 4:15			Room Time (1 on 1's coming to you!)		
4:15 - 4:30			Closing Circle Room: 323		