SUNY Charter Schools Institute
The State University of New York

2023 TRANSMITTAL AND SUMMARY FORM

Please refer to the 2023 SUNY RFP Guidance Handbook available at https://www.newyorkcharters.org/resource-center/applicants/ when completing this form. Contact [redacted] with any questions.

Proposed School Information			
Proposed Charter School Name:	Haven Charter High School		
Education Corporation Name:	Haven Charter High School		
Incorporating by Reference (Yes or No):	Yes	Ed. Corp Status:	New Ed Corp
Opening Date (Month & Year):	August 2025	School District of Location (or NYC CSD):	NYC CSD 8

Proposed Grades and Enrollment		
Charter Year	**Grades**	**Enrollment**
Year 1	9	100
Year 2	9-10	190
Year 3	9-11	275
Year 4	9-12	356
Year 5	9-12	356

Proposed Affiliations (if applicable)	
Charter Management Organization ("CMO"):	Not applicable
CMO Contact Info (Name, Phone):	Not applicable
Partner Organization:	East Side House Settlement
Partner Contact Info (Name, Phone):	[redacted]

Lead Applicant(s) Contact Information						
Lead Applicant Name:	[redacted]					
Applicant is a (check all that apply):	☐ Parent	☐ Teacher	☑ School Administrator	☑ District Resident	☐ SUNY	☐ Corp/Charter School
Organization Name (if applicable):	East Side House Settlement					
Applicant Mailing Address:	[redacted]					
Phone Number (direct line):	[redacted]	Secondary Phone Number:		Email Address:		

Secondary Applicant Name (if applicable):	[redacted]					
Applicant is a (check all that apply):	☐ Parent	☐ Teacher	☐ School Administrator	☑ District Resident	☐ SUNY Ed Corp/Charter School	
Organization Name (if applicable):	East Side House Settlement					
Applicant Mailing Address:	337 Alexander Ave, Bronx NY 10454					
Phone Number (direct line):	[redacted]	Secondary Phone Number:		Email Address:		

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

Program Design

Provide the proposed school's mission statement in the space below. **(Maximum 200 words.)**

The mission of Haven Charter High School is to provide a Career and Technical Education program serving the Bronx. Students will benefit from a well-rounded, rigorous STEM education leading to a professional certification in the medical field. Through individualized planning and attention, graduates will have the academic skills necessary to be successful in college and careers, and the tools necessary to enter the workforce or enroll in college.

Provide the proposed school's key design elements. Provide a brief **(up to 50 words)** description of each key design element.

PATHWAYS TO COLLEGE AND CAREER: Students will be provided classes that lead to certification in the medical and technology fields and will receive basic skills training for entry level positions. Initially, certifications will be offered in EKG and Phlebotomy, Home Health Aide, CPR/First Aide, Certified Nurse Assistant, Pharmacy Technician, Cisco Networking, and Microsoft.

STEM FOCUS: To achieve success in college, careers, and to complete healthcare and technology certifications on the way to graduation, Haven's students will need a solid academic foundation in STEM, infused throughout core classes and electives.

WORK READINESS OPPORTUNITIES: Students will receive "hands-on" learning opportunities to provide exposure to career pathways in various positions through internships and job placement efforts.

CRITICAL THINKING PEDAGOGY: Students will be required to analyze, reflect, and strategize in their thinking and execution of work.

PERFORMANCE-BASED GRADING: Haven Charter High School will use performance and evidence-based grading allowing teachers to implement practices that accurately reflect student learning.

SOCIAL AND EMOTIONAL SUPPORT THROUGH A PRIMARY PERSON MODEL: Students will be matched with an adult upon entry who will serve as their "go-to" support person.

PROFESSIONAL LEARNING COMMUNITY: Teachers and staff will be provided real-time trainings that are applicable to student needs and grounded in evidence-based research, and will be provided regularly scheduled professional development sessions and access to external trainings.

PARENT ENGAGEMENT AND SUPPORT: A parent support professional will be involved in each students' journey through school. An emphasis will be placed on ensuring successful information sharing strategies and systems are in place from day one.

COMMUNITY-BASED ORGANIZATIONAL PARTNERSHIP WITH EAST SIDE HOUSE SETTLEMENT: HCHS will partner with East Side House Settlement, a community non-profit. East Side House will provide comprehensive support, including providing a facility, managing fiscal, HR, and IT operations, providing direct social services, providing professional development in restorative practices and youth development, and leveraging existing programs to provide wrap-around services.

Provide a brief overview of the proposed school's academic program in the space below. The description should address any specific philosophical, instructional, curricular, or other approaches the school intends to implement and the rationale for this selection. **(Maximum 500 words.)**

The academic program at Haven Charter High School will feature a Regents diploma program coupled with the completion of a CTE certification for all students by the end of senior year. The school will infuse STEM components into core classes, and will offer electives that directly connect to STEM careers. The program will align with state learning and next generation standards, as well as industry standards for professional certifications. In the core classes, the school will use New Visions curriculum as a foundation, based upon the successful experience East Side House has had with the organization during partnerships with DOE schools. The academic program will be geared toward ensuring students are on-track to graduate within four years, with the skills mastery necessary to succeed in college or career.

Instructional and pedagogical approaches include an emphasis on critical thinking through project and problem-based learning, to ensure students are well-rounded and fully prepared for the 21st Century. This combination of STEM, CTE and critical thinking represents a unique approach to high school in the Bronx. Performance-based grading will allow students to flourish under the guidance of highly skilled teachers, and keep students feeling confident to continue their studies despite the pressures of the outside world.

Social and emotional supports are woven into the academic program, along with an emphasis on communicating with families and ensuring the school community is a place with a strong culture and where young adults thrive.

Proposed Board Members

Provide a list of all proposed board members below. The Institute understands that applicants may add trustees to the education corporation's board in the future but expects applicants to have at least four board members at the time of application submission and identify a Chair, Vice-Chair, Secretary, and Treasurer. All proposed board members must undergo background checks and be present at an interview to constitute a functioning board in order for the Institute to recommend the charter for approval.

For each proposed trustee please provide a brief biographical statement **(maximum of 200 words each)** that includes each proposed trustee's:

- Name;
- Proposed charter school board title, if applicable (e.g., Chair, Vice-Chair);
- Current job title/position and company/organization;
- Past job title(s)/position(s) and company/organization (if applicable);
- Educational background including degree(s) earned and institution(s); and,
- Any relevant experience including boards, volunteering, community organizations, etc.

[redacted] [redacted]

Lead Applicant Digital Signature	
Valid Digital Signature:	

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.

NOTE: The Institute only accepts valid digital signatures. Please do NOT submit typed signatures or scanned copies of written signatures. Please contact the Institute directly if you have questions about how to submit a digital signature.

This response is not applicable.

This response is not applicable.

R01a - Community Description and Need

Provide an analysis for 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 the students the proposed school intends to serve;**
- **The applicant's rationale for selecting the community;**
- **Performance of local schools in meeting the community's needs;**
- **How the proposed school would provide a needed alternative for the community; and,**
- **A detailed discussion of the educational impact of the COVID-19 pandemic on the target community, which may include an analysis of indicators of interrupted learning (e.g., assessment scores, absenteeism rates, enrollment rates, etc.)**

The founding team of Haven Charter High School (HCHS) is thrilled and honored to submit these updated plans to the Charter Schools Institute of the State University of New York. The founding team's first proposal was granted an initial approval in 2019, but the school did not receive a charter to operate because of the charter school cap in New York City. This proposed school – which will provide a learning program that addresses students' academic and social-emotional needs – will result in graduates earning both a Regents diploma and a minimum of one professional certification. Such a high school is desperately needed in the Bronx, where the community was ravaged by the impact of COVID-19 at a time when students already struggled to deal with economic and social circumstances that created barriers to education and well-paying jobs. The founding team has been planning for this moment for more than five years and is ready to execute on the mission and vision of bringing a high-quality CTE high school to the Bronx in fall 2025.

The Haven Charter High School (HCHS) will locate in Bronx Community School District 8, which is a demographically and racially diverse district in the southeast corner of the Bronx. The western edge of the district includes some of the poorest neighborhoods in the city, such as Hunts Point, while the eastern and northern edge includes more suburban settings, such as Throggs Neck and Soundview. East Side House Settlement (ESH), the founding partner organization, founded in 1891, is a well-respected community services organization which serves residents at all stages of their lives, including through popular and effective high school support programs in the Bronx and northern Manhattan. The founding team includes employees of ESH and community volunteers who are dedicated to public service.

To the founders of HCHS, the vibrancy of the Bronx community – including its challenges and immense needs – is firmly embedded in the heart and soul of this charter school proposal. The Bronx historically attracts many newly-arrived immigrants and is famous for its Co-Op City, which is renowned as the largest cooperatively owned space in America. This area is also known for the Bronx Zoo, the New York City Botanical Garden, and of course Yankee Stadium. While there is wealth in the borough, the Bronx is also home to many residents who live in poverty. Rents across New York City have rapidly increased in recent years, further challenging many working-class residents and those who face economic

disadvantages, who continue to need access to career pathways that result in jobs with competitive salaries and fair benefits packages. Median household income in the Bronx in 2021 was $45,640, about 37% less than the citywide median household income ($72,150). The poverty rate in the Bronx was 26.4% in 2021 compared to 18.0% citywide. The Bronx has one of the poorest Congressional districts in the country and one of the highest high rates of unemployment compared to the rest of the state. Currently, long-time residents are being "priced-out," with experts noting "the spike suggests that real estate speculators are buying low and selling for a hefty profit."[1]

Residents of the Bronx for years have also dealt with congestion and pollution, with health impacts such as asthma and allergies disproportionately diagnosed in the borough, especially among residents who have additional risk factors. COVID-19 health effects have compounded these problems. The State Comptroller's Office published a brief outlining how the COVID-19 pandemic impacted the Bronx. Notable findings include the fact that "Although the Bronx did not have the highest rate of COVID-19 cases among the City's boroughs, outcomes in the Bronx were more severe, with the highest hospitalization and death rates."[2] Indeed, since the beginning of the crisis, the Bronx was hit hard. By April 2020, just a few months into the pandemic's chaos, ABC News reported the following regarding the Bronx: "The heavily minority borough has the highest per-case fatality rate in NYC."[3] Recently, as New York City resembled a dystopia during an environmental catastrophe due to the pollution from widespread wildfires, the community was again reminded of how these disproportionate impacts are felt. According to data compiled, visits to emergency rooms to deal with the health effects of the air quality were highest among Black and Latino areas with high rates of poverty. "The foul air from Canada's wildfires was bad all over, but the impact hit hardest in neighborhoods in northern Manhattan, the Bronx, central Brooklyn, and the Rockaways, which had the highest number of asthma-related emergency department visits, according to the data."[4]

While access to high-quality schools alone won't completely mitigate each of these challenges, providing more Bronx residents with the chance to receive a rigorous and practical education that spans both theoretical content knowledge and the application of skills to real world job opportunities will help. Haven Charter High School seeks to serve students who would not otherwise have what they need to succeed in high school, college, and careers. Recent analysis shows an astonishing 34.4% percent of children live in poverty in the Bronx, with a youth unemployment rate of more than 16 percent – five

---

[1] Brand, D., & Shaw, K. (2023, May 18). *Home prices are surging in low-income Bronx neighborhoods, "pricing out" longtime residents*. Gothamist. https://gothamist.com/news/home-prices-are-surging-in-low-income-bronx-neighborhoods-pricing-out-longtime-residents

[2] Jain, R. (2021, June). *Recent trends and impact of covid-19 in the Bronx*. Office of the New York State Comptroller. https://www.osc.state.ny.us/reports/osdc/recent-trends-and-impact-covid-19-bronx

[3] Simon, E., & Ebbs, S. (2020, April 11). *Poverty, pollution and neglect: How the Bronx became a coronavirus "formula for disaster."* ABC News. https://abcnews.go.com/Health/poverty-pollution-neglect-bronx-coronavirus-formula-disaster/story?id=70084738

[4] Sundaram, A., & Shaw, K. (2023, June 12). *Asthma ER visits during NYC Smoke Haze were highest in high-poverty, black and Latino areas*. Gothamist. https://gothamist.com/news/asthma-er-visits-during-nyc-smoke-haze-were-highest-in-high-poverty-black-and-latino-areas?oref=csny_firstread_nl

percentage points higher than the city.[5] The population of the Bronx has been growing, with the expansion driven in large part by immigration. Immigrants are more than a third of the total population of residents, and current data shows more than half of the population of the borough is Hispanic or Latino.[6] Further, as noted in the statistics compiled by the United States Census Bureau, fewer than 75 percent of residents have graduated from high school or a post-secondary institution.[7]

Race and Hispanic Origin	July 1, 2022 (population estimates
White alone	44.30%
Black or African American alone	43.80%
American Indian and Alaska Native alone	3.10%
Asian alone	4.70%
Native Hawaiian and Other Pacific Islander alone	0.40%
Two or More Races	3.80%
Hispanic or Latino	56.40%
White alone, not Hispanic or Latino	9.00%
Other Census Stats:	July 1, 2022 (population estimates)
Foreign born persons, percent, 2017-2021	34.20%
Language other than English spoken at home, percent of persons age 5 years+, 2017-2021	58.20%
Persons in poverty, percent	26.40%
High school graduate or higher, percent of persons age 25 years+, 2017-2021	74.10%

Sadly, too many students in the Bronx are not exposed to high-quality educational programs, and this deficit leads to lifelong challenges. Children all too often are sent off to college without the financial or academic skills needed to persevere, leading to heavy debt burdens and many uncompleted degrees. In many other cases, students never even try to accomplish post-secondary education. The founding team of HCHS knows that while graduation rates have increased on the surface there are many students left who are still not "college ready" and dropout rates in the Bronx are still disproportionately high compared to New York City and New York State.

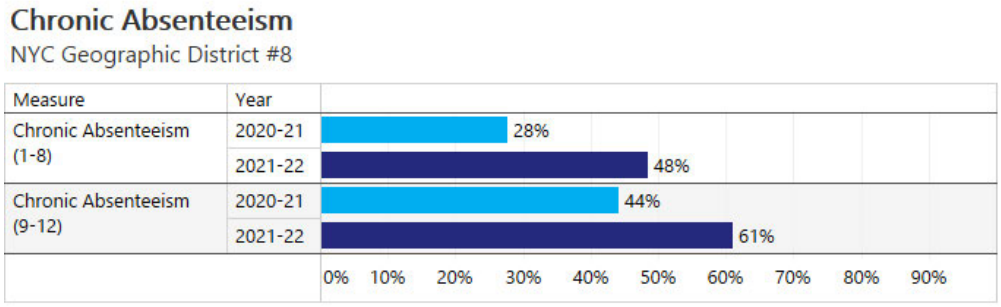
It is widely recognized that the pandemic has further exacerbated many challenges that already were prevalent throughout the borough. A lasting impact of COVID-19 has been the rate at which children have missed school. In some instances, especially in 2020 and 2021, this was due to illness, quarantines, and lockdown rules. As the pandemic restrictions eased, schools across the country saw more reluctance among children to attend school. According to recent reporting from NPR, "Before the pandemic, about 8 million U.S. students were considered chronically absent, according to the research group Attendance Works. That's when a student misses 10% or more of the school year. By spring 2022, that number had

[5] Keeping Track Online, THE STATUS OF NEW YORK CITY CHILDREN: https://data.cccnewyork.org/data

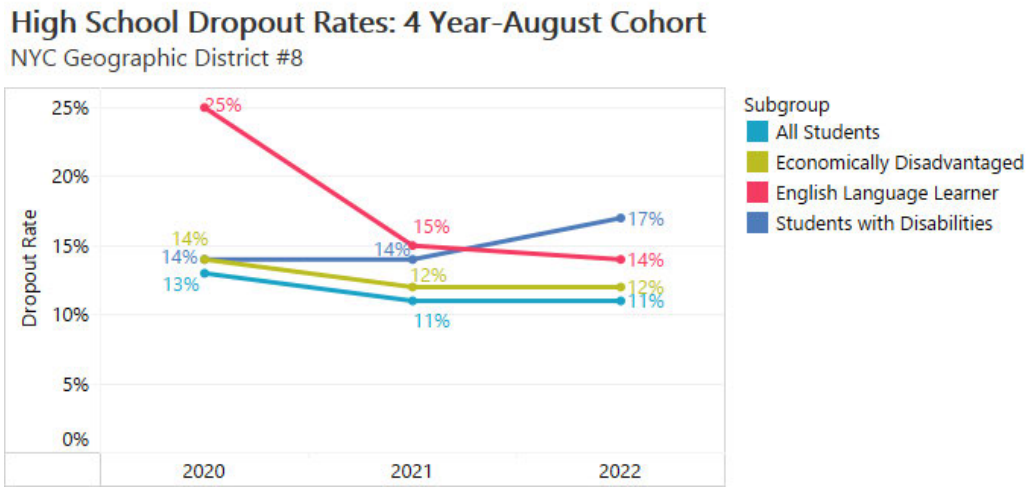
[6] *Ibid*

[7] U.S. Census Bureau: https://www.census.gov/quickfacts/fact/table/bronxcountynewyork,US/PST045222

doubled to around 16 million."[8] Data show chronic absenteeism did indeed spike in New York State and New York City, and particularly in CSD 8, as 61 percent of high school students consistently missed school in 2021-22.



Chronic absenteeism isn't the only challenge. The CSD 8 community continues to witness a high school dropout rate that is unacceptably high.



The founders of Haven Charter High School know these children well – this is the same student population the East Side House Settlement (ESH) serves through existing community and school-based programs. East Side House was founded in 1891 and is one of NYC's oldest community services non-profits. The organization provides more than 450 professional educators, counselors, and social workers to the local community. More than 10,000 children and families benefit from ESH services every year. The organization provides education programs, social workers and other experts to serve approximately 14,000 residents in 29 different locations annually.

[8] Mehta, J. (2023, March 2). *3 years since the pandemic wrecked attendance, kids still aren't showing up to school*. NPR. https://www.npr.org/2023/03/02/1160358099/school-attendance-chronic-absenteeism-covid

The educational services provided by East Side House Settlement are grounded in the principles of learning as a continuous life process, and that education is an empowering tool for individuals, families, and communities. East Side House strives to positively change the lives of program participants by addressing their unique academic, social, and emotional needs, removing barriers to their competence and independence, and preparing them to transition into college and/or employment. East Side House works with a network of 17 New York City public high schools consisting of approximately 5,000 students. Programs provide customized student support services and skill-building opportunities to students that lead to graduation and college enrollment and/or employment. Several of the programs, such as the Post-Secondary Pathways Program, provide the opportunity for career preparation through paid internships and/or trade certification. Additionally, Adult Literacy Education (G.E.D.) supports are offered through the organization's suite of support services.

During COVID-19 lockdown restrictions East Side House remained a leader in working with urban, at-risk youth and maintained its longstanding partnership with the New York City Department of Education (DOE) providing academic intervention, attendance improvement services, college and career preparatory programming and social service support for 2,800 students so that they could earn a diploma and created pathways to employment and higher education.

Even the name of the proposed school - Haven Charter High School - was intentionally chosen to reflect consistency with the respected educational programs currently offered by ESH in partnership with the DOE and other organizations. For example, Bronx Haven High School, founded in 2008, and ESH have worked together with New Visions to serve students in a transfer school environment.

Without a doubt, HCHS's founding team is familiar with the serious academic skill deficits many Bronx children will acquire by 9th grade and is also intimately familiar with the social and emotional needs of these at-risk students must grapple with daily. The specific student population HCHS seeks to serve is exactly the same as students served by the programs East Side House runs now, but the aim is to catch them before they need transfer schools or high school equivalency alternatives. The High School Equivalency (G.E.D.) program ESH runs reaches 250 people annually, and the post-secondary program reaches 250 people annually as well.

Demographic data on the ESH programs currently serving Bronx students

Program	School/Program Type (Schedule)	Student Population (Ages, Grades)	Student Enrollment (2022)	Economic Need Index/ % Most at risk*	Percentage of Students with IEPs	Percentage of ELL Students
Bronx Haven High School	Alternative Pathways Program	Ages 16-21,Over-	120 Students	SY20: 53%* SY21: 49%* SY22: 47%*	SY20: 32% SY21: 34% SY22: 38%	SY20: 12% SY21: 10% SY22: 6%

Program	School/Program Type (Schedule)	Student Population (Ages, Grades)	Student Enrollment (2022)	Economic Need Index/ % Most at risk*	Percentage of Students with IEPs	Percentage of ELL Students
	(Transfer High School) (Traditional School Hours M-F 8am-4pm; 1000 hours)	age, under-credited				
Mott Haven Community High School	Alternative Pathways Program (Transfer High School) (Traditional School Hours M-F 8am-4pm; 1000 hours)	Ages 16-21,Over-age, under-credited/	252 Students	SY20: 49%* SY21: 47%* SY22: 46%*	SY20:33% SY21: 33% SY22: 39%	SY20: 10% SY21: 9% SY22: 13%
Mott Haven Educational Campus *Bronx Leadership Academy II*	Student Success Center (Traditional School Hours M-F 8am-4pm; 1000 hours)	9th-12th grade students	468 students	SY20: 92% SY21: 85% SY22: 92%	SY20: 30% SY21: 29% SY22: 27%	SY20: 12% SY21: 12% SY22: 13%
Mott Haven Educational Campus *Careers in Sports High School*			513 students	SY20: 92% SY21: 93% SY22: 95%	SY20: 27% SY21: 28% SY22: 30%	SY20: 15% SY21: 16% SY22: 16%
High School for World Cultures	Community School (Traditional School Hours M-F 8am-4pm; 1000 hours)	9th-12th grade students	436 students	SY20: 98% SY21: 98% SY22: 98%	SY20: 4% SY21: 4% SY22: 3%	SY20: 79% SY21: 84% SY22: 92%

Program	School/Program Type (Schedule)	Student Population (Ages, Grades)	Student Enrollment (2022)	Economic Need Index/ % Most at risk*	Percentage of Students with IEPs	Percentage of ELL Students
Smith Young Adult Borough Center	Alternative Pathways Program (Evening Program 1-9 pm; 1000 hours)	Over-age, under-credited, 5th year students (Ages: 17-21)	215 Students	SY20: 89% SY21: 88% SY22: 89%	SY20: 27% SY 21: 30% SY 22: 32%	SY20: 15% SY 21:18% SY 22: 17%
George Washington Young Adult Borough Center	Alternative Pathways Program (Evening Program 1-9 pm; 1000 hours)	Over-age, under-credited, 5th year students (Ages: 17-21)	215 Students	SY20: 92% SY21: 94% SY22: 94%	SY20: 21% SY21: 26% SY22: 25%	SY20: 41% SY21: 42% SY22: 40%
Arturo Schomburg Satellite	Alternative Pathways Program (Transfer High School) (Traditional School Hours M-F 8am-4pm; 1000 hours)	Ages 16-21,Over-age, under-credited (Ages: 16-21)	171 Students	SY20: 31%* SY21: 37%* SY22: 42%*	SY20: 28% SY21: 35% SY22: 35%	SY20: 13% SY21: 12% SY 22: 14%
Gotham Collaborative High School	Community School (Traditional School Hours M-F 8am-4pm; 1000 hours)	9th-10th grade students	300 Students	SY20: 92% SY21: 92% SY22: 93%	SY20: 26% SY21: 24% SY22: 26%	SY20: 13% SY21: 16% SY22: 19%

Program	School/Program Type (Schedule)	Student Population (Ages, Grades)	Student Enrollment (2022)	Economic Need Index/ % Most at risk*	Percentage of Students with IEPs	Percentage of ELL Students
Post Secondary Pathways & Adult Literacy Education	Certification, Trainings and GED programming (Year Round; M-F 9-5; 1900 hours)	Ages 16-24,Out-of-school, out-of- work/	500 Students	N/A	N/A	N/A
Lehman Young Adult Borough Center	Alternative Pathways Program (Evening Program 1-9 pm; 1000 hours)	Over-age, under-credited, 5th year students/	215 Students	SY20: 83 % SY21: 81% SY22: 81%	SY20: 23% SY21: 23% SY22: 24%	SY20: 11% SY21: 11% SY22: 12%
Bronx Regional High School	Alternative Pathways Program (Transfer High School) (Traditional School Hours M-F 8am-4pm; 1000 hours)	Ages 16-21, Over-age, under-credited	107 Students	SY20:30%* SY21: 29%* SY22: 42%*	SY20: 21% SY21: 22% SY22: 20%	SY20: 9% SY21: 12% SY22: 9%
George Washington Educational Campus High School for Media & Communications	Student Success Center (Traditional School Hours M-F 8am-4pm; 1000 hours)	9th-12th grade students	330 students	SY20: 92% SY21: 92% SY22: 92%	SY20: 19% SY21: 22% SY22: 21%	SY20: 47% SY21: 48% SY22: 42%
George Washington			315 students	SY20: 91% SY21: 93% SY22: 93%	SY20: 21% SY21: 26% SY22: 25%	SY20: 53% SY21: 51% SY22: 52%

Program	School/Program Type (Schedule)	Student Population (Ages, Grades)	Student Enrollment (2022)	Economic Need Index/ % Most at risk*	Percentage of Students with IEPs	Percentage of ELL Students
Educational Campus The College Academy						
George Washington Educational Campus High School for Law & Public Service			368 students	SY20: 92% SY21: 94% SY22: 94%	SY20: 26% SY21: 27% SY22: 26%	SY20: 36% SY21: 35% SY22: 33%
George Washington Educational Campus High School for Health Careers & Sciences			395 students	SY20: 92% SY21: 91% SY22: 91%	SY20: 19% SY21: 17% SY22: 20%	SY20: 41% SY21: 42% SY22: 40%

Haven Charter High School is being founded specifically in Bronx CSD 8 simply because this is the founders' community; the founders see these children as their children and the Bronx is quite literally their home. The high school program offered by HCHS will allow the members of the community the chance to achieve certifications and credentials in the medical field and technology industries before students leave for college or to enter the workforce. The skills learned will lead to stable jobs that can provide a secure wage with benefits or help students achieve the college dream through financial aid. Some graduates will go straight to college, without stopping for a job along the way. The educational foundation and credentials provided by Haven Charter High School will help those students succeed in post-secondary environments. East Side House is an experienced operator of post-secondary programs, and currently offers certification pathways in EKG/Phlebotomy, Home Health Aide, CPR, Pharmacy Technician, OSHA 10/30, Microsoft Office Specialist, and CISCO Networking. The founders of HCHS will leverage this expertise to provide a comprehensive high school education that leads to at least one professional certification for every single graduate.

Schools in the Bronx are struggling. The community needs more high schools that lead to college and career success. The community needs more high schools that lead to college and career success. As demonstrated in the graphics below, there are not many high-quality seats available in different Bronx schools to help accomplish the very appropriate goals of graduation and college and career success, and many students are not learning at the levels necessary in grades 3-8 to allow them to succeed in high school. This sad fact is obvious in the average proficiency rate of schools in CSD 8's 3-8 scores being well below 50%; ELA average at 34% and Math at 21% in the traditional school settings. Further, at the high school level data also demonstrate severe deficiencies among current options, captured below by the passage rates on Regents exams for all schools in the CSD.

High School Graduation Rates: 4 Year-August Cohort

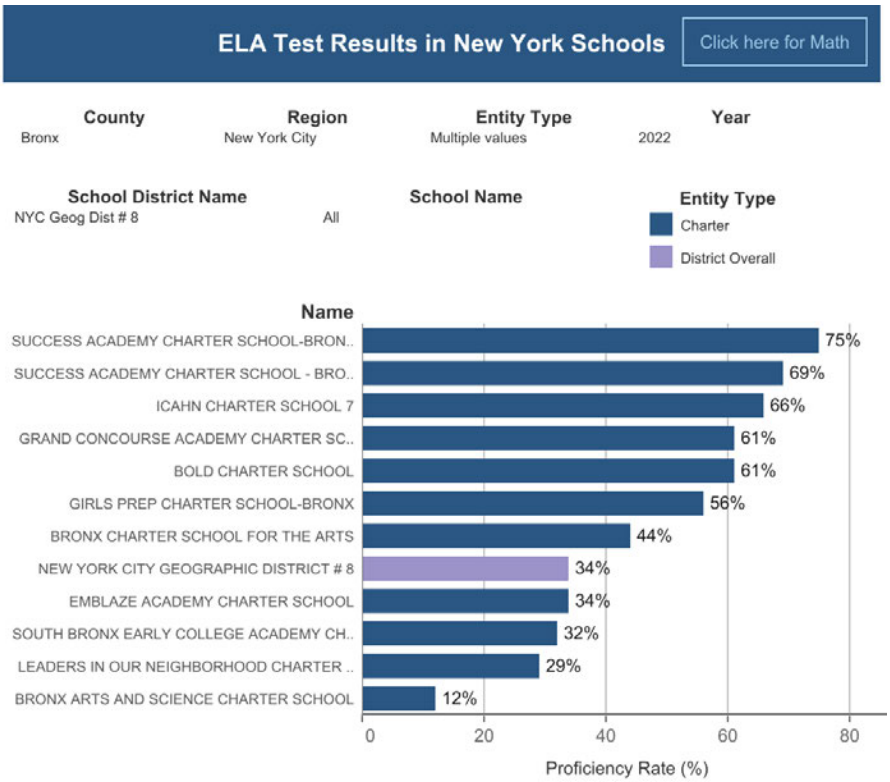
NYC Geographic District #8

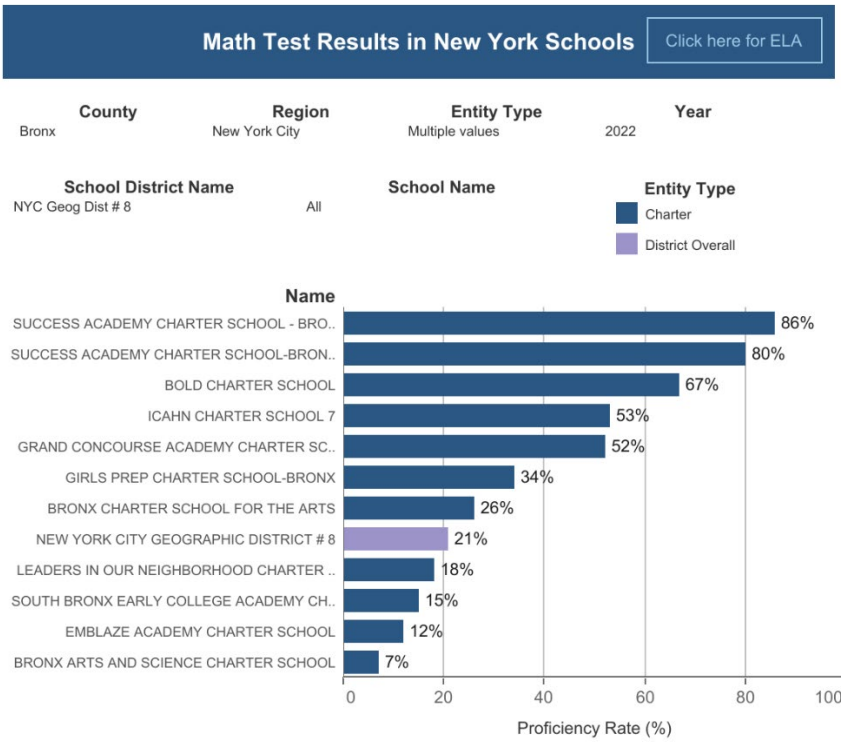
Type	Subgroup	2020	2021	2022
All	All Students	66%	71%	75%
At-Risk	Economically Disadvantaged	67%	71%	74%
	English Language Learner	47%	66%	70%
	Students with Disabilities	43%	50%	55%
Race	American Indian or Alaska Native	68%	80%	77%
	Asian/Pacific Islander	86%	76%	88%
	Black or African American	62%	70%	72%
	Hispanic or Latino	66%	70%	74%
	Multiracial	25%	88%	50%
	White	66%	77%	79%
Gender	Female	72%	75%	81%
	Male	62%	67%	70%
		0% 50% 100%	0% 50% 100%	0% 50% 100%

2022 NYS Regents Annual Exam Results

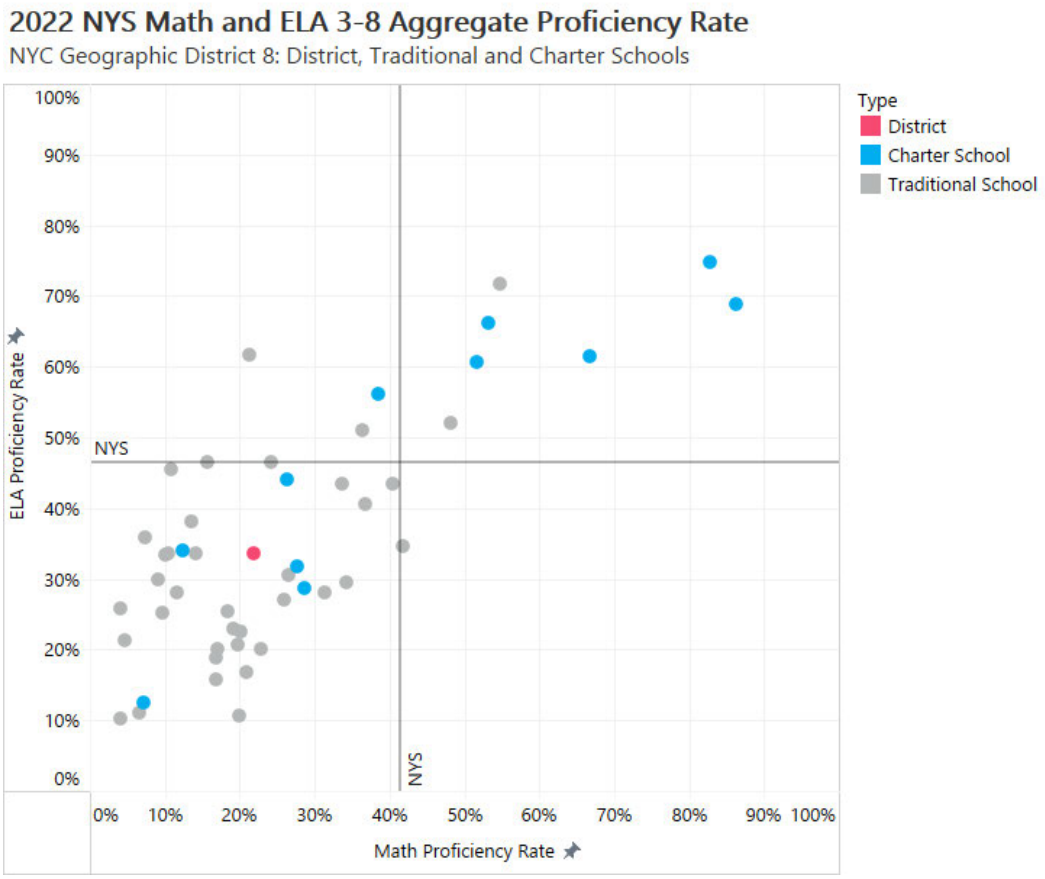
NYC Geographic District #8

Category	Subject	Number Tested	
Math	Regents Common Core Algebra I	1,464	41
	Regents Common Core Algebra II	396	12
	Regents Common Core Geometry	608	11
English	Regents Common Core English Language Art	1,069	58
Science	Regents Living Environment	1,201	46
	Regents Phy Set/Earth Sci	776	23
	Regents Phy Set/Physics	78	8
	Regents Phy Set/Chemistry	229	6
History	Regents NF Global History	1,262	60
			0 20 40 60 80 100
			Proficiency Rate


ELA Test Results in New York Schools
Click here for Math
County
Bronx
Region
New York City
Entity Type
Multiple values
Year
2022
School District Name
NYC Geog Dist # 8
School Name
All
Entity Type
Charter
District Overall
Name
SUCCESS ACADEMY CHARTER SCHOOL-BRON..
SUCCESS ACADEMY CHARTER SCHOOL - BRO..
ICAHN CHARTER SCHOOL 7
GRAND CONCOURSE ACADEMY CHARTER SC..
BOLD CHARTER SCHOOL
GIRLS PREP CHARTER SCHOOL-BRONX
BRONX CHARTER SCHOOL FOR THE ARTS
NEW YORK CITY GEOGRAPHIC DISTRICT # 8
EMBLAZE ACADEMY CHARTER SCHOOL
SOUTH BRONX EARLY COLLEGE ACADEMY CH..
LEADERS IN OUR NEIGHBORHOOD CHARTER ..
BRONX ARTS AND SCIENCE CHARTER SCHOOL
75%
69%
66%
61%
61%
56%
44%
34%
34%
32%
29%
12%
0
20
40
60
80
Proficiency Rate (%)


Math Test Results in New York Schools
Click here for ELA
County
Bronx
Region
New York City
Entity Type
Multiple values
Year
2022
School District Name
NYC Geog Dist # 8
School Name
All
Entity Type
Charter
District Overall
Name
SUCCESS ACADEMY CHARTER SCHOOL - BRO..
SUCCESS ACADEMY CHARTER SCHOOL-BRON..
BOLD CHARTER SCHOOL
ICAHN CHARTER SCHOOL 7
GRAND CONCOURSE ACADEMY CHARTER SC..
GIRLS PREP CHARTER SCHOOL-BRONX
BRONX CHARTER SCHOOL FOR THE ARTS
NEW YORK CITY GEOGRAPHIC DISTRICT # 8
LEADERS IN OUR NEIGHBORHOOD CHARTER ..
SOUTH BRONX EARLY COLLEGE ACADEMY CH..
EMBLAZE ACADEMY CHARTER SCHOOL
BRONX ARTS AND SCIENCE CHARTER SCHOOL
86%
80%
67%
53%
52%
34%
26%
21%
18%
15%
12%
7%
0
20
40
60
80
100
Proficiency Rate (%)

Finally, it has been widely reported that educational learning loss related to COVID-19 has been more severe in demographically at-risk communities. Observers noted as early as 2021 that "Standardized test results show an overall drop in learning, especially in some of New York City's poorest areas."[9] This observation is borne out by the 2022 state exam data. Far too many schools are clustered in the lower left-hand quadrant of the graphic (below) which plots results the proficiency rates in math and English language arts for CSD 8 district schools, charter schools, and the district average. The founders of HCHS understand the implications of these data points; many students who enroll will bring with them academic deficits that must be remediated while also keeping each child on track for graduation. The founding team is ready to respond to this challenge.



R01(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:

[9] Krauth, D. (2022, November 21). *Pandemic learning loss hits New York City minority students hardest*. ABC7 New York. https://abc7ny.com/standardized-testing-nyc-poor-neighborhoods-minorities/12478747/

- **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 that takes into account disruptions and demographic changes caused by the COVID -19 pandemic;**
- **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.**

The following schools currently serve the Bronx community:

School Name	Type of School	Affiliation	2022-23 Grades Served	2022-23 Total Enrollment
Academic Leadership CS	Charter		K-8	455
Academy Of Mount Saint Ursula	Nonpublic	Roman Catholic - Archdiocese of NY	9-12	235
Academy Of Public Relations	Public		6-8	125
Academy-Applied Math & Tech	Public		6-8	303
Academy-Language & Tech	Public		9-12	342
Acad-Personal Ldshp and Excellence	Public		6-8	706
Acad-Scholarship & Entrepreneurship	Public		9-12	398
Accion Academy	Public		6-8	230
Aeci II: NYC Charter HS	Charter		9-12	418
Alfred E Smith Career-Tech HS	Public		9-12	412
All Hallows Institute	Nonpublic	Roman Catholic - Archdiocese of NY	9-12	402
Amber CS Kingsbridge	Charter		K-7	632
American Dream CS	Charter		6-12	602
Ampark Neighborhood	Public		PreK-5	312
Angelo Patri Middle School	Public		6-8	338
Antonia Pantoja Prep Academy	Public		6-12	420
Archer Elementary School	Public		PreK-5	326
Archimedes Acad-Math, Sci, Tech	Public		6-12	531
Arturo A Schomburg Satellite-Bronx	Public		9-12	170
Astor Collegiate Academy	Public		9-12	442
Atmosphere Acad Public CS	Charter		6-10	1109
Baychester Academy	Public		PreK-5	302
Baychester Middle School	Public		6-8	268
Bedford Park ES	Public		PreK-5	470
Belmont Preparatory HS	Public		9-12	371
Bglig-Shirley Rodriguez-Remeneski CS	Charter		K-8	341

Bold Charter School	Charter		K-4	328
Boys Prep CS of NY	Charter		K-9	716
Brilla Caritas Charter School	Charter		K-2	240
Brilla College Prep CS	Charter		K-9	754
Brilla Pax Charter School	Charter		K-2	205
Brilla Veritas Charter School	Charter		K-5	464
Bronx Acad for Software Engineering	Public		9-12	389
Bronx Academy of Health Careers	Public		9-12	354
Bronx Academy of Promise CS	Charter		K-8	549
Bronx Academy-Multi-Media	Public		6-8	254
Bronx Aerospace High School	Public		9-12	147
Bronx Alliance Middle School	Public		6-8	214
Bronx Arena High School	Public		9-12	134
Bronx Arts and Science CS	Charter		K-5	341
Bronx Bridges High School	Public		9-12	334
Bronx Career&College Prep HS	Public		9-12	203
Bronx Center For Sci & Math	Public		9-12	389
Bronx CS for Excellence 5	Charter		K-4	269
Bronx CS for Children	Charter		K-8	524
Bronx CS for The Arts	Charter		K-8	597
Bronx Charter-Excellence 3	Charter		K-6	480
Bronx Charter-Excellence 4	Charter		K-5	339
Bronx Collaborative HS	Public		9-12	446
Bronx Collegiate Academy	Public		9-12	402
Bronx Community CS	Charter		K-8	459
Bronx Community High School	Public		9-12	124
Bronx Compass High School	Public		9-12	386
Bronx CS For Excellence	Charter		K-8	793
Bronx CS For Excellence 2	Charter		K-7	463
Bronx CS - Better Learning	Charter		K-5	546
Bronx CS - Better Learning II	Charter		K-5	430
Bronx Dance Academy School	Public		6-8	257
Bronx Delta School	Public		PreK-5	414
Bronx Design-Construction Academy	Public		9-12	232
Bronx Early Col Acad-Teach/Learn	Public		6-12	447
Bronx Eng & Tech Academy	Public		9-12	355
Bronx Envision Academy	Public		9-12	306
Bronx Green Middle School	Public		6-8	341
Bronx Haven High School	Public		9-12	114
Bronx Health Sciences HS	Public		9-12	368
Bronx High School of Business	Public		9-12	301
Bronx High School of Science	Public		9-12	2952

Bronx HS-Law & Comm Svc	Public		9-12	379
Bronx High School-Visual Arts	Public		9-12	422
Bronx HS-Writing & Comm Arts	Public		9-12	185
Bronx HS For Medical Science	Public		6-12	453
Bronx International High School	Public		9-12	328
Bronx Lab School	Public		9-12	221
Bronx Latin School	Public		6-12	493
Bronx Leadership Acad HS	Public		9-12	329
Bronx Leadership Acad II HS	Public		9-12	419
Bronx Legacy High School	Public		9-11	170
Bronx Little School	Public		PreK-5	310
Bronx Mathematics Prep	Public		6-8	169
Bronx Park Middle School	Public		6-8	358
Bronx Prep Charter School	Charter		K-2, 6-12	890
Bronx Regional High School	Public		10-12	125
Bronx River High School	Public		9-12	434
Bronx School for Law, Gov, Justice	Public		6-12	747
Bronx School of Law & Finance	Public		9-12	349
Bronx School of Young Leaders	Public		6-8	359
Bronx Stem and Arts Academy	Public		PreK-5	154
Bronx Studio School-Writers-Artists	Public		6-12	615
Bronx Theatre High School	Public		9-12	276
Bronx Writing Academy	Public		6-8	237
Bronxdale High School	Public		9-12	373
Bronx-Manhattan Sda School	Nonpublic	Seventh-Day Adventist	PreK-8	82
Bronxwood Prep Academy	Public		9-12	387
Canarsie Children First Academy	Nonpublic	Independent	PreK-K	78
Capital Preparatory Bronx CS	Charter		6-9	400
Cardinal Hayes High School	Nonpublic	Roman Catholic - Archdiocese of NY	9-12	730
Cardinal McCloskey Community CS	Charter		K-4	371
Cardinal Spellman High School	Nonpublic	Roman Catholic - Archdiocese of NY	9-12	1130
Careers In Sports HS	Public		9-12	426
Celia Cruz Bronx HS of Music	Public		9-12	416
Charter HS-Law&Social Justice	Charter		9-12	480
Children's Aid College Prep CS	Charter		K-8	573
Choice Charter School	Charter		PreK-5	235
Christ The King School	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	267
Cinema School	Public		9-12	359
City Of Faith Christian School	Nonpublic	Independent	PreK-5	72
Claremont International HS	Public		9-12	333
Colibri Community School	Public		PreK-5	257
Collegiate Inst-Math & Science	Public		9-12	564
Community School-Social Justice	Public		9-12	223

Comp Model Sch Project MS 327	Public		6-12	669
Concourse Village ES	Public		PreK-5	219
Cornerstone Acad for Social Action	Public		PreK-5	276
Cornerstone Acad-Social Action-MS	Public		6-8	167
Creo College Prep CS	Charter		5-8	346
Creston Academy	Public		6-8	432
Crotona International HS	Public		9-12	306
Dewitt Clinton High School	Public		9-12	1054
Discovery High School	Public		9-12	423
Dr Emmett W Bassett School	Public		PreK-5	524
Dr R Izquierdo Health/Science CS	Charter		6-12	709
Dream CS Mott Haven	Charter		K-3, 6-7	354
Dream CS - Highbridge	Charter		K	53
Dreamyard Preparatory School	Public		9-12	333
E Monroe New Renaissance Basketball	Charter		9-10	230
Eagle Academy for Young Men	Public		6-12	443
East Bronx Academy-Future	Public		6-12	612
Elem School For Math, Science, Tech	Public		K-5	242
Emblaze Academy CS	Charter		5-8	184
Emolior Academy	Public		6-8	373
English Language Learners-Inter Supp	Public		9-12	217
Equality Charter School	Charter		6-12	615
Esmt-Is 190	Public		6-8	225
Ethical Culture Fieldston MS	Nonpublic	Independent	6-8	398
Ethical Culture Fieldston School	Nonpublic	Independent	9-12	605
Ethical Culture the Fieldston Lower School	Nonpublic	Independent	PreK-5	257
Eximius College Prep Academy	Public		9-12	375
Explorations Academy HS	Public		9-12	277
Fairmont Neighborhood School	Public		PreK-5	226
Faith Christian Academy	Nonpublic	Christian Fundamentalist	1-8	28
Family Life Academy Charter	Charter		K-5	395
Family Life Academy CHS	Charter		9	101
Family Life Academy CS II	Charter		K-8	802
Family Life Academy CS III	Charter		K-5	231
Family School	Public		PreK-5	431
Fannie Lou Hamer Freedom HS	Public		9-12	451
Fannie Lou Hamer MS	Public		6-8	227
Fordham HS For the Arts	Public		9-12	394
Fordham Leadership Academy	Public		9-12	416

Fordham Preparatory School	Nonpublic	Roman Catholic - Archdiocese of NY	9-12	961
Frederick Douglass Acad III	Public		9-12	219
Frederick Douglass Acad V MS	Public		6-8	239
Garvey School	Nonpublic	Independent	PreK-8	44
Girls Prep CS - Bronx	Charter		K-9	691
Girls Prep CS - Bronx II	Charter		K-2	139
Gotham Collaborative HS	Public		9-12	314
Grand Concourse Academy CS	Charter		K-8	699
Grant Avenue ES	Public		PreK-5	362
Greek American Institute of NY	Nonpublic	Greek Orthodox	PreK-8	163
Harriet Tubman Charter School	Charter		K-8	565
Harry S Truman High School	Public		9-12	1892
Health Opportunities HS	Public		9-12	226
Herbert H Lehman High School	Public		9-12	1075
Hero High School	Public		9-12	676
High School of World Cultures	Public		9-12	340
High School-Computers & Technology	Public		9-12	462
High School-Contemporary Arts	Public		9-12	286
High School-Energy and Technology	Public		9-12	417
High School-Violin and Dance	Public		9-12	131
Highbridge Green School	Public		6-8	377
Holy Cross School	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	261
Holy Family School	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	154
Holy Rosary School	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	334
Hope Academy of The Bronx	Nonpublic	Independent	6, 8, 10-12	21
Horace Mann School	Nonpublic	Independent	6-8	457
Horace Mann School Lower Division	Nonpublic	Independent	K-5	466
Horace Mann Upper School	Nonpublic	Independent	9-12	734
Hostos-Lincoln Academy of Science	Public		6-12	519
HS Amer Studies at Lehman Coll	Public		9-12	399
HS For Language-Innovation	Public		9-12	353
HS For Teaching and Professions	Public		9-12	380
Icahn Charter School 1	Charter		K-8	324
Icahn Charter School 2	Charter		K-8	331
Icahn Charter School 3	Charter		K-8	330
Icahn Charter School 4	Charter		K-8	348
Icahn Charter School 5	Charter		K-8	344
Icahn Charter School 6	Charter		K-8	316
Icahn Charter School 7	Charter		K-8	333

Immaculate Conception School	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	385
Immaculate Conception School	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	282
In-Tech Academy (MS/HS 368)	Public		6-12	940
International Community HS	Public		9-12	330
International Leadership CHS	Charter		9-12	322
International School-Liberal Arts	Public		6-12	470
Is 117 Joseph H Wade	Public		6-8	358
Is 181 Pablo Casals	Public		6-8	628
Is 206 Ann Mersereau	Public		6-8	177
Is 219 New Venture School	Public		6-8	247
Is 229 Roland Patterson	Public		6-8	166
Is 232	Public		6-8	297
Is 254	Public		6-8	469
Is 303 Leadership & Comm Service	Public		6-8	332
Is 313 School of Leadership Dev	Public		6-8	172
Is 318 Math, Science & Tech Thro Art	Public		6-8	303
Is 339	Public		6-8	165
Is 584	Public		6-8	172
Jhs 118 William W Niles	Public		6-8	621
Jhs 123 James M Kiernan	Public		6-8	530
Jhs 127 Castle Hill	Public		6-8	815
Jhs 131 Albert Einstein	Public		6-8	351
Jhs 144 Michelangelo	Public		6-8	421
Jhs 22 Jordan L Mott	Public		6-8	264
Jhs 80 Mosholu Parkway	Public		6-8	588
Jhs 98 Herman Ridder	Public		6-8	109
Jill Chaifetz Transfer High School	Public		9-12	152
Jonas Bronck Academy	Public		6-8	271
Kappa	Public		6-8	241
Kappa III	Public		6-8	284
Kingsbridge International HS	Public		9-12	222
Kinneret Day School	Nonpublic	Jewish	PreK-8	183
KIPP Academy Charter School	Charter		K-12	1134
KIPP Bronx Charter School II	Charter		K-1, 6-7	299
KIPP Bronx Charter School III	Charter		K-3, 5-9	809
KIPP Freedom Charter School	Charter		K-8	729
Knowledge, Power Prep Acad Inter HS	Public		9-12	401
Lab School of Fin & Tech: X223	Public		6-12	633
Lavelle School for the Blind	Nonpublic	Independent	PreK-K	119
Leaders in our Neighborhood CS	Charter		K-12	981
Leaders of Tomorrow	Public		6-8	387

Learning Tree Preparatory School (The)	Nonpublic	Independent	PreK-8	116
Legacy College Preparatory CS	Charter		6-11	724
Linden Tree Elementary School	Public		PreK-5	331
Longwood Academy-Discovery	Public		PreK-5	500
Longwood Preparatory Academy	Public		9-12	349
LPF School of Science and Discovery	Public		K-5	225
Lucero Elementary School	Public		K-5	268
Marble Hill HS-Intrntnl Studies	Public		9-12	415
Marie Curie HS-Nursing	Public		9-12	289
Matilda Avenue School	Public		K-5	237
Metropolitan High School	Public		9-12	157
Metropolitan Soundview HS	Public		9-12	389
Millenium Art Academy	Public		9-12	364
Milton Fein School	Public		K-5	400
Monsignor Scanlan HS	Nonpublic	Roman Catholic - Archdiocese of NY	9-12	505
Morris Academy for Colla Studies	Public		9-12	436
Mott Hall Bronx High School	Public		9-12	331
Mott Hall Charter School	Charter		6-8	228
Mott Hall Community School	Public		6-8	302
Mott Hall III	Public		6-8	306
Mott Hall V	Public		6-12	667
Mott Haven Academy CS	Charter		K-8	452
Mott Haven Community HS	Public		10-12	241
Mott Haven Village Prep HS	Public		9-12	176
Mount Eden Children's Acad	Public		PreK-5	409
Mount Saint Michael Academy	Nonpublic	Roman Catholic - Archdiocese of NY	6-12	645
MS 101 Edward R Byrne	Public		6-8	535
MS 129 Acad-Independent Learning	Public		6-8	298
MS 180 Dr Daniel Hale Williams	Public		6-8	774
MS 301 Paul L Dunbar	Public		6-8	182
MS 302 Luisa Dessus Cruz	Public		6-8	360
MS 390	Public		6-8	394
Neighborhood CS-Bronx	Charter		K-4	345
New American Acad-R Clemente	Public		PreK-5	380
New Covenant Christian School	Nonpublic	Christian Fundamentalist	PreK-12	137
New Directions Secondary School	Public		9-12	143
New Life School (The)	Nonpublic	Independent	3-12	102
New Millennium Bronx Acad Arts	Public		6-8	163
New Pathways Academy	Public		6-8	181
New School-Leadership & Journal	Public		6-8	623
New Visions Aim Charter HS II	Charter		9-12	203

New Visions CHS-Adv Math/Scie	Charter		9-12	461
New Visions CHS-Humanities	Charter		9-12	479
New Visions CHS-Humanities II	Charter		9-12	396
New Visions CHS-Adv Ma/Sci II	Charter		9-12	497
New World High School	Public		9-12	298
New York Institute for Special Education	Nonpublic	Independent	PreK-12	166
North Bronx School-Empowerment	Public		6-8	370
Nuasin Next Generation CS	Charter		K-12	674
NYC Autism CS Bronx	Charter		UGE	32
NYC Charter HS - AECI	Charter		9-12	429
One World MS-Edenwald	Public		6-8	322
Our Lady of Grace School	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	335
Our Lady of Mount Carmel School	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	256
Our Lady of Refuge School	Nonpublic	Roman Catholic - Archdiocese of NY	K-8	176
Our Saviour Lutheran School	Nonpublic	Lutheran	8-12	66
Pan American International HS	Public		9-12	296
Pelham Acad-Academics and Community	Public		6-8	283
Pelham Gardens Middle School	Public		6-8	291
Pelham Lab High School	Public		9-12	313
Pelham Preparatory Academy	Public		9-12	462
Pharos Academy CS	Charter		K-12	727
Preston High School	Nonpublic	Roman Catholic - Archdiocese of NY	9-12	368
Ps 1 Courtlandt School	Public		PreK-5	458
Ps 100 Isaac Clason	Public		PreK-5	446
Ps 103 Hector Fontanez	Public		PreK-5	697
Ps 105 Sen Abraham Bernstein	Public		PreK-5	692
Ps 106 Parkchester	Public		PreK-5	889
Ps 107	Public		PreK-5	432
Ps 108 Philip J Abinanti	Public		PreK-5	482
Ps 109 Sedgwick	Public		PreK-5	448
Ps 11 Highbridge	Public		PreK-5	426
Ps 110 Theodore Schoenfeld	Public		PreK-5	324
Ps 111 Seton Falls	Public		PreK-5	431
Ps 112 Bronxwood	Public		PreK-5	393
Ps 114 Luis Llorens Torres School	Public		PreK-5	484
Ps 121 Throop	Public		PreK-5	557
Ps 126 Dr Marjorie H Dunbar	Public		PreK-5	506
Ps 130 Abram Stevens Hewitt	Public		PreK-5	278
Ps 132 Garrett A Morgan	Public		PreK-5	378
Ps 134 George F Bristow	Public		PreK-5	421
Ps 138 Samuel Randall	Public		PreK-5	503

Ps 14 Senator John Calandra	Public		PreK-5	619
Ps 140 Eagle School	Public		PreK-5	380
Ps 146 Edward Collins	Public		PreK-5	314
Ps 15 Inst For Environ Lrng	Public		K-8	410
Ps 150 Charles James Fox	Public		PreK-5	513
Ps 152 Evergreen	Public		PreK-5	655
Ps 153 Helen Keller	Public		PreK-5	462
Ps 154 Jonathan D Hyatt	Public		PreK-5	223
Ps 157 Grove Hill	Public		PreK-5	427
Ps 159 Luis Munoz Marin Biling	Public		K-5	142
Ps 16 Wakefield	Public		PreK-5	313
Ps 160 Walt Disney	Public		PreK-5	328
Ps 161 Juan Ponce De Leon School	Public		PreK-5	314
Ps 163 Arthur A Schomberg	Public		PreK-5	280
Ps 170	Public		PreK-2	159
Ps 175 City Island	Public		K-8	239
Ps 178 Dr Selman Waksman	Public		PreK-5	319
Ps 179	Public		PreK-5	215
Ps 18 John Peter Zenger	Public		PreK-5	342
Ps 182	Public		PreK-5	458
Ps 19 Judith K Weiss	Public		PreK-8	628
Ps 195	Public		PreK-5	726
Ps 196	Public		PreK-5	683
Ps 199 Shakespeare School	Public		PreK-5	484
Ps 204 Morris Heights	Public		PreK-5	560
Ps 205 Fiorello Laguardia	Public		K-5	596
Ps 207	Public		PreK-5	336
Ps 209	Public		PreK-2	187
Ps 21 Philip H Sheridan	Public		K-5	478
Ps 211	Public		PreK-5	203
Ps 214	Public		PreK-8	837
Ps 226	Public		PreK-5	336
Ps 23 New Children's School	Public		PreK-5	364
Ps 236 Langston Hughes	Public		PreK-5	250
Ps 24 Spuyten Duyvil	Public		K-5	731
Ps 246 Poe Center	Public		K-5	492
Ps 25 Bilingual School	Public		PreK-5	443
Ps 277	Public		PreK-5	304
Ps 279 Capt Manuel Rivera Jr	Public		K-8	733
Ps 28 Mount Hope	Public		PreK-5	589
Ps 291	Public		K-5	415
Ps 3 Raul Julia Micro Society	Public		PreK-8	307
Ps 30 Wilton	Public		PreK-5	405

Ps 304 Early Childhood School	Public		PreK-5	511
Ps 306	Public		K-5	431
Ps 310 Marble Hill	Public		PreK-5	452
Ps 315 Lab School	Public		K-8	190
Ps 32 Belmont	Public		PreK-5	555
Ps 33 Timothy Dwight	Public		PreK-5	748
Ps 340	Public		PreK-5	462
Ps 35 Franz Siegel	Public		K-5	399
Ps 36 Unionport	Public		PreK-5	702
Ps 360	Public		PreK-5	305
Ps 37 Multiple Intelligence School	Public		K-8	456
Ps 396	Public		PreK-5	213
Ps 41 Gun Hill Road	Public		K-5	592
Ps 42 Claremont	Public		PreK-5	316
Ps 43 Jonas Bronck	Public		PreK-5	343
Ps 44 David C Farragut	Public		PreK-5	226
Ps 46 Edgar Allan Poe	Public		PreK-5	633
Ps 47 John Randolph	Public		K-5	796
Ps 48 Joseph R Drake	Public		PreK-5	475
Ps 49 Willis Avenue	Public		PreK-5	547
Ps 5 Port Morris	Public		PreK-8	608
Ps 53 Basheer Quisim	Public		PreK-5	610
Ps 536	Public		PreK-5	271
Ps 55 Benjamin Franklin	Public		PreK-5	468
Ps 56 Norwood Heights	Public		K-5	593
Ps 57 Crescent	Public		PreK-5	383
Ps 58	Public		PreK-5	290
Ps 583	Public		PreK-5	416
Ps 59 Community School-Technology	Public		PreK-5	442
Ps 6 West Farms	Public		PreK-5	449
Ps 61 Francisco Oller	Public		PreK-5	226
Ps 62 Inocensio Casanova	Public		PreK-5	461
Ps 63 Author'S Academy	Public		PreK-5	412
Ps 65 Mother Hale Academy	Public		PreK-5	270
Ps 66 School-Higher Expectations	Public		PreK-5	477
Ps 67 Mohegan School	Public		PreK-5	296
Ps 68	Public		PreK-5	469
Ps 69 Journey Prep School	Public		PreK-5	494
Ps 70 Max Schoenfeld	Public		PreK-5	785
Ps 71 Rose E Scala	Public		K-8	1179
Ps 72 Dr William Dorney	Public		PreK-5	597
Ps 73 Bronx	Public		PreK-5	331

Ps 75 School of Research-Discovery	Public		PreK-5	489
Ps 76 Bennington School	Public		K-5	666
Ps 78 Anne Hutchinson	Public		PreK-5	603
Ps 8 Isaac Varian	Public		PreK-5	672
Ps 81 Robert J Christen	Public		K-5	672
Ps 83 Donald Hertz	Public		K-8	1562
Ps 85 Great Expectations	Public		PreK-5	641
Ps 86 Kingsbridge Heights	Public		PreK-6	1269
Ps 87	Public		K-5	316
Ps 88 S Silverstein Little Sparrow	Public		K-4	96
Ps 89	Public		PreK-8	1211
Ps 9 Ryer Avenue Elementary	Public		PreK-5	584
Ps 91	Public		K-5	388
Ps 93 Albert G Oliver	Public		PreK-5	349
Ps 94 Kings College School	Public		K-5	858
Ps 95 Sheila Mencher	Public		K-8	902
Ps 96 Richard Rodgers	Public		PreK-5	830
Ps 97	Public		PreK-5	543
Ps/Is 218 R H Dual Lang Magnet	Public		K-8	853
Ps/Is 224	Public		6-8	198
Ps/Is 54	Public		PreK-5	364
Ps/MS 194	Public		K-8	1105
Ps/MS 20 Po George J Werdan III	Public		PreK-8	774
Ps/MS 280 Mosholu Parkway	Public		K-8	699
Ps/MS 29 Melrose School	Public		PreK-8	713
Ps/MS 31 William Lloyd Garrison	Public		PreK-8	576
Ps/MS 4 Crotona Park West	Public		PreK-8	343
Ps/MS 498 Van Nest Academy	Public		K-8	599
Pugsley Preparatory Academy	Public		6-8	562
Pulse High School	Public		9-12	134
Qsac Inc Day School Bronx	Nonpublic	Independent	PreK, 5-8	56
Renaissance High School-Mta	Public		9-12	433
Riverdale Country School	Nonpublic	Independent	PreK-12	1275
Riverdale/Kingsbridge (MS/HS 141)	Public		6-12	1417
Rosalyn Yalow Charter School	Charter		K-5	476
Sacred Heart School	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	445
Saint Angela Merici School	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	238
Saint Anselm School	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	183
Saint Athanasius School	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	405
Saint Barnabas ES	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	478
Saint Barnabas High School	Nonpublic	Roman Catholic - Archdiocese of NY	9-12	195
Saint Benedict School	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	296

Saint Brendan School	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	202
Saint Catharine High School	Nonpublic	Roman Catholic - Archdiocese of NY	9-12	300
Saint Clare School	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	357
Saint Frances De Chantal School	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	297
Saint Francis Of Assisi School	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	348
Saint Francis Xavier School	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	240
Saint Gabriel School	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	203
Saint Helena School	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	285
Saint Ignatius School	Nonpublic	Roman Catholic - Archdiocese of NY	6-8	67
Saint John Chrysostom School	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	196
Saint Joseph School for the Deaf	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	44
Saint Lucy School	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	309
Saint Margaret Mary School	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	139
Saint Margaret of Cortona School	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	213
Saint Philip Neri School	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	266
Saint Raymond Academy for Girls	Nonpublic	Roman Catholic - Archdiocese of NY	9-12	230
Saint Raymond Boys HS	Nonpublic	Roman Catholic - Archdiocese of NY	9-12	405
Saint Raymond ES	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	544
Saint Simon Stock ES	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	166
Saint Theresa School	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	352
Salanter Akiba Riverdale Academy	Nonpublic	Jewish	PreK-8	888
Samara Community School	Public		PreK-5	294
Santa Maria School	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	256
Sar High School	Nonpublic	Jewish	9-12	664
School For Environmental Citizenship	Public		PreK-5	438
School For Excellence	Public		9-12	101
School For Inquiry & Social Justice	Public		6-8	401
School of Performing Arts	Public		6-8	196
School of Science & Applied Lrng	Public		PreK-5	454
Schuylerville Prep HS	Public		9-12	372
Science and Technology Academy	Public		6-8	372
Sco Family Services - The Christopher School	Nonpublic	Independent	UGS	19
Sheridan Academy-Young Leaders	Public		PreK-5	419
Sinai - Special Needs Institute Inc	Nonpublic	Jewish	K-8	66
SO Bronx Academy-Applied Media	Public		6-8	225
Soundview Academy	Public		6-8	299
South Bronx Charter School	Charter		K-9	458
South Bronx Classical CS IV	Charter		K-6	378
South Bronx Classical CS	Charter		K-8	498
South Bronx Classical CS II	Charter		K-8	281
South Bronx Classical CS III	Charter		K-8	500
South Bronx Community CHS	Charter		9-12	347

South Bronx Early College Academy CS	Charter		6-8	304
South Bronx International MS	Public		6-8	156
South Bronx Preparatory	Public		6-12	642
Steam Bridge School	Public		K-5	293
Storefront Academy CS	Charter		K-5	224
Success Academy CS-Bronx 4	Charter		K-4	619
Success Academy CS-Bronx 1	Charter		K-4	342
Success Academy CS-Bronx 2	Charter		K-8	935
Success Academy CS-Bronx 3	Charter		K-12	1315
Success Academy CS-Bronx 5 Lower	Charter		K-1	115
Theatre Arts Production Company	Public		6-12	503
Thomas C Giordano MS 45	Public		6-8	472
University Heights Secondary School	Public		9-12	571
University Prep Charter HS	Charter		9-12	434
University Prep Charter MS	Charter		5-8	398
Urban Assembly Bronx of Letters	Public		6-12	545
Urban Assembly CS - Computer Science	Charter		9-12	443
Urban Assembly School-Appl Math	Public		6-12	588
Urban Dove Team CS II	Charter		10-12	323
Urban Institute of Mathematics	Public		6-8	372
Urban Scholars Community School	Public		PreK-5	325
Validus Prep Academy	Public		9-12	254
Villa Maria Academy	Nonpublic	Roman Catholic - Archdiocese of NY	PreK-8	290
Wake-Eden Christian Academy	Nonpublic	Christian Fundamentalist	PreK-5	138
Walton Avenue School	Public		K-5	399
West Bronx Acad for the Future	Public		6-12	639
Westchester Square Academy	Public		9-12	409
Wildflower New York CS	Charter		K-3	37
Wings Academy	Public		9-12	257
Women's Academy of Excellence	Public		9-12	168
World View High School	Public		9-12	634
Yeshiva of Telshe Alumni	Nonpublic	Jewish	9-12	90
Yeshiva Ohavei Torah of Riverdale	Nonpublic	Jewish	10-12	70
Young Leaders ES	Public		PreK-5	213
Young Voices Academy-Bronx	Public		PreK-5	369
Young Women's Ldshp School-Bronx	Public		6-12	535
Zeta CS - Mount Eden	Charter		K-2	310
Zeta CS - Tremont Park	Charter		K-2	351
Zeta CS - South Bronx	Charter		K-5	620

While considering the disruptions and demographic changes caused by the pandemic in New York City, such as fluctuations to enrollment as families moved, it remains the case that HCHS will have a negligible impact on existing educational options. According to publicly available data for the 2022-23 school year,[10] traditional, charter, and private schools in CSD 8 will enroll approximately 33,811 students. The specific estimate for each type of school is as follows:

- Traditional: 23,324
- Charter: 7,285
- Private: 3,202

If enrollment in CSD 8 remains constant, this means that at scale, HCHS's enrollment would represent:

- 1.0% of the total CSD 8 enrollment.
- 1.5% of the total traditional district school enrollment.
- 1.3% of the total traditional district and private school enrollment.
- 5.1% of the current traditional and private high school enrollment. Total high school enrollment in district and private schools was 6,966.

The founders of HCHS are confident that the creation of this school will not negatively impact the enrollment and programmatic viability of the public and non-public schools in the area. If every private and traditional district school transferred the same number of students to HCHS at scale, this would be fewer than five students per school. The smallest traditional district school serving high school grades enrolled 124 students in 2022-23; losing five students to HCHS would represent 4% of their students. The largest traditional district school serving high school grades enrolled 1,075 students in 2022-23; losing five students to HCHS would represent 0.5% of their students. Further, charters currently represent 22% of the total CSD 8 enrollment. As the charter cap has been reached in NYC, and it was a significant (but difficult) accomplishment to convince the legislature to allow for the reissuance of only 14 new schools, it is safe to assume there will be limited charter school growth in terms of new schools. If other charter schools' enrollments stay fairly constant, adding HCHS would bring this percentage up to 23%.

It is safe to say that even when charter schools are considered, there are few high schools offering what HCHS seeks to offer. Some of the features that make HCHS incredibly unique include partnerships with health care institutions and CUNY's Lehman College. The school's health partners are Bronx Lebanon Hospital, New York Presbyterian Hospital, and Local 1199 SEIU United Healthcare Workers Union. These institutions will support the design, credentialing, and job training components of the Haven Charter High School, and some will offer job placements. All students will earn certifications, either in the health care or technology fields, and this will lead to viable work opportunities for all graduates, as seniors leave with both a diploma and a certification with a career track. This type of high school experience is

[10] Access via www.nysed.gov; 2022-23 Preliminary Enrollment

not common in the Bronx and offers an opportunity for students to work on these two critical parallel tracks through one common institution – the high school. As a high school diploma is no longer sufficient on its own to help graduates secure employment that allows for economic independence, there is an urgency and practical application to this design.

Another feature that is not commonly found in Bronx schools is the extension of East Side House Settlement's "Primary Person Model". This type of program has been effective in other schools, such as Broome Street Academy Charter School, which refers to this adult person as a "champion." The Primary Person Model that will be used by HCHS creates meaningful relationships between adults and students. Essentially, this special person serves as an advocate, resource, supporter, and liaison for students. These trusted adults help with smaller problems like misplaced assignments or belongings and underdeveloped organizational skills to larger issues of homelessness, the need for social services interventions, or personal and family crises.

HCHS will not have a negative impact on others who have also answered the call to support students in these post-pandemic times. East Side House currently graduates 1,100 students from its high school and equivalency programs each year. The founding team knows the options available to CSD 8 students and therefore understands that while many well-intentioned programs and instructional approaches have been implemented to address COVID-19 impacts, the community is far from being appropriately supported by highly effective schools. It takes a village, and HCHS will gladly join that village. There is also a track record of success to build upon, as HCHS will work in close partnership with ESH. Ninety-five percent of graduates who are enrolled in an ESH program go on to college or other post-secondary institution, and the organization places approximately 300 people in jobs every year.

Ultimately, while the founders of HCHS and the leaders of ESH firmly believe this school is needed in the community, it is a conclusion made after careful consideration of the potential programmatic impact on other schools. As a DOE partner, ESH is mindful of the impact HCHS will potentially have on the enrollment of other local schools. After a careful look at data, the team is confident any impact will be minimal.

R01c - 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).**

HCHS's founding team anticipates having a negligible effect on the budgets and enrollments of other CSD 8 schools. As the fiscal impact chart reflects, HCHS assumes all seats will be filled beginning in year one. As noted in the previous section, at full scale HCHS's enrollment would represent a small percentage of the host district's population of public and private schools, as estimated:

- 1.0% of the total CSD 8 enrollment.
- 1.5% of the total traditional district school enrollment.
- 1.3% of the total traditional district and private school enrollment.
- 5.1% of the current traditional and private high school enrollment. Total high school enrollment in district and private schools was 6,966.

Based on the estimated per pupil impact, at scale the funding passed to the charter school represents a very small percent of the NYC DOE's overall budget. Even if there is a future rise in the per-pupil tuition rate for charter schools due to incremental increases in state aid, and/or funds for special education or other purposes, the budgetary impact would still be minimal.

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: New York City Department of Education							
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 New York City Department of Education School District	Projected Impact (% of District's Total Budget)
Year 1 (2025-26)	100	18,340	1,834,000	-	1,834,000	22,300,000,000	0.008%
Year 2 (2026-27)	190	18,340	3,484,600	-	3,484,600	22,300,000,000	0.016%
Year 3 (2027-28)	275	18,340	5,043,500	-	5,043,500	22,300,000,000	0.023%
Year 4 (2028-29)	356	18,340	6,529,040	-	6,529,040	22,300,000,000	0.029%
Year 5 (2029-30)	356	18,340	6,529,040	-	6,529,040	22,300,000,000	0.029%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	https://comptroller.nyc.gov/reports/spotlight-school-budget-allocations/#looking-forward-fy-2024-school-funding
OTHER NOTES:	

2. Addressing the Need

A. Mission

The mission of Haven Charter High School is to provide a Career and Technical Education program serving the Bronx. Students will benefit from a well-rounded, rigorous STEM education leading to a professional certification in the medical field. Through individualized planning and attention, graduates will have the academic skills necessary to be successful in college and careers, and the tools necessary to enter the workforce or enroll in college.

B. Key Design Elements

Haven Charter High School (HCHS), located in Bronx CSD 8, serves grades 9 through 12. The school will focus on academic, social and emotional excellence through the following key design elements:

PATHWAYS TO POST-SECONDARY AND CAREER OPPORTUNITIES: Students will be provided classes leading to certification credentials in the key areas of medical and technology fields and will receive basic skills training for entry level certified positions in CPR & First Aid, EKG and Phlebotomy; Pharmacy Technician; Cisco Networking and, Microsoft. As the school grows, additional credentials may be added such as: CompTIA A+, Network +, cyber security and Certified Nurse's Aide. The partner organization, East Side House Settlement, currently offers these programs through a Post-Secondary Pathways program and will leverage this experience to ensure success at the charter school.

Research shows career and technical education programs can provide financial and academic benefits to participants, including research showing participation in a high-quality CTE program boosts the likelihood of an on-time graduation, with larger effects for lower-income students.[1] Another study found that "Students with greater exposure to CTE are more likely to graduate from high school, enroll in a two-year college, be employed, and earn higher wages."[2]

SkillsUSA has this to say about CTE: "Regardless of whether students are headed for college or the workforce, this type of education will help them prepare for the future. In fact, college-bound students can get job experiences to help them define their career plans, identify an appropriate course of study and help pay for tuition."

These employment and post-secondary education supports are desperately needed for residents of the Bronx, where many are living below the poverty line and the youth unemployment rate is quite high - 21.5% in 2016, nearly 5 percentage points higher than the citywide rate for this population.[3] Bronx high school students need options, and CTE will provide those much-needed options.

Response 2-1

STEM CURRICULA: To achieve success in careers or post-secondary opportunities, and to complete healthcare and technology certifications on the way to graduation, HCHS students will need a solid academic foundation in math and science. The school will feature a strong STEM curriculum and provide project-based and experiential learning in a collaborative environment, both in the school and as a part of the external career pathways trainings and certifications. A STEM focus prioritizes "hands-on" learning by increasing student engagement and achievement. This will prepare students to think critically in both school and careers, and will give students a chance to solve the most pressing issues facing neighborhoods and throughout the world.[4]

WORK-READINESS OPPORTUNITIES: Students, in their junior and senior years, will receive hands-on learning opportunities providing exposure to career pathways through internships and job placement efforts. Opportunities will be provided by Bronx Lebanon Hospital, New York Presbyterian Hospital, CUNY Lehman Community College, and Local 1199 SEIU United Healthcare Workers Union, all of whom have an existing relationship with East Side House and have committed to providing supports to HCHS. According to a survey of high school dropouts, "Eighty-one percent of survey respondents said if schools provided opportunities for real-world learning (internships, service learning projects, and other opportunities), it would have improved the students' chances of graduating from high school."[5]

CUNY Lehman College: Lehman will partner with HCHS to provide Allied Health Sciences trainings including: EKG/Phlebotomy, Home Health Aide, Pharmacy Technician, and Cisco networking training. Lehman College will provide classes specifically for HCHS students and will work closely with school staff to monitor student and program progress.

Bronx Lebanon Hospital: Bronx Lebanon Hospital will work with HCHS in designing the CTE program and providing internship placements for students to gain hands-on, real world experience in the medical field.

New York Presbyterian Hospital: New York Presbyterian Hospital created this partnership to identify itself as a main employer of students who graduate from HCHS. This collaboration allows our graduates to earn a living wage to better support their families and enter a career path.

Local 1199 SEIU United Healthcare Workers Union: Local 1199 SEIU United Healthcare Workers Union acts as a consultant, providing industry insight into program design, necessary skills, and development for jobs in high demand.

CRITICAL THINKING PEDAGOGY: Students will be required to analyze, reflect and strategize in their thinking and execution of work. The "why" and "prove it" questions will be asked for proof for key learning and comprehension as well as students' abilities to communicate these answers in various ways such as technological presentations and public speaking. When these students make it to the level of higher education or the workforce, the educators and trainers are forced to begin by teaching critical thinking skills as opposed to beginning with the information that needs to be conveyed. Halx and Reybold (2005) determined, after much review and research, that learning requires effort, but critical

thinking requires maximum exertion of intellectual capability and that students and teachers alike find critical thinking discomforting because it requires personal reflection. For this reason and the lack of time available to K-12 educators, much critical thinking has been left for higher education to teach and utilize.[6]

PERFORMANCED-BASED GRADING: HCHS will use performance and evidence-based grading that allows teachers to implement practices that accurately reflect student learning. In proficiency-based systems, grades more accurately reflect the learning progress that students make, particularly when they struggle early on in a semester or school year. Progress and hard work are recognized and documented. If you ask nearly any adult, they will tell you that failures—and learning to overcome them—are often among the most important lessons in life. Yet many traditional grading systems penalize students for a single failure or poor test performance. Failure is nearly always encountered on the path to understanding and success, and proficiency-based approaches to grading allow teachers, students, and parents to focus on the end goal—learning the most important knowledge and skills—rather than the struggles or mistakes made along the way. Proficiency-based grading helps students see failures as opportunities to learn and grow—not as sources of shame.

SOCIAL AND EMOTIONAL SUPPORT THROUGH A PRIMARY PERSON MODEL: Students will be matched with an adult upon entry who will serve as their "go-to" support person – an advisor. The support person will be responsible for monthly check-ins, teacher-student mediations, student-student mediations, tracking academic progress, attendance outreach, communicating with families, serving as a liaison to other needed social services supports, and more. The primary person is a caring adult laser-focused on supporting students' progress. East Side House uses this model with great success in its existing programs.

COMMUNITY-BASED ORGANIZATIONAL PARTNERSHIP WITH EAST SIDE HOUSE SETTLEMENT: HCHS will benefit from a strong partnership with East Side House Settlement, a community non-profit dating back to 1891 and a pillar of the Bronx. East Side House will support HCHS in key ways, including providing a facility and leasing it to the school at fair market value; managing fiscal operations, HR operations and IT operations; providing direct social services supports; providing professional development in areas such as restorative practices and youth development; and, leveraging its existing programs to provide supports and wrap-around services to the school community.

PROFESSIONAL LEARNING COMMUNITY: Teachers and staff will be provided real-time trainings that are applicable to student needs and based on evidence-based research. The quality of the individual teacher remains paramount in student learning, and the PLC concept is our best strategy for creating the system that ensures more good teaching in more classrooms more often. Teachers and staff will be provided regularly scheduled professional development sessions and will have access to external trainings with the expectation that they will turn-key vital information to the collective staff. Staff will be given opportunities to collaborate and cross-pollinate in certain subjects providing alignment of curricula and academic objectives for students. After synthesizing over 800 meta-analyses on the factors that impact student achievement, John Hattie concluded the best way to improve schools was to organize teachers into collaborative teams that clarify what each student must learn and the indicators of learning the team will track, to gather evidence of that learning on an ongoing basis, and to analyze the results together so that they could learn which instructional strategies were working and which were not. In

[6] [redacted]

other words, he urged schools to function as Professional Learning Communities. [redacted] came to a similar conclusion when he described the PLC concept as "one of the most powerful initiatives for school improvement I have seen in the last decade."

PARENT ENGAGEMENT AND PARENT SUPPORT: Finally, a parent support professional is involved in each students' journey through HCHS. A specific emphasis will be placed on ensuring successful information sharing strategies and systems are in place from day one at the school, including:

Various methods of communication to reach families who may keep varying hours, such as written, two-way communication and/or use of other items. An online platform is crucial, using email or other modes of communication via the internet (like google classroom or drive). Communications with families will be personalized to best manage effective conversations regarding the student. Phone calls will be made from staff who are familiar with the families in their primary language. Posting information on bulletin boards in the lobby or outside of the building will help families on the go. When meetings cannot be held over the phone or computer, in-person meetings will be held with families at the school and/or social service or instructional staff may make home visits to further check in on the student or create a more open line of communication with the student's family. The availability of instructional and social service staff hours will be shared with families.[7]

Parent-Teacher conferences held at convenient times to meet the needs of families. Parent teacher nights are also excellent times to bond with families and share resources, as well as reiterate or discuss roles of staff.[8] As families enter the school, they will meet with pertinent staff and ESH social service team who work with their child and learn about the school's events, partnerships, academic incentives, tutoring options, internships, college ready and/or prep classes. For students graduating or moving on; options and/or next steps may be discussed with the families, such as college choices, testing and assessments, writing submissions (for scholarships, or grants) and or possible in-house positions (intern or other) with ESH or another referring agency.

Family engagement events to enhance the presence of the school in the community and partner with local resources to meet the needs of the students and families. Events will be created to focus families on student achievement and what tasks parents can do to maintain student focus and encouragement.

Parent workshops that will enable parents to best meet the needs of their child. In conjunction with the social services team, needs will be assessed and events and presenters (internal or external to East Side House) will choose varying times (morning, afternoon and or night sessions), in multiple languages and prints to communicate or present. The topics for workshops will range from academics, mental and social health, best practices for student interventions, introduction and break down of services from East Side House (including wrap around services) and or external contractors or referrals; and other topics families or staff may request.[9]

[redacted]

Potluck dinners to further engage and invite families as we provide a workshop, engagement and/or meetings. Potlucks can also celebrate an occasion, such as Thanksgiving or an event acknowledging students doing well and providing them with dinner or light snacks. When meeting with families throughout the day in meetings or events, food may be provided to support families who may be coming to or from work to meet with school staff. Potluck dinners also enable the families to share their cultures as well as help students and families feel more comfortable at events that may be up to or longer than an hour.

Volunteer opportunities for students to thrive in real world job applications and settings. Internships will be made available to applicable students and/or posted for students to apply.

Managing students' day-to-day attendance to maintain student achievement. Student attendance and arrival are all integral to the students' day. Advisors and social work staff will continually monitor student's attendance and arrival times in the morning and reach out to families the same day to ensure families are aware of a student's absence but also to ensure the student is well and will return. These types of calls home can open the door to families to present hardships that create issues with the student arriving on time or at all, such as taking younger siblings to school, working or coming from a job, medical related issues and/or having no way for the student to wake up without an alarm clock.[10] Some of these issues can be rectified with the help and consistency of school staff; however, some families may be apprehensive to share these issues; we intend to work with families to bring students in everyday with this hands-on approach.

An open-door policy in an effort to create a safe and welcoming environment for families. Staff will post office hours and the facility itself will also list hours of operation; however, in the event a family member or possible student and family would like to tour the facility or meet with certain staff and is not able to make a specific meeting time, the school will make necessary arrangements.

The Board and leadership of HCHS will monitor success toward implementing these key design elements beginning with the pre-opening period as the school's operations are being established. Each of these key design elements will be incorporated into a monitoring effort that ensures they are running successfully and helping the school meet the mission of providing a well-rounded STEM education leading to professional certifications and preparing students for success in college and careers. Upon receiving a charter, the Board of Trustees will craft a strategic plan that emphasizes both outcomes on SUNY's required academic performance metrics as well as the key design elements established in the chartering documents. A committee(s) of the Board of Trustees will be responsible for ongoing monitoring of the School's program and reporting to the full Board on a regular basis.

[10] *Bringing Attendance Home: Engaging Parents in Preventing Chronic Absence* . (2013, May 22). Retrieved from www.attendanceworks.org: https://www.attendanceworks.org/resources/toolkits/bringing-attendance-home/

3. Proposal History

A. Applicant Information

Indicate whether the applicant is a parent, teacher, administrator, and/or community resident as required by the Act, or, if a board chair, mark "Education Corp./Charter School." Provide a brief biographical description for the applicant(s) including relevant background experience and education background.

The Haven Charter High School is founded by lead applicants [redacted] and [redacted] both of whom are community residents and leaders of East Side Settlement House.

[redacted] is a lead applicant and is the proposed Board Chair for Haven Charter High School. [redacted] became the Executive Director of East Side House Settlement (ESH) in 2017 but has been with the organization for 14 years and has held various roles overseeing the agency's programs. Born and raised in the Bronx, [redacted] uses his knowledge of the community to lead the organization and meet the needs of its constituents. He continues to live in the Bronx with his wife and two children. He earned a Master in Social Work degree in Administration from Fordham Graduate School of Social Work in 2007.

[redacted] grew ESH from a $5 million organization in 2004 to a $20 million organization in 2018. In 2004, ESH graduated 30 students from high school; currently, they graduate 1000 students a year.

[redacted] has participated on the boards of School in the Square Charter School and Grace & Peace Church. He sat on advisory councils including: NY State Afterschool Network, Capacity Building Committee of NY State Network for Youth Success, Center for an Urban Future and Hostos Community College Perkins Advisory Council.

Under his stewardship, ESH holds two of NYC's most distinguished fundraising events each year: The Winter Show and the Gala Preview of the NY International Auto Show. In 2018, ESH raised $1 million to support their programs, helping support students throughout the Bronx and northern Manhattan. Mr. Diaz's fundraising skills and community relationships will be used to benefit Haven Charter High School, a school he is passionate about and committed to driving to success.

[redacted] is an experienced educational leader, who holds a Bachelor's degree from City College of New York and a Master's in Organizational Leadership from Nyack College. After years of working in both the private and parochial sectors of education, [redacted] began her work at ESH in 2008 as an Internship Coordinator and always demonstrated immense leadership capacity. Working her way up the executive ladder, she has held multiple positions including serving as a school director and has been instrumental in the development of some of ESH's cornerstone educational programs. [redacted] is now in the position of overseeing the organization as "second in command" to the Executive Director.

[redacted] is an architect and facilitator of ESH's monthly Leadership Academy, a professional development series for all program management staff which addresses key issues of operating youth programs. Through the Leadership Academy staff receive relevant professional development workshops and training as well as an opportunity to share best practices with colleagues. She participated in and graduated from Columbia University's Emerging Leader program in 2016. [redacted] has charter school

experience as well; she assisted School in the Square Charter School in developing their social/emotional support services and hired and supervised staff that helped with the charter school's launch.

Throughout her career [redacted] has worked in many different roles to support students directly, but also has experience overseeing projects as a strategic thinking and troubleshooter. These skills all will be brought to bear on HCHS, and they give [redacted] a very unique understanding of the needs of the student population being served. She has cultivated and maintained meaningful partnerships and relationships with organizations and people committed to Bronx families, many of which will be leveraged for HCHS, and has a variety of unique programmatic experience. For example, in 2017 she designed and launched the Student Ambassadors program for ESH, a leadership development program that cultivates in a rare 10-day European study abroad experience, something Bronx kids rarely are exposed to throughout their traditional schooling experience. In her work, she is not just the head of programs, she interfaces with students and families; her approach is responsible and warm because she truly cares about the individuals she serves.

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).

Haven Charter High School's mission and design began taking shape 2 years ago, when East Side House's donors for the post-secondary pathways program, including the Walton Family Foundation, suggested the founding of a charter high school. The Board and leaders of East Side House (ESH), led by [redacted] and [redacted] began to discuss the idea in earnest, thinking through how the school could be valuable to the community and different than other existing options in the Bronx, and how a charter school could compliment the services already being offered to youth and adults through existing ESH programs.

Taking the leap into the charter realm is a natural fit in many ways. The transfer school and Yong Adult Borough Center (YABC) students served by East Side House are a passion for the staff and funders. Knowing smart students with so much potential all too often fall through the cracks of the traditional system, the team began to develop a charter high school program that will keep students on pace to graduate.

[redacted] and [redacted] are familiar with chartering in New York State, notably through their involvement with School in the Square Charter School. This experience helped develop founding conversations for HCHS and focused the team on charter proposal development steps. Using the existing educational programs run by East Side House as a guide, and drawing upon [redacted] experiences throughout her career including with School in the Square, the founding team began outreach to other educators, charter school leaders and veterans of the charter school community, including Dr. Charlene Reid of the Excellence Community Schools (the charter management organization for the Bronx Charter School for Excellence schools), and Dr. Barbara McKeon, formerly of Broome Street Academy Charter High School. The proposal development process also benefitted from the expertise of long-time East Side House Board member, and future Haven Charter High School Board member, Robert Pondiscio. Mr. Pondiscio has experience with charter school proposal development and served as an invaluable resource to the planning team.

In May of 2017, [redacted] and Mr. Pondiscio met with the leadership of SUNY's Charter Schools Institute to share the vision, seek guidance and establish a relationship. After much discussion and careful consideration focused on the mission of the proposed school and development of the vision of the proposed school, the Board of East Side House voted in September of 2018 to move forward with advancing a charter school proposal.

During 2018, the founding team visited 7 different charter schools, conducted information gathering interviews with veterans of the charter school movement, and reviewed proposals constructed by other successful charter school applicants. In spring 2018, the team attended a seminar hosted by the New York City Charter School Center, and throughout the year the team and future Board members continued to develop the vision and proposal. In December 2018, the group reestablished dialogue with the SUNY Charter Schools Institute team to discuss submission of an Intent to Apply Forma and full proposal. The team also solidified a working relationship with Charter School Business Management and Lisa Holtzmuller, an expert charter school attorney.

Throughout the proposal development process, the founding group expanded to include Board of Trustees members for the charter school and conducted extensive community engagement with parents and students to ensure the proposal truly meets the needs of the target population.

C. **List of Founding Team Members**

Provide a brief biography (approximately one paragraph including education background) for all founding team members. Founding team members include individuals who contributed to the development of the proposal and/or would play a role in the development of the proposed school. Do not include proposed board members on this list.

The founding team (excluding Board of Trustee members) is comprise of the following individuals:

- [redacted] MSOL (full bio included above in response A.)
- [redacted]

[redacted]

[redacted]

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

Indicate whether this proposal was previously withdrawn from or rejected by the SUNY Trustees.

This proposal has not been submitted to any authorizer, including SUNY.

E. Letters of Justification for Previously Denied Applications

If a charter entity has provided any formal documentation to explain a decision to not move an application for a substantially similar school forward (resulting in an applicant withdrawal or denial of the application), attach the document(s) as part of this Response.

Not applicable.

F. Founding Team Resumes

Submit an updated resume for all founding team members (not including board members).

Resumes are found in attachment R-03f- Founding Team Resumes.

3. Letters of Justification for Previously Denied Applications

If a charter entity has provided any formal documentation to explain a decision to not move an application for a substantially similar school forward (resulting in an applicant withdrawal, or denial of the application), attach the document(s) as part of this response.

Not Applicable

[redacted]

QUALIFICATIONS PROFILE

Recognized for: strategic planning and implementation of large-scale projects, exceptional organization, problem solving, and ability to adapt quickly and efficiently to high-volume atmospheres.

KEY STRENGTHS AND MILESTONES

[redacted]

- ✓ Assist the Assistant Executive Director with overall administration and operation of all programs as requested.
- ✓ Develop and control budget for program services.
- ✓ Assist the Executive Director, in leading administrative and program operations, but not limited to the following responsibilities:
- ✓ Serve as the internal administrative/program leader of the organization.
- ✓ Coordinate the annual program operations plan and budgets
- ✓ Lead the performance management process that measures and evaluates progress against goals for the agency
- ✓ Ensure that all our services and requirements comply with the agency's quality standards, as well as any government and private foundation requirements
- ✓ Ensure that programmatic partners renew their contracts, MOU's, Letters of Agreement, etc.
- ✓ Implementation of on-going assessment of local school & community needs; the development and execution of appropriate program responses
- ✓ The coordination of programs and when appropriate, develop partnerships
- ✓ Develop, implement and monitor budgets, work plans and performance goals
- ✓ Develop curriculum, tools , and training that meet cost guidelines

[redacted]

- ✓ Manage, supervise and coordinate after-school, evening youth and adult educational, recreational, cultural, and summer day camps programs at each community center.
- ✓ Oversee all programs/ services through supervision and evaluation of Center Directors, Assistant Directors and staff to ensure programs enhancements, development, commonalities and uniqueness in all community centers.
- ✓ Coordinate ongoing staff development.
- ✓ Facilities a social service component in family involvement and children/family related issues.
- ✓ Ensures that staffing requirements are met, and assign resources for special programs support such as social work interns and volunteers.

[redacted]

- ✓ In Partnership with School Principal, responsible for maintaining and leading all aspects of the student program ensuring that staffs are trained equipped and supported to ensure students receive needed services.
- ✓ Hire, supervise, and train staff in all areas of performance.
- ✓ Oversee and coordinate intake, assessment and case assignment.
- ✓ Develop and implement student engagement programs.
- ✓ Monitor program budget.
- ✓ Represent agency on relevant external committees, workshops, and task forces

[redacted]

- ✓ Staff Supervision: Meeting regularly with advisors to assess their progress, assisting them in daily concerns regarding students.
- ✓ Oversee the College and Career Advisor with respect to internships.
- ✓ Responsible for monitoring overall student population progression and developed and implemented college building culture.
- ✓ Assumed responsibilities for the Program Director while on Medical Leave.

[redacted]

- ✓ Responsible for creating and organizing internship opportunities, including traveling around New York City to speak with colleges, businesses, and community groups.
- ✓ Meeting on a regular basis with all students to discuss internship and college options as well as communicating with advisors on college and internship options for the students they work with.

- ✓ Working on new grants and funding opportunities for student and attend meetings with funders.
- ✓ Administrative tasks associated with position, including tracking student hours, reporting to funders, and data entry.

WORK CHRONOLOGY

[redacted]

EDUCATION

Master of Organizational Leadership, Nyack College, New York, NY
Bachelor of Arts, Public Administration, City College of NY, New York, NY

[redacted]

PROFESSIONAL PROFILE

- Nonprofit leader with 15+ years of professional experience oversite of the operations and management of education and social service-based programs.
- Compassionate and driven youth and family advocate committed to designing and leading visionary and impactful initiatives successfully from creation to implementation.
- Career history of promotion in recognition of exceptional performance and dedication to social justice ensuring that underserved communities receive the highest caliber of services by way of program development, program assessment, and program management.

SUMMARY OF QUALIFICATIONS

- People Management
- Budgetary Oversight
- Strategic Planning
- Educational Programming
- Funder Relationships
- Contractual Compliance
- Capacity Building
- Quality Assurance
- Advocacy

PROFESSIONAL EXPERIENCE

[redacted]

[redacted]

EDUCATION
Master of Social Work, Adelphi University 8/2012
Bachelor of Science, Human Service, Touro College – 6/2008

[redacted]

[redacted]

Dedicated non-profit professional with 15+ years of experience in executing visions, planning strategically, and implementing innovative social solutions to create change for communities.

PROFESSIONAL EXPERIENCE

[redacted]

[redacted]

Dedicated non-profit professional with 15+ years of experience in executing visions, planning strategically, and implementing innovative social solutions to create change for communities.

[redacted]

[redacted]

[redacted]

EDUCATION

SUNY Empire State, New York, NY
Masters of Arts in Community and Economic Development
SUNY Old Westbury, Westbury, NY
Bachelor of Science in Elementary Education and Special Education (concentration: Sociology)

ADDITIONAL SKILLS

- Skilled in advocacy, community engagement, and strategic advisement
- Fluent in English and Spanish

[redacted]

[redacted]

EDUCATION & CREDENTIALS

The City College of New York – MA in Math Education, 2004
Dowling College- MBA in Banking and Finance, 2001
Stony Brook University- Bachelor of Science in Business Management, 1999

Professional Certification in Mathematics grades 7-12

[redacted]

SKILLS

Bilingual (English/Spanish)
Proficient in the use of TI-83 graphing calculator, Smartboard, Microsoft Office, Google Classroom

[redacted]

PROFESSIONAL EXPERIENCE

[redacted]

[redacted]

Educated parents on the child's diagnosis and how the diagnosis can affect behavior. Implemented behavior plans and devised, implemented, and monitored Detailed Service Plans.

[redacted]

COMPETENCIES

Trained in:

• Conflict Management • CPR First Aid• Positive Behavioral Interventions & Supports (PBIS) • Therapeutic Crisis Intervention (TCI)

•Microsoft Office Suite • G Suite • LEWIS • Salesforce

PERSONAL

• Amani Public Charter School Board Member

R03g - Probationary Status of Affiliated Schools

This response is not applicable.

R04a - Description and Analysis of Community Outreach Efforts

Provide a narrative description of the methods used to inform stakeholders in the intended community about the proposed charter school including:

- **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.**

In addition to the narrative description, this response may also include a table, bulleted list, etc. with information about outreach efforts.

NOTE: Community outreach is a minimum statutory requirement. For further information about this requirement, refer to the Guidance Handbook and to the Letter of Intent section of the RFP.

Summary of Information from the Initial 2019 Application: The proposed Haven Charter High School's founding team conducted extensive community outreach. Through these efforts, many parents and students expressed enthusiastic support for the mission and vision of the school and provided feedback to inform the development of the proposal. In 2018 and 2019, outreach plans were informed by East Side House's 127 years of experience in establishing deep-rooted relationships within the education community, developing high-quality partnerships, and acting as a trusted partner and social services provider to residents throughout the Bronx. Haven Charter High School (HCHS) is being established as a true community school, supported by a reputable and reliable community partner organization.

The founding team frequently met to design and implement outreach efforts, with sessions focused on best practices and strategies for family and community engagement vetted throughout the 29 sites ESH operates. Meetings began early in 2017, and a massive external communications campaign began in earnest in October of 2018, which marked the launch of information sharing via a broad range of methods to reach diverse sectors of the community and explain the vision for HCHS. Since then, the team has continued to work relentlessly to educate the Bronx about this potential school and has conducted extensive outreach through the application's submission date and beyond.

The feedback received from partners and the community continuously informs HCHS's design. Community support has been overwhelming and invaluable.

Comprehensive outreach strategies included:

- Sharing with community organizations and individuals across the Bronx and within CSD 8;

- Dialoguing directly with parents of students who are currently enrolled in 5th-8th grades as well as with students directly;
- Gathering reflections from current students in 9th-12th grades;
- Sharing plans for HCHS with faith-based institutions, elected officials, community-based organization (CBO) leaders, hospitals, colleges and school leaders, and using these various contacts to further disseminate information.

These robust engagement strategies provided multiple opportunities for community members from a variety of sectors to become a part of the HCHS chartering experience and feel a sense of ownership in the inclusive process. The comments, opinions, and experiences shared by the community have informed the founding team as it works to develop HCHS into a school that meets the needs of the students.

Methods to Inform Stakeholders: The stakeholders mentioned above were engaged through a variety of modes of communication to remain informed of the development of HCHS and to share input to influence the planning process. This was done through: email communication, 1:1 meetings, introductory letters, informational flyers, PowerPoint presentations, videos, open-ended surveys gathering feedback, and forms documenting students' intent to apply to HCHS.

- **Introductory Letter**: A letter was sent through email and the post office to 45 people representing a broad range of recipients. The letter was sent to key leaders across the sector on behalf of ESH's Executive Director, Mr. [redacted] who has grown ESH for over 10 years. It shared the intent to apply to the SUNY Board of Trustees, the vision of HCHS and background information on ESH's history in young adult education.
- **Informational Outreach Flyers**: Two different informational flyers were shared to a range of audiences. One is a simpler flyer, the other is more detailed. Both were distributed in English, Spanish and French. The flyers described the basic design of HCHS as a proposed CTE Charter High School, with the overarching goal of connecting students with post-secondary options and included website and contact information so people could gather more information. These flyers have been shared at each community meeting and were sent along with the introductory letters to the identified recipients.
- **Intent to Apply:** Intent to apply forms were also made available to parents of prospective students. This form collected names, addresses, phone numbers and email addresses for students who will be age-eligible for enrollment assuming the school is approved to open. For the 2019 application a total of 126 intent to apply forms were collected, through strategies such as conducting HCHS meetings at community centers, attending other community meetings and visiting middle schools within the CSD 8 such as the Urban Institute of Mathematics and MS 337.
- **Website:** The Haven Charter High School website offers a description of the mission and vision for the school as well as clear information on how to contact the team for more information. All outreach materials disseminated includes the website address (or electronic links) and the website includes the survey contact form for feedback and the email address to use to have

direct contact with the team. These offered a variety of different entry points for connecting with sending and receiving information.

- **Main Page** - http://www.havencharterhighschool.org
- **About Page** - http://www.havencharterhighschool.org/about.html
- **Contact Page** -http://www.havencharterhighschool.org/contact.html

Strategies used to Solicit Community Input: Enthusiastic outreach allowed the team to engage in a multitude of conversations with the community about the school's vision and intentions through a variety of modalities.

a) **Individual Conversations:** ESH staff held many conversations leveraging the organization's networks to gather a variety of perspectives. This included different community members including: parents, students, staff, educators, elected officials, industry leaders, higher education officials, and other community-based organizations. These conversations led to reflections on programming, hiring practices and student needs. Overall, the sentiment has been that these stakeholders are looking forward to seeing Haven Charter High School come to fruition, as it places attainable post-secondary options within reach of our Bronx students.

b) **Community Meetings:** The founding team places a high value on ensuring HCHS is embedded into the community of CSD 8. To this end, representatives attended the Community Board 9 and 10 full Board Meetings and presented to the Youth and Education Committees. The team also presented at the Throggs Neck Community Action Partnership to connect with business leaders in the community along with special presenters, New York State Senator-elect Alessandra Biaggi and the New York Police Department's (NYPD) 45th Precinct Community Council.

c) **Faith Community:** Representatives held several presentations at faith-based centers such as the Promised Land Covenant Church, Church of the Revelation, and Trinity Episcopal Church, acknowledging the strong community ties these faith-based institutions hold. The founding team members shared brief presentations at each meeting delivering Haven Charter High School's key mission and values through verbal and visual (PowerPoint) presentations and ESH's history in young adult and community services. These sessions also included time to solicit feedback, time for Q&A, and provided an opportunity to distribute informational flyers, surveys and intent to apply forms and to collect such forms at the end of each meeting.

d) **Survey:** At all of the community meetings, the team provided an additional opportunity to collect feedback through a survey. The team wanted to know what made people excited about the proposed high school program and what they could do without, which electives would capture students' attention and what a dream high school would include. This survey allowed students to provide real-time input into the school's design which was incorporated into the model. The survey also can be accessed through the website for others in the community to participate in even if they did not attend a meeting in person. Information about the survey was distributed to the community through the Community Board 9 and 10 meetings, the Throggs

Neck Community Action Partnership meeting, the families of ESH's Mitchel and Millbrook Community Centers, the families of Urban Institute of Mathematics and the Promised Land Covenant Church, Church of the Revelation, and Trinity Episcopal Church.

e) **Technology**: Through the website, the community has been able to use the Contact Us page to provide individual contact information, ask questions and provide feedback. The website address is included in the flyers which are shared at each meeting, forum or event. The link is also included in introductory letter shared with partners, parents and students. There is also a dedicated an email address for outreach and information: [redacted]

Feedback: At the time of submission in 2019, the founding team had collected 644 signatures in support of Haven Charter High School, and had 126 active Intent to Apply forms.

Although the proposed HCHS has received an overwhelmingly positive response, a major goal of the outreach was to gather recommendations and advice, and to learn about potential challenges directly from the community. This feedback has helped inform the school's program and curriculum and offerings; it has also helped to form and maintain a core group of supporters -- community partner organizations and individuals. The analysis outline below identifies the common threads found in the 2019 survey results. This feedback did impact the final design decisions for Haven Charter High School described in this proposal.

1. What are you looking forward to in high school?
    a. **Theme**: Students valued a high school that empowers the student and has an array of course offerings, activities and choices with improved technology available. The ideal high school prepares student for college and provides the life skills necessary to be successful.
    b. Response Trends:
        i. It prepares you for college and life
        ii. To be helped for success in college through classes that include lots of activities that will not let students become bored
        iii. Having opportunities for both making new friends and learning
        iv. Having more independence, better classes and better teachers
        v. Improved technology and clubs
        vi. Offering a variety of subjects

2. What are you not looking forward to in high school?
    a. **Theme:** Students expressed general fears of struggling academically in the classroom but also concern for socio-emotional well-being and an environment which is conducive to learning.
    b. Response Trends:
        i. Homework
        ii. Weight of assessments on grades

iii. Making friends
iv. Bullying
v. Fighting
vi. Bad teachers
vii. Pressure
viii. Difficult tests

3. If you could take any elective class for credit, what type of class would it be? Be specific.
    a. **Theme:** Students are interested in a variety of electives dependent on their individual taste. A common demand is for Art and Music, which is telling. These are often subjects neglected within the elementary and middle school grades in the Bronx.
    b. Response Trends:
        i. Language: Spanish and French
        ii. Technology
        iii. Band/Music
        iv. Art
        v. Dance
        vi. Sports/ Gym

4. If you can put something in your dream high school, what would it be?
    a. **Theme:** Students placed an emphasis on having a say in the visuals of the school and also wanted to have some ownership through artistic expression in the hallways, doors and classrooms. Also, having more of a variety of food offerings came up in many of the surveys.
    b. **Response Trends**:
        i. Better teachers
        ii. Yard space
        iii. "Normal" food
        iv. Decorate the school and walls
        v. Less homework

Impact on Proposal: The feedback the team received weighed heavily on the design of Haven Charter High School. Results reinforced the fact that students want great teachers who make learning fun and exciting. Students also must feel like their voice matters in the school building. The HCHS proposal aims to create a culture of community that resonates throughout the building and eases fears centered on pressure, bullying and making friends. Hiring will be done with an eye toward finding staff who see themselves reflected in the mission and values of Haven Charter School, and this emphasis will be a formal part of the hiring practices established. School culture and mediation will also be maintained through our Restorative Justice practices, ensuring every staff member will be trained in how to seek to repair relationships among all school members. The use of the primary person model also will establish an important support relationship with a trusted adult.

2023 Application Update: As noted, East Side House has over 130 years of experience in establishing deep-rooted relationships within the education community, developing high-quality community partnerships, and acting as a trusted partner and social services provider to community residents throughout the Bronx. HCHS is being established as a true community school, supported by a reputable and reliable community partner organization. Since the initial approval in 2019 was stalled by the charter cap, the founding team has continually engaged a broad cross-section of stakeholders to ensure the mission and vision of Haven Charter High School would eventually be realized. To that end, the following activities took place:

- Ongoing advocacy to "lift the cap" and allow schools like Haven to be approved, through community events and rallies in partnership with community-based and community-led charter school advocates, StudentsFirst, the New York City Charter School Center, and the Black, Latinx, and Asian Charter Collaborative (BLACC).
- Development of a civic engagement program to empower Middle School Student Ambassadors from various Middle schools in the Bronx including MS 337 and UIM in CSD 8 to encourage sharing ideas, practicing leadership skills, and embarking on a trip to Washington D.C. to explore the government systems. This effort has many benefits, including strengthening our commitment to youth in the community.
- Published articles speaking in support of Haven Charter High School to keep the community informed and to advocate for the need for school models like Haven Charter High School.
- Support of the establishment of Neighborhood Youth Councils at 3 NYCHA public housing community centers with weekly meetings led by students in grades 5th – 9th on changes they would like to see in school and home communities. Again, this effort has many benefits, including strengthening our commitment to youth in the community.
- Participated as a key player in the design of the Bronx Leadership and Organizing Center bringing Bronx organizations and resources together to better serve the Bronx and developed an advocacy curriculum.
- Continued sharing information and meeting with elected officials at the city, state, and federal level and with local organizations in CSD 8 and throughout the Bronx.
- Held meetings with parents of students and students who are currently enrolled in 5th- 8th grades.
- Participated in local community events through tabling and sponsorship to stay connected with families and students.
- Leveraged best practices from students and families in current high school partnerships.
- Used a digital Intent to Apply form to gather evidence of demand in spring/summer 2023.

As a result, the team was able to collect updated signatures to indicate support and interest in HCHS and we continued the collection of best practices to reinforce the mission and vision of our proposal. Additionally, we are submitting evidence of those who completed an updated Intent to Apply form. The methods used to continuously engage potential students were in person events, 1:1 meetings, community meetings and small group gatherings. Written information was shared through

informational flyers, website interactions, and community events to strengthen our ties and partnerships within the community.

- **Informational Outreach Flyers:** Haven flyers and brochures outline the mission and vision of Haven Charter High School, with contact information and website information included.
- **Website:** The Haven Charter High School website continued to be made available as a means for updates and to join the mailing list. This allowed us to keep prospective students and families updated who demonstrated prior interest and offered information to new prospects as well. Our flyers and informational decks included the website address along with the contact information found on the site to ensure families had a way to follow-up with us.
- **Intent to Apply:** Digital Intent to Apply forms were also made available to parents of prospective students in 2023. A total of 144 Intent to Apply forms were collected.
- **Presentations:** 1:1 and small group presentations were held to engage families and deepen community buy-in.

As it became apparent that the legislature and Governor were going to approve the reissuance of a limited number of charters in New York City, the founders of HCHS began to identify opportunities to further engage the community in anticipation of a forthcoming approval and issuance of a charter. Upcoming events include the following:

Upcoming Event	**Method of engagement**	**Date**
UIM Back to School Fair	Tabling	September 06, 2023
Community Board 10 Education meeting (CB located in CSD 8)	Group Presentation to Education Committee to reshare vision for HCHS	September 20, 2023
337 Back to School Fair	Tabling	August 28 ,2023
UIM Parent meeting	Informational presentation & Flyer	TBD
337 Welcome Meeting	Informational presentation & Flyer	October 5, 2023

HCHS will continue to ensure the community is informed regarding the charter approval process. The founding team is confident in our ability to recruit and enroll a founding 9th grade class.

R04b - Description and Analysis of Community Support
Provide a narrative description of support for the proposal from community stakeholders or others including an analysis of both the depth of support and opposition to the school.

Summary of Information from the Initial 2019 Application: The founding team appreciated leveraging the experience and connections of ESH throughout the initial outreach process. This relationship is pivotal to the design of the school and is a reason many stakeholders are excited about the proposal.

Overall, the team engaged 45 partners throughout the community, who demonstrated a general sense of interest, curiosity and excitement about the proposed Haven Charter High School. The chart below documents the variety of community stakeholders we engaged through both 1:1 meetings and larger events. These sessions also impacted the proposal design.

Date	Event	Description & Input	Key Impact on Proposal
3/6/17	Meeting with Bronx Lebanon; Bronx Care	Initial meeting discussing development of CTE training fields and potential for incorporation into a school model through a charter school design.	Solidified partnership in development of a pilot model for post-secondary pathways which served as a microcosm for design of the CTE High school framework.
3/10/17	Meeting with New York Presbyterian	Initial meeting discussing development of CTE training fields and job market demand influx over next 10 years, and potential for incorporation into a school model through a charter school design.	Solidified partnership for job placement and sharing of best practices in the field through development of a pilot model for post-secondary pathways (PSP)
3/10/17	Meeting with 1199 union	Established workforce partnership within PSP model and introduced CTE Charter high school model development.	Provided strong tie to Union memberships and job opportunities.
9/2017	Attended: NYC Charter School Center Presentation	Familiarized with concepts of development of a charter school from conception, governance, and processes.	Launched official inquiry, research and data collection.
1/10/18	Meeting with Children's Aid Society	Discussed staffing structure within school buildings and importance of roles and responsibilities.	Affirmed the importance of structure and hiring practices.

2/8/18	Meeting with East Side House Settlement Program Executive Staff	Charter Application submission was discussed and strategized with executive staff. A series of meetings with key staff, partners and potential funders were scheduled and used to solicit feedback from existing relationships.	Informed meeting planning and identification of community stakeholders.
2/20/18	Meeting with Neighborhood Charter Schools	Met with Principal to discuss integration of special education with a focus on CTE in the lower grades. They are looking to have a school in D7 and continue partnership.	Highlighted importance of feeder schools to continue models and share best practices from elementary through high school.
2/28/18	Meeting with Harlem Children Zone High School: [redacted]	Discussed academic expectations in college and career. The importance of use of high-tech labs to bring science and math in the forefront.	Investment in high quality STEM work and resources.
3/15/18	Meeting with DREAM Charter School	Discussed governance and staff structure within the charter school framework.	Informed about the need for support for principals to meet academic goals.
5/18/18	Meeting with East Side House Settlement Board Program Committee	We presented the idea of submitting a charter application as a way of fulfilling a goal stated in the ESH 5-year strategic plan.	Charter research and start of application process.

9/20/18	Meeting with East Side House Settlement Board	Discussed and reaffirmed support for HCHS through update on research and developing partnerships	Affirmed continued interest and intended impact.
9/26/18	Meeting with Lehman College: Office of Continuing Education	Discussed the next level of partnership for Haven Charter High School and continued development of framework of post-secondary pathway model at existing ESH sites.	Affirmation of partnership and mutually aligned goals & confirmation of need for CTE within medical field.
9/26/18	Meeting with East Side House Settlement Board Program Committee	Reaffirmed with program committee the forward process of submittal, key principles and recommendations.	Affirmed continued interest and intended impact.
11/14/18	Presentation: Lehman High School	General observations of feeling underwhelmed in the HS setting and desire for workforce after high school graduation. Shared key ideas of HCHS and collected 33 surveys.	Reinforced need to build excitement in curriculum and teaching practices and provide skills necessary for both work and college.
11/26/18	Meeting with Bronx Lebanon (Bronx Care)	Discussed current relationship and extending partnership to include workshops, trainings, internships and workforce placement.	Confirmation of job market needs in relation to Haven Charter High School and incorporation of managerial classes in addition to clinical aspect of field. **Committed to Letter of Support**
11/28/18	Meeting with Haven Charter High School Founding Team	We met to review updates for upcoming community meetings and events and on	Confirmed LOI submission and identified missing

		comments and questions to the RFP.	community stakeholders.
11/28/18	Meeting with Hunter Science High School: Kevin Fronner, Principal	Discussed HCHS principles and mission and the importance partnership with Hunter College and staying true to mission and CTE goals.	Affirmed importance of solid higher education partnerships and remaining specific to intended field.
11/30/18	Meeting with Board President of Bronx Promise Academy	Discussed importance of pipeline from elementary schools through HS and beginning college and career readiness from elementary school onset.	Reaffirmed need for strong parent engagement and confirmed key strategies for engagement were on right track.
11/30/18	Meeting with [redacted] Career and Technical HS: Moises Ojeda	Discussed at length the CTE experience and the success and challenges. We were able to see the model in action and discuss the similarities in the proposed ideas.	Affirmed CTE model and peer partnership.
12/02/18	Introductory Letter Mailed and Emails sent	Mailed Introduction letters to 45 partners on behalf of our Executive Director, [redacted] These letters were sent to key community stakeholders which included community partners, elected officials, community-based organizations, higher education, medical partners, and education leaders.	Continued CSD8 Community Engagement Process.
12/3/18	Community Board 10 Meeting	Attended Community Board 10 with the full	Solidified understanding of community needs and

		Community Board and community members. Surveys and informational flyers were distributed. Information on concern for young adults in parks and not enough engagement activities. Strong opposition to juvenile home opening in area; positive feedback on HCHS Invited to attend Youth and Education meeting on January 28th.	community input to relationship building and insight on youth. We will be incorporating designing innovative engagement for students and families and continued partnership ties to Community Board 10.
12/5/18	Presentation with Throggs Neck Community Action Partnership: Key speaker Senator Elect, [redacted]	We shared mission and vision with families and students within CSD 8 and recommended Connected to local partners such as the President of NYCHA, Throggs Neck houses and American Legion mentorship	Affirmed partnerships and importance of connections to TNCAP.
12/5/18	Presentation with NYPD 43rd Precinct Community Council	Shared HCHS mission and vision with families and council members. Discussed concerns of increase of young adults in the area and how we can bridge the gap between generational learnings.	Affirmed need in community and intentional design around communication with the precinct and community members.
12/6/18	Meeting with Lehman College	We discussed the forward movement of opening Haven Charter High School and	Progression and promising results from post-secondary pathway

		discussed partnership; reaffirmed continued work together and lessons learned from PSP work.	work confirms positive trajectory In CTE field. **Committed to Letter of Support**
12/6/18	Presentation with NYPD 45th Precinct Community Council	Sharing mission and vision with families and students within CSD 8. Council shared pressing concerns around drug use and rising opioid use in the Bronx. Positive reception to HCHS.	Affirmed need in community and intentional design around communication with the precinct and community members.
12/8/18	Community Presentation with Promised Land Covenant Church	Shared mission and vision with families and students within CSD and discussed the need for career options in the community.	Provided insight on workforce woes in spite of unemployment rates decreasing and affirmed continued partnership. **Committed to Letter of Support**
12/11/18	Community Presentation with MS 337	Shared HCHS mission and vision with families and students with a collection of 34 feedback surveys.	Survey feedback and impact included in response.
12/13/18	Community Presentation with Urban Institute of Mathematics	Sharing key principles with families and presented on vision with families and students within CSD 8 after 7th grade school play allowing us access to potential 9th graders for 2020. We provided a Question and Answer (in person and tabling) with a collection of 43 feedback surveys	Survey feedback and impact included in response.

12/13/18	Meeting with Haven Charter High School Board & Founding Team	We shared key HCHS mission and design and alignment of roles responsibilities for board and provided status of application process and research conducted with highlights shared.	Affirmed commitment of team and built cohesive culture within group.
12/16/18	Community Presentation with The Church of Revelation	Sharing HCHS mission and vision with families and students within CSD 8 and provided a Question-and-Answer session. Collected forms for 26 participants of interest.	Encouraged forward movement of application process and ongoing relationship with The Church of Revelation. **Committed to Letter of Support**
12/16/18	Community Presentation with Trinity Episcopal Church	Sharing HCHS mission and vision with families and students within CSD 8 and provided a Question-and-Answer session. Collected forms for 16 participants of interest.	Encouraged forward movement of application process and ongoing partnership.
12/17/18	Meeting with District 85 [redacted]	Met with [redacted] and shared CTE vision. He was interested in working in partnership and providing quality options to the community. He shared that there are academic challenges and space limitations in the community.	Encouraged forward movement and helped team brainstorm on space challenges and location. Also suggested designing a preparation course to assess students prior to the start of the school year. **Committed to Letter of Support**
12/18/18	Meeting with New York Presbyterian	Reviewed job availability and current placements. Established extending	Members will be meeting with present Pilot cohort to discuss

		the partnership for wrap around trainings and workshops.	job opportunities and options. Helped gain insight on current workforce trends and market. **Committed to Letter of Support**
12/18/18	Meeting with District 13 [redacted]	We met with City [redacted] who expressed support of Haven as a CTE charter school within his district. He recommended additional tracks in Nursing degrees to continue the CTE pathways upon graduation. Also, wished to support in space allocation.	Encouraged forward movement and exploration of additional steps to the career pathways of EKG/ phlebotomy and Pharmacy Technician such as an Associate Nurse Practitioner and Licensed Nurse Practitioner. **Committed to Letter of Support**
12/18/18	Community Presentation with Accion Academy	Shared HCHS key principles with families and students with a collection of 19 feedback surveys.	Survey feedback and impact included in response.
12/20/18	Community Board 9 Meeting	Presented at Community Board 9 with the full Community Board and community members. Surveys and informational flyers were distributed, and question and answer session were beneficial. We received positive feedback with concerns on space and meeting special education needs. We were invited to	Affirmed alignment to community needs and community buy-in to the framework. We will be incorporating the community engagement, parent engagement and ongoing connection to the Community Board 9.

		present at the Youth and Education meeting on January 10th.	
12/21/18	Submission of Letter of Intent	Submitted LOI	Forward movement in the application process.
12/26/18	Community Presentation with Mitchel Community Center	We shared HCHS mission and vision with families and students in NYCHA communities as additional options for potential high schoolers. The Question-and-Answer session was beneficial as many families wanted to know if they would have access to the lottery process and discussed how tough it is for many students to stay enrolled. With this we were able to share the Primary Person model and the social-emotional supports ESH will incorporate.	Strengthened need for restorative justice and primary person to fill the gap that exists for many students in urban communities.
12/26/18	Community Presentation with Patterson Community Center	Shared mission and vision with families and students with a majority hailing from NYCHA housing. There were concerns around bullying and gang activity in high school buildings. Positive reception and excitement.	Reflected need for strong counseling staff and importance of school culture.
1/2/19	Community Presentation with	Shared mission and vision with families and students with a majority	Reflected need for strong counseling staff

	Millbrook Community Center	hailing from NYCHA housing. General excitement and desire to receive more information as process moves along.	and importance of school culture.
1/3/19	Meeting with NYC DOE District 8 HS Superintendent: [redacted]	Discussed current high school programming supports within CSD 8 and vision of incorporation of cultural institution curriculum; importance of hiring and school culture.	Affirmed meticulous hiring practices and building a family atmosphere within the school through engagement and student voice. **Committed to Letter of Support**
1/7/19	Meeting with District 32 Senator: [redacted]	TBD	TBD
1/8/19	Meeting with District 15 Congress member: [redacted]	TBD	TBD
1/10/19	Meeting with Community Board 9; Youth and Education Committee	TBD	TBD
1/20/18	Meeting with [redacted]	TBD	TBD
1/28/19	Meeting with Community Board 10; Youth and Education Committee	TBD	TBD

From these meetings the HCHS team gathered important insights, opinions, and experiences from community stakeholders. Perhaps the biggest takeaways were around building school culture from the onset of the design, the perceived academic gaps of potential incoming students (reinforcing the possible need for remediation) and governance within the school building. Importantly, there was no substantial negative community opposition to report, but rather deep and authentic support from families, organizations, and local officials, including a pledge of support from the NYC DOE's District 8 High School Superintendent.

2023 Application Update: The founders continued meeting with changemakers and stakeholders in the community who have reinforced the extensive demand for the school. Meeting participants overwhelmingly indicated their encouragement for the HCHS team to continue to advocate and pursue approval, as so many students in the Bronx need this unique public school choice opportunity. Regardless of their stance on charter schools, elected officials were supportive of a CBO-led model bringing workforce and sustainability opportunities to the community.

Date	Event	Description & Input	Key Impact on Proposal
1/14/20	Albany Advocacy Day	Met with [redacted]	Shared aligned priorities on education and impact of charter schools and the needs of the communities they serve to better inform planning for school opening
1/14/20	Albany Advocacy Day	Met with [redacted]	Shared aligned priorities on education and impact of charter schools and the needs of the communities they serve to better inform planning for school opening
1/16/20	Meeting with [redacted] – Bronx BP Office	Discussed Bronx priorities in the district and intentions for opening charter school to serve the Bronx	Identified future funding opportunities
1/28/20	Meeting with [redacted]	Discussed local Bronx priorities in the district and intentions for opening a charter school in the Bronx, potentially in district	Support for community aligned activities
2/10/20	Albany Advocacy Day	Meetings with [redacted]	Albany meeting to discuss education, workforce, charter

			priorities on lifting the cap
2/10/20	Albany Advocacy Day	Meetings with Assemblymembers Gantt, Pichardo, Arroyo, Fernandez	Albany meeting to discuss education, workforce, charter priorities on lifting the cap
2/11/20	Albany Advocacy Day	Meeting with [redacted]	Albany meeting to discuss education, workforce, charter priorities on lifting the cap
2/11/20	Albany Advocacy Day	Meeting with [redacted]	Albany meeting to discuss education, workforce, charter priorities on lifting the cap
2/13/20	Meeting with [redacted]	Discussed District program and future planning for ESH including charter school vision	Continued alignment with community needs to better inform expected school needs
2/18/20	Meeting with [redacted]	Followed up with advocacy planning and community partnership resources	Building deeper community connections in CSD 8
2/28/20	Meeting with [redacted]	Followed up with advocacy planning and community partnership resources	Building deeper community connections in CSD 8
3/6/20	Meeting with [redacted]	Followed up with advocacy planning and community partnership resources	Building deeper community connections in CSD 8
3/10/20	Meeting with [redacted]	Followed up with advocacy planning and community partnership resources	Building deeper community connections in CSD 8

4/7/20	Meeting with [redacted]	Followed up with importance of workforce pathways in the community inclusive of CTE models	Building support and deeper community connections in CSD 8
4/28/20	Meeting with [redacted]	Updates on local district programming and on charter progress and goals	Building deeper community connections
6/23/20	Meeting with [redacted]	Updates on local district programming and on charter progress and goals	Building deeper community connections in CSD 8
7/8/20	Meeting with [redacted]	Updates on local district programming and on charter progress and goals	Building deeper community connections in CSD 8
8/12/20	Meeting with Bed-Stuy New Beginnings	Shared updates on advocacy goals and learnings from the field	Strengthen supports and dedication to the opening of future prospective schools
1/7/21	Meeting with Bed-Stuy New Beginnings	Shared updates on advocacy goals and learnings from the field	Strengthen supports and dedication to the opening of future prospective schools
2/11/21	Albany Advocacy Day (Virtual)	Meetings with Assemblymembers Septimo, Pichardo, De La Rosa, Burgos	Provided advocacy goals on progress and continued interest in the opening of HCHS
2/11/21	Albany Advocacy Day (Virtual)	Meetings with Senators Jackson, Serrano, and Sepulveda	Provided advocacy goals on progress and continued interest in the opening of HCHS
5/25/21	Meeting with Bronx Neighborhood Action Committee	Updates on community impacts of Bronx borough-based jails on community and youth	Deepen understanding of youth and community challenges
8/11/21	Meeting with [redacted]	Updates on local district programming and on	Building deeper community connections in CSD 8

		charter progress and goals	
10/7/21	Meeting with Bed-Stuy New Beginnings	Shared updates on advocacy goals and learnings from the field	Strengthen supports and dedication to the opening of future prospective schools
12/8/21	Community event: Winter Wonderland	Engaging arts-themed event for youth In the community	Connecting with youth & families to demonstrate dedication to community
2/16/22	Meeting with [redacted]	Updates on local district programming and on charter progress and goals	Building deeper connections with the Assembly
3/2/22	Albany Advocacy Day	Meetings with [redacted]	Provided advocacy goals on progress and continued interest in the opening of HCHS
3/2/22	Albany Advocacy Day	Meeting with [redacted]	Provided advocacy goals on progress and continued interest in the opening of HCHS
3/16/22	NYC Charter School Network Press Conference	ESH Executive Director and student were key speakers spoke at the event	Rally highlighting the impacts of not having charters available for organizations like us
3/22/22	Meeting with New York Presbyterian (Human Resources and Talent Acquisition)	Updated shared priorities and trends in needs for qualified individuals for certain positions	Deepening partnership for future of HCHS
3/27/22	Held Community Event: Alicia in Wonderland	STEM-based community event for youth in the community	Connecting with youth & families to demonstrate dedication to community
10/6/22	Community event: Hispanic Heritage Celebration	Culture based community event for youth in the community	Connecting with youth & families to demonstrate dedication to community

11/12/22	Meeting with the Carson Family Foundation	Discussed funding prospects and priorities for the future of charter	Developing sustainability for future of HCHS
12/6/22	Meeting with NYC Charter School Center	Shared progress and advocacy highlights	Discussed how we can collaborate for a Bronx Advocacy Day
12/9/22	Held Community event: Winter Wonderland	Engaging arts-themed event for youth in the community	Connecting with youth & families to demonstrate dedication to community
1/23/23	Bronx Celebration Day	Advocacy Day bringing families and students from the Bronx to talk about the impacts that charters and CBOs like ours have on the education community in the Bronx	Highlighting the empowered families and needs of the Bronx and the impacts not having access to opportunities a school like HCHS will have
2/4/23	Meeting with Vertex Partnership Academies	Develop local partnerships with CSD 8 schools and discussed shared visions and priorities	Building partnerships in the CSD 8 area and connect for best practices
2/7/23	Meeting with [redacted]	Meetings with [redacted]	Provided advocacy goals on progress and continued interest in the opening of HCHS
3/10/23	Meeting with The [redacted] Foundation	Discussed funding prospects and priorities for the future of charter	Developing sustainability for future of HCHS
3/29/23	Held Community event: Alicia in Wonderland	Engaging STEM-based themed event for youth In the community	Connecting with youth & families to demonstrate dedication to community
4/10/23	Meeting with the Robin Hood Foundation	Discussed funding prospects and priorities for the future of charter	Developing sustainability for future of HCHS

5/23/23	Meeting with New York Presbyterian Vice President	Discussed partnership and goal planning for trainings and potential for placements	Deepening partnership for future of HCHS
6/12/23	Meeting with the Tiger Foundation	Discussed funding prospects and priorities for the future of charter	Developing sustainability for future of HCHS
6/15/23	End of year at UIM	Connected with youth in CSD 8 to provide HCHA updates and petition for renewed interest	Targeted engagement to 7th grade students in CSD 8
7/14/23	Held Community Event: Back to School event	Engaging literacy-based themed event for youth in the community	Connecting with youth & families to demonstrate dedication to community

The community remains supportive of Haven Charter High School. It continues to be accurate that there is no known formal opposition to the school. Please note the following stakeholders have provided an updated letter of support:

- New York Presbyterian
- Personal Touch Home Health Services
- The Church of the Revelation
- The Promised Land Covenant Church
- Bridge Builders Community Partnership
- The Children's Village

R04c - Description and Analysis of Student Demand

Provide a narrative description of student demand including an analysis of evidence indicating that families with age-appropriate students would consider enrolling them in the school. Explain how this evidence supports the school's ability to meet its proposed enrollment. If using existing waitlists as evidence of demand, provide an estimate based on experience of how many waitlist entries it takes to fill a seat.

Summary of Information from the Initial 2019 Application: Among the various methods used to share information and gather feedback, the Intent to Apply form and survey became two key tools used to gauge the depth and breadth of student and family interest in the school. Overall, 644 community members attended meetings featuring HCHS presentations and information-sharing who supported the school, resulting in 126 completed Intent to Apply forms. These forms were targeted to age- and grade-eligible children. Additionally, 98 surveys were completed which provided insightful information and

informed or reinforced the design and delivery of services at Haven Charter High School. This evidence demonstrated there was enough significant interest in the school to ensure the team would have filled the initial 100 slots anticipated during the first year (2020-2021).

2023 Application Update: Since 2019, HCHS's founders continued to invest in the community within CSD 8 and build deeper partnerships with the middle schools, families, and students in the area. Unexpectedly, this period of time included the COVID-19 global health pandemic. Our efforts to invest in the community included supporting partnership sites in the district with technology needs after COVID-19 devastated many families. We distributed 98 tablets to provide continuation of academic learning to families in need. We also continuously assessed over 400 students to provide social-emotional support and ensure needs were met throughout the transition. As a result, we identified over 100 families (a reach of 400+ individuals) experiencing food insecurity in the district and provided weekly food pantry offerings to the families on site. The food pantry boxes contained items such as fresh fruits and vegetables and shelf stable items to supplement their nutrition. Assessments also provided families access to other necessities such as clothing, furniture, and emergency rental assistance.

We also have continued to share the vision and mission of Haven Charter High School at community events and meetings with over 500 families. This included neighborhood events for Winter and Spring holidays in partnership with local precincts, the Business Improvement District, and schools in the district. We have also developed a robust Middle School Student Ambassador program with 45 identified student leaders from CSD 8 to encourage sharing ideas in civic engagement, develop leadership skills, and participate in a culminating trip to Washington D.C. to explore the government systems and further strengthening of our commitment to youth in the community.

With the announcement of the legislation allowing charters to have an opportunity to open, we began targeted in-person informational events to current 7th graders. Currently, we have documented recent interest and engagement through support letters and sign-in sheets and have received 144 Intent to Apply forms. We have upcoming meetings scheduled with Community Board 10's Youth and Education Committee and four upcoming events scheduled at CSD 8 middle schools MS 337 and UIM. We feel confident in the continued vested interest of students, families, and community at large in Haven Charter High School and have no doubt we will fill the initial 100 9th grade placements.

R04d – Evidence of Community Outreach

Submit documents that provide evidence of community outreach (e.g., flyers, websites, social media pages, virtual meeting announcements, online survey results, etc.). Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document.

The founding team has conducted extensive community outreach which began in 2018 and 2019 and has continued through 2023. These efforts include sending mailers and/or informational letters to many community organizations, hosting informational meetings, distributing brochures about HCHS throughout the community, networking within the Bronx and with other charter schools and elected officials in New York City and Albany, and engaging the media. The following evidence of community outreach is provided.

Item #	Description	Page
1	A list of recipients of mailings/letters/informational materials	Response 4d - 2
2	An example of an introductory letter sent to community stakeholders	Response 4d - 3
3	An example of an informational flyer	Response 4d - 4
4	A second example of an informational flyer	Response 4d – 5
5	An example of two pages of the HCHS website, the Contact Us page and page with a survey requesting input, to ensure community feedback was continually collected since 2019	Response 4d – 6-9
6	A HCHS informational brochure	Response 4d – 10-13
7	A compilation of media and blogs	Response 4d – 14-29
8	A summary of a “lift the cap” rally	Response 4d – 30-31
9	A flyer describing a Caucus weekend event hosted by East Side House and the Mission Society, titled “Celebrating Community School Leaders of Color” – in which [redacted] gave opening remarks.	Response 4d – 32
10	A one-page flyer describing Haven Charter High School which has been distributed throughout the community	Response 4d - 33
11	A June information session sign in sheet	Response 4d – 34-39
12	A copy of the Intent to Apply Form used in spring 2023	Response 4d – 40

Please also note that extensive documentation of community outreach was submitted with the original HCHS application as well, including meetings sign-in sheets, examples of email exchanges between the founding team and community members, and examples of presentations. These should be incorporated by reference into this submission.

Item 1 – Recipients of mailings and/or other outreach materials

Since the founding team came together, mailings have been sent to the following:

Acacia Network	Community Board District 9	NYS Assembly Districts 82 & 85
Bronx Borough President	Community Education Council 8	NYS Congressional Districts 14 & 15
Bronx Clergy Roundtable	Community School District 8	NYS Senate Districts 32 & 33
Bronx County Historical Society	DOE Bronx Districts 7-12	Part of the Solution (POTS)
Bronx Defenders	[redacted]Immigration Center	Phipps Neighborhoods
Bronx Lebanon	Khan's Tutorial	Promised Land Covenant Church & Trinity Episcopal Church
Bronx Legal Services	Kips Bay, Boys & Girls Club	[redacted]Center for African Women and Families
Bronx-Lebanon Hospital Center	Legal Aid Society	South Bronx Rising Together
Bronxworks	Lehman College, School of Continuing & Professional Studies	Sylvan Learning of the Bronx
City Council, District 13	MASA	[redacted]
City Council, District 17	New York Presbyterian	The Church of the Revelation
City Council, District 18	New York Public Library	Throggs Neck Business Improvement District
Community Board District 10	New York State 34th , 43rd, and 45th Precincts	Throggs Neck Merchants Association

2. Introduction Letter

East Side House
SETTLEMENT
[redacted]
Bronx, New York 10451
[redacted]

Board of Managers

Chairman
Philip L. Yang, Jr.

President
Thomas H. Reuben

Vice Presidents
Courtney Beach Christensen
Dolores O'Brien Mahe

Treasurer
Richard P. Kadison

Secretary
Stephanie B. Clark
Terri J. Abil
Lucinda Holland
Debra Del Vecchio
Marvella Edmond
William S. Elder
Fay Goumbee
Mrs. Thomas Sorchill Grover
Paddress Gray
Wendy Hoenes
Barclay G. Jones, III
Mrs. Leslie Kanes
Stephen J. Kelleman
George G. King
Christopher Lucas
Michael R. Lynch
Robert L. Meyer
Hon. Eugene Oliver, Jr.
Robert Pendleton
Elizabeth Quigg-Sipsas
Mrs. Charles F. Scudders
Richard Ziegelstein

Honorary Members
Robert F. R. Holland*
Mario Hoarta
Mrs. Roland W. Dorman
Mr. Christian Jann
Andrew Sol

Executive Director
Daniel Dae

Associate Executive Director
Natalie Estrada
Kim Hazlett

*Past President

[redacted]

Dear Superintendent Staple,

I write to you on behalf of East Side House Settlement (ESH) to ask for your insight and input in the visionary formation of Haven Charter High School (HCHS), a charter high school with a Career and Technical Education focus. HCHS will prepare students for both college and a 21st century career in the medical field and technology sectors, and will be located in School District 8 in the Southeast section of the Bronx.

As a non-profit community based organization, ESH believes that education enables all people to create economic and civic opportunities for themselves, their families, and their community. Since 1891, we have worked to develop programming for early childhood, elementary, middle, and high school students. ESH now services 29 sites across the Bronx and Northern Manhattan, engaging over 5,000 students in after-school programs, college and internship advising, high school equivalency coursework and testing, job preparation, counseling, and other wraparound services. Our mission drives us to create a new kind of opportunity for our students, through the creation of Haven Charter High School.

Haven Charter High School will emphasize academic, professional, and emotional preparation for students' next steps. A rigorous, well-rounded STEM education will equip students for academic aspirations beyond HCHS. Through individualized planning and restorative justice practices, graduates will have social support necessary to succeed after graduation. And uniquely, an HCHS education will provide students with a professional certification and a job interview upon graduation, to pave the way for success in the workforce. HCHS will place multiple avenues for success within the reach of every student.

As you know, it takes a village to support our children's growth. We would not be able to do the work we do without your crucial partnership, and we ask for your support in the development of HCHS. Following this letter, we would like to share our plans for our first charter school with you to include your insight and feedback. We look forward to collaborating with you to provide this opportunity to students in the Bronx.

We thank you in advance for your support.

Sincerely,

[redacted]
Executive Director

3. Informational Flyer

About us

The mission of Haven Charter High School is to provide a Career and Technical Education program serving the Bronx. Students will benefit from a well-rounded, rigorous STEM education leading to professional certification in the health care industry

In Partnership with

East Side House SETTLEMENT

STEM Curriculum

Using Science, Technology, Engineering, and Math (STEM), our school will provide project-based and experiential learning in a collaborative environment both in the school and as a part of external career pathways trainings and certifications.

Pathways to College & Career

Students will be provided classes that lead to certifications in the key areas in the medical and technological fields as well as basic skills training for entry level positions.

Work Readiness Opportunities

Students will receive "hands-on" learning opportunities to provide exposure to career pathways in various career options through internships and potential job placement.

For more information please contact an East Side House Settlement Representative

http://www.havencharterhighschool.org

PosterMyWall.com

4. Informational Flyer (alternate)

In Partnership with

East Side House Settlement

HAVEN CHARTER HIGH SCHOOL

Anticipated Opening September 2020

About us

The mission of Haven Charter High School is to provide a Career and Technical Education program serving the Bronx. Students will benefit from a well-rounded, rigorous STEM education leading to professional certification in the health care industry. Through individualized planning and attention, graduates will have the academic skills necessary to be successful in college and careers, and the tools necessary to enter the workforce or enroll in college.

STEM Curriculum
Social/Emotional Support
Work-readiness Opportunies
Pathways to College & Career

For more information please contact an East Side House Settlement Representative

http://www.havencharterhighschool.org

Poster...Mail.com

HAVEN CHARTER HIGH SCHOOL

CONTACT US

Get in Touch with Us

The first healthcare-focused CTE charter high school in the Bronx

Name

First Name **Last Name**

Email*

Phone number

Subject

Message*

Submit

Visit Us at Our Location

CONTACT US

[redacted]

Have C a e H g Sc oo

HOURS

Mo day F day
8a 5p

© Haven Charter High School Privacy Policy

HAVEN CHARTER HIGH SCHOOL

SURVEY

STRICTLY YOUR OPINION

Name

First Name **Last Name**

Email*

Phone number

What do you like about high school?

What do you dislike about high school?

If you could take any elective class for credit, what type of class would it be? Be specific.

If you could change anything about high school, what would it be?

Response 4d - 8

Submit

TOP

CONTACT US

[redacted]

Have C a e H g Sc oo

HOURS

Mo day F day
8a 5p

© Haven Charter High School Privacy Policy

[redacted]

CHARTER HIGH SCHOOL

CSD 8 - COMING SOON

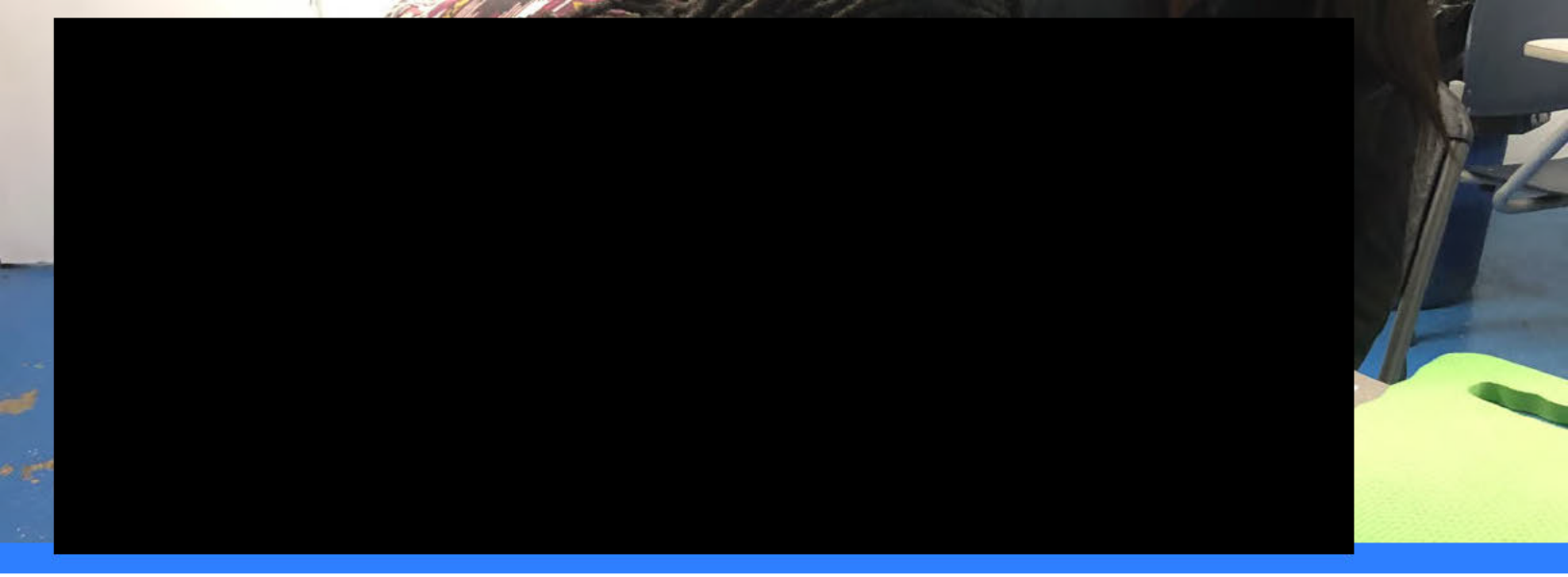
[redacted]

[redacted]

HCHS Founders and Leadership

East Side House (ESH) seeks to provide the Bronx community with a high school that specifically prepares students for careers in the health and technology fields, two of the fastest growing industries in New York City (NYC). The school, Haven Charter High School (HCHS), will provide a Career and Technical Education program with rigorous STEM education leading to a professional certification in the medical field.

Through individualized planning and attention, graduates will have the academic skills necessary to be successful in college and careers, and the tools necessary to enter the workforce or enroll in college. Research and experience support that the provision of rigorous yet supportive academic environment that connects academics to clear economic benefits increases graduation rates, and long-term economic success of low-income students.



Schools in the Bronx are struggling. There are not enough high-quality schools available to help students achieve high school graduation and college and career success. Bronx Community School District 8 (the district targeted for the Haven Charter High School), includes some of the poorest neighborhoods in the city, such as Hunts Point. The community needs more high schools that prepare for college and career success with creative and innovative solutions that lead students to economic stability.

In today's economy a high school diploma is no longer sufficient to secure employment that will allow for economic independence. In NYC, middle-skills jobs requiring certifications but not a degree and represent one of the fastest-growing employment sectors. Unleashing the Economic Power of the 35 Percent, prepared by Jobs FirstNYC, reports that "healthcare, property maintenance, construction,and transportation" are expanding career sectors in NYC. At the same time,"employers that offer higher quality jobs in industries such as healthcare, technology and modern manufacturing are facing a shortage of skilled workers."

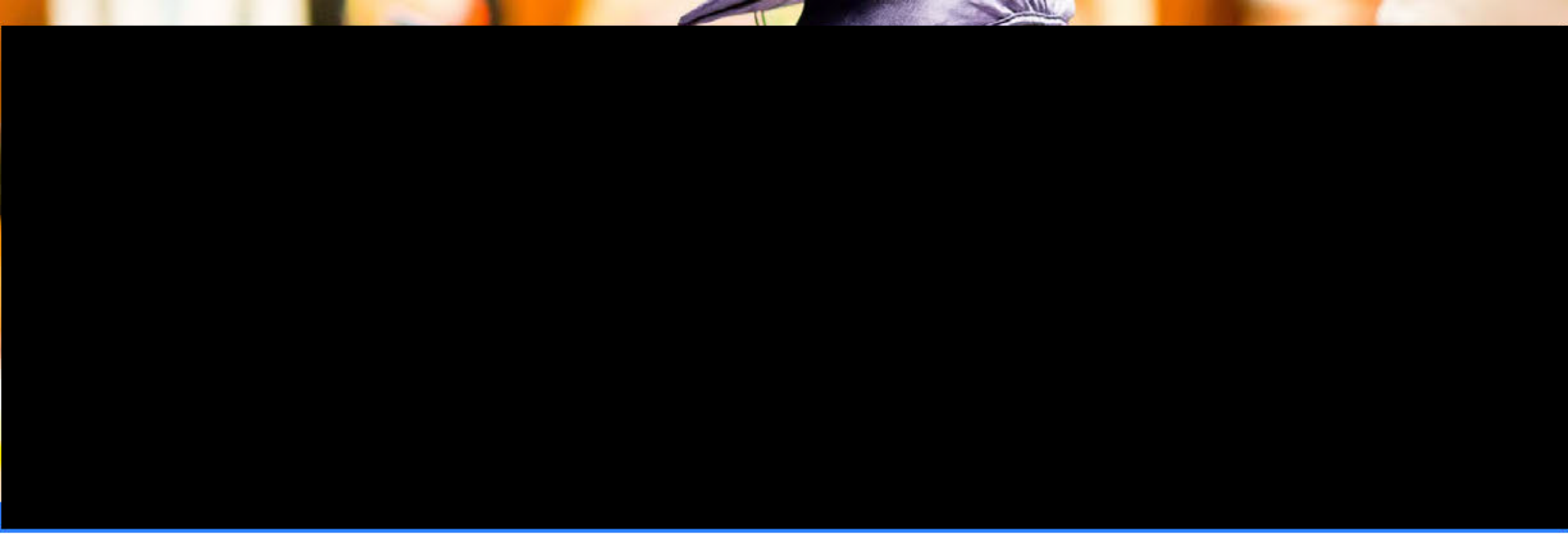
All young people need some course of study beyond high school to achieve employment security in today's workplace. However, the "college for all" mantra ignores meaningful alternatives for students who seek viable careers that do not require a college degree. These students need "more constructive approaches to create robust pathways to other career options such as certificate or vocational programs linked to apprenticeships, job placement,and other supports." (One In Seven, Ranking Youth Disconnection in the 25 Largest Metro Areas). Through the Haven Charter High School, ESH seeks to fill this gap.

The design and focus of the Haven Charter High School arose from ESH's experience in operating its Post-Secondary Pathway (PSP) program. The PSP program derived from ESH's evaluation of the data that revealed that 30-40% of its high school graduates sought careers that did not require a college degree. Building on the success of ESH's college access services, ESH provided students with the opportunity to pursue certifications in the health and technology sectors, while simultaneously pursuing their high school diploma. Haven Charter High School is modeled after the Post-Secondary Pathways program. The program was incredibly successful, exceeding all enrollment and outcome targets.

Solution

To address the lack of quality high schools in the Bronx that offer an environment that supports students' progress toward graduation and into viable post secondary pathways, ESH has designed the Haven Charter High School. The school is unique in that it is a Career and Technical Education school that will implement a rigorous STEM education leading to a professional certification in the medical field. Research shows career and technical education programs can provide financial and academic benefits to participants, including research showing participation in a high-quality CTE program boosts the likelihood of an on-time graduation, with larger effects for lower-income students. Another study found that "Students with greater exposure to CTE are more likely to graduate from high school, enroll in a two-year college, be employed, and earn higher wages." Below are the key elements of the CTE school design that will allow for students from the Bronx to access and excel in a demanding educational environment that leads to careers in the healthcare and technology industries.

Pathways to Post-Secondary and Career Opportunities: Students will be provided classes leading to certification credentials in the key areas of medical and technology fields and will receive basic skills training for entry level certified positions in CPR & First Aid, EKG and Phlebotomy; Pharmacy Technician; Cisco Networking and, Microsoft.



STEM Curricula: To achieve success in careers or post-secondary opportunities, and to complete healthcare and technology certifications on the way to graduation, HCHS students will need a solid academic foundation in math and science. The school will feature a strong STEM curriculum and provide project-based and experiential learning in a collaborative environment, both in the school and as a part of the external career pathways trainings and certifications. A STEM focus prioritizes “hands-on” learning by increasing student engagement and achievement.

Work-Readiness Opportunities: Students, in their junior and senior years, will receive hands-on learning opportunities providing exposure to career pathways through internships and job placement efforts. Opportunities will be provided by Bronx Lebanon Hospital, New York Presbyterian Hospital, CUNY Lehman Community College, and Local 1199 SEIU United Healthcare Workers Union, all of whom have an existing relationship with East Side House and have committed to providing supports to HCHS.

P**rimary Person Model-Parent Engagement, Social and Emotional Support**: Students will be matched with an adult upon entry who will serve as their “go-to” support person – an advisor. The support person will be responsible for monthly check-ins, teacher-student mediation, student-student mediation, tracking academic progress, attendance outreach, communicating with families, serving as a liaison to other needed social services supports, and more.

Conclusion

East Side House believes that by co-designing and building a school that will specifically serve and support low-income students in the Bronx Community School District 8, it can help increase graduation rates, and set students on a path to economic security

OPINION

We got our plan to open a good school ok'd — but the charter cap leaves our kids in limbo

By [redacted]

March 5, 2019 7:52pm

Shutterstock

MORE ON:
CHARTER SCHOOLS

Success Academy wins small victory amid teachers' union lawsuit

Even with fewer kids in NYC schools, spending keeps rising

Thank you for visiting. By continuing, you agree to our Terms of Use and Privacy Notice.

LOG IN

Response 4d-14

Dr. Anthony Fauci is caught in his biggest COVID lie yet | Bud Light went woke, got broke and may well | Sex in the city is killing New York — and our permissiv | Warren Harding's real scandal was his conservatism | Kids are handing out hookers' business cards in Queens | Jack Smith hasn't charged Trump with the Jan. 6 riots — | Midtown's chaotic refugee camp proves disorder is | Wake up, Ameri Trump-Biden rematch in 202

including local hospitals and labor unions, to plan and launch a one-of-a-kind career and technical education (CTE) charter high school in The Bronx.

Our team's hard work paid off Monday when the SUNY Board of Trustees approved our application. It was a gratifying but bittersweet moment. The promise we hoped to make to the low-income Bronx families we serve — a high school diploma, preparation for post-secondary education, an industry credential and a job — must remain for now a dream deferred.

That's because while we have been approved to open, there are no more charters available in New York City. Basically, the state has handed our students an IOU: If or when lawmakers in Albany lift the cap, we'll be able to open. Until then, we wait.

And so do hundreds of students that we stand ready to place on the path of a career and the promise of a life of upward mobility for themselves and their families.

The mission of the proposed Haven Charter High School is to offer students a well-rounded "STEM" education in science and technology, leading not just to a high school diploma, but also valuable industry credentials and the guarantee of a job in New York City's large and growing hospital and health-care sector.

AD

Our students would graduate qualified to work as pharmacy or EKG technicians, phlebotomists or certified nursing assistants or in other jobs, with clear and attractive career paths ahead of them. They would also graduate ready to go to college.

More than 30 years ago, [redacted] New Yorker and visionary longtime president of the American Federation of Teachers, became one of the original champions of charter schools. He described them as laboratories of education reform, which could experiment with new instructional practices.

In the decades since, New York City has largely honored that vision hosting and incubating dynamic and life-changing schools such as KIPP, Children's Aid Society Charter School, Uncommon Schools, Neighborhood Charter School and scores of others. Haven Charter High was created in that spirit — the kind of bold and unconventional approach that is hard for conventional high schools to match.

But now these dreams of opening great new public schools just hit the "charter cap." State law limits the number of charters available statewide and imposes a sub-cap for New York City. With some 230 charter schools in the city, only seven charters remained to give out on Monday, to 13 schools that won approval.

So six of the approved charters, including ours, will remain in limbo until or unless the state Legislature and Gov. Cuomo agree to either raise the cap, eliminate it altogether or, at the very least, make the 99 charters still available for use elsewhere in the state also eligible to be awarded in New York City.

We've done our part; we submitted a great application. And we are ready, willing and able to open up a wonderful school that will help students pursue college and careers. The SUNY Board of Trustees has done its part as well.

Now it's up to Albany. Legislators, in concert with the governor, should act now. Our kids' hopes and future opportunities can't wait.

[redacted] *is executive director for East Side House Settlement, a community-based organization in the South Bronx that works with schools, community centers and other partners to bring quality education and resources to residents of The Bronx and Northern Manhattan.*

FILED UNDER CHARTER SCHOOLS, EDUCATION, THE BRONX, 3/5/19

READ NEXT How Team Trump is keeping promises on trade

SPONSORED STORIES

The economics of thinness
The Economist

SwimOutlet
Stock up for summer with swimwear & gear. Dive into the ultimate swim shopping experience!
SwimOu let.com

Heart Surgeon Begs Americans: "Stop Doing This To Your Blueberries"
thehealthyfat.com

Another Reason to Lift the Charter Cap

[redacted]

A staff shortage in upstate hospitals prompted a gathering last week in the Capitol in Albany, where hospital officials and state lawmakers asked that more funding to train medical professionals be included in January's state budget proposal.

Before seeking new money, however, the Legislature should first look to remove the cap on charter schools that's currently keeping at least one school from opening whose mission specifically includes training students to attain medical certifications.

The Eastside House Settlement, a Bronx-based nonprofit, won authorization from the SUNY Charter Schools Institute to open Haven Charter High School, which, according to its charter application, would provide classes leading to certification credentials in EKG and phlebotomy, pharmacy tech and CPR/first aid, and eventually for nurse's aides. In other words, it would train medical professionals. (It would also prepare students for IT certifications in Cisco Networking and Microsoft).

Charter schools in New York are publicly funded, privately operated schools. To open their doors, they must have their applications approved by the Board of Regents or SUNY, the only two charter authorizers in the state. Post-authorization, they are accountable to the state through five-year performance reviews.

While the State Education Department (NYSED) deliberates on how best to prepare students for life after graduation, Haven Charter High earned authorization to do just that by providing early career development in two of the fastest-growing industries in the state: health care and technology.

Only, it isn't permitted to open its doors.

Under the state's Charter Schools Act, only 460 charter schools are permitted statewide. A special sub-cap applies in New York City, which has long had the greatest demand for choice outside of the traditional public school system. No new charters are currently being permitted to open in the city due to the cap, even though there are unused charters available and being wasted because they have been awarded to schools no longer operating.

The waiting list for charter seats is longest in the poorest, most racially diverse areas of the city, including Bronx Community District #8, where Haven Charter High would operate. Community district #8 has been categorized as a target district by NYSED, due both to its population of high-need students and its concentration of schools that are below state standards of proficiency, unable to provide a safe, enriching environment — or both.

The unfulfilled demand of low-income and minority parents for charter seats should be motivation enough for the Legislature to lift or remove the charter cap —a proposition for which Governor Hochul herself voiced support during the recent gubernatorial campaign.

Nevertheless, if the state is in urgent need of more trained hospital staff, shouldn't it be using all available means to address the shortage — including by permitting a Bronx charter school to open its doors so it can prepare disadvantaged youth to be certified health care workers?

ABOUT THE AUTHOR

[redacted]

METRO

NEW YORK POST

LOG IN

Woman randomly shot during broad daylight in NYC...

Drunk Delta passenger who was served 11 drinks...

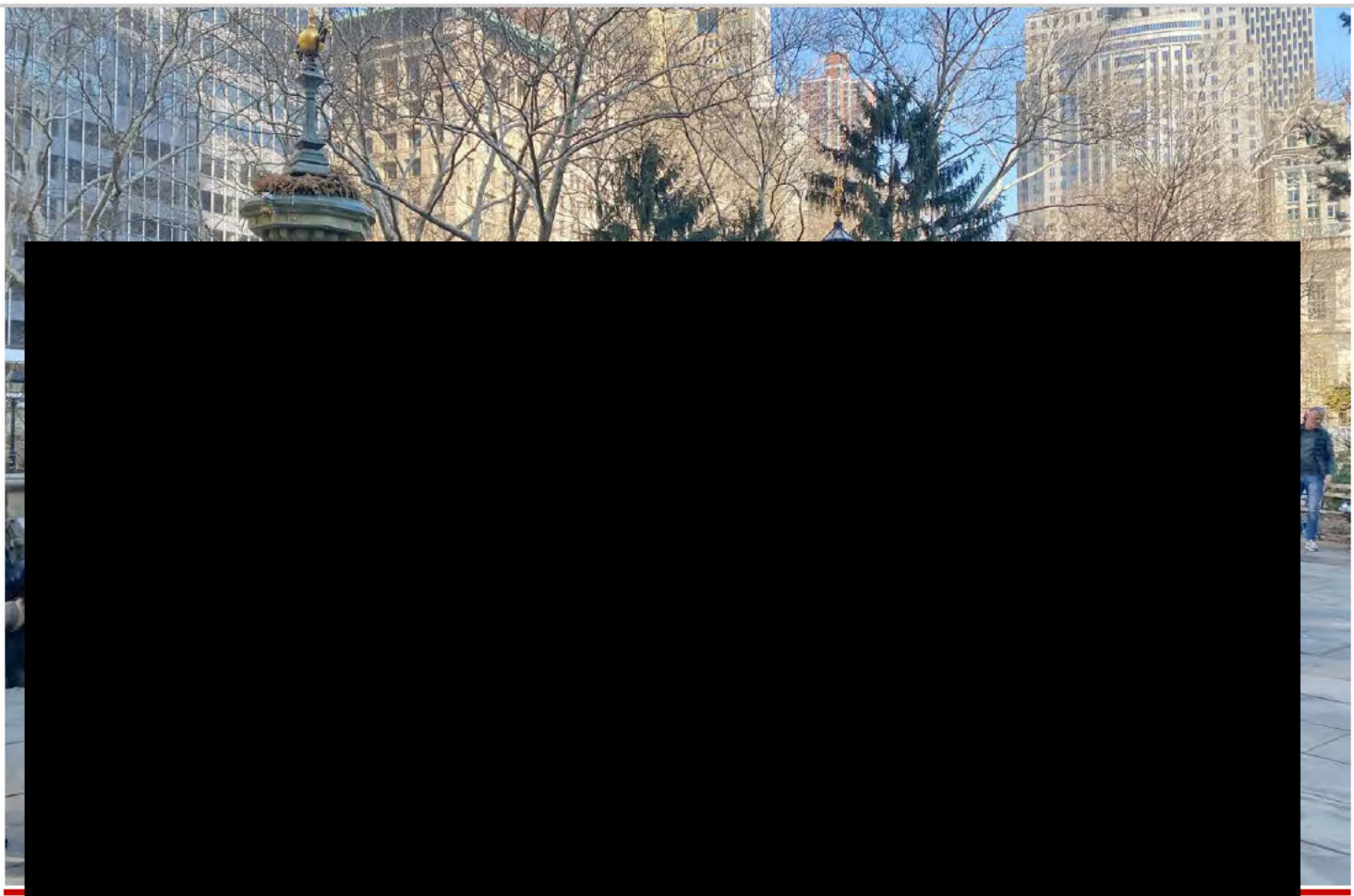
This NYC avenue is overrun by brazen brothels operating ...

Girls, 11 and 12, sexually assaulted on NYC streets in...

Hotdog stand on fire completely ignored by New Yorkers

Adams eyes Randall's Island kids' soccer fields to...

Off-duty cop, father shot in NYC domestic dispute, ...



Ch

Ca

MORE ON:
CHARTER SCHOOLS

Success Academy wins small victory amid teachers' union lawsuit

Even with fewer kids in NYC schools, spending keeps rising

Response 4d - 20

Yonkers' only charter school illustrates just how broken the system is

The UFT's cynical war on charters

Charter school advocates rallied in City Hall Park Wednesday to push state lawmakers on action that would increase the number of charter school seats in the Big Apple.

A debate to lift a statewide cap on charter school licenses has stalled, leaving New York City maxed out on its number of charters – even though a slew of the licenses are for schools that are now closed.

Charter school leaders and supporters are asking the state Legislature to include in its budget a change that would allow dormant "zombie" charters to be reassigned to new charters.

"It is unconscionable in these past two years in particular that we would not do everything possible to make sure that our kids and our families have the best possible education choices," said Crystal McQueen Taylor from StudentsFirstNY.

"There's actually something that we can do about this right now."

[redacted]f the New York City Charter School Center, called the approach "so modest and commonsensical that it's almost embarrassing that we have to be up here asking lawmakers to do it."

[redacted]

The contentious debate over lifting the charter school cap in New York City has pitted advocates for school choice against opponents to redirecting public funds to private operators.

Charter proponents say reissuing closed charters is a simple solution that keeps the cap in place. It also incentivizes low-performing charters that close to be replaced by new and improved alternatives.

"That's the point of charter schools in part — if they don't perform, they close," Merriman said.

"What we're really asking for is just a different way to count charters as the number of schools operated."

Charter school leaders have been adamant that the demand for more seats is there. Though enrollment has jumped in city charter schools by 9 percent over two years, five charter schools opened this school year, according to the New York City Charter School Center.

The center added [redacted] as previously thrown his support behind the idea, testifying at a legislative hearing in Albany about getting "zombie" charters back in use.

[redacted] supported the idea of "zombie" charters in the past.
Dennis A. Clark

Response 4d - 22

Critics of the plan to reissue those charters, which has precedent in the state, have said it circumvents the cap and shortchanges students in Department of Education-operated schools by sharing the wealth — and space. Close to half of the city's 271 charter schools are at least partially in buildings owned or leased by the department, center data showed.

But at the rally, speakers with aspirations to found new charter schools painted a picture of what they could accomplish if allowed to open their doors.

Three years ago, [redacted] sought approval for Haven Charter High School in the Bronx, where he said a student would graduate with a diploma, certification and potential job offer with its partner New York Presbyterian.

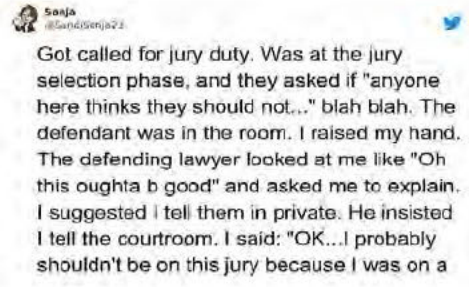
"We got approved — with an IOU," said Diaz, who is also the executive director of East Side House Settlement. "And that IOU set people back a couple of years, because then we were not able to open our doors."

FILED UNDER CHARTER SCHOOLS, DEPARTMENT OF EDUCATION, ENROLLMENT, ERIC ADAMS, NYC, 3/16/22

READ NEXT **Psychics swindle woman out of $160K to help get rid of 'Je...**

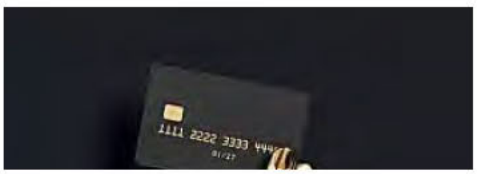
SPONSORED STORIES

SwimOutlet
SwimOutlet.com



No One Does Wax Like Us
European Wax Center

[Gallery] "A Lawyer will do anything to win a case, sometimes he will ev…
https://petsreporter.com/



Response 4d - 23

Waiting to Start a Charter School

Eleven schools will be permitted to open under this proposed legislation; these schools:

- Are community-based schools located in neighborhoods with extensive NYCHA housing
- Will all be located in private space; no co-locations
- Will overwhelmingly serve students of color and economically disadvantaged students
- Have SPED and ELL enrollment numbers that reflect the district
- Have school leaders whose diversity reflects New York City

Bedford Stuyvesant New Beginnings Charter School 2

(K-12, CSD 16)

Leaders: [redacted]

Why? A community-based K-8 Bed Stuy school seeking to open a high school to expand to grades 9-12. Serving students in poverty and living in NYCHA housing, BSNBCS2 will create project-based and experiential learning programs with non-profit and business partners that will
empower all children to transform their world.

Mission: At BSNBCS2, families, educators and community members will join together to create a supportive and rigorous academic environment for all students. Through the pursuit of academically rigorous coursework, project-based learning and experiential learning, students will be prepared to succeed and become responsible citizens of the global community.

Central Queens Academy Charter School II

(K-12, CSD 24)

Leader [redacted]

Why? A high-performing Queens school serving a diverse community, with over 70% of students speaking a language other than English at home. Success is based on a very strong focus on parent engagement and support.

Mission: CQA II's mission is to prepare students for success in college, the workforce and the community through a school that integrates literacy, high standards-based academics, and culturally responsive support services. Serving CSD 24's highly diverse neighborhoods and families, CQA II will replicate the success of CQA's middle school and expand to meet our long-term vision of a K-12 continuous program.

Haven Charter High School

(Grades 9-12, CSD 8)

Leaders: [redacted] and [redacted]

Why? Founded by East Side House Settlement, one of the city's most long-standing social services agencies serving New Yorkers since 1891, this new high school will serve students in Mott Haven.

Mission: The mission of Haven Charter High School is to provide a Career and Technical Education program serving the Bronx. Students will benefit from a well-rounded, rigorous STEM education leading to a professional certification in the medical field. Through individualized planning and attention, graduates will have the academic skills necessary to be successful in college and career, and the tools necessary to enter the workforce or enroll in college.

Kwenda Collegiate Girls Charter School

(K-8, CSD 22)

Leader: [redacted]

Why? Progressive, feminist, public K-8 girls' school rooted in the idea that true gender justice in our borough begins with ensuring that Brooklyn's youngest women and gender non-conforming youth have access to an excellent, gender-responsive, anti-racist education.

Mission: Kwenda Collegiate Girls Charter School educates young women in kindergarten through eighth grade in an academically rigorous, structured, and supportive community that prepares all students to graduate from college with the courage to lead.

Latinas on the Verge of Excellence (L.O.V.E.) Mentoring

Leader: [redacted]

Why? This school leader has been working with young Latinas for the past 14 years, giving her the opportunity to learn what needs must be addressed to ensure these young women can reach their full potential. An immigrant herself, Claudia knows that resilience, determination, commitment and hard work, along with self-confidence, are crucial to mastering challenges such as learning a new language, adapting to a new culture and separating from one's family. Her success in each of these areas gives her the credibility to be a role model to show, guide and support young Latinas and other young women to attain their most ambitious goals.

Mission: The Latinas On the Verge of Excellence (L.O.V.E.) Mentoring Program supports and empowers young women to strive for success, both in school and in life, through mentorship and health education with a focus on mental, reproductive and physical health, as well as college and career readiness.

Math, Engineering, and Science Academy Charter High School 2

(Grades 9-12, CSD 17)

Leaders: [redacted]

Why? Unscreened high school with 90% Latino & Black students with a 93% 4-year graduation rate. Seeking to replicate in CSD 17 where unscreened schools have a 62.5% graduation rate (less than 40% for SPED and ELL students).

Mission: Math, Engineering, and Science Academy (MESA) Charter High School 2 will provide a rigorous education that equips each student with the ability to succeed in college and in life. MESA2 students will develop a passion for science, technology, engineering and mathematics and, through a comprehensive college readiness program, develop critical thinking and self advocacy.

Minisink Charter School

(K-5, CSD 5)

Leader: [redacted]

Why? Progressive elementary school in Harlem with a targeted 12-student class size with a lottery preference for NYCHA and HPD families in order to end intergenerational poverty.

Mission: Minisink Charter School's mission is to provide students with progressive, standards-based, experiential learning so that they develop academic skills, compassion, and self-esteem. We will inspire students to become lifelong critical thinkers with a commitment to social responsibilities and intellectual inquiry. Our goal is to mainstream all students with dual-certified teachers stressing experiential learning, academic skills and strong self-esteem through compassion and social-emotional support of students, families and teachers.

South Bronx Classical Charter School V and VI

(K-8, CSDs 10 & 12—Two schools)

[redacted]

Why? National Blue Ribbon school model based in the South Bronx. Started with a single school in 2005, these academically rigorous schools have grown over the years due to phenomenal parent demand. They are seeking to open two additional schools, with over 2,600 families on their kindergarten waitlist alone.

Mission: South Bronx Classical Charter Schools prepare K-8 students in the South Bronx to excel in college-preparatory high schools. Through a classical curriculum and highly-structured setting, students become liberated scholars and citizens of impeccable character who achieve proficiency in and advanced mastery of New York State Performance Standards.

The Bronx Charter School for Children II

(K-5, CSD 12)

Leaders: [redacted]

Why? Student-centered school that focuses on the whole child and critical thinking; located in the poorest Congressional District in the United States.

Mission: The mission of The Bronx Charter School for Children II is to empower our children to achieve their greatest potential, both as students and as members of their communities. This is done by fostering academic excellence, nurturing the whole child, ensuring a safe environment, developing critical thinkers and building partnership.

Urban Dove Team Charter School III

(Grades 9-12, CSD 30)

Leader: [redacted]

Why? Transfer high school serving at-risk teenagers who have dropped out, are over-aged and/or undercredited. Seeking to replicate in Queens where only 5 transfer HS are located, all of which require interviews, and none of which are in CSD 30.

Mission: Urban Dove Team Charter School III's mission is to energize at-risk students through a sports, health and fitness program that focuses on developing teamwork, leadership, communication and self-confidence; to educate overage/under-credited students through a mastery-based, personalized instructional program that leads to a high school diploma, a foundation for higher education, and the job skills needed to enter the world of work; and to empower disconnected youth through individualized academic support, internships, and counseling so that they are prepared to be active, healthy, informed and independent world citizens.

Th s webs te stores data such as cook es to enab e essent a s te funct ona ty, as we as market ng, persona zat on, and ana yt cs. By rema n ng on th s webs te, you nd cate your consent. Cook e Po cy

M ss ng Go dman Sachs ana yst found dead n Newtown Creek after...

V DEO: Profess ona dancer stabbed to death by b goted stranger for vogu ng sh rt e...

The reckon ng: At ong ast, Dona d Trump charged w th consp r ng aga nst the U.S.

'Pee wee's Pau Reub masturbat

ADVERTISEMENT

OPINION

Free the 'zombie' charters: Give families more quality educational options

By [redacted]
New York Daily News • Published: Mar 28, 2022 at 5:00 am

TOP POLITICS VIDEOS

Up Next Top V deos: Ambow ($AMBO): A Powered Educat on So ut on Hybr U Cou d Revo ut on ze The $600B+ Learn ng Market

Ad 1 of 1 (0:14)

TWIN BRIDGES WASTE & RECYCLING

Privacy erms

Th s webs te stores data such as cook es to enab e essent a s te funct ona ty, as we as market ng, persona zat on, and ana yt cs. By rema n ng on th s webs te, you nd cate your consent. Cook e Po cy

Education has long been known as the "great equalizer" — an opportunity for any child, no matter who they are or what neighborhood they're from to rise up and succeed. But in New York City, it's clear that the education system has long failed to live up to this standard.

Communities like the Bronx continue to suffer from low performing schools and disproportionately high levels of poverty, with 40% of children in our community living in poverty — nearly twice the statewide rate. These children deserve the chance to attend good schools just like any other student.

For years, lawmakers in Albany have had the chance to open more high performing school seats for New York City students by lifting the charter cap — a statutory limit on the number of public charter schools that are allowed to operate. Unfortunately, politics has long gotten in the way of good policy, leaving families with few options to turn to for a good education.

[redacted] and leaders in Albany have the chance to change that this year. They can start by including a modest, commonsense proposal in the state budget — reviving so called "zombie" charter schools.

This middle ground proposal would keep the charter cap in place, but allow new schools to take the place of those that were previously closed. There are already schools ready and waiting to open their doors, if only our leaders in Albany would let them.

Th s webs te stores data such as cook es to enab e essent a s te funct ona ty, as we as market ng, persona zat on, and ana yt cs. By rema n ng on th s webs te, you nd cate your consent. Cook e Po cy

A

The Daily News Flash
Weekdays

Catch up on the day's top five stories every weekday afternoon.

By submitting your email to receive this newsletter, you agree to our **Subscriber Terms & Conditions** and **Privacy Policy**.

ENTER YOUR EMAIL ADDRESS >

Four years ago, East Side House Settlement — one of the oldest social service organizations in New York City — and our partners in local hospitals and labor unions won approval to open a community based public charter high school in the South Bronx. Four years later, political leadership in Albany is still keeping schools like ours from opening. Our school would provide students with the STEM education they need to continue their studies in college or to start careers right out of high school in the hospital and health care sectors.

Th s webs te stores data such as cook es to enab e essent a s te funct ona ty, as we as market ng, persona zat on, and ana yt cs. By rema n ng on th s webs te, you nd cate your consent. Cook e Po cy

While our school would be new, the programming is proven, and already being put to use in the South Bronx through the East Side House Settlement. Our Post Secondary Pathways program helps young people explore careers in growing, high demand industries, gain credentials recognized in those industries, and places students in jobs — all while they pursue their high school diploma. These hard skills trainings are coupled with critical wraparound social services that relieve student barriers, and life skills classes that prepare students for success in post secondary life, subjects that are far too often missing in traditional school curriculum.

Just recently, a student came to us woefully behind in school, believing that success was not in the cards for him. Through the Post Secondary Pathways program, he learned about careers that do not require a college degree but earn a living, viable wage, and was connected with the training he needed to pursue them. Today, he is working in a nursing home and is eager to continue to learn, pursuing credentials to become a Patient Care Technician with a long term goal to become a nurse.

This is precisely the type of innovative education and life changing support that the state is closing the door on by refusing to allow more public charter schools to open.

Fortunately, we have a champion in our backyard. When discussing a proposal to get charter schools that were previously closed back online during his budget testimony in Albany, Mayor Adams was clear. "Let's get those 'zombie' charters back online so we can get the best system in support of that. I am in support of scaling excellence..."

Adams is right, and legislators and the governor should heed his call. Families are calling for and deserve more good schools, more innovation, and less red tape. Why should a drafting mistake that prevents a new group from using a previously closed charter or an arbitrary cap on the number of schools that are allowed to open stand in the way of our children's success?

EAST SIDE HOUSE FIGHTS TO REVIVE CLOSED ZOMBIE CHARTER SCHOOLS IN NYC

by East Side House Editorial Team | Latest News, Uncategorized | 0 comment

16
Mar

East Side House believes that education opens the doorway to success and is the main pathway out of poverty. Our education and workforce model has given students immeasurable opportunities to pursue their ambitions. Three years ago, we applied and were approved to open a charter school that would be a health career school that, in partnership with New York-Presbyterian, will allow students to receive a

diploma in one hand and certification in another along with an employment opportunity with New York-Presbyterian. By state law, there is a cap of the number of charter schools allowed in New York City which counts all charter schools including schools that are currently closed. Unfortunately, due to that cap on the number of charter schools we were given an IOU.

On Wednesday March 16th, 2022, East Side House joined NYC Charter Schools Center and dozens of other advocates and charter schools in a rally urging state legislators to revive those closed "Zombie" charter schools that count against the charter school cap and have them be used by charter schools that have been previously approved. East Side House's Executive Director, [redacted] was among the speakers and spoke about how our Haven Charter High School is ready to open its doors and give bright, deserving students the opportunity to shine. Former East Side House student, Matthew Rivera, also spoke and gave testimony on how our education model and staff helped him succeed academically.

We want to thank NYC Charter Schools Center for organizing the rally and giving us the opportunity to have our voices heard. The time to act and make change is now. We ask New York State Legislators to repurpose, reuse, and revive these zombie charter schools in NYC because our students cannot wait nor can they achieve academic success with an IOU, and they deserve better.

Click here to see more photos and video from the rally.

Please join the
Mission Society and East Side House Settlement
at Caucus Weekend in

Celebrating Community School Leaders of Color

Caucus Weekend Happy Hour, February 14th, 5pm–6pm

Opening Toast: [redacted]
Introductions: [redacted]
Remark[redacted]

Albany Hilton, Kelsey Room (Lobby–level)

RSVP at: [redacted]

Response 4d -32

MISSION SOCIETY OF NEW YORK CITY

East Side House SETTLEMENT

HAVEN CHARTER HIGH SCHOOL

ABOUT US

Haven Charter High School will provide a Career and Technical Education program serving the Bronx. Students will benefit from a well-rounded, rigorous STEM education leading to a professional certification in the healthcare industry.

STEM CURRICULUM

Using Science, Technology, Engineering and Math (STEM), our school will provide project based and experiential learning in a collaborative environment

PATHWAYS TO COLLEGE & CAREER

Students will receive training classes leading to credentials in key medical and technology sectors

WORK READINESS OPPORTUNITIES

Students will receive "hands-on" learning opportunities to provide exposure to career options through internships and potential career placements

CONTACT US

www.havencharterhighschool.org

[redacted]

ANTICIPATED OPENING 2025

Response
4d - 33

East Side House
SETTLEMENT

FULL STEAM AHEAD

Today's Date: 06/15/2023

Room: _____

Student Name	Parent Name	Parent Email
[redacted]		

East Side House
SETTLEMENT

FULL STEAM AHEAD

Today's Date: 06/15/2023 **Room:** _____

Student Name	Parent Name	Parent Email
[redacted]		

East Side House
SETTLEMENT

FULL STEAM AHEAD

Today's Date: 06/15/2023 **Room:** _____

Student Name	Parent Name	Parent Email
[redacted]		

East Side House
SETTLEMENT

FULL STEAM AHEAD

[redacted]

East Side House
SETTLEMENT

FULL STEAM AHEAD

Today's Date: 06/15/2023

Room: _____

Student Name	Parent Name	Parent Email
[redacted]		

East Side House
SETTLEMENT

FULL STEAM AHEAD

Today's Date: 06/15/2023

Room: _____

Student Name	Parent Name	Parent Email
[redacted]		

Haven Charter High School - Intent to Apply

Are you a student or know someone who would be a great fit for Haven Charter High School? Please complete with your information below.

[redacted] Switch account

Not shared

Student Name

Your answer

Grade

Your answer

Address

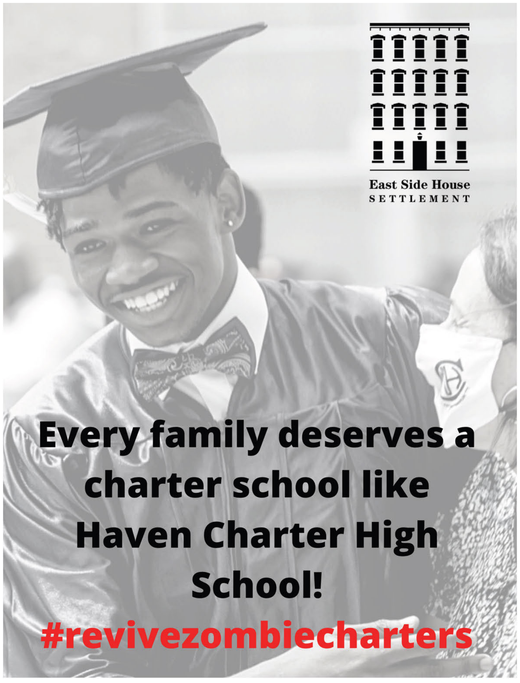
Your answer

Phone Number

Your answer

Email Address

Your answer



Submit

Clear form

Response 4d - 40

Never submit passwords through Google Forms.

This content is neither created nor endorsed by Google. Report Abuse - Terms of Service - Privacy Policy

Google Forms

R04e – Evidence of Community Support

Submit documents that provide evidence of community support (e.g., letters of support from community stakeholders, emails with evidence of community support, petitions, online survey results, etc.).

Include a cover sheet with a table that identifies each document included with the evidence for this request, its page number(s), and a brief description of the document.

The following evidence of support is enclosed:

Community Group	Type of Evidence	Page Number
New York Presbyterian	Letter of Support	Response 4e - 2
Personal Touch Home Health Services	Letter of Support	Response 4e - 3
The Church of the Revelation	Letter of Support	Response 4e - 4
The Promised Land Covenant Church	Letter of Support	Response 4e - 5
Bridge Builders Community Partnership	Letter of Support	Response 4e - 6
The Children's Village	Letter of Support	Response 4e - 7

NewYork-Presbyterian
Lower Manhattan Hospital

[redacted]

July 27, 2023

[redacted]

[redacted]

On behalf of New York-Presbyterian Hospital (NYPH) I express my support for Haven Charter High School (HCHS). Through our partnership we are confident in the future success of this school. The mission at NYPH and at Haven Charter High School brings service to the community. If they are approved, the children and families of the Bronx will have greater choices and better access to options after finishing high school; a community we have been working in for many years.

NewYork-Presbyterian is one of the nation's most comprehensive, integrated academic health care delivery systems, dedicated to providing the highest quality, most compassionate care and service to patients in the New York metropolitan area, nationally, and throughout the globe.

Haven Charter High School aims to provide a STEM education leading to professional certification in the health care industry, which will uniquely benefit and empower our underserved youth in the Bronx. NewYork-Presbyterian Hospital looks forward to partnering with Haven Charter High School, we have been committed to seeking placement for students who are looking to enter the healthcare field and gain experience.

Should you require any additional information or insight on East Side House, please do not hesitate to reach out to me a[redacted]

Sincerely,

[redacted]

Personal-Touch
HOME HEALTH SERVICES

ACHC
ACHC ACCREDITED

[redacted]

July 26, 2023

[redacted]

[redacted]

On behalf of Personal-Touch Home Care, I express my support for Haven Charter High School (HCHS). Through our partnerships providing internships, workshops and training for ESH students, we have come to know East Side House as a committed community partner who maintains a standard of excellence in their work with students, families and partners and we feel privileged to support them in opening Haven Charter High School.

Personal-Touch Home Care began operations in 1974 and since then has grown into a national company. We provide skilled nursing, physical, occupational and speech therapy, medical social work and home health aides and companions. In addition to these traditional home health services, Personal-Touch has developed specialty programs, including mental health, pediatrics, maternal/child, hospice, rehabilitation, early intervention and early childhood education, dialysis, infusion and others.

Haven Charter High School aims to provide a STEM education leading to professional certification in the medical field, which will uniquely benefit and empower our underserved youth in the Bronx.

Should you require any additional information or insight on East Side House, please do not hesitate to reach out to me at [redacted]

[redacted]

[redacted]

August 1, 2023

[redacted]

On Behalf of Church of the Revelation, I am pleased to provide this letter of support for East Side House Settlement's (ESH) application to open Haven Charter High School (HCHS) in Community School District 8.

Haven Charter High School aims to provide a STEM education leading to professional certification in the medical field, which will uniquely benefit and empower our underserved youth in the Bronx. As a church who for 60 years have served the communities in the district where HCHS intends to locate, we are excited at the prospect for our youth to have alternatives for high school that lead to workforce opportunities. We look forward to partnering with the ESH and identifying ways we can better serve the families of School District 8.

We have come to know ESH as a committed community partner who maintains a standard of excellence in their work with students, families and partners and we feel privileged to support them in opening Haven Charter High School.

Should you require any additional information or insight on East Side House, please do not hesitate to reach out to me at [redacted]

Sincerely,

[redacted]

1054 White Plains Rd - Bronx, New York 10472
Tel: 718-792-0362 - Fax: 718-792-2441
www.ChurchOfTheRev.org

Promised Land Covenant Church

[redacted]

A Congregation of the Evangelical Covenant Church

August 2, 2023

[redacted]

On behalf of Promised Land Covenant Church, I am pleased to provide this letter of support for East Side House Settlement's (ESH) application to open Haven Charter High School (HCHS) in Community School District 8.

Haven Charter High School aims to provide STEM education leading to professional certification in the medical field, which will uniquely benefit and empower our underserved youth in the Bronx. As a church who for the last 13 years has served the communities in the Bronx, we are excited that our youth will have the options to gain ceritifications in high school that lead to workforce opportunities.

We have come to know ESH as a committed community partner who maintains a standard of excellence in their work with students, families and partners and we feel privileged to support them in opening Haven Charter High School.

Should you require any additional information or insight on East Side House, please do not hesitate to reach out me at [redacted]

[redacted]

Promised Land Covenant Church

[redacted]

Bridge Builders
Community Partnership

[redacted]

July 27, 2023

On behalf of Bridge Builders, I am pleased to provide this letter of support for East Side House Settlement's (ESH) application to open Haven Charter High School (HCHS) in Community School District 8. ESH provides high-quality services for over 5,000 students annually in academic intervention, social and emotional support, and college and career preparatory programming.

Haven Charter High School aims to provide a STEM education leading to professional certification in the medical field, which will uniquely benefit and empower our underserved youth in the Bronx. HCHS's healthcare and technology education curriculum not only expands opportunities for students but prepares them for success in college and 21st-century careers. Bridge Builders looks forward to partnering with ESH to provide students and families with community resources. Together, we will work to provide community resources to students and families who attend HCHS.

We have come to know ESH as a committed community partner that maintains a standard of excellence in its work with students, families, and partners. We feel privileged to support them in opening Haven Charter High School.

Should you require additional information or insight on East Side House, please do not hesitate to contact me a[redacted]

Sincerely,

[redacted]

[redacted]

[redacted]

www.childrensvillage.org

[redacted]

[redacted]

Albany, NY 12207

[redacted]

On behalf of The Children's Village, I am pleased to provide this letter of support for East Side House Settlement's (ESH) application to open Haven Charter High School (HCHS) in Community School District 8. ESH provides high-quality services for over 5,000 students each year in intervention, social and emotional support, and college and career preparatory programming.

Haven Charter High School aims to provide a STEM education leading to professional certification in the medical field, which will uniquely benefit and empower underserved youth in the Bronx. HCHS's healthcare and technology education curriculum not only expands opportunities for students but prepares them for success in college and the 21st century careers. The Children's Village looks forward to partnering with ESH in providing social emotional supports and resources to students and their families. Together, we will work to address social emotional issues that impede student success.

We have come to know ESH as a committed community partner with maintains a standard of excellence in their work with students, families and partners and we feel privileged to support them in opening Haven Charter High School.

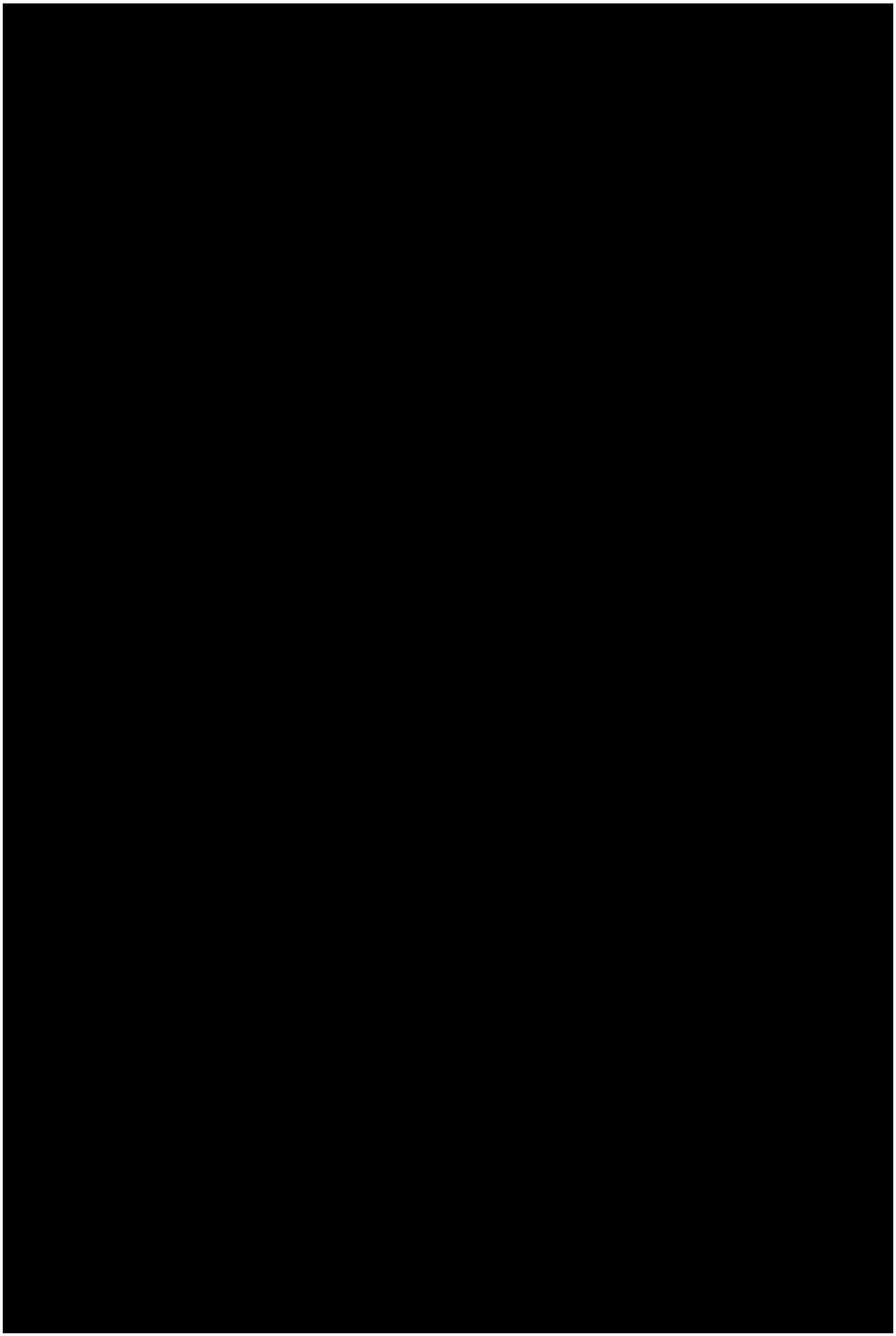
Should you require any additional information please do not hesitate to reach out to me at [redacted]
6[redacted]

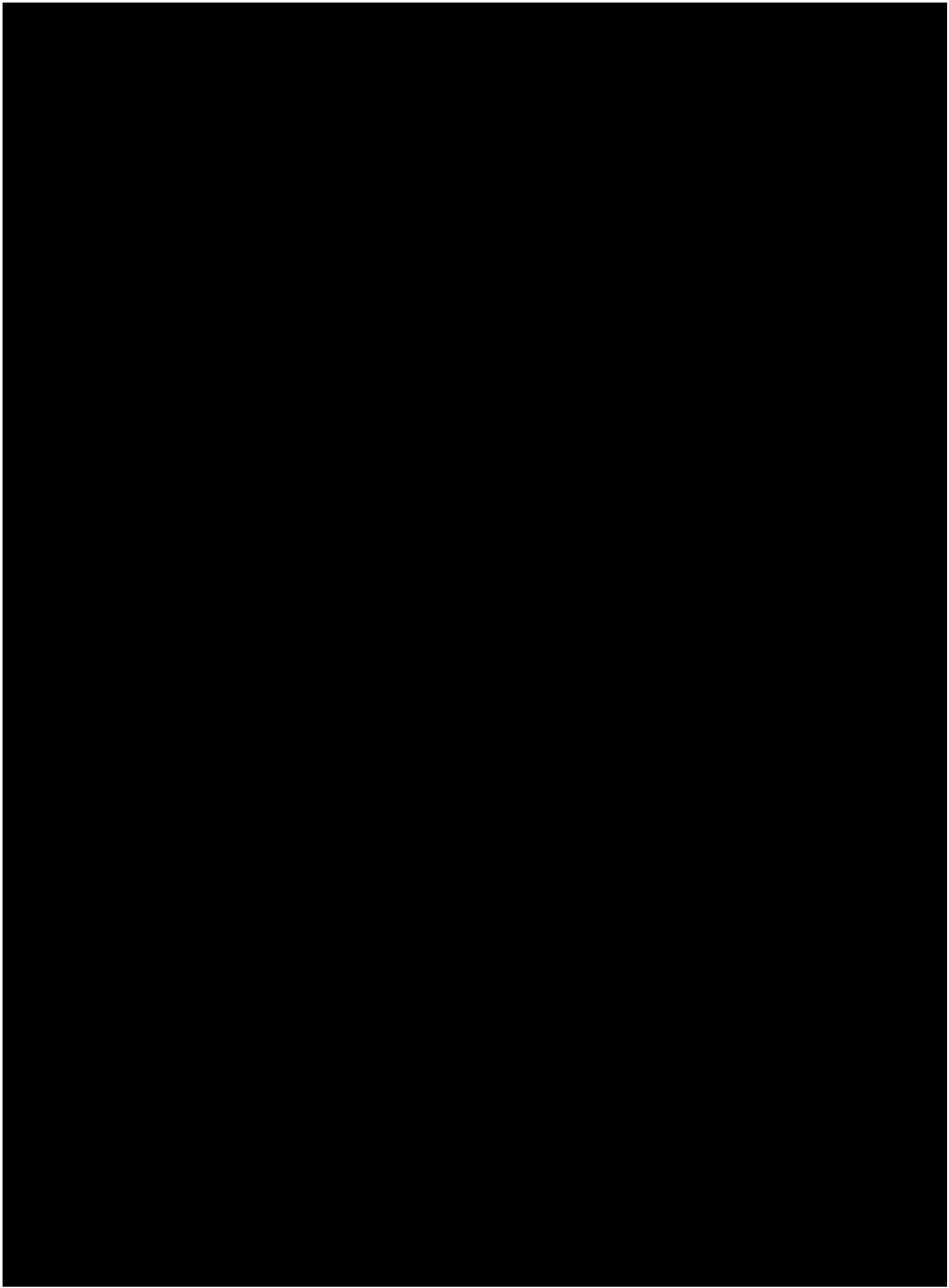
Sincerely,

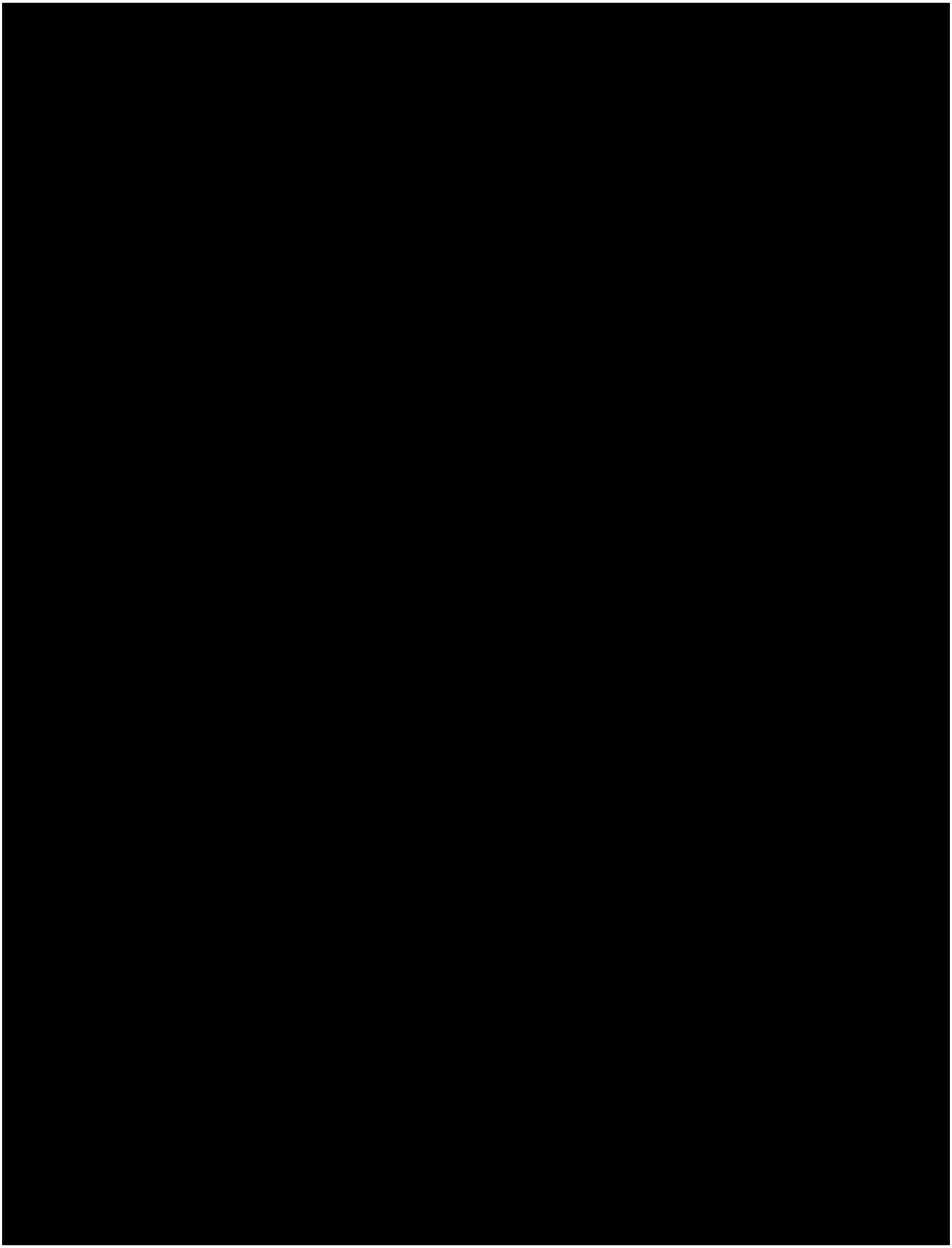
[redacted]

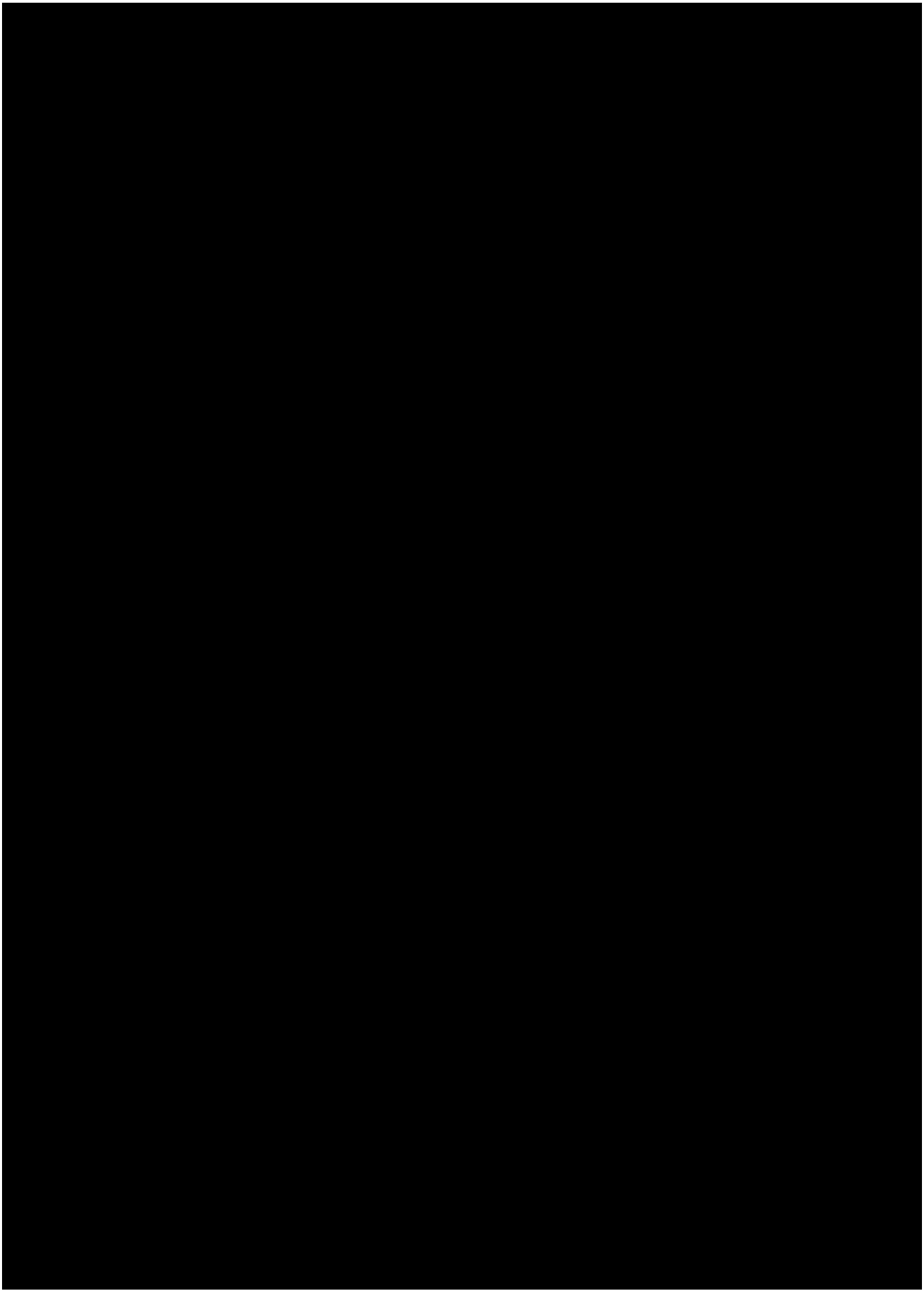
Transformative Mentoring Initiatives

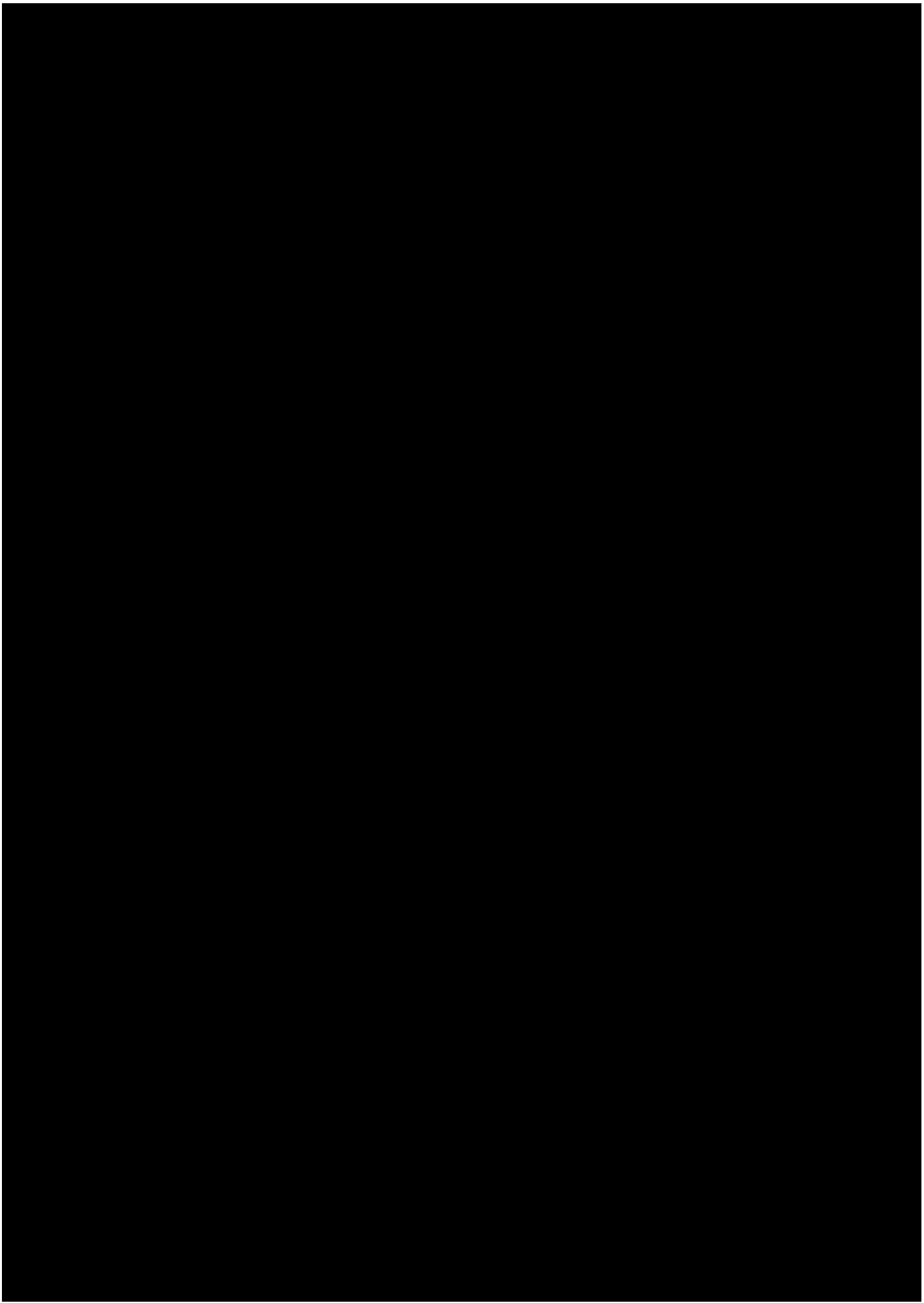
[redacted]











5. Enrollment

A. Enrollment Plan

Provide a narrative description of 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 many 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 reduce 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.**

Haven Charter High School (HCHS) is proposed to be a high school serving grades 9-12. The school will open in Fall of 2020 and plans to enroll students who are entering 9th grade after successfully completing a middle school program. HCHS will grow one grade per year until the school begins graduating students in 2023- 2024. By growing the school slowly, HCHS will create a culture in the first year that will be reinforced as the school expands, and will allow the staff time to build capacity with a rich curriculum and vetted staff. There is no notable difference in eligibility or minimum age for comparable grades in the district, although the school does not plan to accept students who have not completed middle school. HCHS is designed to offer a four-year program trajectory culminating in a Regents diploma and at least one CTE certification.

	Grade 9	Grade 10	Grade 11	Grade 12	Total Enroll.
Year 1	100				100
Year 2	100	90			190
Year 3	100	90	85		275
Year 4	100	90	85	81	356
Year 5	100	90	85	81	356

Haven Charter High School will make every effort to retain students, with attrition rates initially the highest between grades 9 and 10, but with the rate significantly lowering as students continue to make progress toward both career certification and graduation and as students realize how many supports are available to help ensure their success. Based on a review of data from other NYC charter high schools, discussions with other charter schools, reflection on the student population being targeted, and ESH's experiences, the team projects a rate of 10 percent between grades 9 and 10, with this lowering to around 5 percent for students entering grades 11 and 12.

While New York City boasts of record high graduation rates, there were still schools who demonstrated a decline between 2016 and 2017, many of whom were located in the Bronx.[1] Recent data shows the Bronx has the lowest graduation rate of 66.3% and the highest dropout rate of 11.7% out of all NYC Boroughs.[2]

Further, ESH has demonstrated success with remediation for many of the community's most vulnerable students who easily may have been a dropout statistic. These students were connected to their ESH primary person, trainings, internships, and academic and counseling supports. For 3,730 students, ESH was able to provide interventions and retain 81% of the students who were in danger of leaving school without a diploma or a post-secondary option. These students are harder to reach and serve than the students HCHS anticipates enrolling in 9th grade, however, the founding team and Board of Trustees will remain vigilant in monitoring data and adjusting budgets, enrollment and recruitment plans, and other policies as needed in order to both best serve the students who walk through the doors, and to mitigate attrition if it is higher than predicted.

HCHS does not plan to backfill in the upper grades, because to do so would make it nearly impossible to provide appropriate remediation, deliver all core course content and required classes for an on-time graduation with a Regents diploma, and ensure the students are able to achieve certification credentialing by the end of the senior year. This decision was a difficult one for the founding team to make, as the students who are over-aged and under-credited are predominantly the student population the East Side House Settlement's programs serve. Ultimately, however, it makes the most sense to continue offering robust programming for these students through the existing East Side House model and design the charter high school differently to capture a slightly different student population that also is in need of high-quality schooling and is also significantly at-risk. Through the simultaneous delivery of programs with slightly different aims, the idea is to cast a wider net and ultimately support a larger population of Bronx youth.

There is no growth planned for the initial charter term beyond adding a grade until the school serves grades 9-12. Further, there are no plans to create additional capacity in subsequent terms. As a high school, HCHS will not seek to apply for full-day universal pre-Kindergarten.

B. Target Population

Explain how the school will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and FRLP students.

- **Cite the proposed school's enrollment and retention targets as determined through the enrollment and retention calculator;**
- **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;**

[1] NYC Department of Education Graduation Rate Report: Bronx Borough Graduation Rate: https://infohub.nyced.org/reports-and-policies/citywide-information-and-data/graduation-results
[2] Ibid.

- **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;**
- **Note that including preferences beyond one extra weight (ticket) in the lottery may make the proposed school ineligible to receive federal Charter School Program grant funding;**
- **Any replicator that is not currently meeting targets at any of its schools must provide an explanation as to why the targets are not being met, efforts made to meet the targets, and what new strategies will be employed to meet the targets.**

Haven Charter High School's enrollment and retention rates, as determined by the online calculator for the end of the first charter term, are as follows:

	Enrollment Target	# of Students	Retention Target	# of Students
Economically Disadvantaged	81.5%	292.5	89.6%	262
English language learners	11.4%	40.8	89.9%	36.7
Students with Disabilities	22.2%	79.5	88.4%	70.2

Haven Charter High School plans to be a true community-based, embedded neighborhood charter school, and as such will make every possible effort to recruit among all students in the Bronx, specifically including those with special learning needs.

A few targeted strategies are planned to achieve this goal. Recruitment outreach efforts will begin immediately upon charter approval, culminating in the first enrollment period (and possibly lottery) to enroll students by spring 2020 for a late summer start date.

Recruitment Strategies for non-Native English Speakers: Multiple languages are represented in the homes of Bronx residents. The area is well known for having a vibrant Latino population, but in CSD 8 and among the families served by East Side House, French is also a very common language among families with roots in West Africa. Haven Charter High School recruitment materials will always be available in English, Spanish and French. Additionally, during the planning year the team will examine the predominance of languages such as Arabic, other languages from Europe and Asia, and possibly Albanian and Balkan languages. Every effort will be made to translate materials into the languages spoken by CSD 8 families.

East Side House has fluent Spanish and French speakers on staff, and these staff members will be available to attend meetings and provide direct translation services to families and potential students in perpetuity. It is the experience of East Side House that being able to communicate verbally is significantly important when it comes to helping families feel valued and welcome. East Side House also has a rich tradition of celebrating the variety of cultural backgrounds of the families served through community programs, and this sense of value and appreciation will be instilled in the school community as well.

East Side House has existing partnerships with community organizations that directly work to support and enhance the lives of recent immigrants, refugees, and others who may not be fluent in English. Notable partnerships include:

MASA: MASA partners with Mexican and Latino children, youth, and families in the South Bronx to develop strong learners and leaders who fully participate in and contribute to the larger community.

Sauti Yetu Center For African Women: Sauti Yetu is a community organization dedicated to mobilizing African immigrant women to improve the quality of their lives, strengthen their families and develop their communities.

The Legal Aid Society: A not-for-profit public interest law firm for low-income families and individuals with a robust city-wide immigration law unit within their Civil Practice. The Immigration Law Unit specializes in representing non-citizens with criminal convictions in removal proceedings at the New York immigration courts and guarantees representation to low income New York detainees.

Haven Charter High School will build upon these relationships, working to share outreach materials and host meetings with families and the community to establish the reputation of HCHS as a high school option that is welcoming to students who are still learning English.

Students with Disabilities: It is extremely important for students with Individualized Education Plans to feel welcome at Haven Charter High School. All marketing and enrollment materials will explicitly welcome students with disabilities. Haven Charter High School representatives also will recruit at community centers where services are provided to the community and children with special needs, and all members of the team conducting presentations, tabling and answering questions will be prepared to highlight the school's encouragement for SWDs to apply, and to answer questions about the types of support and services offered to such students.

Free- and Reduced-Price Lunch: For most charter schools, meeting enrollment targets for economically disadvantaged students has not been as challenging as those for students with disabilities and students learning English. However, the recruiting teams will not ignore these at-risk members of the community. HCHS will be recruiting in a variety of ways, including through relationships established with the faith community, other nonprofits, district-run schools, and community centers. The community members reached through these methods are diverse, with many identifying as economically disadvantaged.

Special Admissions Factors and Preferences: At this time, Haven Charter High School does not plan to implement special admissions policies such as a weighted lottery or set-aside. There will be no selective academic criteria applied. The school will abide by the statutorily required preferences, will opt to use the staff preference, and will ensure the official enrollment policy outlines how these preferences will be applied. It is anticipated the first tier of preference will be granted to continuously enrolled students, the second to siblings, the third to students of staff members (within the 15 percent limit) and the fourth to residents of the district of location. If data reveal significant challenges in meeting enrollment targets for at-risk students, the Board of Trustees and school leadership will consider requesting permission to implement an additional admission policy to increase enrollment.

Retention: Haven Charter High School's Primary Person model is expected to play a key role in supporting students, working with them through whatever challenges arise, and ensuring each stays enrolled in the school. The Primary Person is the students trusted adult, the "go-to" for solutions and support. The Primary Person will work closely with students and families to overcome a variety of challenges, will be a liaison to community resources and services, and will conduct extensive outreach and follow-up to families to make sure students and families get what they need to ensure students attend school. This outreach and follow-up is critical to the success of the model and will be conducted

to families in their native languages. Haven Charter High School also plans intentional opportunities to celebrate and embrace the variety of ethnicities, diversity and languages anticipated among those who enroll in the school.

A few examples of strategies to support retention (among many benefits) by creating a welcoming and inclusive environment include:

Inclusive Language:

- Providing forms, whether completed online or in the school office, that are friendly to different family structures ('parent/guardian')
- Modeling inclusive language for students, for other staff and educators, and for parents and caregivers when talking about families.
- Displaying diverse books and images in school and classroom (diverse family structures, people of different races, gender expressions, ethnicities and abilities)

Speaking Up:

- Ensuring that concern for saying the wrong thing doesn't keep staff and/or students silent. Encouragement and practice of interruption of hurtful name-calling and race- or gender-based slurs; discipline policies and procedures that take such offenses seriously.
- Providing professional development on bullying and harassment, including the opportunity to practice interrupting and stopping bias-based name-calling or bullying and ways to respond to students' questions on diverse families.

School and Classroom Climate:

- Displaying student work highlighting both diversity and commonalities.
- Hosting events recognizing and celebrating family diversity that welcome all children and their families to your school community.
- Establishing and maintaining clear classroom and schoolwide agreements with students regarding respect, caring for classmates and not hurting each other with words or actions.
- Strong, transparent anti-bullying policies.

These practices will help ensure all students and families feel valued by the school and will help build trust, so people will turn to Haven for help when it is needed or offered.

Sophisticated and ongoing data analysis is going to be built into the DNA of the Haven Charter High School from day one. Data collection and analysis efforts will cover every angle of the school's operational and academic success, and student retention is no different. Academic and attendance data will be tracked for all students, with an emphasis on results by subgroup and individual students, so it will be possible to spot trends in performance for a subgroup or any one student in a timely manner. Since frustration with academic struggles is a frequent driver of student drop-outs and school mobility, it is the school's aim to avoid this issue by ensuring no student gets to the point of frustration alone – staff will be involved to find solutions. Academic data will be collected and analyzed by the school's student information system and will be shared with all staff.

Beyond academic data, HCHS will also closely monitor absences and tardiness, and the Primary Person (called an Advisor) will become involved with any student who is challenged getting to school on time or attending all day. Daily attendance and tardiness data is tracked and the Advisor works to communicate

with the family in all instances of lateness or absence, with a mandatory home visit anytime a student has two consecutive absences. Frequent absences and tardiness will result in a variety of supports and interventions. Interventions may range from buying a student an alarm clock or helping keep track of metro cards to home visits to find solutions to more complicated challenges.

C. Student Enrollment Table

Complete the student enrollment table provided in the budget template and include a copy of it here.

CHARTER ENROLLMENT BY GRADE						
GRADES	**LEVEL**	**2020-21**	**2021-22**	**2022-23**	**2023-24**	**2024-25**
Kindergarten	Elementary School					
1st Grade	Elementary School					
2nd Grade	Elementary School					
3rd Grade	Elementary School					
4th Grade	Elementary School					
5th Grade	Select grade 5 level from dropdown list →					
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School	100	100	100	100	100
10th Grade	High School		90	90	90	90
11th Grade	High School			85	85	85
12th Grade	High School				81	81
Ungraded						
TOTAL		100	190	275	356	356

D. 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 percent set aside) in accordance with the Act.

Haven Charter High School will apply the statutory preferences for continuously enrolled students, siblings and residents of the district of location, which is expected to be CSD 8. The school also will use the optional staff preference. The proposed admissions policy first grants preference to returning students, next to siblings of current students, third to staff member's children and fourth to residents of CSD 8. If at any time there are more applicants than seats available, the school will conduct a lottery in accordance with all applicable rules and timelines.

Haven Charter High School will not discriminate based on intellectual ability, measures of achievement or aptitude, athletic ability, disability, ethnicity, race, creed, gender, national origin, religion, ancestry, gender, sexual orientation, or any other unlawful basis.

Students will be admitted to Haven Charter High School in 9th grade. To be eligible to apply, students must be an 8th grader on track to completing a middle school program in the year prior to entrance at Haven. Students must successfully meet the New York City 8th grade graduation requirements to enroll.

HCHS will use a simple application, with a deadline to apply of April 1st of the year prior to the admission school year. Assistance will be offered to any family requesting help with the application process, including direct translation services. If more applications are received than seats available, an open, random lottery will be conducted to admit students and build a waiting list. The Board and leadership may choose to participate in the New York City Charter School Center's Common Online Application, but a final decision has not been made at this time.

The admissions policy for the proposed Haven Charter High School is attached as R-05d-Admissions Policy.

5. Enrollment

D. 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 of 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.

Haven Charter High School Admissions Policy

Haven Charter High School (HCHS) is a non-selective, tuition-free public charter high school. The school will serve grade nine in 2020-21, adding a grade per year until each grade (nine through twelve) is served. Each year, one hundred ninth graders will be admitted, with no backfilling seats in the higher grades. Students who are on track to complete an eighth grade middle school program in the year prior to admission will be eligible to enroll, if the student has also met the New York City graduation requirements for eighth graders. HCHS does not discriminate against or limit the admission of any student based on intellectual ability, measures of achievement or aptitude, athletic ability, disability, ethnicity, race, creed, gender, national origin, religion, ancestry, gender, sexual orientation, or for any other basis that would be unlawful for a public school. Haven Charter High School will not require any action by a student or family (such as an admissions test, interview, essay, attendance at an information session, or other action) in order for an applicant to receive or submit an application for admission to the school.

HCHS will ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; the Age Discrimination Act of 1975; Title II of the Americans with Disabilities Act of 1990; and, Section 2854(2) of the New York Education Law, which governs admissions to charter schools.

Recruitment: Haven Charter High School will disseminate recruitment and enrollment materials and information to the community widely, using multiple forms of media in multiple languages. All materials will highlight the key design features of the school, including the Career and Technical Education emphasis resulting in both a high school diploma and at least one industry-recognized certification in the healthcare or technology field. Marketing materials will be translated into Spanish and French, and possibly other languages, and shared throughout CSD 8 and the Bronx community. The recruitment team will hold public meetings, use social media, share materials with partner and community organizations, and will speak to parents and students directly through East Side House's existing programs.

All recruitment activities and materials will emphasize that all students are welcome to apply to the school, and will be admitted fairly through a random and open lottery as required by law to fill 9th grade seats with those students on track to complete a middle school program and meet the NYC DOE's eighth grade graduation requirements. HCHS will ensure students learning English as a second language, students with disabilities, and those who are considered economically disadvantaged will be welcomed and encouraged to apply.

Application: Applications for admissions will be made available at informational presentations, on the school's website, at East Side Settlement House, and via regular mail upon request. Haven Charter High school will use the uniform application form created by the State Education Department and it will be translated into Spanish, French, and other languages upon request. Applications will be accepted by mail, hand delivery or electronically between January 1st and April 1st of each school year prior to the year of admission. If submitted by mail, the postmark must be by April 1st. If the number of timely applications for eligible students exceeds capacity, students will be accepted for admissions from among the applicants by a random selection lottery process. Enrollment preferences will be provided and applied in the following order:

1) Returning, continuously enrolled students (after the first year);
2) Eligible siblings of currently enrolled students;
3) Students of staff members, up to the statutory limit;
4) Residents of the CSD in which the School is located.

Admissions Lottery: If the number of applications exceeds seats, Haven Charter High School will hold a random lottery, no earlier than April 1st of prior year. The lottery will be observed by an independent observer, per NY Charter School Regulation 119.5. A disinterested party is one whom is not a board member or employee of the school or East Side House; not a parent, person in a parental relationship or guardian; or a student enrolled in the school. The lottery will be transparent, fair and random, with public viewing options.

The lottery will be held in a place that is accessible to the public and capable of accommodating the anticipated number of attendees. The lottery will be well-publicized and attendance will be encouraged. At least one week before the date of the lottery, the location and time will be publicized in a manner consistent with Public Officers Law and will include the number of available seats. No parents, guardians, prospective students, siblings, or other members of the public will be excluded from the lottery process, nor will any such person be required to participate in the lottery process. It will be clearly understood a student and/or parent or guardian does not have to be present for the student to be awarded a seat.

The random process used to run the lottery may be driven by technology-based software, or may include a more traditional approach such as a paper ticket or lottery ball method that generates random results. Once all available seats are filled via the lottery, the process will continue so HCHS can build a wait list using the remaining names. The waiting list will be used to draw students to fill 9th grade seats in order, and will expire and be newly created each year. The waiting list will become the official, legal record of students with completed applications to the school that are pending acceptance, although names may be added to the end of the waiting list after the lottery is conducted. The list will identify names, home addresses, email, and telephone numbers and every effort will be made to ensure the school has multiple accurate ways to contact prospective students in the future. When vacancies arise, the waiting list will be used to offer admission to the next student in the order determined by the lottery. These students will be contacted by all available avenues, including phone, mail and email. Students applying after the lottery will be admitted on a space-available basis or added to the end of the waiting list upon submission of a completed application.

Upon completion of the lottery, all parents and guardians of prospective students will be notified within two weeks to communicate whether the student has been admitted or placed on the waiting list. Whenever a 9th grade vacancy occurs prior to the start of the school year or up until November 1st, HCHS

will contact the next student on the list. Reasonable and appropriate attempts will be made, including at least three documented attempts, to obtain confirmation whether a student still wishes to enroll or whether the seat will be declined, both after the lottery and as seats are available. If multiple attempts to communicate are unsuccessful, the school may remove the student from the waiting list or the list of admitted students.

Student Registration and Enrollment: Within two weeks of the lottery, the school will contact all prospective students and families to share whether a seat has been granted or whether the students has been placed on the waiting list. The school will require each parent or guardian of a child selected for admission to confirm within two weeks of this notification of his/her intent to enroll or not enroll, which will be communicated by singing and returning an intent to enroll form. If the intent to enroll is not confirmed, the student will be removed from the enrollment list. The notification letter will notify families of this policy. The school will require currently enrolled students to confirm in writing their intent to remain enrolled in school the following year.

Prior to the commencement of each academic year, families of children who enroll at the school must complete the enrollment process. This process includes proof of residency, which must be established by presenting at least two of the following:

- A residential utility bill in the resident's name dated within the last 60 days;
- An original lease agreement, deed or mortgage statement for the residence;
- A current property tax bill for the residence;
- A water bill for the residence dated within the last 60 days;
- Official payroll documentation (such as a form submitted for tax information or a payroll receipt);
- Documentation from a federal, state or local government agency, including the IRS, City Housing Authority, Human Resources Administration, the Administration for Children Services, or an Administration for Children Services subcontractor indicating the resident's name and address, dated within the past 60 days.

In addition to proof of residency, families must provide a copy of the student's prior year academic record, birth certificate and immunization record. Haven Charter High School and/or East Side House staff will be available to assist parents in understanding the registration requirements, obtaining required information and completing required forms.

In compliance with the federal McKinney-Vento Act, the school will immediately enroll students experiencing homelessness, even if the student is unable to provide documents typically required for enrollment. Such students will have the right to attend class while the school works to request and obtain student records from the prior school.

Voluntary withdrawal: Haven Charter High School is a public charter school and as such is a school of choice; this applies both to application and withdrawal. A parent or guardian may transfer his/her child at any time to a different school. In such cases, the parent or guardian will be asked to complete a request for withdrawal form. Staff will attempt to discuss the reason for the withdrawal and will seek to address problems and find solutions as appropriate. Every attempt will be made to retain students. However, if the transfer is desired, the school will ensure timely transfer of school records to the new placement.

6. Curriculum and Instructional Design

A. Curriculum Selection Process

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, key design elements, and unique themes;**
- **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 sequence, pacing guides, etc.) and specifically address 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.**

Haven Charter High School (HCHS) is designed to ensure student earn a traditional Regents diploma as well as at least one CTE certification by the end of Senior year. The school's focused CTE path is designed to support a student population that has an interest in pursuing careers in the medical field. Based on what we know about the socio-economic status of the target community in Bronx and based on the performance of students living in CSD 8 in ELA (using data from the 2017-2018 NYS exam), HCHS anticipates that many students will enter 9th grade below proficiency. In 2017-18, only about 37 percent of CSD 8 students scored proficient on the state ELA exam. It is reasonable to anticipate that two-thirds of all incoming students will be in need of remediation in reading. Therefore, all courses will have a shared focus on developing content understanding *and* developing literacy skills in reading, writing and speaking. Hence, a student at HCHS will read a variety of texts, write in subject specific formats and engage in discussions in all classes. This effort will result in students graduating with the literacy skills required for college and careers after high school.

Additionally, we know that the socio-economic status of our target student population has an impact on their plans after graduation. As explained in response 1, recent analysis shows 40% of children are living in poverty in the Bronx. For many of our students, there may be significant financial barriers to entering college upon graduation. A goal of HCHS is to reduce the impact of these barriers by providing an option for students who want to enter the workforce after high school graduation, and for students who will need to create financial stability for themselves by working and going to college simultaneously. By creating a CTE path for students in the medical field we are ensuring that students have more than one option upon graduating. HCHS is confident students will have numerous opportunities to create a professional network while pursuing a certification in the medical field, ensuring students will be well prepared to go on job interviews.

[redacted] recent remarks at the New York Times Higher Education Leaders Forum reinforce this new thinking. *"For too long, we as a country have been afraid to acknowledge that some high school students don't want to remain in academia after they turn 18. But what other options are we giving*

them? Practically none. We effectively treat non-college bound students as second-class citizens, giving them no preparation for their next steps in life."

According to *One In Seven, Ranking Youth Disconnection in the 25 Largest Metro Areas*), these students need "more constructive approaches to create robust pathways to other career options such as certificate or vocational programs linked to apprenticeships, job placement, and other supports." In New York City, middle-skills jobs requiring certifications but not a degree, represent one of the fastest-growing employment sectors. *Unleashing the Economic Power of the 35 Percent*, prepared by JobsFirstNYC, reports that "healthcare, property maintenance, construction, and transportation" are expanding career sectors in NYC. At the same time, "employers that offer higher quality jobs in industries such as healthcare, technology and modern manufacturing are facing a shortage of skilled workers."

HCHS has had extensive meetings and planning session with partners such as New York Presbyterian Hospital, Bronx Lebanon Hospital and Local 1199 SEIU. All partners have expressed specific gaps identifying certified staff in the areas where HCHS will be providing cte classes. In addition, all partners have committed to create pipelines from Haven Charter High SChools to direct employment in their hospitals.

As a CTE high school, HCHS will use curricula aligned to required NYS and Next Generation standards. HCHS will also ensure the curricula directly address those 21st century skills that are necessary for success in college and the workforce. Students in 9th through 12th grade will meet all of the NYS graduation requirements to receive at minimum a Regents diploma. Students will be required to earn at least one certification in the medical field prior to graduation. Therefore, the requirements to graduate from Haven Charter High School are more rigorous than those found in traditional district and transfer high schools in the Bronx.

At the foundation of HCHS's design is providing all students a rigorous STEM (Science, Technology, Engineering and Math) education. All core classes will utilize materials and experiences where appropriate that will make visible the role of STEM in all areas of modern life. Students will use these and other experiences to make connections and develop critical thinking skills. For HCHS students, asking "why" will become second nature. Students at HCHS will be able to seamlessly transfer critical thinking skills to everyday experiences both in and outside of the classroom.

Student experiences in traditional courses and CTE courses will require students to read a variety of informational text, construct a variety of written pieces and engage in structured classroom discourse in order to ensure develop their analytical and critical thinking skills. Student will be required to pull from their experiences in traditional courses and CTE courses in order to construct a portfolio of learning and create interdisciplinary anchor projects. The portfolio of learning will be a collection of at least 2 exemplar informational, argumentative or narrative pieces representing Humanities and STEAM courses by the end of each grade level. By twelfth grade, all students will have at least 8 exemplar pieces representing a range of writing. Students will have numerous opportunities across their courses to engage with text in order to analyze, evaluate, synthesize and create. Students will also participate in feedback cycles with their teachers and peers in order to finalize their exemplar pieces. Additionally, interdisciplinary anchor projects will require students to grapple with real world situations from the medical field, science, technology, engineering and/or math. Students will apply and transfer their knowledge and experiences from many of their courses in order to create their anchor projects.

Drawing upon experiences across their courses will enable students to make meaningful connections and further hone their critical thinking skills. These projects will culminate in student presentations to explain their process, research and findings to a committee of school staff, peers and industry professionals. Thus, making rigors instruction a core part of the learning experience in all courses.

Core Courses: HavenHigh School will utilize a high-qualitrriculum which will enable students to gain meaningful knowledge in the core subjects while developing essential reading, writing and speaking skills. HCHS is confident this approach will create increased success on Regents examinations. Students will have opportunities in all classes to engage in rigorous problem and project-based learning opportunities. The union of a high-quality curriculum with opportunities to make real life connections through problem and project-based learning will help to develop critical thinking skills necessary for life during and after high school.

HCHS will utilize the open-source, high-quality curricular materials from New Visions for English language arts, math, social studies and science. These materials, which are designed to be ready for wholesale adoption or adjusted to meet the specific needs of a school or classroom, are free to use and grounded in the knowledge and experience New Visions has gained over the years. HCHS intends to use the New Visions curriculum as the foundation and make evidence-based adjustments to meet the needs of students.

As a long-time partner and friend of New Visions, East Side House has extensive experience using these materials, and teachers overwhelmingly give these curricular resources the highest possible recommendation. The students served by New Visions and the organization's overall mission is aligned to the common mission to help high school students from disadvantaged backgrounds succeed in high school and careers.

New Visions has been working in New York City to improve public schools since 1989 and has done so with an emphasis on evidenced-based practices and the development of high-quality talent and resources to support the belief that a child's zip code does not predetermined destiny.

Utilizing the New Visions curriculum as our foundation will lead to strong Regents and graduation outcomes. Multiple research studies have documented the effectiveness of the work done by New Visions, including independent evaluations. A comprehensive list and summary of these publications can be found on the organization's website, at www.newvisions.org/pages/our-impact. In 2017, New Visions Charter High School had a graduation rate of 88 percent, further providing the founding team of Haven Charter High School data to support the use of New Visions' free curricular materials.

Haven Charter High School will also utilize problem and project-based learning models in all core and elective classes. This ensures students have the opportunity to:

- develop and hone their 21st century skills,
- grapple with real life problems,
- practice critical thinking skills, and
- make connections across the curriculum.

Increasing student engagement and ownership of learning is essential. A recent synthesis of research focused on problem-based learning concludes the approach delivers "superior efficacy for longer-term

knowledge retention and in the application of knowledge".[1] A comprehensive summary of research on project-based learning by the University of Indianapolis shows positive outcomes for students in a number of important developmental areas such as content knowledge and collaboration.[2] The founders of HCHS know there is sufficient evidence to support this approach, and it has been chosen because of the increased opportunities for students to retain knowledge when taught this way, rather than by passively sitting back and listening to a lecture in every subject every day.

Math: As a high school, HCHS will initially offer Algebra I, II and Geometry. As the school grows, leadership will explore the addition higher-level classes such as Pre-Calculus, Calculus, AP Statistics ~~and AP courses.~~ The New Visions materials in the initial course offerings are Common Core and Regents aligned, and each course has additional materials to guide teachers as the course is implemented, such as pacing guides and videos demonstrating instructional routines and techniques. Perhaps just as importantly, the math resources have been developed with an eye toward supporting ELLs and SWDs, and with an intentional approach to rigor and Regents readiness. Knowing other charter schools often struggle with adopting curricular materials that are appropriate and able to be modified for special populations, and that many charters struggle with rigor, the founding team is confident New Visions is the right choice for math. Students will learn to problem solve, develop abstract and quantitative reasoning skills, and will learn to apply the mathematical concepts learned in the classroom to the professional certifications acquired and post-secondary plans developed. Classes will be rich with opportunities for project and problem-based learning.

English Language Arts: Students at HCHS will be enrolled in an ELA course for all four years. The ELA materials provided by New Visions include pacing calendars and instructional arcs for 9th, 10th and 11th graders. The curriculum for ELA is standards-aligned and supports the growth of student skills with the Regents exam in mind, as well as skills needed for success beyond high school. Each course has unit plans including assessments and resources to ensure teachers are able to effectively convey the skills and concepts to students. As the school expands to twelfth grade, where appropriate, students will have the opportunity to enroll in AP Language & Composition ~~higher-level courses.~~ These higher-level courses will provide an opportunity for students to further hone college level writing skills. All ELA courses will include problem and project-based units. Students will read extensively, both content-rich fiction and non-fiction texts for intellectual and skill development. Students will have the opportunity to engage with non-fiction texts related to math, science and the medical field to explore connections to STEM. Writing, speaking and listening are at the core of these courses. Discussions, debates and presentations will play a significant role in all ELA classes.

Science: Students at HCHS will offer living environment, earth science, ~~physics~~ and chemistry. Additional science course may be offered as the school expands. The science curriculum and supporting materials created by New Visions is aligned to the New York State and Next Generation Science Standards. This curriculum utilizes both spiraling and backward mapping to ensure the materials are well-developed to culminate with success on a Regents exam. Labs and scientific resources will reinforce all the core scientific concepts introduced to students, with opportunities for cross-curricular

[redacted]

collaborations. The CTE focus on the medical industry makes science classes extremely relevant to our students. Students will be able to make direct real-world connections to experiences in the medical field. This allows for numerous problem and project-based learning opportunities.

Social Studies: HCHS will offer Global I, Global II, US History and Government and Economics. The materials are all standards-aligned and like science, have kept pace with changing standards and advances. The New Visions social studies curricular materials utilize primary and secondary texts, maps, and videos, all with an eye toward literacy and cross-subject skill building. As with the other subjects, supplemental materials are also available such as pacing calendars and curriculum maps. Using these materials as a foundation, teachers will be able to ensure students are gaining necessary historical knowledge and building critical thinking skills by using an inquiry-based approach to learning about history. Students will have the opportunity to engage in discussions, debates and presentations. The integration of STEM where appropriate will enable students to make cross-curricular connections.

CTE: The core courses include the bulk of NYS graduation requirements, but there are additional required courses as well as CTE courses Haven Charter High School will offer in order to meet the needs of students and satisfy both diploma requirements and industry requirements for credentialing.

The core courses include the bulk of NYS graduation requirements, but there are additional required courses as well as CTE courses Haven Charter High School will offer in order to meet the needs of students and satisfy both diploma requirements and industry requirements for credentialing.

The curriculum used to teach students the skills necessary to accomplish CTE certification will be created by the leadership of HCHS during the pre-opening year, in accordance with the standards outlined below and inline with the CTE Course sequence provided:

Haven Charter High School CTE Course Sequence by Grade

Student must complete core academic prerequisites to begin certification tracks.

CTE Certifications:

- Adult and Pediatric First Aid/CPR/AED National American Red Cross Certificate
- Microsoft Office Specialist Word Certification
- Microsoft Office Specialist Excel Certification
- Quick Books Certificate
- EKG Technician Certificate
- Phlebotomy Technician Certificate
- Pharmacy Technician Certificate
- Nurse Assistance Certificate
- NYS Home Health Aide (HHA)

9TH GRADE:	10TH GRADE: Students will receive at least one	11TH GRADE: *Students will select at least one*	12TH GRADE: *Students will continue study*

	certification listed below.	*study track in conjunction with an internship placement.*	*track in conjunction with an internship placement.*
CER 100: CPR, First Aid and Health - 1 credit	CER 201: Hospitality & Customer Service - .5 credit CER 202: Microsoft Official Academic Course MICROSOFT WORD 2013 - .5 credits CER 203: Microsoft Official Academic Course MICROSOFT EXCEL 2013 - .5 credits CER 204: QuickBooks - .5 credit	1.CER 301: EKG & Phlebotomy – 2 credits o EKG o Phlebotomy o Orientation o Anatomy & Physiology o Review/Test Prep 2. CER 302: Pharmacy technician – 2 credits o Theory 1, 2 and 3 o Exam Preparation Course work 3. CER 303: Home Health Aid (HHA) – 2 credits o Classroom & Clinical 4. CER 304: Certified Nurse's Assistant (CNA) – 2 credits o Anatomy & Physiology Fundamentals of Patient Care and Support o Basic Life Support and fundamentals of Patient Care	CER 301: EKG & Phlebotomy – 2 credits o EKG o Phlebotomy o Orientation o Anatomy & Physiology o Review/Test Prep 2. CER 302: Pharmacy technician – 2 credits o Theory 1, 2 and 3 o Exam Preparation Course work 3. CER 303: Home Health Aid (HHA) – 2 credits o Classroom & Clinical 4. CER 304: Certified Nurse's Assistant (CNA) – 2 credits o Anatomy & Physiology Fundamentals of Patient Care and Support o Basic Life Support and fundamentals of Patient Care

The above CTE curriculum sequencing is based on the program of study and facilitated by certified experts in the field. A student qualifies for a CTE certification after successfully completing the following criteria: 1) completion of a CTE course of study in a program area, 2) completion of pre-requisite academic requirements towards their high school diploma, and 3) meet all requirements for the issuance of the Certificate of Skill Attainment.

The Director of CTE will lead the alignment of curriculum in partnership with Director of Curriculum and Instruction. The Director of CTE will also lead the charge of ensuring the completion of the CTE process

for the students of HCHS. Upon completion of the CTE curriculum requirements, students will have access to the certification exams in their course of study.

Certification Exams include:

- Adult and Pediatric First Aid/CPR/AED; Anaphylaxis and Epi Auto-Injector Certification
- Microsoft Office Specialist Word certification
- Microsoft Office Specialist Excel certification
- Intuit QuickBooks Certified User (QBCU)
- National Healthcare Association Certified EKG Technician (CET)
- National Healthcare Association Certified Phlebotomy Technician (CPT)
- National Healthcare Association Pharmacy Technician Certification (CPhT)
- National Association of Home Care and Hospice Home Health Aide Certification
- The New York State Department of Health Bureau of Professional Credentialing for Certified Nurse's Assistant

CPR/First Aid: Certified school staff will provide the training and certification teaching the skills needed to help adults, and children during medical, breathing and cardiac emergencies. Upon completion students will receive certification in Adult and Pediatric First Aid/CPR/AED; Anaphylaxis and Epi Auto-Injector Certification Course through the American Red Cross. This course will be embedded as part of the health class curriculum.

Microsoft Office Specialist: Microsoft Office Specialist (MOS) guarantees that every certified user has demonstrated the ability to command the full features and functionality of Microsoft Office, preparing them for future academic or workforce opportunities. The curriculum includes the Microsoft Official Academic Courses in Word and Excel and exams are proctored by certified instructors. The estimated test duration is 50 minutes to complete 30 multiple part questions.

Quickbooks: Certification will allow students to possess skills in performing basic bookkeeping tasks. The course is facilitated by a certified instructor and leads to QuickBooks certification after completion of examination. QuickBooks certification exam is 90 minutes to 2 hours and is authorized by Intuit.

EKG & Phlebotomy: EKG technicians are responsible for performing electrocardiogram tests in order to record and monitor electrical impulses transmitted by the heart. They are able to assist a physician in diagnosing and treating cardiac and blood vessel irregularities. These tests include basic EKGs, Holter Monitoring (portable EKG which records activity for 24-48 hrs.), and Stress Tests (treadmill). Phlebotomy technicians draw blood from patients for testing purposes. They usually work under the supervision of medical technologists or laboratory managers. Generally, the same employee in a facility performs the functions of both an EKG technician and a phlebotomy technician. The coursework will be on both EKG, phlebotomy, anatomy and physiology ad exam preparation. CPR/First Aid Certification will be a perquisite to begin and enrollment in Human Biology in high school coursework which contains instruction in Anatomy and Physiology. This sequence will provide the necessary training and knowledge to obtain the EKG Technician and Phlebotomy Technician certifications. The EKG and Phlebotomy exams are both comprised of 100 questions, 20 pretest questions completed in 2 hours.

Pharmacy Technician: A pharmacy technician helps a licensed pharmacist fill prescriptions. Duties include collecting information needed to fill a prescription, packaging and labeling prescriptions and coordinating and taking payment for prescriptions. Coursework includes Pharmacy technician Theory 1, 2 and 3 and Exam Preparation. The exam is 2 hours and 10 minutes and is comprised of 100 questions

and 20 pretest questions. Upon completion of coursework and exam they will qualify to obtain the Pharmacy Technician Certificate.

Home Health Aides: Home Health Aides provide personal care for patients who need assistance for a variety of reasons including illness, advanced age, disability, or cognitive impairment. Home health aides may also work with patients as part of a hospice care program. Instructors will be a registered professional nurse who has two years of nursing experience; and at least one year of which must be in the provision of home health care services. National Certification is offered by the National Association of Home Care and Hospice (NAHC) as a NYS Home Health Aide. The written examination is 70 multiple-choice questions and a skills evaluation of 5 randomly selected skills.

Certified Nurse Assistant (CNA): A certified nursing assistant (CNA) provides varying levels of care and support to physically and/or mentally disabled individuals who are unable to care for themselves. CNAs care for patients of all ages in hospitals, inpatient mental health facilities, and clinics. The coursework includes didactic hours and practical instruction with a prerequisite of CPR/First Aid Certification. The course will lead to Certification in Nurse Assistance with a 90 minute written exam with 60 multiple choice questions and a 40 minute skills exam.

The Career Technical Education (CTE) Model Curriculum Standards are designed to assist New York districts and schools in developing high-quality curriculum and instruction to ensure students are career and college ready and prepared for future careers. The model standards were created with assistance from more than 300 representatives from business, industry, postsecondary and secondary education and were reviewed by approximately 1,000 individuals, including members of the general public. The standards are rigorous, evidence-based, relevant and reasonable in scope. They offer clear guidelines for course content development and expectations for student achievement.

Given the state's adoption of Common Core State Standards (CCSS) for English language arts and mathematics, as well as changes that have occurred in the U.S. economy since 2005, it was determined that a revision of the CTE standards was necessary to align CTE programs with the CCSS stands and current economic conditions.

HCHS plans to have seven different professional certifications available to students, in healthcare and technology.

INDUSTRY SECTOR	COURSE WORK/ CURRICULA	PROVIDERS
Healthcare Pathways	• CPR/First Aide • EKG & Phlebotomy • Pharmacy Tech • Certified Nurse Assistant (CNA) • Home Health Aid (HHA)	• Red Cross • East Side House Settlement • Lehman College

Computer Science	• Microsoft Office Specialist
	  ○ Word
	  ○ Excel
	• QuickBooks
		• East Side House Settlement

Other Subjects: The commitment to provide opportunities for students to develop critical thinking does not end with our core subjects. HCHS will collaboratively develop curriculum for other courses that build student literacy skills by providing opportunities for reading, writing and speaking. These courses emphasize problem and project-based learning.

Spanish: HCHS will offer Spanish as the language other than English (LOTE) and the school intends to contract for language delivery. The choice to offer Spanish is grounded in the fact that the neighborhood is comprised of a high percentage of Spanish speakers. Instruction will focus on conversational language skills with as much instruction delivered in Spanish as possible. Technology has also become an increasingly important part of language instruction, including writing projects and self-paced computer-based programs. Beginning year 3, HCHS will hire a foreign language teacher to support the growing student population.

Arts: HCHS will expose students to a variety of art forms and intend to contract for arts instruction to expose students to a diverse range of art fields in years one and two. The school will offer some combination of visual arts, music, theater and/or dance, with the initial offering of a General Arts course. Beginning year 3, HCHS will hire an Arts education teacher to support the growing student population.

Physical Education: In years one and two, HCHS will partner with Fit4LifeNYC to provide physical education each year. Beginning year 3, HCHS will hire a physical education teacher to support the growing student population and will adopt appropriate curriculum at that time.

Supplemental Curricular Materials: Curriculum maps, lesson plans and pacing guides will be in place for all subjects prior to the start of the first school year. In some cases, such as with New Visions, these maps are already available, and the HCHS team will simply adopt and adjust as required to ensure a seamless application to this high school program. In other courses the materials will be developed by teachers upon joining the staff, guided by the Director of Curriculum and Instruction and the Director of CTE. Specifically, time will be set-aside during summer professional development and during the regular school year to focus on this effort.

Professional Development: Professional Development at Haven Charter High School is designed to help teachers acquire and refine teaching skills and improve practice. The school's professional development program is aligned with overall teacher supervision, support, and evaluation. HCHS's view of professional development is one in which teachers are engaged in professional learning every day.

Ongoing professional development is emphasized and will be embedded and supported by data analysis as evidence of student learning. Teachers will learn together organized by grade-level cohorts or departments in professional learning communities. The Principal and the Director of Curriculum and Instruction support this embedded professional development which will be tied to specific professional growth objectives for each individual teacher. East Side House will provide professional development focused on Restorative Practice, Youth Development and Crisis Intervention trainings.

Haven Charter High School will provide teachers and instructional staff with year-round opportunities for professional development based upon data-driven identification and analysis of school, student, and individual teacher needs. Each year professional development initiatives will be designed to address issues and needs identified through analysis of student data, teacher evaluation results, and review of

student progress (e.g. the Title I school-wide planning processes, annual analysis of progress made towards meeting charter school objectives for reporting to SUNY's Charter School Institute, etc.).

An annual Professional Development Institute is run prior to the start of each year, and year-round embedded professional development supports HCHS's Professional Learning Communities. Professional learning activities will be facilitated by the Principal, the Director of Curriculum and instruction and the Director of Student Support Services. Professional development initiatives will be tailored to address the needs and professional growth objectives of each teacher, as determined collaboratively by teacher and Director of Curriculum and Instruction as part of the teacher evaluation process. In addition, the Director of Student Support Services will work with Restorative Practice certified staff provided by East Side House Settlement for trainings and ongoing support to build the capacity of all teachers to integrate Restorative Practice principles and methods into curricula and classroom instruction. More specifically:

Professional Development Institute ("Institute"). Prior to the start of each year, a two-week Professional Development Institute will be held for all Haven Charter High School for teachers and instructional staff. The Professional Development Institute will focus on the induction of new teachers, enhancing the pedagogical skills of all teachers, sharing effective practices, and providing teachers with opportunities to engage in professional dialogues and collaboration before the school year begins. The Summer Institute will provide teachers with opportunities to collaboratively develop and update students' Individual Learning Plans and growth targets through Professional Learning Communities. A key focus of the Professional Development Institute will be strengthening teachers' capacity to analyze student data, differentiate instruction, and identify and address the needs of at-risk students. During the Professional Development Institute, Restorative Practice certified staff members of East Side House Settlement will provide training to build understanding of the Restorative Practice Model and build capacity to integrate Restorative Practice principles and practices into classroom instruction.

Each year, workshop topics, learning activities, projects and online professional development experiences will be selected by the Principal with substantial input from the Directors of Curriculum and Instruction and Career and Technical Education, Student Support Services, teachers, social workers and Advisors. The Principal will also review student and parent survey data to inform these decisions. He or she will communicate with appropriate representatives of East Side House to ensure teachers are made aware of the services offered to students and families by ESH and to help build productive relationships between teachers and providers of wraparound supportive services.

During the first week of the Professional Development Institute, teachers will engage in activities on-site designed to build a foundational knowledge base regarding a series of critical topics that will selected by the Principal during the Spring and early Summer of 2020. Teachers will engage in workshops and discussions, attend lectures, view videos and access similar learning tools. Under the direction of the Principal, teachers will be provided information about RTI interventions and the Danielson Framework for Teaching. Staff will engage in activities to improve teaching strategies and practices. Professional Learning Communities will focus on the use of student data to differentiate instruction and curriculum planning.

During the second week, teachers will continue to work in Professional Learning Communities, focusing attention primarily on analysis of student data (sample data will be used during the first year and actual student data will be used each year thereafter) and developing Individual Learning Plans. The Principal

and Director of Curriculum and Instruction, along with contracted data specialists, will work with each Professional Learning Community to facilitate the data analysis and development of differentiated instructional strategies. Teachers will also continue to work with the Principal and Director of Curriculum and Instruction to strengthen understanding of the Danielson Framework for Teaching and to begin to develop professional growth objectives for the upcoming school year. Throughout the Professional Development Institute, online activities and resources will be made available for teachers to access during the evenings following on-site professional development activities.

Under the direction of the Principal and Director of Curriculum and Instruction, embedded professional development will be provided to teachers over the course of each year including:

1. Meetings at least twice annually with each teacher to review teacher evaluation results and data, to discuss progress made towards meeting professional development objectives and to plan professional initiatives to address specific needs and gaps.
2. Ongoing coaching and technical assistance provided by the Principal, the Directors of Curriculum and Instruction, Career and Technical Education and Student Support Services, or others within the school community, as well as representatives from ESH and outside experts. The use of outside consultants or facilitators may be necessary, and the school will seek to build internal capacity by using a "train-the-Trainer" model or similar strategies whenever possible. Teachers who become proficient in particular skill (e.g. data analysis, facilitation of Professional Learning Committees) will be encouraged to become Coaches, Professional Learning Community Leaders and /or similar positions, and will be provided with bonuses for assuming teacher leadership roles.
3. Establishing Professional Learning Communities and supporting the work of collaborative teams in which teachers work independently to achieve common goals and to improve instruction through the schools.

Prior to the Professional Development Institute each year, the Principal and the Director of Curriculum and Instruction will meet to discuss the effectiveness of the school's professional program in supporting teachers in meeting their professional growth objectives and improving student achievement and other important outcomes. As part of this discussion, they will review a variety to data including student assessment results (disaggregated by individual student, classroom, grade and whole school, along with other classifications deemed relevant by the Principal), teacher evaluation data and teacher and other stakeholder survey results. The Principal and Director of Curriculum and Instruction will assess how well the professional development program improved teacher performance and student outcomes and adjust the program as needed based on their determinations.

Haven Charter High School teachers and instructional staff will be evaluated through a process that uses multiple measures, including teacher professional practice and student growth. Teacher professional practice will be measured with performance rubrics in four common domains of teaching originated by Charlotte Danielson (*A Framework for Teaching*, 2011 which has been approved for use in charter school evaluation by SUNY's Charter School Institute and the New York State Education Department). Student growth will be measured by various methods including use of baseline data available as an incoming student, pre-and-post assessments, New York State Regents exams and other tests that gauge student growth as well as ensure a comprehensive and holistic view of that growth in the context of overall student performance.

At the core of the Haven Charter High School's teacher evaluation system is a firm believe that evaluation is not something that is done to teachers but rather with teachers. Teacher evaluation at HCHS is a collaborative process designed to support professional growth and consistent improvements in teaching practice. Teachers are active participants in the evaluation process. Teachers and the Principal and/or Director of Curriculum and Instruction mutually identify professional growth targets for which teachers are held accountable.

Teachers are also given the opportunity to provide feedback about their evaluations. The school's evaluation process measures individual teacher growth in the each of the Danielson' Framework for domains-i.e. planning and preparation, classroom, environment; instructions; and professional responsibilities and the impact of the teacher's professional growth on the student and classroom growth outcomes. Teacher growth targets are established collaboratively by the Principal and/or Director of Curriculum and Instruction and the teacher at the beginning of each year; teacher growth targets are based primarily on needs and gaps identified in prior evaluations, teacher's aspirations for growth in particular areas of professional practice and the analysis of growth rates of students assigned to the teacher as well as the overall cumulative growth of students in the school. The results of teacher evaluations are not only used to guide decision-making regarding teacher retention but are also used to inform curriculum work, individual teacher professional development and school improvement planning.

The teacher evaluation system will use multiple measures in multiple instance each year – e.g. and announced observation of a full lesson, an unannounced observation of a full lesson, multiple walkthroughs, teacher interviews (pre-and post- conferences and examinations of teacher-prepared documents and materials) a key objective of the system is to conduct evaluation in such a way that they produce teacher learning and help the teacher to improve. Accordingly. Evaluation is shared and discussed with the teacher several times during the year. The teacher evaluation system will assess teacher performance and professional growth through observation of professional practice (which will account for 80% of the evaluation determination regarding teacher performance). More Specifically:

Professional Practice. Haven Charter HS's teacher evaluation process will measure professional practice for teachers that utilize observation and pre- and post-observation conferences tailored to assess progress made by the teacher over the course of each year in each of the four domains of the Danielson Framework. HCHS selected the Danielson Framework as its core evaluation instrument not only because it is comprehensive and reliable, but because it aligns with the core values of the school and its belief about teaching and establishing a learning community. The Danielson Framework provides the school with a common definition of good teaching through its four domains and 22 components. HCHS plans to utilize 10-15 components outlined in the Danielson Framework. Domain 2's emphasis on planning and preparation that values setting instructional outcomes, demonstrating knowledge of the students and designing coherent instruction and assessment is consistent with the charter school's comment to differentiating instruction to address the needs of the students. Domain 2's emphasis on instruction that values communicating with students, engaging students in learning with question and discussion techniques using assessment instruction and demonstrating flexibility and responsiveness is consistent with the charter school's commitment to student-centered and data-informed instruction. Domain 4's emphasis on professional responsibilities that values reflecting on teaching, communicating professionally is consistent with the school's commitment to reflective teaching, collaboration, school-family connection and professional growth.

The teacher evaluation process will use Danielson Framework rubric to develop performance and growth targets, support teacher self-assessments, establish clear and mutually understood evaluation protocol and ensure that evaluation result are reliable and valid.

During the month of August, teachers will be provided with professional development specifically geared towards building curriculum, infusing STEM in to core classes, and providing opportunities for cross-pollination.

Additionally, during weekly staff meetings and twice a month during half-day sessions, time will be set aside to focus on, review and refine curricular materials. These sessions will appear as regular meetings on the school calendar and staff participation is required. Students will not be present during these sessions.

Curriculum Development, Review and Evaluation: The founding team at Haven Charter High School believes that it is imperative to start off with a strong curricular foundation. Additionally, the founding team of HCHS listened extensively to the feedback of experienced teachers, many of whom work for or with East Side House in school partnerships. The combination of New Visions and course materials developed by other experts is a very good place to start. The school will continuously examine progress and results and modify or supplement materials on an ongoing basis. The following topics and processes will be emphasized during regular professional development time, led by the Director of Instruction and Curriculum and Director of Academics and Curriculum and the Director of CTE and supported by the entire staff.

Standards Alignment: Strong curriculum maps and lessons will be aligned directly to Common Core and next generation standards. Using a combination of teacher feedback and results from assessments the staff will keep a close eye on any areas where students have fallen short on mastery for a given standard. If the issue is not one of pacing or teacher instructional approach, then modification will be made to the curriculum and lesson plans themselves.

Maps will be developed and/or revised with each unit's learning target and standards-based skill and content standard identified. Unit overviews, formative assessments and differentiation will be tailored to support students in achieving mastery on summative assessments and/or course-culmination skill requirements.

Pacing Calendars: From day one, the school will focus on clear daily learning targets for all lessons and robust pacing calendars are a key feature to ensuring this effectively implemented. Pacing calendars allow teachers and leadership to monitor the depth and breadth of content and on ensure all skills are being adequately covered prior to high-stakes assessments.

Lesson Plans: A common lesson plan format will be used across staff. Each lesson will include the standards being covered and learning targets, vocabulary to be used, the lesson's jump start and anchor activities, a student work product to demonstrate understanding and practice skills, ways for the teacher to check for understanding, and assessments which may include homework.

- Summer- instructional leaders initially are responsible for ensuring the curriculum, maps, pacing guides, and other materials are in place and ready for teachers to use. When hired (or in

subsequent school years) teachers will begin creating or modifying lessons plans while working with peers and the leadership team. Summer is a time to ensure departmental planning occurs with a focus on curriculum evaluation and improvements, with either the creation or refinement of normed department rubrics, scope and sequence documents and course maps and pacing guides.

- January- The school will conduct a mid-year formal audit of the program against standards and results from assessments. This an opportunity to uncover potential issues with time to modify and reteach or otherwise rectify any problems.
- June- Prior to formal summer professional development work, an audit of the second half of the school year will be conducted. This is also an opportunity to gather feedback from staff on the strength of the course overall, and any issues such as with pacing, unit plans, or alignment that have not yet been uncovered.

Threaded throughout all of this work, both formal curriculum development cycle analysis and the ongoing work, is the critical use of data. During the creation phase the founders spoke to many successful charter schools and former charter leaders. Experts agree that a sophisticated and intentional system for reviewing student data to inform evaluations of everything from curriculum materials to teachers' instructional skills to the needs of individual students is of the utmost importance to ensuring success. Therefore, leadership will focus from day one on establishing a culture of data and outcome analysis that supports the program and best sets the school and students on a path to success.

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 assessments 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;**
- **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, School leaders**, t**he education corporation's board of trustees, 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.**

Haven Charter High School will have ongoing assessments, measuring progress and results in multiple ways. Upon entering the school, and a total of three times each year, HCHS will administer the NWEA MAP assessments to evaluate reading and numeracy skills and measure growth. Interim assessments will be administered quarterly in all subjects to monitor mastery of learning targets. Formative assessments are frequently used to inform instructional planning, curriculum and materials review, and target support for individual student needs.

All assessment decisions have been made with the school's blend of traditional high school diploma courses and CTE programming in mind, reflecting the end goals of obtaining both a Regents diploma and an industry certification. When seeking assessment tools, the founding team focused on materials that are explicitly aligned with learning standards (such as the New Visions formative and summative assessments and old Regents exams). As a high school, students are required to perform well on high-stakes tests. HCHS will check for understanding and proficiency frequently and will simulate exam circumstances strategically in order to best position students for success.

Assessment	Description	Purpose	Frequency
NYSITELL	Diagnostic screening tool for students learning English	Evaluate eligibility and need for additional services; determine the level and format of supports offered; assist with classifying students as official "ELLs"	At the start of each school year, after an evaluation of Home Language Surveys and staff recommendations (or at any other time of year for new students)
NWEA Measures of Academic Progress (MAP)	Results are reported using a constructed measurement scale that spans grades. The MAP assessments use the Rasch Unit (RIT) scale to create a grade-independent score, which evaluate progress and growth. It is computer adaptive and available in Spanish for math.	The results provide an interim assessment of reading and mathematical proficiency, measure growth, project performance on NYS exams, and inform how educators differentiate instruction, evaluate programs and structure or refine curriculum.	Three times per year
Interim Assessments	The leadership team and teachers create benchmark tests based on learning targets and pacing guides. The exams reflect the types of questions (and often old test questions) used on Regents exams, AP and/or SAT/ACT exams.	To evaluate student mastery of learning targets and inform instructional planning, supports for students including RTI interventions, and to inform the academic program development.	Quarterly (core subjects)

Classroom Assessments	Learning target assessments are created and administered by teachers to gauge progress in alignment with high stakes assessments. These assessments are informed by New Visions recommended assessments and teacher curricular decisions.	Results assist with evaluating instruction and materials, are used for lesson planning, and help identify student needs including those who may need to enter RTI.	Biweekly (all subjects)
Writing & Presentation Rubrics	Guidance for teachers and students to outline success in written materials and presentations.	Provide staff and students with information to inform work products and allow for self-assessment and reflection as well as a grading guide.	Daily as needed. (all subjects)
Mock Regents	Exams to mimic the questions found on Regents exams, and simulate the test-taking environment, often developed using old Regents questions.	To help students develop comfort with the testing atmosphere and adjust to the test format prior to sitting for a high-stakes exam.	Twice per year in Regents subjects
Standardized Assessments	Regents and AP Language and Composition and AP Statistics exams are summative assessments designed to evaluate college and career readiness and course content mastery.	Required by NYS for graduation and to demonstrate mastery of subject material.	Varies, depending on the course and whether needs to repeat or test mid-year
PSAT/SAT/ACT	Standardized tests to measure progress toward college readiness.	Required for many college applications.	PSAT at least once in 10th grade; SAT/ACT at least once in 11th and 12th grade

NYSESLAT	Measures English acquisition and proficiency for students speaking another language at home.	Results help target interventions for students and allows the school to monitor progress in acquiring English and developing proficiency.	Annually
Industry Certification	Professional certifications are awarded after completing a training program. The school will offer CPR, EKG/Phlebotomy, Pharmacy Technician, Cisco Networking, and Microsoft	To determine proficiency and master in career skills leading to college or career.	As needed
Workplace Learning Assessments	Students off campus on a work site may be reviewed by a coordinator or supervisor.	Evaluation of student work.	As needed

The above combination of assessments, which include a nationally-normed test, standardized tests and teacher developed materials, are used to help staff evaluate program effectiveness and best target supports for individual learners. These assessments are known to be valid and reliable, as well as allowing teachers to creatively develop methods that work for students and subjects.

The goal is to create a data-driven environment, with a rich culture of analysis and collaboration. It is no secret what students must know and how they must perform to succeed—it is up to school leaders and staff to collect timely and accurate information in order to ensure each individual gets there.

Assessment Administration: The following staff and leadership play key roles in the administration of assessments:

Data Analysis and Use: HCHS's data-driven culture will be geared toward continuous improvement and the accomplishment of the school's mission. Data and accountability go hand-in-hand and the leadership team and staff will embrace this approach.

Students: Students will review their data in partnership with their trusted primary person and will set goals to help themselves improve. This means a student will be informed and aware of all data relevant to them, including: attendance and tardiness, grades, and exam results and progress toward graduation and certification.

Families and Guardians: HCHS will ensure parents, caregivers and guardians have access to student data via an online portal system allowing them to monitor student data and communicate with the school. The system will include comprehensive data, including: attendance, discipline, assessment results, and other grades. Families will engage frequently with staff and those conversations will be focused on using data whenever appropriate to highlight student strengths and weaknesses. Progress reports and report cards will include data, and efforts will be made by the school and East Side House to assist families and guardians as they review what it means.

Teachers: Perhaps the most pivotal staff member in the effort to effectively monitor student growth and mastery of learning targets, and of curricular materials and alignment, teachers are expected to engage with and understand data at many levels. During the summer, teachers will work with the leadership team to understand prior year's data that will help inform and refine curriculum maps and pacing calendars, unit and lesson plans, and alignment issues. During the year, teachers are constantly collecting data (through checks for understanding, formative assessments, and other periodic assessments) toward mastery and growth, including how interventions are working for students in need of additional support. As teachers speak with families they are expected to focus on data showing strengths and areas for improvement. Teachers will use data for their own goal setting, self-evaluations, and will identify areas of strengths and weakness in their practice (in collaboration with leadership) and will work constantly to improve.

Leadership: The leadership team will ensure the use of data by and among teachers. Leaders will provide modeling in the classroom, will assist with how to use data to improve practice and support students, and will keep the school's mission and goals on track. Continuous improvement driven by data is crucial to how the leadership will approach systems and individual student support.

The leadership of Haven Charter High School will understand the accountability for autonomy bargain, and will remember to constantly enforce the expectations, systems and processes that are necessary to keep the data-driven culture running smoothly.

Primary Person: As a reminder, the Primary Person is a trusted adult who has close relationships with a smaller number of students in order to serve as advocate and coach. The Primary Person will be expected to be familiar with data for each student, frequently engaging in conversations designed to support, encourage and develop students, by using goals and evidence. This includes academic data, discipline and attendance and other key data points.

Social Workers: Social workers play a pivotal role in supporting the social and emotional needs of students. HCHS will create a supportive environment, using restorative practices, supporting effective youth development, and providing supports for families when necessary. The school will track relevant information in order to best serve as a conduit to social services agencies. Social workers will check-in with families during times of crisis and provide daily support to students for their needs both big and small.

Board of Trustees: The Board of Trustees will work to develop a data dashboard that is aligned to the charter agreement, reflects a thoughtful and strategic approach to navigating the pre-opening and opening year, and drives robust and meaningful discussion of strengths and weaknesses at the Board level. The information will be, first and foremost, used to determine if the school is allocating resources effectively to meet the academic goals and to ensure the program is successful. Second, and only slightly

less importantly, the Board will monitor the budget to ensure ample resources are committed and available to the students being promised a bright future and successful school.

Data Management: Data will be organized, ranging from assessment data to grades to homework and attendance, through a data management system that stakeholders will be able to access.

Key features important to the school include differentiated access points to preserve privacy, online access for students and families to use at home or on mobile devices, and useful data analysis and reporting tools for staff use. Leaders will select the appropriate system upon chartering and it will be in place during the pre-opening year; the Director of Operations will ultimately be responsible for ensuring it is installed, maintained and used properly. Teachers will be responsible for uploading accurate and timely information into the system to give updated access to all pertinent information.

Data Reporting: Quarterly report cards and progress reports will be conveyed to families and students, but these should contain no surprises if all other aspects of the plan are functioning well. This is because the Primary Person will ensure students are aware of their numbers, and families will be encouraged to review data via the online portal on a frequent basis. Other ways information is reported to families includes phone calls, home visits, conferences and monthly check-ins with students.

The school will fully comply with the annual report required of all charter schools and will make sure the report is posted on the website and announced to the school's community. HCHS will make significant efforts to convey key exam results and other meaningful data to the school community through the website, newsletters, informational meetings, and email alerts.

Evaluating Data Management: The system must accomplish crucial goals in order to keep HCHS on track for success. A formal annual evaluation of the entire data management system, including analysis, use and communication, will be conducted. The evaluation will be conducted by Director of Operations and results will be reported to the entire leadership team and the Board of Trustees. It will include feedback from students and families, and teachers and specialist. It will also include a high-level look at student performance to identify gaps that may have previously been unidentified, and absolute student performance as an indicator of program health.

This process will help the school ensure assessment results are valid and reliable. It will be important to layer results from formative assessments, for example, against Regents scores. The layering will include teacher-created materials and results (homework and checks for understanding), formative and diagnostic data, and the results of high-stakes exams.

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 6(a); and,**

- **An explanation of how the curriculum aligns with the school's educational philosophy and furthers its specific mission, key design elements, and unique themes.**

As a high school delivering a combination of a traditional Regents diploma program with a CTE professional certification, the school will use a blend of instructional techniques tailored to the student population and school goals. While the exact approach to lessons will of course vary a bit from teacher to teacher, foundational principles HCHS will use across subjects and grades, to create consistency for students and set expectations for teachers. The instructional methods outlined below create this foundation for classroom teaching.

Project Based Learning for Mastery/Problem-Based Learning: As a school focused on delivering both a Regents diploma and a meaningful professional certification meeting industry standards, by senior year, it is important for students to be engaged in their learning and establish cognitive routines that they can carry forward into the college or career pursued after graduation. HCHS will infuse problem-based learning and project-based learning into all classes, in an approach that is healthy for the targeted student population and effective at ensuring students build the skills they need.

According to the Buck Institute for Education, the High-Quality Project Based Learning (HQPBL) Framework provides a distinction from the many varieties of project based learning and shared basis for designing and implementing good projects. The High-Quality Project Based Learning Framework provides an essential starting point for educators, students, parents, and community members as they consider how to make classrooms and schools productive and innovative environments preparing students for adult success. The HQPBL framework referenced in the research contains six criteria: Intellectual Challenge and Accomplishment, Authenticity, Public Product, Collaboration, Project Management and Reflection.[3] Projects that are the most memorable, and that have the greatest impact on student learning and development, will be those that fully realize each criterion. [4]
The criteria from the HQPBL framework will support the academic program with the incorporation of problem and project-based learning approaches.

STEM Focus: Core courses and electives will be heavily focused in STEM, which is a key pathway to success in the medical field and is part of the school's intentional design to ensure students leave high school with a credential that can lead to either college or career. Electives will be scaffolded to allow for deeper development of skills and possibly more than one certification in a given target area. The school blends traditional instruction with a standard Regents diploma sequence and a CTE pathway to career, therefore STEM makes a lot of sense as an organizing focus for teachers as they plan and develop lessons, units and themes even in classes that are not math or science based.

Critical Thinking Pedagogy: Critical thinking is the reason project and problem-based learning and STEM succeed. "When students realize they can engage in critical thinking, they begin believing more deeply in themselves. They feel self-empowered, and this gives them the self-confidence to be successful beyond the walls of the classroom," Dr. Lance Grigg. The founders of the school are mindful of the fact that self-confidence and empowerment are critical for the students of the Bronx. Critical thinking is really

another way for HCHS to emphasize real world skill acquisition, aligning perfectly with project- and problem-based learning.

Standards Based Grading: Students at HCHS will not face punitive or discouraging grading policies. While the team has the deepest respect for the choices made by other schools, the approach that best aligns with this model is to allow students time and opportunity to keep working until they succeed. At HCHS, it is less about memorizing the right answer for the test, and more about actual mastery of a given standard, objective, or skill. All teachers will be required to approach grading in a consistent manner to ensure meaningful and clear expectations for students. Leaders will work with teachers to ensure the practice is developed and used appropriately during professional development.

Workshop Model (for STEM/CTE): Workshop is a style that allows the student to be at the center of the work. Opportunities arise for collaboration and participation with the lesson content, including working through difficult and sometimes frustrating problems.

Block Scheduling to support the mission and these instructional methods: Finally, in order to best allow teachers and students time to develop and flow through these instructional approaches to the curriculum and lesson content, the school has decided to adopt block scheduling. The longer blocks will be intentionally designed and implemented to allow for fewer administrative distractions and ample time for students to dig in and grapple with content. It also allows students and teachers opportunities to fine-tune work in line with standards-based grading policies and allows the workshop model and problem-based learning projects time to flourish. Humanities and STEM will be block scheduled while other core classes are 45-55 minutes.

D. Course or Subject Overview

Provide course descriptions for <u>every subject and grade level</u> the school will serve within the initial five years of operation, accounting for both core and non-core subject areas including all courses identified in Request 7 – Calendar and Schedule. This should include, at a minimum:

- **A general description of the specific 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.**

HCHS Curriculum (4)

HCHS Possible Course Sequence

	9th Grade	10th Grade	11th Grade	12th Grade
Core: English	English 9	English 10	English 11	English 12 AP Language & Composition
Core: Social Studies	Global History	Global History	US History	Economics

				Participation in Government
Core: Science	Living Environment Earth Science	Earth Science Chemistry ~~Biology~~	Biology Anatomy Physiology ~~Life Science: Cooking~~	Anatomy Physiology
Core: Math	Algebra I Algebra II	Algebra II Geometry	Financial Math Geometry Pre-Calculus	Pre-Calculus Calculus Entrepreneurship AP Statistics
Foreign Language		Spanish I	Spanish II	
Art		Dance Theater General Arts	Dance Theater General Arts	Dance Theater General Arts
Other	Physical Education Health Computing Ideas Advisory 9	Physical Education Mental Health Advisory 10	Physical Education Psychology Mental Health Advisory 11	Physical Education Life Science: Cooking Entrepreneurship Advisory 12
CTE Courses	CPR	~~Hospitality Customer Service~~ Hospitality & Customer Service QuickBooks Microsoft Office Specialist Word Certification o Microsoft Office Specialist Excel Certification	EKG & Phlebotomy Pharmacy Technician ~~CNA~~ Certified Nurse's Assistant Home Health Aide	EKG & Phlebotomy Pharmacy Technician ~~CNA~~ Certified Nurse's Assistant Home Health Aide

Course Overviews: The following course overviews are based on Haven Charter High School. The course overviews provide a course description and an outline of the content, skills, assessments, and curriculum resources for initial course offerings. New course overviews will be developed as we expand our course offerings. Certain parts are intentionally left blank to provide greater teacher and student influence in course design.

English 9

Course Description	
This course is designed to provide students with a strong English foundation. It aims to prepare students for the 11th grade Regents exam.	
Content	Skills
● Sentence structure ● Proofreading and editing symbols ● Revision ● Punctuation ● Annotation and active reading ● Element of literature/literary terms	● Literary Abstracts ● Literary Analysis Essay ● Writing from Sources ● Text Analysis ● Creative Narrative Creative Nonfiction
Assessments	Curriculum Resources
Three Reads Protocol ● 3-1-3 Protocol ● Half-writes routine ● Writing in Zones Protocol	● Identity ● Personality ● Society and its Structure ● Otherness ● Challenging Truths/Coming of Age ● Establishing Truths/Coming of Age
English 10	
Course Description	
This course is designed to build upon students' English skills. It aims to prepare students for the 11th grade Regents exam, and for more challenging future English classes.	
Content	Skills
● Identify elements of literature ● Reading religious texts for author's purpose ● Poetry ● Supporting ideas with evidence	● Literary Abstracts ● Literary Analysis Essay ● Writing from Sources ● Text Analysis ● Argument ● Creative Narrative
Assessments	Curriculum Resources
● Three Reads Protocol ● 3-1-3 Protocol ● Half-writes routine ● Writing in Zones Protocol	● The Quest ● The Hero ● Dystopia ● The Anti-Hero ● The Monster ● The Tragic Hero

English 11
Course Description

<table>
<tr><td colspan="2">This course is designed to build upon students' English skills. It aims to prepare students for the 11th grade Regents exam, and for more challenging future English classes.</td></tr>
<tr><td>Content</td><td>Skills</td></tr>
<tr><td>

- Sentence structure
- Proofreading and editing symbols
- Revision
- Punctuation
- Annotation and active reading
- Element of literature/literary terms
- Identify elements of literature
- Reading religious texts for author's purpose
- Poetry
- Supporting ideas with evidence

</td><td>

- Literary Analysis Essay
- Rhetorical Analysis Essay
- Writing from Sources Essay
- The Personal Statement

</td></tr>
<tr><td>Assessments</td><td>Curriculum Resources</td></tr>
<tr><td>

- Three Reads Protocol
- 3-1-3 Protocol
- Half-writes routine
- Writing in Zones Protocol

</td><td>

- The Contemporary American
- The Creation of the American
- The American & the Changing Landscape
- The Reawakening of the American

</td></tr>
<tr><td colspan="2">English 12</td></tr>
<tr><td colspan="2">Course Description</td></tr>
<tr><td colspan="2">This course is designed for students to create original forms of descriptive writing, poetry, drama and fiction. Vocabulary development, creative writing techniques, and skills are explored.</td></tr>
<tr><td>Content</td><td>Skills</td></tr>
<tr><td>

- Team building
- Journaling
- Writing elements
- Short stories
- Film
- Interviewing
- Poetic Devices
- Analysis of Playwriting

Analysis of Audience</td><td>

- Literary Analysis Essay
- Rhetorical Analysis Essay
- Writing from Sources Essay
- The Personal Statement
- Culminating Portfolio as final project

</td></tr>
<tr><td>Assessments</td><td>Curriculum Resources</td></tr>
<tr><td>

- Sentence structure
- Proofreading and editing symbols
- Revision

</td><td>

- Creative Process
- Short Fiction
- Non-Fiction

</td></tr>
</table>

• Punctuation • Annotation and active reading • Element of literature/literary terms • Identify elements of literature • Reading religious texts for author's purpose • Poetry • Supporting ideas with evidence	• One Act • Conventions Presentations
AP Language & Composition	
Course Description This course is designed as an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments.	
Content	Skills
Argument Synthesis Rhetorical Analysis	Annotation Close Reading Editing Identifying Rhetorical Devices Using Research in Writing
Assessments	Curriculum Resources
Essays: Argument, Synthesis & Rhetorical Analysis AP Exam	College Board Variety of non fiction texts

Algebra I	
Course Description	
This course is designed to build upon students' Pre-Algebra skills. It aims to prepare students for the Algebra 1 Regents.	
Content	Skills
• Modeling Functions • Statistics one vars vs two vars • Transformations of Functions • Graphing solution sets to equations and inequalities • Use of one variable to predict the value of another	• Do Now Quizzes/Exit Slips • Pre and Post Assessments • Mid Unit Assessment • In class group projects • Socratic Seminars • Algebra 1 Regents
Assessments	Curriculum Resources
• Abstraction from the idea of a specific set of quantities into a variable reference to these quantities	• Intro to Algebra • Modeling with functions • Linear and Exponential Functions

• Use of TI-84 • Graphing linear functions • Solving linear functions	• Linear and Inequalities in One Variable • Linear Equations and Inequalities in Two Variables • Quadratic Functions • Quadratic Equations • Statistics New Visions

Algebra II	
Course Description	
This course is designed to build upon students' Algebra skills. Students may take Algebra II Regents as their 5th regents	
Content	Skills
• Apply functions and equations to a contextual situation • Model to make appropriate inferences and conclusions • Identify key features to distinguish different families of functions • Transformations • Restricted domain, range and number sets • Apply Algebra 1 concepts for deeper understanding • Apply to real life and abstract situations	• Do Now Quizzes/Exit Slips • Pre and Post Assessments • Mid Unit Assessment • In class group projects • Socratic Seminars • Algebra 1 Regents
Assessments	Curriculum Resources
• Algebra 1 skills and concepts • Use of TI-84 • Read for comprehension	• Intro to Algebra II • Families of Functions • Exponential Functions • Trigonometric Functions • Rational and Polynomial Functions • Probability • Statistics (inferences from data) New Visions

Geometry	
Course Description	
This course is designed to build upon students' 8th grade geometry concepts and Algebra skills. Students may take Geometry Regents as their 5th Regents.	
Content	Skills

• Congruence • Similarity • Right triangles • Trigonometry • Apply geometric concepts in modeling situations • Articulating and precise reasoning	• Do Now Quizzes/Exit Slips • Pre and Post Assessments • Mid Unit Assessment • In class group projects • Socratic Seminars • Geometry Regents (optional)
Assessments	Curriculum Resources
• Pythagorean Theorem • Solve linear equations • Transformations • Square roots • Use of TI-84	• Intro to Geometry • Tools of Geometry • Proofs about Congruence • Similarity and Proof • Right Triangle Trigonometry • Extending to Three Dimensions • Coordinate Geometry • Circles New Visions
Pre-Calculus	
Course Description	
In addition to introducing students to terminology and concepts essential to the study of Calculus, this course should also help students develop reasoning and analytical skills which may be applied to problems outside the typical realm of mathematics.	
Content	Skills
• Trigonometric Functions • Complex number system • Operations with Matrices • Sequences and Series • Probability • Analytic Geometry • Limits • Area	• Common Mid-year & Final Exams • Regular (weekly)assessments/quizzes • Performance tasks • Presentation of student work • Student notebooks • Open Response questions, writing prompts • Probing for multiple representations • Peer assessment • Student-developed problems and solutions • Exit ticket/poll questions
Assessments	Curriculum Resources
• Advanced use of TI-84 Plus • Algebra I and II concepts such as basic families of functions	• Complex Numbers and Transformations • Matrices and Vectors • Polynomial and Inverse Functions • Trigonometric Functions

• Demonstrate the ability to make use of all the main concepts acquired throughout the school year	• Probability engageny.org/CME Project website: http://cmeproject.edc.org Pearson Online text and resources: www.pearsonsuccessnet.com For intervention and remediation: Khan Academy videos and assessments
AP Statistics	
Course Description	
This elective course provides a basic understanding of descriptive and inferential statistics. Topics include the measures of central tendency, standard deviation, combinations and permutations, probability, sampling, and various distributions. Emphasis is on applications of statistical concepts.	
Content	Skills
• Central tendency • Standard deviation • Combinations and permutations • Probability • Sampling • Various distributions	• Pre and Post Unit Assessments • Research paper (connect to real world) • Do Now quizzes • Group projects • Survey and Data presentation
Assessments	Curriculum Resources
• Build on Algebra 1 statistics • Use of TI-84 plus • Microsoft Suite • Analyze charts and tables	• Intro to Statistics • Descriptive Statistics • Graphs and Statistical Representations • Probability • Probability Distributions • Normal Distribution • Linear Regression Forest Trail Academy/Various books, articles, and webpages, depending on student topics

Living Environment	
Course Description	
The course focuses on conceptual understanding that emphasizes relationships, processes, mechanisms, and application of concepts. The Regents exam assesses students' ability to explain, analyze, and interpret biological processes and phenomena more than students' ability to recall specific facts.	
Content	Skills

• Graphing Data Interpreting Graphs • Metric System Hypothesis Observation v. Inference Control & Experimental Groups Independent & Dependent Variables • Plant cell Animal cell Enzymes Photosynthesis Cellular respiration	• Do Now Quizzes/Exit Slips • Pre and Post Assessments • Mid Unit Assessment • In class group projects • Socratic Seminars • Labs • Regents-based multiple choice and free response • Living Environment Regents
Assessments	Curriculum Resources
• Concepts such as evolution • Themes such as energy transfer • Note taking • Reading for understanding • Scientific modeling	• Characteristics of Living Things • Nutrients, Energy, and Biochemical Processes • Homeostasis in Human Body Systems • Disease and Disruption of Homeostasis • Comparative Reproduction • Genetics, Biotech, and Decision-Making • Ecosystems and Invasive Species • Climate Change and Human Impact: Extinction vs. Evolution • Review of Major Topics New Visions
Earth Science	
Course Description	
Earth Science is a year-long course that seeks to answer questions on the origin of the universe, the earth, and the phenomena that shape and affect it. Specifically, students master topics in geology, astronomy, and meteorology in preparation for the Earth Science Regents test in June. Students may use this as their Science Regents requirement or as their 5th Regents.	
Content	Skills
• Geologic Time Scale • Erosion and Deposition • Earth's Interior/Plate Tectonics • Insolation and Seasons • Maps	• Do Now Quizzes/Exit Slips • Pre and Post Assessments • Mid Unit Assessment • In class group projects • Socratic Seminars • Labs • Regents-based multiple choice and free response • Essays/Research Papers • Earth Science Regents (optional)
Assessments	Curriculum Resources

• Write a summary paragraph with a statement and evidence. • Analyze a textbook page for claims and evidence. • Analyze a statement for validity based on a document. • Form an argument from evidence and documents. • Analyze mathematical relationships based on skills.	• Origin of the Universe and Solar System • Earth's Interior and Plate Tectonics • Landscapes and Surface Processes • Geologic History and Evolution of Life • The Earth-Sun-Moon System • Weather • Geography, Climate, and Human Cities • Earth Science: Major Topics for Review New Visions
Chemistry	
Course Description	
Chemistry is a year-long course that seeks to explore the fundamental principles of chemistry which characterize the properties of matter and how it reacts.	
Content	Skills
• Introduction to Chemistry • Classification of Matter by Properties Atoms: the Building Blocks • Nuclear Chemistry • Arrangement of Electrons in the Atom • The Periodic Law • Chemical Bonding • Chemical Formulas and Compounds • Liquids and Solids • Organic Chemistry	• Analyze • Scientific Inquiry • Mathematical Analysis • Design
Assessments	Curriculum Resources
• Pre and Post Assessments • Mid Unit Assessment • In class group projects • Socratic Seminars • Labs • Regents-based multiple choice and free response • Essays/Research Papers • Chemistry Regents	New Visions

US History
Course Description

This course will take students on a journey through the history of the United States, beginning with the diverse civilizations that inhabited North America long before European explorers arrived, winding through the many twists and turns that the colonies and then the United States took through the 17th, 18th, 19th, and 20th centuries, and culminating with a look at the challenges and opportunities that this country faces as we move ahead into the 21st century. This course prepares our freshmen to take the U.S. History Regents in June.

Content	Skills
• Change in systems • Environment • American Citizenship • US Constitution • Economic systems • Foreign policy • Federalism and democracy • Effects on society • Equality	• Vocabulary and Building Context Diagnostic • Essays • MC and Open-ended response assessment (quizzes) • Socratic Seminar • End of Unit Regents Aligned assessment • U.S. History Regents
Assessments	Curriculum Resources
• Map analysis and interpretation • Image/video/art/cartoon analysis and interpretation • Active reading and text annotation • Document analysis, comparison and synthesis • Speaking and listening • Small group and class discussion • Writing • Developing a Thesis • Selecting Appropriate Evidence • Essay Outlining Essay Composition • Revision and Editing	• Historical Thinking Skills and Baseline Assessment • Colonial Foundations • American Revolution • Building a Nation • Sectionalism and the Civil War • Reconstruction • Gilded Age and Progressive Era • Rise of American Power • Prosperity and Depression • World War II • Cold War • Domestic Change New Visions

Global History and Geography I

Course Description

This is a 2-year course. The course will emphasize social, economic and cultural trends in history; issues of gender and ethnic identity; effects of geography on human development; interrelationships and exchanges among various civilizations; and the ability to compare different historical eras and societies. Students will prepare to take the Global History exam at the end of their junior year.

Content	Skills
• Explore days of nomadic roaming tribes in 10,000 B.C. to the meeting of hemispheres	• Vocabulary and Building Context Diagnostic • Essays

throughout the 15th, 16th, and 17th centuries • Explore impacts of civilizations gaining, consolidating and losing power in an increasingly interconnected world	• MC and Open-ended response assessment (quizzes) • Socratic Seminar • End of Unit Regents Aligned assessment
Assessments	Curriculum Resources
• Map reading/Interpretation • Chart Reading • Vocabulary development • Art/Visual Analysis • Annotating • Discussion • Essay Writing – claims, introduction paragraph, paragraph development Document Analysis (summation, outside info, citation, grouping of documents, point-of view)	• Historical Thinking • The First Civilizations • Classical Civilizations • Political Powers and Achievements • Social and Cultural Growth and Conflict • Ottoman and Ming Pre-1600 • Transformation of Western Europe and Russia • Africa and the American Pre-1600 • Interactions and Disruptions New Visions

Global History and Geography II	
Course Description	
This course will continue emphasizing social, economic and cultural trends in history; issues of gender and ethnic identity; effects of geography on human development; interrelationships and exchanges among various civilizations; and the ability to compare different historical eras and societies. Students will prepare to take the Global History exam at the end of their junior year.	
Content	Skills
• Explores the impacts of power consolidation and power loss in an increasingly interconnected and technologically advanced world over 275 years from 1750 C.E. to the present.	• Vocabulary and Building Context Diagnostic • Essays • MC and Open-ended response assessment (quizzes) • Socratic Seminar • End of Unit Regents Aligned assessment • Global History Regents
Assessments	Curriculum Resources
• Map reading/Interpretation • Chart Reading • Vocabulary development • Art/Visual Analysis • Annotating • Discussion	• Historical Thinking • The World in 1750 C.E. • Enlightenment, Revolution, and Nationalism • Causes and Effects of the Industrial Revolution

• Essay Writing – claims, introduction paragraph, paragraph development Document Analysis (summation, outside info, citation, grouping of documents, point-of view)	• Imperialism • Unresolved Global Conflict (1914-1945) • Unresolved Global Conflict (1945-1991) • Decolonization and Nationalism • Tensions between Cultural Traditions and Modernization • Globalization and the Changing Environment • Human Rights Violations New Visions
Economics	
Course Description	
This one-semester course will be a discussion of the basic principles of microeconomics and macroeconomics including studies of economic theory, supply, demand and price, economic systems, business cycles, stocks, the role of government, trade, banking and consumer choices and impact.	
Content	Skills
• Economics Scarcity vs. Shortage • Macro vs. Micro Opportunity Cost, factors of production • Marginal Cost/Benefit • Economic Systems • Demand, Law of Demand • Demand's Determinants • Normal & Inferior Goods Elasticity of Demand Supply • Law of Supply, Determinants of Supply • Sole Proprietorship • Partnership, Royalties • Corporation Stock, Bond, Dividend, Mergers Investment, Financial Asset, Portfolio, Return • Entrepreneur Productions Possibilities Curve/Frontier	• Essays • Socratic Seminars • Group project/presentation • End of unit assessments (MC and Open-Ended response) • End of Unit Tasks/Projects
Assessments	Curriculum Resources
• Chart analysis and interpretation Image/video analysis and interpretation • Active reading and text annotation • Document analysis, comparison and synthesis • Speaking and listening Small group and class discussion	• Intro to Economics • How Markets work • How Business works • Government and Global Economy Prentice Hall-Economics 2013

• Writing	

Spanish	
Course Description	
The Spanish I course gives our students the opportunity to communicate with this large population. This year students will focus on learning the necessary survival phrases, as well as the basic structure of the Spanish language.	
Content	Skills
• Introductory Phrases (greetings and farewells) • Pronouns Conjugated forms of the verb ser Tú vs. usted • Interchanging nouns with pronouns • Numbers 1-30 Questions and Response Starters (age, birthday, telephone number, email address) • Date Format in Spanish Days of the Week Months • The order of the days of the week in a Spanish calendar • Family members • Biographical information of others Possessive words • Replacing names with pronouns • Singular vs. Plural Masculine vs. Feminine • Descriptive adjectives (to describe physical characteristics and to describe personality) • Professions • Using descriptive adjectives to describe the home • Using words to describe location Neighborhood The home • Connect places with activities • Directional words • Ordinal numbers • School supplies • Course descriptions • Teachers • Logical vs. illogical • Telling time • Activities people participate in alone and with others • Expressing opinions and preferences	• Cold calling, where students have to explain how they reached their response, and why the other possible options are incorrect. • Short writing responses to prove comprehension. • Daily classwork quizzes. • Homework • MC assessments based on reading comprehension • Speaking assessment (student to student) • Essays • End of course project

Assessments	Curriculum Resources
• Students will need to use context clues to arrive at the definition and usage of the vocabulary and grammar we will be studying. • Students will need to use proper sentence structure to write simple sentences in Spanish. • Students will read dialogues, and use what they read as models to follow in their own writing.	• Greetings and Farewells • Numbers and Demographic Information • Family • Adjectives and Occupations • Hobbies and Activities • The House • School Life • Social Life Various books, articles, and webpages, depending on student topics
Psychology	
Course Description	
This course is an introduction to the field of psychology and focuses on the study of human behavior.	
Content	Skills
• Consideration of psychological principles • Terminology • Major theories • Careers • Methods of experimentation • Practical applications • Personality development • Problem-solving • Group dynamics • Motivation	• Presentations • Cornell note-taking • Pre and Post Assessments • Take Home Essays • In Class Essays • 5-7 page research paper MLA style • Group project
Assessments	Curriculum Resources
• Presentation skills • Research and writing • Evidencing arguments verbally and through writing • Using research guides/manuals • Using a dictionary/thesaurus • Evaluating an argument for clarity and focus • Using supplementary texts to help with difficult articles/readings • Using supplementary texts to help with difficult literature	• Intro to Psychology • History of Psychology • Importance of Psychology • Brain and Nervous Systems • Sensation and Perception • Learning • Memory • Personality • Psychological Disorders • Treatment • Scientific Method and Experiments Forest Trail Academy/Various books, articles, and webpages, depending on student topics.

<table>
<tr><td colspan="2">Mental Health</td></tr>
<tr><td colspan="2">Course Description</td></tr>
<tr><td colspan="2">This course is to improve mental health literacy among students, educators and staff to help enrich our understanding of mental health, mental illness and how our brains function.</td></tr>
<tr><td>Content</td><td>Skills</td></tr>
<tr><td>• Understanding how to foster and maintain good mental health
• Understanding mental disorders and their treatments
• Decreasing Stigma
• Understanding how to seek help effectively</td><td>• Pre and Post Assessments
• Poster Project
• Community hours at hospital/mental facility
• Final exam/paper on findings of community hours</td></tr>
<tr><td>Assessments</td><td>Curriculum Resources</td></tr>
<tr><td>• Presentation skills
• Research and writing
• Evidencing arguments verbally and through writing
• Using research guides/manuals
• Using a dictionary/thesaurus
• Evaluating an argument for clarity and focus
• Using supplementary texts to help with difficult articles/readings
• Using supplementary texts to help with difficult literature</td><td>• The Stigma of Mental Illness
• Understanding Mental Health and Mental Illness
• Information on Specific Mental Illnesses
• Experiences of Mental Illness
• Seeking Help and Finding Support
• The Importance of Positive Mental Health

teenmentalhealth.org/Various books, articles, and webpages, depending on student topics.</td></tr>
<tr><td colspan="2">Entrepreneurship</td></tr>
<tr><td colspan="2">Course Description</td></tr>
<tr><td colspan="2">This course provides students opportunities to determine benefits and risks of self-employment and develop a specific competence in starting a small business.</td></tr>
<tr><td>Content</td><td>Skills</td></tr>
<tr><td>• Implications of scarcity
• Analysis of current events
• Interdependence of households and firms
• Comparison of different economic systems
• Effects of international trade
• Importance of financial choices</td><td>• End term business plan presentation and submission
• Pre and Post Assessments
• Business plan check-ins
• Midterm and Final</td></tr>
<tr><td>Assessments</td><td>Curriculum Resources</td></tr>
<tr><td>• Number sense data analysis</td><td>• Foundations of Entrepreneurship</td></tr>
</table>

• Probability • Patterns and algebra • Discrete mathematics • Logic • Presentation • Problem solving • Critical thinking	• Ideas to Reality • Strategic Management • Ownership and Franchising • Marketing/Communications • Cash Flow • Creating a successful Financial and Business plan • Equity and Debt Forest Trail Academy/Various books, articles, and webpages, depending on student topics.

Computing Ideas (Lovelace)	
Course Description	
The Computing Ideas course is a first computer science course introducing the basics of programming with Karel the Dog.	
Content	Skills
• Coding through drag and drop blocks • Create a portfolio on the web • Web page design • Information and image representation on computers	• Project Based Learning • End of Unit Assessments/Projects • Presentation
Assessments	Curriculum Resources
• Creativity • Problem solving • self -motivation • Time management	• Intro to programming • Computers: Then and Now • Web design • Digital information • The internet codehs.com
Financial Math	
Course Description	
In this elective credit course students will work with applications of mathematics in everyday life. Topics to be studied include: personal finance, housing, transportation, taxes, insurance, investing, purchasing and budgeting. Calculators will be used extensively.	
Content	Skills
• Personal finance • Housing • Transportation	• Essays • Research papers • Pre and Post Unit Assessments

• Insurance • Investments • Purchasing and budgeting • Income taxes • Credit cards • Payroll	• End of term culminating project
Assessments	Curriculum Resources
• Fundamental computational operations • Calculator use	• Personal finances • Pay Day • Math on the Job • Planning for Living Expenses • Purchasing vs Leasing • Financial Planning • Banking and Credits • Credit Cards • Credit and Loans • Financing a purchase • Investment and Saving • Investment for Success • The Stock Market • Taxes and Insurance • Income Taxes Forest Trail Academy/ Ketcham High School/Various books, articles, and webpages, depending on student topics

Life Science- From Cooking to Science	
Course Description	
This elective aims to fill gaps in science knowledge and enhance scientific concepts that students are learning in the classroom, while also providing a platform for building culinary skills and healthy eating behaviors.	
Content	Skills
• Follow instructions from a recipe • Explore and make connections from the scientific content of the recipe • Apply real world scenarios inside the classroom	• Experiments • Discussions • Demonstrations • Mid unit quizzes • End of Unit exam
Assessments	Curriculum Resources
• Fractions • Conversions	• Olfaction • Enzymes

• Scientific method • Scaling	• Respiration • Microbes • Sensation and perception • Catalysts • Nitrogen fixation • Gluten formation • Molecular Properties of Polymers youngchefsprogram.org/Various books, articles, and webpages, depending on student topics
~~**Statistics**~~	
~~Course Description~~	
~~This elective course provides a basic understanding of descriptive and inferential statistics. Topics include the measures of central tendency, standard deviation, combinations and permutations, probability, sampling, and various distributions. Emphasis is on applications of statistical concepts.~~	
~~Content~~	~~Skills~~
• ~~Central tendency~~ • ~~Standard deviation~~ • ~~Combinations and permutations~~ • ~~Probability~~ • ~~Sampling~~ • ~~Various distributions~~	• ~~Pre and Post Unit Assessments~~ • ~~Research paper (connect to real world)~~ • ~~Do Now quizzes~~ • ~~Group projects~~ • ~~Survey and Data presentation~~
~~Assessments~~	~~Curriculum Resources~~
• ~~Build on Algebra 1 statistics~~ • ~~Use of TI-84 plus~~ • ~~Microsoft Suite~~ • ~~Analyze charts and tables~~	• ~~Intro to Statistics~~ • ~~Descriptive Statistics~~ • ~~Graphs and Statistical Representations~~ • ~~Probability~~ • ~~Probability Distributions~~ • ~~Normal Distribution~~ • ~~Linear Regression~~ ~~Forest Trail Academy/Various books, articles, and webpages, depending on student topics~~

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 NYS for the granting of each relevant type of diploma; and,**
- **Include any additional specific graduation requirements and the rationale for their selection.**

Haven Charter High School will offer a traditional NYS Regents and Advanced Regents diploma option to all students, and will ensure all students receive a CTE certification in the medical field or technology prior to graduation.

The following courses will be required, resulting in at least 44 credits, which meets the minimum diploma requirements:

To earn a Regents diploma, students must pass four Regents exams and earn a passing score on another exam, such as another Regents exam or a CTE exam. Students also must pass at least one industry-approved certification by the end of the senior year.

To obtain an Advanced Regents diploma, eight exams are required. The students at HCHS will be able to choose from the traditional combination, pathway combination, or the STEM combinations, as outlined by the New York State Education department. A good and updated summary of these requirements can be found online: http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/currentdiplomarequirements2.pdf.

If a student as specific requirements or modification to the diploma sequence due to an IEP, the school will honor the IEP in accordance with applicable laws and regulations.

Promotion and Retention: Haven Charter High School will give very serious attention and time to considerations of retention for any individual student. It is recognized that many students' social and emotional needs discourage retention, but it is also important for students to stay on track to graduate, especially with the target student population. In the Bronx, it has been the experience of the founding team that as students age, they become less likely to finish high school if they are significantly behind in terms of grade level or credit accumulation.

Through the Promotion in Doubt process, Haven Charter High School will formally notify families, in writing, that their child is at risk of not meeting promotion standards and being retained in the same grade for the upcoming school year. This mid-year notification, which occurs in January and February, enables schools and families to plan for the needed supports and interventions to help students achieve promotion standards by June. Promotion in doubt letters will also invite parents to a meeting which will discuss the needed supports and interventions necessary to aid the student towards being promoted. Students who do not meet promotion requirements in June have the opportunity to attend summer school and be promoted in August if promotion standards are met at that time.

The following factors will guide staff as they consider promotion/retention for students:

- Students may not be retained solely on the basis of attendance if they have mastered required coursework.
- A student may be retained after failing one or more core academic class;
  Results on assessments, including state Regents exams, will inform retention decisions;

- Efforts will be made to work with students, including through tutoring and extra support during the school year, to avoid retention;
- Summer school may be required for a student who has failed a class or Regents exam, and mandatory attendance may be one criterion instituted to promote to the next grade.
- Students who earn passing scores in core classes but do not score proficient on a Regents exam may move on to the next grade, but will be required to work with staff to prepare and implement a plan getting the student on track for another iteration of the exam.

F. Programmatic Audits

Describe a plan of annual programmatic audits of the implementation and effectiveness of the school's educational 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.**

Like many charter schools, Haven Charter High School's founders believe deeply in the benefits of continuous improvement and constant evaluation. From day one, practices of reflection and programmatic evaluation will be instilled in all stakeholders, in order to ensure effective and consistent implementation of the curricula and entire academic program, including the social and emotional support components. Academic outcome data is the most important data needed to ensure self-awareness, but beyond data analysis HCHS will conduct regular programmatic audits to inform decision-making to ensure success. The results of an audit will be used by the Board of Trustees for governance and budgeting purposes, for leaders and teachers to modify and improve academics, and for parents and students as important members of the school's community.

Audits will focus on the following areas: Student performance; curriculum; assessments, instruction, professional development, school culture, family and student satisfaction, staff performance and satisfaction, partnerships and operations, including finances and budgeting.

At a minimum, once each year the school's leadership will conduct a programmatic audit and prepare a report to share with the entire leadership team and the Board of Trustees. This may overlap with the required annual report submitted each year to the Charter Schools Institute and the State Education Department. The results will be compiled in format of the school's choosing and used internally. The following staff members are responsible for auditing:

Executive Director: Reviews all audits, ensures all audits are conducted in a timely manner, and communicates results to the leadership team, Board of Trustees, and appropriate stakeholders.

Principal: Audits staff performance and satisfaction, family and student satisfaction, professional development; additionally, assists the Directors of Instruction, Operations and CTE with their audits.

Director of Curriculum and Instruction: Audits student performance, curriculum, assessments, instruction, performance and supports for students with special learning needs.

Director of Career and Technical Education: Audits partnerships, CTE results, CTE certification scaffolding

Director of Operations: Audits facilities, general operations, and finances and budget; serves as liaison with the independent auditors required annually.
Some of these audits may also be supported by East Side House staff.

The annual report, required by the New York State Charter Schools Act, will be submitted each year by August 1st – with the audited financials submitted in November. The school will post the annual reports on the website to ensure transparency.

Haven Charter High School
Accountability Plan for the Accountability Period 2020-21 to 2025-26

ACADEMIC GOALS

GOAL 1: ENGLISH LANGUAGE ARTS

Goal: All students will achieve at high levels in English Language Arts

Absolute Measures

- Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 75 on the NYS Regents English exam) by the completion of their fourth year in the cohort.
- Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their NYS 8th grade English language arts exam will meet the college and career ready standard (currently scoring 75 on the NYS Regents English exam) by the completion of their fourth year in the cohort.
- Each year, the Accountability Performance Level (APL) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's ESSA accountability system.

Comparative Measures

- Each year, students in the high school Total Cohort will exceed the predicted pass rate on the Regents English 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 high schools in New York State.
- Each year, the Accountability Performance Level (APL) in English of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Growth Measure

- Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

GOAL 2: MATHEMATICS

Goal: All students will achieve at high levels in Mathematics.

Absolute Measures

- Each year, 65 percent of students in the high school Accountability Cohort will meet the college and career ready standard (currently scoring 80 on a NYS Regents math exam) by the completion of their fourth year in the cohort.

- Each year, 65 percent of students in the high school Accountability Cohort who did not score proficient on their NYS 8th grade math exam will meet the college and career ready standard (currently scoring 80 on a NYS Regents math exam) by completion of their fourth year in the cohort.
- Each year, Accountability Performance Level (APL) on the Regents math exam of the students completing their fourth year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) set forth in the state's ESSA accountability system.

Comparative Measures

- Each year, students in the high school Total Cohort will exceed predicted pass rate on a Regents 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 high schools in NYS.
- Each year, the Accountability Performance Level (APL) in mathematics of students in the fourth year of their high school Accountability Cohort will exceed the APL of comparable students from the local school district.

Growth Measures

- Each year, under the state's high school Growth Model (under development) the relative growth of selected students will exceed the state's median growth.

GOAL 3: SCIENCE

Goal: All students will achieve at high levels in Science.

Absolute Measures

- Each year, 75 percent of students in the high school Total Cohort will score at least 65 on a NYS Regents science exam by the completion of their fourth year in the cohort.

Comparative Measures

- Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Accountability Cohort from the local school district.

GOAL 4: SOCIAL STUDIES

Goal: All students will achieve at high levels in Social Studies.

Absolute Measures

- Each year, 75 percent of students in the high school Total Cohort will score at least 65 ono the NYS Regents US History exam by the completion of their fourth year in the cohort.

- Each year, 75 percent of students in the high school Total Cohort will score at least 65 on the NYS Regents Global History exam by the completion of their fourth year in the cohort.

Comparative Measures

- Each year, the percent of students in the high school Total Cohort passing a Regents US History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.
- Each year, the percent of students in the high school Total Cohort passing a Regents Global History exam with a score of 65 or above after their fourth year will exceed that of the students in the high school Total Cohort from the local school district.

GOAL 5: ESSA

Goal: The school will be in good standing.

- Under the state's ESSA 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.

GOAL 6: HIGH SCHOOL GRADUATION

Goal: Most students will graduate in four years and almost all will graduate in five years.

Absolute Measures

- Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.
- Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at proficient on at least three different NYS Regents exams required for graduation.
- Each year, 80 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

Comparative Measure

- Each year, the percent of students in the fourth year high school Total Graduation Cohort graduating will exceed that of the cohort from the local school district.

Goal 7: POST SECONDARY SUCCESSS

Goal: All graduates will be ready for an entry-level job in the medical field or technology, or will be ready to enroll in college

- All graduates will have completed at least one industry recognized certification in the medical field or technology.
- Each year, 75 percent of eligible students (juniors and seniors) will complete a career readiness internship with favorable reviews from site supervisors.

- Each year, 75 percent of all students enrolled will be on track to completing CTE classes and required curriculum toward meeting the school's graduation requirements.
- Each year, 75 of graduates will earn a NYS Regents diploma.
- Each year at least 75 percent of all graduating students will either matriculate into a college or university in the next year or will begin an entry-level job in alignment with the certification earned.

Response 7- 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.

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.

School Event Calendar Template

Year 2020 Start Day 1 *1 Sun 2 Mon*

2020-2021 Haven Charter High School Calendar

July 2020

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

July

4	Independence day

August 2020

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August

3-7	Summer Bridge
10-21	Teacher Institute
24	First Day of School

September 2020

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

September

7	Labor Day

October 2020

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

October

12	Columbus Day
24	United Nations Day
31	Hallow een

November 2020

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

November

11	Veterans Day
26	Thanksgiving
1	Day ight Saving
23-27	Thanksging Break
3	Election Day (Teacher Training No students)

December 2020

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

December

24	Christmas Eve
25	Christmas Day
31	New Year's Eve
21-31	Winter Break

January 2021

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

January

1	New Year's Day
18	Martin Luther King Jr. Day

February 2021

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

February

2	Groundhog Day
12	Lincoln's Birthday
14	Valentines Day
15	President's Day
16	Teacher Training (No Students)

March 2021

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

March

17	St. Patrick's Day
14	Daylight Saving
29-31	Spring Break

April 2021

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

April

1	April Fool's Day
22	Earth Day
1-9	Spring Break

May 2021

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

May

31	Memorial Day
9	Mother's Day

June 2021

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

June

14	Flag Day
20	Father's Day
11	Last day of school
14-25	Finals/Regents
30	Last day of school Teacher?

32 Full Weeks + 19 Days
Denotes half day
Dates in purple denote school closed for students

HCHS intends to follow a school calendar that follows the general outline of the NYCDOE's calendar. HCHS's calendar allows more time for student engagement activities such as Summer Bridge and staff

planning days before, during and after the school year. The school year will begin in August of 2020 and days off will include most federal holidays and major breaks such as Memorial Day and Labor Day, Presidents day and spring Recess. However, given the anticipated need of our students, we will not be observing many of the other days the NYCDOE chooses to observe, including Rosh Hashanah, Yom Kippur, Columbus Day, Veteran's Day, Eid al-Adha, Lunar New.

In addition, many other districts do not have an extended break between winter and spring recess, so HCHS students will receive two days off (President's Day and the day after) during the NYCDOE's midwinter recess. Students will then follow a regular school schedule for the remainder of the week. Teachers and staff will observe Presidents Day and attend a one day professional development (PD) day (the day after Presidents Day) and then resume a regular school week for the remainder of the week.

12- Full day and 18 bi-weekly Wednesday afternoons Professional development (PD) days for teachers are distributed throughout the year

Below are key dates for our first year of operation:

- First Day of School for Teachers: Aug. 10, 2020
- First Day of School for Students: Aug. 3, 2020
- Summer Bridge: Aug. 3rd-7th
- Last Day of School for Students: June 11th, 2021
- Last Day of School for Teachers: June 30th, 2021

Fall Term: August 24th- January 15th
MP1: August 24th- October 2nd (29 days)
MP2: October 5th- November 13th (29 days)
MP3: November 16th- January 15th (29 days)

Spring Term: January 19th- June 11th
MP1: January 19th- March 2nd (30 days)
MP2: March 3rd- April 27th (30 days)
MP3: April 28th- June 11th (33 days)

Total number of instructional days: 180 days

- Hours of Instruction: 1063.64
- Professional Development Days: August 10th -21st, November 3rd, 2020, February 16th, 2021, and the 1st and 3rd Wednesdays monthly.

Summer Bridge: Incoming 9th graders will spend one week in August getting to know the school culture and expectations and building a sense of community. They will also take reading and math diagnostic assessments.

In our first year of operation with a 9th grade class, students will experience the following distribution of instruction:

(b) Sample Student Schedule

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	Wednesday Half Day
8:30-8:55	First Arrival Breakfast	First Arrival Breakfast		First Arrival Breakfast	First Arrival Breakfast	9:00-10:40 STEM Block
9:00-10:40	Humanities Block	Humanities Block		Humanities Block	Humanities Block	10:45-12:30 Humanities Block
10:45-11:35	Elective	Elective		Elective	Elective	12:35-1:00 Advisory/Enrichment
11:40-12:30	Lunch	Lunch		Lunch	Lunch	
12:35-1:10	Enrichment	Advisory		Advisory	Enrichment	
1:15-2:55	Stem Block	Stem Block		Stem Block	Stem Block	
3:00-3:50	Language	Language		Language	Language	
3:55-4:45	Certification	Certification		Certification	Certification	
		Minutes Per Week by Subject				
	Subject	**Minutes Per Day**	**Days per week**	**Minutes per Week**		
	ELA	60	5	300		
	Math	60	5	300		
	Science	40	5	200		
	Social Studies	40	5	200		
	Advisory	60	2	120		
	PhysED/Certification	50	4	200		
	Foreign Language	50	4	200		
	Enrichment (M,T,TH,F)	35	4	140		
	Enrichment (Wednesday)	25	1	25		
	Total			**1685**		

Sample Upper Grades Schedule

PERIOD	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	First Arrival Breakfast	First Arrival Breakfast		First Arrival Breakfast	First Arrival Breakfast
1	Core English	Core English	Core English	Core English	Core English
2	Core Social Studies	Core Social Studies	Core Social Studies	Core Social Studies	Core Social Studies
3	Lunch	Lunch	Lunch	Lunch	Lunch
4	Core Science	Core Science	Core Science	Core Science	Core Science
5	Art	Art	Art	Art	Art
6	Language	Language	Language	Language	Language
7	Physical Education	Physical Education	Physical Education	Physical Education	Physical Education
8	CTE	CTE	CTE	CTE	CTE
9	Advisory	Advisory	Advisory	Advisory	Advisory

***Junior and Senior schedules will look different than Freshman/Sophomore schedules to include CTE component.**

HCHS is designed to prepare the student for the workforce. In the real-world, traditional work hours are 9am-5pm. For this reason, our school will open at 8am and close no earlier than 6pm. Student arrival is expected for a 9am start of classes. Students will always the opportunity to come earlier for breakfast and/or any enrichment activity. HCHS selected this model because it allows students time to take care of family obligations (drop sibling off at school) in the morning without affecting attendance. It also allows ample travel time for a morning commute.

The sample 9th grade schedule on the next page shows this in practice. The core courses of U.S. History, Math, English 9, US History and Living Environment occur four days per week during the first and third weeks of the month; however, those same core classes meet 5 days per week during the 2nd, 4th and 5th week of a given month. HCHS will offer block scheduling for STEM and Humanities. In addition, 9th grade students will have a daily enrichment class as well as Advisory and Specials classes four times per week. Foreign Language and certification classes will meet 5 days a week. On Wednesdays, there will be no Advisory or Specials classes so students can be dismissed early and staff can participate in planning and professional development. The Partnership Coordinator will work to bring on-site after-school programs and help students connect with other off-site enrichment opportunities on Wednesday afternoons.

Scenario

Maribel F[redacted]tes after the school opens its doors so that she can gather herself and find solace from the crowd of her extended family living at home and to connect with her teacher to get a little extra help on her homework. At 8:35am, she heads to the cafeteria to eat breakfast and connect with her friends. Before the first bell rings, she starts her transition, making her way to the first class that begins at 9am. She participates in two classes before lunch, one 100-minute core subject class and one 50-minute elective. Unlike many high schools, she heads to lunch at lunchtime at 12pm for 45minutes which provides an opportunity to eat a healthy lunch, stay to herself and read her book, do more socializing with friends, meet with teachers for extra help, and/or perhaps engage in student led activities or clubs. After lunch, she participates in a 35-minute non-core class, but depending on the day she has an enrichment class that is either focused on remediation or acceleration or advisory which allows her to learn about life skills. (Both Enrichment and Advisory are offered twice per week. On the other day, Following the interactive enrichment or advisory class period, she has a 90-minute project based STEM class. Afterwards, she heads to Spanish class for xxx minutes and rounds out her day with her CTE certification class which she is her favorite class. Although dismissal can happen at xxx, she has the opportunity to stay at school well after her final class, during which time she can engage with classmates, key staff, participate in special projects, events, and/or on-site programming, as developed. By 6pm, she leaves the school building with her classmates. This is a typical day for Maribel in a typical week; however, during the first and third Wednesdays, she has a half day, allowing for her teachers to engage in professional development to refine their teaching practice on her behalf and enabling her to join extracurricular activities, programs and/or internships that promote her college and career readiness.

(c) Sample Teacher Schedule

Teacher Time Allocation

Activity	Periods Per Week	Minutes Per Period	Minutes per Week
Subject Instruction	16	[redacted]	[redacted]
Advisory (Tues/Fri)	2	35	70
Advisory (Wednesday)	1	25	25
Personal Prep	8	50	400
Professional Learning Community (PLC)	4	50	200
PD	1	175	175
Enrichment (M,T,TH,F)	2	35	70
Enrichment (Wednesday)	1	25	25
Total			**2565**

Teachers will have one of three different schedules:

- 8am-4pm
- 9am-5pm
- 10am-6pm

The various schedules allow constant availability of support for our students.

Teachers will teach four classes per day with enrichment and advisory alternating days. Teachers will also have a daily lunch break and common planning period with their grade team. In addition, each teacher will have nine personal prep periods per week. Students will be dismissed early on Wednesdays at 1pm to provide time for staff planning and professional development (see R08 - Instructional Leadership for more information on staff development time). The table below illustrates the minutes per week allocated to each function and on the following page is a sample core teacher schedule.

Scenario: Ms. Gonzalez arrives at 8:30 am on a Tuesday, stops by the office to check in, and heads to her class to prepare for the day. A couple of students drop by to ask questions about last night's homework. Her first Algebra class starts at 9:00 am and she is standing at the door to greet students as they come up from breakfast. She conducts a quick review of homework, then gives a short mini-lesson on a new topic and puts students into groups to grapple with the new material. At around 9:40 she brings the class back together for a quick summary discussion, then assigns a brief Exit Ticket assessment to gauge their mastery. Her next class is Geometry and after reviewing yesterday's lesson and going over a problem everyone struggled with on their Exit Ticket, she assigns students to work on a modeling

project in pairs on laptop computers. The Director of Instruction spends half the period observing and while students are working independently they discuss the lesson delivery and assess student engagement. At the end of class, she has students save their work on a shared drive so she can review them later. Next are one of her two personal prep periods during which she prepares lessons and materials for the next day, and sends some emails to Advisors recognizing positive behaviors and achievement as well as some areas of concern. She suggests some time to meet with the Advisor and said students so they can strategize together. After lunch with her colleagues, Ms. Gonzalez joins her grade team for their daily meeting. Today's agenda is focused on action planning interventions for three students previously identified by mid-term grades and assessments. The team uses a protocol to focus on each student, quickly targeting specific needs and identifying common strategies they can all use with the student as well as subject specific strategies individual teachers will try. The team writes up their plan and enters dates for reviewing progress. After her team meeting, Ms. Gonzalez stop sin her classroom to get some lesson plans. Advisory is taking place in there and she smiles as she hears the topic is about social media and how it can be helpful to network for jobs. During her second personal prep period, she meets with Mr. Stepovich, a certified CTE Instructor to discuss upcoming lessons and how they can demonstrate the use of Algebra in the CTE Medical classes. Towards the end of the last she quietly lets six students know she'd like them remain for her after school. Once the other students depart, she works with them on reviewing skills they've been struggling with this week and conducts a quick quiz to see what they've mastered and build their confidence. She dismisses them at 4:40 pm and spends another 20 minutes organizing her room and preparing for the next day before heading home.

2025-2026 School Event Calendar

July 2025

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

July

4 Independence day

August 2025

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August

4-8 Summer Bridge
11-15 Teacher Institute
25 First Day of School

September 2025

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

September

1 Labor Day

October 2025

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

October

13 Columbus Day
24 United Nations Day
31 Halloween

November 2025

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

November

11 Veterans Day
27 Thanksgiving
2 Daylight Saving
24-28 Thanksgiving Break
4 Election Day (Teacher Training - No Students)

December 2025

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

December

24 Christmas Eve
25 Christmas Day
31 New Year's Eve
22-31 Winter Break

January 2026

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January

1 New Year's Day
19 Martin Luther King Jr. Day

February 2026

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

February

2 Groundhog Day
12 Lincoln's Birthday
14 Valentines Day
16 President's Day
17 Teacher Training - No Students

March 2026

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March

17 St. Patrick's Day
8 Daylight Saving
30-31 Spring Break

April 2026

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

April

1 April Fool's Day
22 Earth Day
1-10 Spring Break

May 2026

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May

25 Memorial Day
10 Mother's Day

June 2026

Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

June

14 Flag Day
21 Father's Day
12 Last day of School
15-26 Finals/Regents
30 Last Day of School - Teachers
19 Junteeth

8. 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 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.**

The Haven Charter High School's academic program is specifically designed to accelerate the achievement of at-risk students. Haven Charter High School is committed to establishing a school culture with which all staff embrace all students and assume accountability for each student's academic inclusion, success and health and well- being. Haven Charter High School's commitment to creating effective personalized- learning environments and daily opportunities for remediation, counseling, and intensive academic support will ensure that Haven Charter High School is able to identify and address the needs if all its students. Haven Charter High School intends on addressing the specific needs of students with Disabilities (SWD's) and English Language Learners (ELL's), with the institutional belief that with appropriate and effective supports all students will thrive. The range for interventions available will include:

- One ICT classroom in each grade
- Small group instruction
- Push in and pull out services by certified Special Education staff and or other providers of services

In addition, Haven Charter High School will support teachers with engaging students in collaborative planning, data analysis and development of targeted interventions for all students on an ongoing basis, through professional learning communities and the scheduling of daily planning time.

Response to Intervention (*RTI*): Haven Charter High School will have a proactive approach to identifying and addressing the needs of struggling students. Many schools provide interventions for such student's; only as they test and demonstrate failure; by which time it is often too late to prevent them from falling behind. Haven Charter High School believes students who begin to struggle need quality instruction immediately. Accordingly, it will establish a ***RTI*** program designed to catch students quickly before serious failure occurs and design interventions to put students back on track toward academic success. RTI is a framework that extends a public health prevention model to the prevention of academic and behavior difficulties. Like the public health prevention model, RTI addresses the needs of most students through primary instruction, providing secondary interventions for students struggling to meet certain

criteria and reserving tertiary interventions for students with the most significant instructional needs. Initial assessments will be baselined on standardized testing.

The RTI process at Haven Charter High School follows these steps:

- Estimate the academic skill gap between the student and typical performance of their peers
- Determine the likely reason(s) for the student's poor academic performance
- Select research-based interventions likely to improve academic functioning
- Provide ongoing monitoring of academic progress to evaluate the impact of the intervention and to modify the intervention, as necessary
- If the student fails to respond to multiple implemented interventions, refer to CSE for evaluation.

Haven Charter High School RTI program will be coordinated by the Principal and the Director of Curriculum and Instruction. School wide implementation of the RTI will begin with training of all staff members each year on the RTI model and the processes and procedures to support data-driven implementation of the RTI process. The Principal and the Director of Curriculum and Instruction will train teachers in its implementation during the Summer Professional Learning Communities and throughout the school year. Student study meetings and Professional Learning Communities will follow explicit protocols to focus on identifying struggling students, hypothesizing causes, developing intervention strategies, establishing measurable goals and timelines, and reviewing progress. These will be data-driven discussions using all available information, including standardized test results, teachers' observation records, assessment results from computer-based programs, behavior and discipline data, and parent input. To this end the Director of School Culture will work closely with teachers as they conduct these discussions. The result will be the creation of the intervention plans for Haven Charter High School's at-risk students. The RTI model will utilize a three-tiered approach.

- Tier 1- High Quality Classroom instruction: Haven Charter High School teachers will use varied instructional strategies, materials and assessments within their classrooms to ensure all students' academic needs and learning styles are met; and will establish personalized data-driven learning environments that will address individual student needs and progress. This allows for accountability with the student, as well as a well-informed approach for the student to manage their needs with the support of the teaching and or Social services staff.
- Tier 2- Targeted interventions: Haven Charter High School's certified Special Education teachers and literacy specialists will provide push in or pull out, one- on- one and/or small group interventions, for students who require specified attention in certain academic topics, as well as students who struggle with language/ communication barriers. Teachers and/or instructional staff will provide tutoring for students based on the individual academic plans of the student.
- Tier 3- Intensive interventions: Teaching, instructional as well as social service staff will meet students' needs based on individual student assessments. The need for intensive interventions will be based on the students' needs and reinforced with the assistance and support of wrap around services. Instructional and social services staff members will work closely to ensure student needs are identified, met, modified and continually assessed.

The RTI process will operate on a six to eight week cycle to identify new students and review and revise existing students' intervention plans through Curriculum-Based Measurement (CBM). The ongoing assessment will be based on daily, data driven instruction and in both formal and informal settings. CBM is a method of monitoring student educational progress through direct assessment of academic skills. CBM will be used to measure basic skills in reading, mathematics, spelling, and written expression. It can also be used to monitor readiness and socio-emotional skills as they apply through Restorative Practices used with their primary person. When using CBM, instructors give the students brief, timed samples, or "probes," made up of material taken from the student's curriculum.

Ongoing assessment is key to the Haven Charter High School successful RTI program, and Haven Charter High School differentiated learning environment is well suited to monitoring the achievement of individual students, identifying specific needs and providing personalized instruction to address these needs. Haven Charter High School will coordinate its RTI with the work of the school advisors and social workers to ensure the social, emotional and behavioral needs of struggling students are addressed. Haven Charter High School will also coordinate its RTI with its family outreach and involvement initiatives by utilizing community resources (outsource from Eastside House Social Service department and or Student Advisors), school-to-parent communications, parent-teachers conferences and individual teacher-to-parent communications; as well as house visits and or reaching out to families to discuss best times to contact families regarding student progress.

B. Students with disabilities

Special Education Assurances: HCHS agrees to abide by Special Education Assurances indicated in Appendix B of this RFP. (also see attached)

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 SWDs (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, Special Education Teacher Support Services, 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);**
- **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 the 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 in the classroom.**

Haven Charter High School is committed to serving SWD's and has established a goal of serving successfully a percentage of SWD's each year that exceeds that of CSD 8. Haven Charter High School will provide Special Education services and support to ensure that its SWD's can master the general curriculum and participate in extracurricular and other non-academic activities to the maximum extent possible. Each SWD's Individual Learning Plan will incorporate the information, interventions and requirements of the students IEP. Haven Charter High School will employ a full time Director of Curriculum in year one and will hire certified Special Education Teachers at each grade level. In addition, Haven Charter High School will have one ICT classroom at each grade level, ensuring all students identified as a SWD will be taught in ICT classrooms. Haven Charter High School will provide comprehensive and appropriate services to help all SWD's succeed.

Identification: Haven Charter High School' RTI process is designed to identify whether general education techniques and supports are sufficient if a student might require Special Education service. Having exhausted all three tiers, the Director of Curriculum and Instruction will convene a Student Study Team (SST) comprised of a Special Education Teacher, a general education teacher and, as appropriate, a reading specialist, ESL teacher or other specialist to review past attempts at meeting the student's needs and determine whether to recommend the student to the appropriate Committee on Special Education (CSE) for evaluation. Haven Charter High School will work closely with the CSE to provide all necessary information to supports its evaluation and IEP development process. Haven Charter High School will strive from its first days to establish an effective working relationship with CSE staff to make them aware of Haven Charter High School' programming, blended learning model and supports for at-risk learners. In addition, Haven Charter High School staff will work closely with parents to involve them throughout the process of evaluation and provision of services and to secure all necessary consents.

To identify students who enter with pre-existing IEPs, school staff will immediately request student records to identify incoming students with disabilities. They will obtain and evaluate IEPs to determine whether Haven Charter High School is able to provide the services mandated in the IEP and work with parents and the CSE to modify IEP's if necessary and possible. In instances where the school cannot provide the placement specified by the IEP and the parent provides consent, the CSE will secure the student placement in a district school that provides the required services.

Staffing: Haven Charter High School will have certified Special Education teachers, including two Special Education teachers for each grade. A Director of Curriculum and Instruction will be hired starting in year one and in the second year of operations, a Special Education Coordinator and will report directly to the Principal. The Director of Curriculum and Instruction will be responsible for implementation of all services and programs for SWD's. The Director of Curriculum and Instruction along with Special Education Teachers will work cooperatively with general education teachers and other school

administrators to ensure that services and assessments for SWDs are integrated effectively into inclusive classrooms and that general education teachers, in coordination with Special Education teachers, can identify and address the needs of SWDs. Full time social workers (at minimum 2 hired within the first year) and social work interns will be hired in the first year of the program. In the case of students with IEPs that require the provision of related services not available at the school (such as speech, occupational therapy, physical therapy, vision therapy), the school will contact the CSE of the school district of residence to arrange for services to be provided by the NYC DOE or contract with external partners.

Logistics: Starting in its second year, the Director of Curriculum and Instruction with a designated Special education Instructor will administer the Special Education program within the school and serve as the primary liaison to the CSE. He or she will be responsible for maintaining all confidential records, including IEPs, in a secure manner and making them available to staff as appropriate. These records will be stored in locked filling cabinets in an administrative office and an access log will be maintained. At the beginning of each year, IEPs will be provided to teachers along with a summary containing a description of disability, goals (or short-term instructional objectives and benchmarks for students who meet the eligibility criteria to take NYS Alternative Assessment) and required services. Special education staff will meet with each teacher to discuss and strategize steps in working with the IEPs, including goals, responsibilities, accommodations and instructional strategies, and to establish the requirement for privacy of all records. Special Education Staff will also meet with general education teachers and PLCs to ensure that IEP requirements and considerations are incorporated into student ILPs.

Professional Development: All teachers will go through training over the summer before the school year begins on best practices in differentiated and personalized instruction and effective strategies for engaging students with disabilities. They will be trained on curriculum design practices to support mapping activities that may produce modifications, scaffolding and extensions for each unit and lesson. Teachers will also receive training in the various modes of co-teaching. Special education staff will review IEPs with teachers at the beginning of the year with a focus on goals and mandated services. Targeted professional development will be provided to special education staff and the Director of Academics will provide teachers with ongoing coaching and feedback. In addition, advisors (the adults provided by the Primary Person Model are called advisors) will participate in professional learning communities and other forms of professional development within and outside of the school. The HC instruction team, school culture staff, social service, and social emotional learning team will also work closely with school leaders and staff to connect them with internal and external resources professional development resources.

Coordination: Special education and general education teachers will meet regularly to co-plan ICT and SETSS instruction. Grade teams have common planning time daily and weekly early student dismissal time that can also be used for such collaboration. In addition:

Services: Haven Charter High School will provide the instruction for SWDs in the least restrictive environment and will employ an inclusion model (with one ICT classroom in each grade). Either direct or indirect Special Education teacher support services (SETSS) will be provided to individual students or small groups within or outside of the classroom. Related services such as speech, occupational therapy or counseling will be provided on site. Haven Charter High School' differentiated learning model, with its emphasis on early detection of appropriate support as quickly as possible. Also, differentiated learning for all students increases opportunities for inclusion and shared learning by special education and general education students. In cases where inclusion is not appropriate, pull-out services will be

scheduled and implemented in a manner that limits missing critical components of classroom instruction. Also, in consultation with the CSE, the school may issue a Related Services Authorization letter that authorizes parents to avail themselves of free services that the school is unable to provide.

Haven Charter High School also recognizes the importance of addressing the social and emotional needs of SWDs and is committed to addressing them – primarily through integration of the Primary person model. Haven Charter High School's instruction will support SWDs to gain the knowledge, attitudes and skills needed to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions and handling challenging situations appropriately. By doing so, Haven Charter High School will improve SWDs' social-emotional skills, attitudes about themselves and others and social interactions. In addition, the school's focus on social and emotional learning is highly likely to result in improved academic performance for SWDs.[1]

Reviews: Haven Charter High School will conform to all laws and regulations regarding the regular review of IEPs. The Director of Curriculum and Instruction with pertinent staff members will review student assessments and progress to determine whether a student's IEP may no longer be appropriate to the student's needs and they may recommend that the CSE conduct a re-evaluation to adapt the IEP of declassify the student. These assessments will be done on an annual basis and will include the notes and or assessments of any internal or external contractors such as occupational, speech therapists.

Evaluation: School leaders will regularly assess the Special Education program by disaggregating student performance and reviewing progress toward goals of students with IEPs. Modifications to the Special Education program will be made, as necessary, to improve effectiveness.

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) that the school will sue 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;**
- **The process that will be used to monitor the achievement and progress of ELLs including exit criteria;**

[1] Payton, J., Weissberg, R.P., Durlak, J.A., Dymnicki, A.B., Taylor, R.D., Schellinger, K.B., & Pachan, M. (2008). *The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews*. Chicago, IL: CASEL

- **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.**

The Haven Charter High School educational program is designed to support the academic achievement of ELL students. Specifically, Haven Charter High School differentiated learning model and its commitment to data-driven differentiated instruction will support effective instruction for ELL students.

Identification: The school will use NYSED's process for identifying students who are ELLs. Before the school year begins, the school will administer the Home Language Survey, which will also be administered to any student enrolling during the school year. If this screening process reveals the home language is other than English or the student's native language is other than English, appropriate school staff will conduct an informal interview. If the student speak speaks a language other than English and also speak little or no English, the school will administer the New York State Identification Test for English Language Learners (NYSITELL) to determine eligibility for services.

Staffing: ESL teachers at Haven Charter High School will work with classroom teachers, reading specialists and other instructional staff to support the development of English language proficiency and content knowledge for ELLs and to help build the capacity of classroom teachers to teach ELLs effectively. Once Haven Charter High School evaluates its ELL students' needs, the school may hire or contract with additional persons with ESL experience to better address them.

Services: Haven Charter School differentiated instruction model will include the development of an Individual Learning Plan for each student. For ELLs, the Individual Learning Plan will include:

- Description of the ELL services the school will provide;
- The amount, frequency and location of such services;
- The person responsible for coordination and delivery of such services; and
- The strategies and materials that teachers will use to support ELL students' participation in the regular curriculum. Customized instruction and interventions will be provided to address each student's Individual Learning Plan requirements and recommendations.

Haven Charter High School also intends to use structured English language immersion to help ELLs achieve English language proficiency as quickly as possible. Research of ESL programs indicates successful performance on ELA assessment is based upon the development of both oral proficiencies, including the language skills required for literacy, and complex thinking such as reading comprehension, writing mechanics, critical thinking skills, study skills, and academic vocabulary. Strategies that promote the acquisition of cognitive academic language proficiency include bilingual education and sheltered English instructional methods to make content comprehensible. According to Short, Hudec and Echevarria (2002), Sheltered English Immersion is "a means for making grade-level academic content more accessible for English language learners while at the same time promoting their English language development. "For students who require more intensive interventions, the school will be prepared to provide additional push-in support and /or intensive pull-out instruction.

Accessibility: Haven Charter High School will ensure ELL students will not be excluded from the general curriculum and extra-curricular activities based on an inability to speak and understand the language of instruction, and that ELL students will not be assigned to Special Education because of their lack of English proficiency. The school will also make every effort to provide parents with limited English proficiency with notices and information in their native language to encourage participation in the school.

Program Evaluation: School leaders will regularly evaluate the effectiveness of the school's ELL program by disaggregating student performance data and reviewing student progress towards English proficiency. Modifications to the school's program to address the needs of ELLs will be made, as necessary, to improve effectiveness.

Exit strategy:
After placement into ELL services, student achievement or progress in the English language is measured annually with the NYS English as a Second Language Achievement Test (NYSESLAT). The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, and whether or not the student's level of English proficiency is high enough to exit ELL services. When a student is exited from an ELL designation such student shall be entitled to transitional services in support of the student's mainstreaming. exit criteria will be set consistent with CR Part 154, which indicates 9-12 grade students will exit classification when they meet the Transitioning or Advanced level on the NYSESLAT and a 70 or above on the Regents English exam in the same school year.

(d) Gifted and Advanced Students

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

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

Haven Charter High School is committed to serving all of its students and will employ a variety of strategies and practices to help students who are academically advanced and/or gifted reach their potential. Students with exceptional gifts and talents will receive instruction, resources and supports tailored to their needs.

Recognizing the early identification in school improves the likelihood that a student's gifts will be developed into lifelong talents, Haven Charter High School will endeavor to identify students who are academically advanced and/or gifted as early as possible. Academically advanced and/ or gifted students will be identified primarily through analysis of assessment data, including NWEA assessment data. This data will help teachers and the School Leadership Team monitor the progress of each student and adjust instruction and learning opportunities when growth is deemed inadequate, whether the students is performing below, at or above grade-level proficiency. Classroom assessments will enable teachers to monitor each student's mastery of content and development of academic skills which will, in turn, guide teachers in adjusting their approaches to teaching enabling them to address student needs. State assessment data will provide additional data points in identifying students who are academically advanced. Teacher observations and classroom performance will also be considered in identifying students with unique gifts, particularly in the arts, creative writing and other areas where assessment

data alone may not provide a full profile of the child's gifts and talents. Ongoing analysis of student data, teacher observations and student performances will enable the school to identify students who are performing at high levels, which will be considered a key indicator that a student will be identified as academically advanced or gifted.

The key to serving academically advanced and gifted students at Haven Charter High School is the school's commitment to providing differentiated instruction within safe and supportive classroom learning environments. Differentiated instruction will be provided in the classroom, and academically advanced and gifted students will also have daily opportunities for differentiated instruction, enrichment and support during the Intervention/Counseling period. Research has shown that academically advanced and gifted students frequently have a difficult time connecting to instruction in a heterogeneous classroom unless a high level of differentiated curricula is in place. [2]Tempo, content, vocabulary level, level of abstraction and encouragement of critical thinking are among many aspects of classroom interaction that may be frustrating and uncomfortable for students with high ability, particularly at grade levels where honors or accelerated classes are not yet available.[3]Differentiated instruction at Haven Charter High School will respond to the needs of academically advanced and gifted students and help them succeed. Particular attention and support will be provided to "gifted underachievers" –i.e. students identified as academically advanced or gifted who experience little growth or negative growth over time and/ or who show characteristics of underachieving gifted students such as low self-perceived academic abilities; negative attitudes toward school, teachers and/ or classes; low motivation; poor self-discipline; and/ or being withdrawn in classroom situations. When a student identified as academically advanced or gifted shows signs of underachievement, his or her teacher(s) will work with the School Leadership Team to review and modify the student's Individual Learning Plan and to provide appropriate interventions.

The school's differentiated instruction model will include the development and ongoing review and modification of an Individual Learning Plan for each student. The Individual Learning Plan will guide teachers in providing instruction tailed to the needs, learning styles and aspirations of each student. The Individual Learning Plan will describe specific strategies that will be used to support each student's academic growth. For academically advanced and gifted students, the specific strategies will be designed to support their learning, to deliver and pace instruction in a way that keeps them engaged and to provide rigorous instruction and instruction that demands critical thinking and support that addresses their interests, skills and gifts. Among the strategies the teachers will use is curriculum, compacting, an instructional strategy that condenses, modifies and streamlines the regular curriculum to reduce repetition of previously mastered material. Teachers will "compact" what academically advanced students already know to provide time for acceleration or enrichment beyond the basic curriculum for students who would otherwise be simply practicing what they already know, which research has shown leads to frustration, boredom and, ultimately, underachievement.[4] Teachers at Haven Charter High School will use research-based effective practices in curriculum compacting, including collaborative planning to determine the expected goals of each unit or lessons in terms of the content, skills or standards students must learn and then assessing students to determine which ones have already mastered most of all of the specified learning outcomes.

---

[2] Tomlinson, C. A. (2004). Sharing responsibility for differentiating instruction. Roeper Review, 26, 188–189.
[3] Rimm, S. B. (2003). *Underachievement: A national epidemic.* In N. Colangelo & G. A. Davis (Eds.), Handbook of gifted education (pp. 424–443). Boston: Allyn & Bacon
[4] Renzulli, J. S., & Reis, S. M. (2014). *The schoolwide enrichment model: A how-to guide for talent development* (3rd ed.). Waco, TX: Prufrock Press.

Response 810

9. 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.**

HCHS will open with a strong team of leaders in place to ensure the school succeeds. An Executive Director will work closely with the Board of Trustees to implement the strategic vision, will provide supervision to the Principal, and will ensure frameworks and practices are in place to ensure regular cycles of long-range strategic planning and annual goal setting that incorporate data on student performance and stakeholder feedback.

The instructional program will be led by the following team:

Executive Director (ED): The Executive Director serves as the chief administrative officer, providing overall leadership and direction for HCHS. Under the direction of the HCHS Board of Trustees, and in collaboration with all HCHS stakeholders, the ED supervises the Principal, ensures that frameworks and practices are in place to ensure regular cycles of long-range strategic planning and annual goals setting that incorporates data on student performance and stakeholder feedback.

Key responsibilities of the ED include:

- Building a school culture defined by integrity, rigor, inspiration, and motivation for all students and staff.
- Developing a clear direction and shared purpose for all stakeholders.
- Supervising the Principal.
- Drives a collaborative planning process with the school leadership teams that results in development and tracking of yearly goals aligned with SUNY's Accountability Plan metrics.
- Ensuring process are in place to assess organizational performance and to support planning for continuous school improvement and strategic planning.
- Supervising all aspects of legal and charter compliance including legislative issues and development.
- Coordinating annual budgets and operation plans.
- Driving the fundraising and resource development opportunities for the school.
- Facilitating the relationship with ESH and other strategic partner organizations and institutions and ensuring the obligations, key responsibilities and deliverables of the partner organizations are met.
- Overseeing budgeting, financial management, compliance, development and management of the facility.

Principal: The Principal is the instructional leader and primary person responsible for the implementation of the academic program and administration of the 9-12 curriculum. The Principal also maintains a focus on the mission of the school and oversees daily operations in partnership with staff

and the leadership team. The Principal is directly responsible for: oversight and development of all academic programs and curricula; faculty and staff hiring; professional development; personnel matters; student recruitment, enrollment and attendance; and, discipline. The Principal will ensure students' academic performance, well-being and success with a holistic approach that aligns academic, career/ college preparation and social emotional supports.

The Board of Trustees for HCHS has not yet identified an Executive Director, who will lead the search for the school's Principal. The search for a Principal will align with the job description provided in Response 12.

Key responsibilities for the Principal include:

- Creating the Instructional School Focus.
- Implementing of internal goals for the school and monitoring progress towards attainment.
- Managing the hiring decisions with input from school staff and ED.
- Implementing of coaching and professional development of instructional staff.
- Exhibiting a commitment to the mission and vision of HCHS and an understanding of ESH and the community being served is paramount to finding a successful candidate.

The search process will commence once the Executive Director is hired and will be a priority. Candidates will be recruited from a wide variety of methods, including using the networks and relationships already in place through ESH stakeholders, as well as those newly developed by the founding team as part of the HCHS proposal development process. The posting will be shared widely via various recruitment sites, throughout the community using local media and through ESH programming, and may also include posting to such sites as the National Alliance for Public Charter Schools job board. Every effort will be made to recruit a diverse candidate pool. Some media that may be used to post the position include Education Week, Indeed or Idealist websites, and with colleges and universities. A close look will be given to any candidates who have experience with ESH programs, but such experience will not be required to be successful.

All candidates who submit to express interest in the position will be screened via a carefully designed process led by the Executive Director, but which will include communication and feedback with the Board of Trustees. The Academic Committee of the Board will provide insight and guidance to the ED through the process, although ultimately the ED is responsible for making the final decision and justifying the decision to the full Board of Trustees. The process will include: 1) Widely recruiting for the position and accepting candidate materials for consideration; 2) Using an initial phone interview to screen all candidates with the right basic qualifications and experience in order to narrow the pool to those who should be considered strong contenders for the position; 3) Conducting in-person interviews with the short list of candidates, led by the ED and including members of the Board's Academic Committee; and, 4) Calling candidates back for follow-up interviews as necessary, leading to the ED making a selection which is presented to the full Board. The decision ultimately is the ED's to make, however, this close communication with the Board is designed to ensure the process goes smoothly, and the Board may be granted "veto" power in the very unlikely event of the ED and Board having dramatically different opinions on the final candidate.

Director of Curriculum and Instruction (DCI): The DCI provides leadership and vision in the ongoing planning, implementation, development, direction, review and evaluation of the curriculum and instruction, ensures that the school's education objectives are aligned to state standards, maintains instructional excellence and provides direct supervision of all instructional teachers, including evaluation

and coaching as teachers work to develop skills. The school plans to rely on the research of John Hattie, working to develop and maintain teachers with highly impactful teaching strategies as one of the most important factors for school success, and having a strong DCI is crucial to bringing this vision to life.

Key responsibilities for the Director of Curriculum and Instruction include:

- Interpreting the Principal's vision and the school's defining objectives to constantly inform and adjust the academic program.
- Analyzing student and teacher performance data and driving instructional decisions based upon the data.
- Identifying school-wide professional development priorities and crafts the annual PD plan.
- Developing the professional development calendar and coordinates external resources.
- Working closely with the UA School Support Teams to coordinate support.
- Providing direct coaching to individual teachers through observation and feedback, modeling, and sharing of resources.
- Supervising and evaluating teachers and provides input to Principal for decisions regarding placement, promotion and retention.
- Leveraging, coordinating and preparing the school to implement robust and effective program of interventions and supports for at-risk students, including students with special educational needs and those learning English as a second language.

Director of Career and Technical Education (DCTE): A strong CTE program with career pathways and work readiness as a focus is instilled in the DNA of Have Charter High School. Therefore, the school will have a Director devoted to the instructional implementation of the CTE program, and ensuring it works seamlessly with partners who are providing off-site skill development opportunities, internships, and other supports. The Director of CTE is responsible for monitoring and implementing the strategies programs and services that support college and career readiness in relation to CTE. The Director will oversee the creation, implementation and effectiveness of the CTE programs and will work to establish new, innovative partnerships with not-for-profit organizations, colleges and universities to strengthen the CTE offerings.

Key responsibilities for the Director of Career and Technical Education include:

- Managing relationships with industry partners.
- Helping teachers in developing and enhancing CTE connections with industry partners.
- Coordinating internships and other work-based learning experiences.
- Helping students negotiate conflicts and challenges related to work-based learning experiences.
- Contributing to curriculum development for Work-based Learning Seminars.
- Supporting student internship portfolio development and student job placement opportunities including summer employment.

These instructional leaders will coordinate closely with the Director of Student Support Services who is a peer and works to address the social/emotional development for students that optimizes academic performance in and outside of the classroom.

Director of Student of Support Services (DSSS): The Director of Student Support Services is a seasoned professional who leads the school's efforts to identify, coordinate and support students (and their

families) by providing social and emotional resources that enable them to reach their full academic potential and well-being. The Director of Student Support Services is responsible for ensuring the disciplinary process and interventions run effectively. Also, the Director is responsible for ensuring that the school culture and climate is an encouraging and nurturing environment that supports the unique needs of students as well as their collective voice and choice.

Key responsibilities for the Director of Student Support Services include:

- Implementing the Primary Person Model at HCHS.
- Supervising the Advisors as the Primary Person Model is implemented to support students, including ensuring data tracking and case notes are completed by all staff.
- Supervising the Social Workers and works closely with the entire social support team, including ESH staff and resources upon occasion, to get the necessary supports and services to students and families in need.
- Coordinating services with any outside agencies or partners and providers as necessary in the best interest of students.
- Leading the "Kid Talk" process, which provides structure around continual data analysis and evaluation of how the school culture and discipline processes are working, and how students are doing (see Response 10).
- Establishing and overseeing the disciplinary process and student behavior management systems.
- Engaging families in school life and to meet student needs.
- Developing school wide activities and initiatives that celebrate student milestones and success and encourage community building across school stakeholders – staff, students, families and partners.

While the Directors of Curriculum & Instruction, Career and Technical Education and Student Support Services are all focused on anchoring their work to achieve student outcomes, the Director of Operations, as a peer, is focused on the infrastructure and systems needed for the school – staff, students and programming to operate effectively and efficiently.

Director of Operations (DO): The Director of Operations is a strategic leader who works to maximize the school's operational performance by developing and refining operational systems, designing and executing short-term and long-term strategies, supervising operations staff, and serving as part of school leadership to support school growth.

Key responsibilities for the Director of Operations include:

- Serving as an advisor and think partner to the principal, providing leadership for coordinating the work of different partners within the school, and aligning the work of partners with the school faculty.
- Providing tools and resources for data collection, analysis, communication and reporting.
- Assisting the leadership team with staff and student recruitment, as well as staff hiring. Collaborate with school leadership team to create and manage a safe and welcoming learning environment.
- Planning with school administration the annual school calendar and events.
- Training and managing the School Aides.
- Supervising the Custodian and maintenance of school facility.

- Communicating building needs with Principal.
- Managing all technology responsibilities as they relate to: computers, software, servers, e-rate, vendors, internet, phone systems, and printers.
- Coordinating vendor services and payments.

Hiring: Upon hiring a Principal, using the process outlined above, the ED and Principal will work closely together to hire the Directors of Curriculum and Instruction, Career and Technical Education, Student Support Services, and Operations. An interview tool and protocol will be developed, which will screen candidates for their experience and professional commitments to students to see if there is appropriate support for the vision and mission of HCHS. After widely recruiting for each position, again leveraging media, websites, and the extensive networks developed via ESH programming and community relationships, each candidate will be screened in a phone interview by the Principal and/or ED. Upon passing through this first step, candidates will be brought in for face-to-face interviews with the Principal and ED, who will use an approved rubric to evaluate the following skills and mission-alignment.

Monitoring for Program Effectiveness: The leadership team will work on an ongoing basis, under the guidance of the Principal, to analyze and discuss student data on a school-wide, grade-level, classroom, and individual student level to identify needs, trends, gaps, and opportunities for improvement. This will happen weekly during the school year. It will include specific attention to the needs of students who have special learning needs, and those who are significantly at-risk, to ensure effective coordination of services. The Executive Director will be responsible for overall monitoring, quality assurance and effectiveness and will participate and support the Principal and leadership team as necessary.

The leadership team will evaluate data in alignment with internal goals, the Accountability Plan, and progress toward graduation and CTE certification completion. Particular emphasis will be placed on diagnostic exam data, Regents exam data, and indicators of student success such as attendance. Data will regularly be disaggregated by grade, subject, teacher, demographic factors, at-risk status, and special learning needs. This data disaggregation and reporting is led by the Director of Curriculum and Instruction, supported by key instructional and/or social-emotional support staff as-needed; and includes compilation and sharing in a variety of ways, most importantly:

- Creation of reports using a variety of data points, or pulled directly from the school's database system and/or Student Information System, information from report cards and end of academic semester audits;
- Reviews of case notes by advisors, teachers and staff, including actionable data tracked relevant to the school's climate and culture, such as disciplinary data.

In addition to data monitoring, and under the supervision of the Principal, members of the leadership team will review the following components of program implementation, and will report through the various required channels to ensure the Principal and ED have all relevant and proper information and recommendations, such as:

- Observing professional development activities, and seeking and reviewing feedback from instructional staff on whether such sessions are adequately meeting their needs;
- Observing staff common planning time (either departmental, grade level, or whole staff) and looking for indicators of effectiveness and appropriate communication;

- Observing the delivery of instruction in the classroom, evaluating the strength of lesson planning and design, and the delivery of instruction and appropriate management of classroom learning;
- Aligning staff evaluation results against data and seeking out trends across the school, departments or grades;
- Closely analyzing results from any formal or informal feedback tools that allow staff, students, or families the opportunity to provide information, which will occur at least annually in a formal way for each stakeholder group.

B. Teacher Support and Supervision

Describe the school's approach to ongoing individual teacher supervision and support including (but not limited to) coaching and feedback systems and supports to ensure high quality instructional planning and implementation.

Teacher support and supervision will primarily be provided by the Principal, Director of Curriculum and Instruction, and when appropriate the Director of CTE. The Director of Student Support Services who is a core member of this team will offer additional insight to student (and family) matters/ situations that can assist teachers with their strategies and practices that support students and promote student achievement.

HCHS staff will be expected to teach within the context of instructional standards and expectations set by leadership, reinforced through professional development, and aligned to the mission and vision of the school. This includes developing a uniform set of expectations for student learning (which is aligned to state standards and will inform unit and lesson planning), with shared vocabulary and values, and continually refining high-quality curricular materials and support resources. Common practices, including things like incorporating checks for understanding that yield actionable data during every lesson, and completing lesson plans with clear learning targets, will help both instructional staff and leadership as the work to implement a strong program and maintain expectations for all classrooms.

Individual teachers will be provided ongoing coaching and support. The Danielson Group's Framework for Teaching will be used by HCHS leaders to support, evaluate and develop staff skills. The Framework for Teaching is research-based and grounded in a constructivist approach to learning and teaching. Using this method, teaching is divided into 22 distinct components clustered by four main domains: Planning and Preparation; Classroom Environment; Instruction; and, Professional Responsibilities.

Danielson was chosen by the founders of HCHS because of the positive experiences the team has had with Danielson in other schools in other contexts, including the flexibility and applicability the team has observed while working in other schools in the Bronx.

At HCHS, all teachers and staff will be used to and comfortable with observation by school and external stakeholders, and giving and receiving constructive feedback will be the norm.

For the purposes of formal evaluation, HCHS instructional leaders will be matched with individual teachers based on expertise and interest, but school leaders and staff can request additional observation by others. The Principal and Director of Curriculum and Instruction will focus on core and specials teachers, while the Director of School Culture will focus on student support staff. All formal evaluations of teachers will be conducted by an instructional leader and will result in both written and

verbal feedback and coaching (see below, response d). However, the culture at HCHS will ensure all teachers know they may be observed informally at any time, and these drop-in style observations or evaluations will be viewed as helpful rather than intrusive. Further, teachers will be encouraged to observe each other, both to learn and share best practices and provide peer support and advice among the instructional staff. Formal evaluation feedback tools will also be uniform, so teachers know what to expect and how to interpret the results. There will be no guess-work on the part of teachers when it comes to understanding any and all performance reviews and associated goals for improvement. Observers will use protocols designed to focus attention on our Instructional Values and elements of the Danielson Framework for Teaching.

In the Danielson Measures of Teacher Practice component of the teacher evaluation system, teachers engage in a cycle of observation, feedback and reflection with their principal or other evaluator. The teacher and principal or instructional leader will have an individual, face-to-face conversation — an Initial Planning Conference — to discuss the teacher's goals and priorities. At this initial conference, the teacher selects one of four observation options for that school year. In addition, the teacher and evaluator discuss the components of the Danielson Framework and address any questions or concerns the teacher has with regard to the students, curricula or classroom materials needed.

Professional development offerings will be informed by teacher evaluation results as well as by teacher requests and feedback. Again, using the Hattie research and approach to successful schooling as a guide, evaluation and professional development will happen in cycles that incorporate instructional skills and methods, curricular review and strengthening, and a focus on lesson delivery and content. These elements are all connected, and successful schools find ways to ensure monitoring and efforts to improve in one area aligns seamlessly with efforts in other areas. Systems in successful schools must work together.

C. Professional Development

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 needs 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.**

Professional development will be taken very seriously by the instructional leaders of HCHS. Every effort will be made to ensure a robust, effective program is in place to best support teachers in their quest to become highly-effective master teachers, and as all staff work together to ensure student success.

As mentioned above, embedded professional development, done in cycles that align with curricular review and strengthening efforts, works well to support teachers. Systems that incorporate sharing best practices for highly effective teaching, then include modeling the practice, observing teachers

implementing the practice, and providing clear feedback, are valued by the founders of HCHS. Coupled with robust data analysis and ongoing curriculum review, these systems can work together to create a highly impactful school for both students and staff.

HCHS will kick-off these systems by designating an annual summer session for teachers to work to review and strengthen curriculum, particularly in light of Regents exam data, and in a way that allows all staff opportunities to deeply and thoughtfully engage in the curriculum refinement process. This time in the summer, which may be organized by grade, department, or include the whole staff, will also identify the instructional practices that will be highlighted as a school-wide focus to begin the year with, and will link directly to the curriculum and needs of students.

Summer also is a time for all staff to work with resources such as lesson plan templates, pacing maps, common vocabulary and other materials to gain comfort with the school's uniform approach and provide input for ways to strengthen the resources.

Summer sessions will be held in August, four days a week for three weeks gearing up to the first day of school, and will be led by the Principal and Director of Curriculum and Instruction.

Prior to the start of the year, HCHS will set aside a full week for staff to intensively plan around the student needs revealed by beginning of the year diagnostics (and incorporating other relevant data such as Regents exam results from the previous year). Along with the instructional leaders, the Director of Operations plays a key role in this offering, as data analysis is key to driving the conversations, direction and content. This will also be another opportunity to make adjustments to the curricula based on specific student needs. This likely will occur in August, just before students arrive, and leads into the first few weeks of school which will be focused on building trusted relationships and establishing culture.

Once the school year is in full swing, professional development will be ongoing, offered in both weekly after-school meetings as well as monthly half-day sessions. Topics will focus on things like: curriculum pacing and mapping in alignment with student data; lesson planning, project-based learning and standards-based grading, and CTE integration. Professional development sessions will be led primarily by the Principal and DCI, who also will be responsible for bringing in outside experts to deliver content and trainings. Additionally, ESH staff will offer professional development particularly focused on restorative practices and youth development, two things the organization is known for doing very well.

The professional development approach incorporated by HCHS is driven by the key design emphasis on being a professional learning community. Teachers and staff will be provided trainings frequently that are applicable to student needs and grounded in evidence-based research. Further, the design ensures the trainings are useful and relevant to staff at any stage in their career – because it is aligned so precisely to curriculum development and student needs, it ensures all staff will find it useful because it will drive success in the classroom.

Further, all professional development offerings and exercises will be done in the context of the at-risk Bronx families being served by the school, and in alignment with the dual CTE certification and high school diploma goals.

The efficacy of PD will be evaluated in many ways, both formal and informal. After each session, staff will be asked to provide feedback reflecting on the applicability of the offering, usefulness, and suggestions for improvement and/or further sessions. Each year staff will complete an annual formal

evaluation that reflects upon the school's systems, successes and areas for growth, and a section of the evaluation will be devoted to reflections about PD. However, perhaps the most important indicators of success will be mined from student data analysis – understanding the success of students, particularly in alignment with PD topics, will be informative and the DCI will be asked to provide such data analysis on a frequent basis.

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.**

Expectations for teacher performance will be made very clear to all staff through a variety of means, including during summer professional development and continuing throughout the school year during observations and evaluations, regular professional development opportunities, and one-on-one coaching and support. As staff members are hired, they will be informed about the Professional Learning Community focus and will be vetted prior to being offered a position in an attempt to find staff who will embrace the school's approach to frequent feedback and coaching cycles.

One benefit of being a high school is that there are clear standards already set for a student to earn a Regents high school diploma. This will be the foundation of the school's expectations for student achievement, along with acquiring the knowledge to become CTE certified in at least on offering by the end of Senior year. Staff expectations will be set and explained in alignment with these expectations; for example, by reviewing the skills needed to pass Regents exams in required subjects for students to earn an on-time diploma during summer PD, and reviewing diagnostic data throughout the school year (such as results from administering previously implemented Regents exams) and through ongoing evaluation and feedback provided to staff focused on instructional skills and lesson content.

Teachers at HCHS will be treated as valuable partners, and all efforts to offer effective evaluation and ensure instructional accountability will be done in conjunction with teachers – in other words, evaluation is collaboratively and supportively, rather than something that is done "to" staff.

Teachers at HCHS will be "at will" employees and as such can be terminated at any time. However, HCHS values the efforts and contributions of staff and will operate to create an environment where teachers feel supported and appreciated. Based on the extensive experience the founders have in other schools, and the research done on successful charter schools, it is clear that he most successful professional learning communities are those where high quality staff members are considered a precious resource and are treated with respect and given opportunities to grow and develop.

As stated above, the most important evaluation tool is the Danielson Framework for Teaching, and the most important indicator of accountability and success is student performance. No matter what, HCHS will stay focused on ensuring students achieve the outcomes we know they are capable of, and we will not make excuses for any members of the team – from leadership to instructional staff – if students fall short.

The three most important teacher evaluation criteria will center on the first three domains of the Danielson Framework for Teaching, which is a rigorous, fair, and transparent system that many teachers recognize. Through partnerships with the NYC DOE, ESH has had extensive experience working with educators using this model for evaluations and feedback, which led to the decision to establish HCHS as a Danielson school from the outset.

Domain 1: Planning & Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Domain 3: Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Observation data collected throughout the year will combine with measures of student achievement and with structured, statistically valid stakeholder feedback (i.e., student and family surveys) to form a picture of teacher effectiveness, which will also take into account the fourth Danielson domain below.

Domain 4: Professional Responsibilities

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in the Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

Both formal and informal evaluations will be organized in this manner.

Additionally, as part of the formal evaluation system, teachers also will reflect upon their performance. Both mid-year and at the end of the school year teachers will produce a self-assessment that is supported by evidence, e.g., student performance data, observation feedback, video of instruction, and/or survey results. Instructional leaders will review the teacher's self-assessment.

Copies of all formal evaluations and teacher self-assessments will be maintained by the Principal and Director of Curriculum and Instruction and will be available for inspection by teachers at any time. Teachers will always be asked to sign formal evaluations after discussing the results, including any action plans or goals documents associated with the evaluation.

Even with robust hiring protocols and stellar PD offerings, the founders of HCHS recognize that sometimes staff will struggle. Every effort will be made by leadership to support, train and provide room for growth and development for such teachers. These efforts might include assigning a mentor, providing intensive coaching and modeling instructional practices side-by-side in the classroom, providing additional targeted professional development, and/or supporting staff as they pursue additional formal trainings at colleges, universities, or with other institutions. However, HCHS is committed to students and families, and their academic needs will be the primary goal of the leadership and Board of Trustees, in alignment with the mission and vision of the school. Accordingly, teachers or staff members who cannot meet or exceed the school's standards for providing an academically rigorous, safe learning environment will be removed from the school community.

10 – School Culture and Discipline

A. School Culture

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;**
- **Any specific programs (e.g. Responsive Classroom, restorative justice, etc.) the school intends to implement and the rationale for their selection; and,**
- **How the school will maintain a safe and orderly environment.**

Haven Charter High Schools believes in the idea that responsible behavior, respect for oneself and others, self-discipline and thoughtful action, emerge from a culture of positive expectations and respect developed through valued relationships within the school community. Haven Charter High School (HCHS) will strive to maintain a culture where all stakeholders respect one another and where students care about, maintain and cultivate positive relationships with teachers and peers. Haven Charter High School will establish a school culture promoting positive values and habits that support the academic, emotional and developmental needs of students.

Central to Haven Charter High School's approach to student discipline is a recognition of the impact that trauma has had and may currently have on its at-risk students and the need to establish a safe, trauma sensitive school environment in which at-risk children can strive. Accordingly, the school's discipline policies and practices will incorporate the Restorative Model principles and practices into classroom and school-wide interventions for students. ESH is an established expert in the field of Restorative Practices and currently offers such services at 12 high schools, 4 middle schools and 3 elementary schools.

In short, the founders of the school believe students need to own and grow their behavior.

Culture will be established at the school both prior to opening and at the beginning of each school year and will be emphasized and reinforced on an ongoing basis. There will be intensive staff training provided prior to the first school year beginning. It will be robust, focused on Restorative Practices, and targeted to the specific needs of Bronx students (in subsequent years, these sessions will be further refined by using data on HCHS's students). Accordingly, the school plans on having administrative staff onboarded in the pre-opening year, while teaching staff will be onboarded early in summer, because the founders of HCHS recognize it isn't possible to cram all planning and professional development on culture and discipline *and* curriculum and instructional planning into a short two- or three-week summer period.

Throughout the year, a process HCHS calls "Kid Talk" will be implemented to provide structure around continual data analysis and evaluation of how the school culture and discipline processes are working, and how students are doing. Kid Talk is time for the Director of School Culture, social workers, teachers and advisors to work together to identify common challenges or patterns with certain students in order to come up with strategies to assist. Data and program review may occasionally uncover programmatic changes needed, and leaders will adapt accordingly. Kid Talk is held once a month at a staff meeting (Kid Talk is also discussed in Response 9, Professional Development).

Initially, Advisors will be responsible for entering discipline data, case notes on students and their situations, and action plans (that are developed together with teachers/school staff around specific

student needs) in a student information system that will be identified during the start-up year. The school's teachers and other support staff should be entering data or follow-up information as needed so all parties can track student status. This data collection system will inform Kid Talk and provide updated and relevant information to all staff in order to best meet the needs of students.

In addition to the Kid Talk structure and systems that will keep the HCHS staff organized when it comes to behavior, there are a number of crucial design features of HCHS that support and promote a positive, inclusive and safe school environment.

Advisory: The ESH Primary Person Model, which is being implemented in HCHS, ensures a trusted adult is assigned to each and every student to serve as their advocate, support network leader and champion. Referred to as an "Advisor," this will be one of the foundational elements of the school's culture and climate. The Advisor leads the way in building relational trust, which many Bronx students and families don't have upon entering school. The Advisor supports academics, but in many ways approaches interactions with students from a social work lens, ensuring school attendance, positive experiences, and connecting families to needed social services. The Advisor is the ultimate social and emotional support professional.

Dress Code: While student expression is respected and valued, it is also known that having limits on the manner and style of dress can reduce distractions, minimize problems, and in the case of gang activities, takes colors or other identifying symbols out of the equation during the school day. HCHS will therefore enforce a dress code policy. The dress code will include either a polo shirt or long sleeve sweater on top in the colors of the HCHS logo, and khaki pants and/or a skirt of appropriate length.

Summer Bridge: Entering 9th graders will attend a summer bridge program, which will seek to establish an understanding of the mission and vision for the school with all students. Later, as students grow with the school, returning pupils will be asked to participate in the summer bridge program to serve as an example and/or mentor to younger students. The program will be three weeks long and also will provide an opportunity to evaluate and establish academic baselines in addition to engaging students in the school culture.

Parent Engagement and Support: A parent support professional is involved in each student's journey through HCHS. An emphasis is placed on ensuring successful communication and information sharing from school to home and back again. Systems will be in place from day one to support this effort, beginning with conversations about behavioral expectations and the high academic expectations required for students to ultimately graduate on-time with both a Regents diploma and a CTE credential.

- Home Visits: Upon enrollment at the school, or at other times depending on need, members of the HCHS team will visit families at their residence. These visits sometimes will focus on the needs of struggling students, other times will be to provide support for families experiencing stress and/or challenges, and sometimes will be simply to check-in and ensure the connection and communication between school and home is strong. For HCHS, home visits help to establish the school as a hub for support, coming from a place of trust and compassion.
- Potluck Dinners and Family Nights: Again, in the spirit of ensuring close home to school relationships, HCHS will frequently host gatherings to celebrate students and families, educate and support each other about cultural awareness and respect, and keep families and the community connected.

Restorative Practices: ESH is absolutely known throughout NYC as an expert provider of Restorative Practices trainings, implementation and design. This focuses discipline on students learning from each other and from their mistakes, while still ensuring appropriate consequences are in place and utilized when necessary to maintain the desired culture and climate of the school. This work primarily will be led by ESH as the partner organization, which will include intensive professional development for teachers, staff and also will permeate all the social and emotional supports and systems woven throughout the HCHS school design.

Work Readiness Opportunities: Internships, on-site trainings, and other work readiness opportunities are not often thought about as ways to instill a positive school culture and climate, but in the case of HCHS, these offerings will be important in helping students observe and adopt appropriate workplace behavior. In addition to being exposed to careers, the students truly observe what it means to act professionally and take responsibility for actions and decisions. This will translate into work-life skills for students and will help students act with appropriateness and decorum at school and model this behavior for other, younger students.

Fairly Enforced Student Discipline Policies: As outlined in the following responses, the HCHS will implement with fidelity a strong system of student discipline that features a ladder of consequences. The founding team of HCHS has the utmost empathy for the Bronx students and families being served, and direct and powerful experiences with age-eligible students who come from the target community. But this empathy and understanding will not translate into making excuses for instances of inappropriate, dangerous, or otherwise offensive student behavior.

Staff to Support Student Needs: As outlined in other responses, the staffing and management structure at HCHS features a Director of Student Culture, an adequate number of social workers and Advisors to implement culture and climate expectations and maintain such an environment once established, and will benefit from a strong partnership with ESH for wrap-around services, professional development supports, and other community services that will help the school maintain a positive relationship with enrolled students and their families.

B. Discipline Policy

Provide the school's discipline policy for general education students.

Please see file R-10b-Discipline Policy

C. Special Education Discipline Policy

Provide the school's discipline policy for special education students with assurances that it is in conformity with the federal Individuals with Disabilities Education Act and regulations.

Please see file R10c-Special Education Policy.

D. Dress Code Policy

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.

Please see file R10d-Dress Code

14. School Culture and Discipline

B. Discipline Policy

Provide the school's discipline policy for general education students.

Haven Charter High School (HCHS) Discipline Code

Adapted from East Side House Settlement Discipline Code and the New York City Department of Education Citywide Behavioral Expectations

Students are expected to conduct themselves according to the HCHS Core Values. Our Core Values are Compassion, Integrity, Courage, Community, Resiliency, Empathy, and Excellence. Students should exemplify this behavior when interacting with their teachers and their peers.

Haven Charter High School's Discipline Code is designed for students to hold themselves accountable with guidance from an adult for their behavior. The standards set forth in the Discipline Code apply to students behavior that occurs: a) in school during school hours; b) before and after school, while on school property; c) while traveling on school vehicles; d) at all school-sponsored events; and outside of school when such behavior is demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community. The Discipline Code also applies to misbehavior involving communication, gestures and/or expressive behavior including oral, written and/or electronic communications such as texting, e-mail, or social networking.

Student infractions are grouped into five levels based on the severity of the infraction. The levels are: (1) Uncooperative /Noncompliant Behavior; (2) Disorderly Behavior; (3) Disruptive Behavior; (4) Aggressive or Injurious/Harmful Behavior; and (5) Seriously Dangerous or Violent Behavior. Outlined below are examples of infractions and the range of possible disciplinary responses for each level. Wherever possible and appropriate, the school's response to misconduct will begin with the lowest level of disciplinary response and will include appropriate guidance interventions (e.g. parent outreach, advisory conferences, individual/group counseling and/or referral to Social Worker). Disciplinary response may include in-school disciplinary actions such as exclusion from extra-curricular activities or communal lunchtime (provided that no such actions can occur during class time or result in a student missing instruction), removal from a classroom by a teacher to a location within the school where they will be provided with continued educational services, short-term suspension, long-term suspension and, in a very narrow and clearly-defined set of extraordinary circumstances, expulsion.

Level 1 Infractions- Uncooperative/Noncompliant Behavior Infractions include:

- Being late for school;
- Bringing prohibited equipment or material to school without prior authorization (e.g., electronic games);
- Failing to be in one's assigned place on school premises;
- Behaving in a manner which disrupts the educational process (e.g., making excessive noise in a classroom, library or hallway);
- Engaging in verbally rube or disrespectful behavior;

- Wearing clothing or other items that are unsafe or disruptive to the educational process;
- Posting or distributing material on school premises in violation of written rules; and
- Using school computers, telephones or other electronic equipment or devices without appropriate permission.

Advisory Interventions May Include But, Are Not Limited to (Advisors implement the School's social and emotional learning program, and assist with the disciplinary process when necessary):

- Parent outreach;
- Intervention by Advisory staff;
- Additional advisory conferences;
- Restorative Practices and Positive Behavior Intervention Support (PBIS); and
- Referral to Social Worker.

Level 2- Infractions – Disorderly Behaviors Infractions include:

- Smoking; Drinking; Gambling; use of any illegal substance;
- Using profane, obscene, vulgar, lewd, or abusive, language or gestures;
- Lying or giving false information to school personnel;
- Misusing property belonging to others;
- Engaging in or causing disruptive behavior on the school bus;
- Leaving class or school premises without permission of supervising school personnel;
- Engaging in inappropriate or unwanted physical contact;
- Violating the Haven Charter High School Internet Use Policy, e.g., using the school's system for non-educational purposes;
- Cheating (e.g., copying from another's test paper);
- Using material during a test which is not authorized by the person giving the test;
- Collaborating with another student during the test without authorization;
- Knowingly using, buying, selling, stealing, transporting, or soliciting, in whole or part, the contents of an un-administered test;
- Substituting for another student or permitting another student to substitute for one's self to take a test or securing copies of the test or answers to the test in advance of test); and
- Plagiarizing.

Guidance Interventions include:

- Parent outreach;
- Intervention by Advisory staff;
- Advisory conferences;
- PBIS;
- Individual/Group counseling; and/or
- Referral to Social Worker.

Range of Possible Disciplinary Responses:

- Admonishment by school staff;

- Student/Teacher/Advisor conference (STAC);
- Reprimand by the Principal or other appropriate administrator;
- Parent conference;
- In-school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime);
- Removal from classroom by teacher;
- In-House Suspension; or,
- Out of school Suspension

Level 3 Infractions – Disruptive Behavior Infractions include:

- Defying or disobeying the lawful authority or directive of school personnel or school safety agents in a way that substantially disrupts the educational process and/or poses a danger to the school community;
- Using slurs based upon actual or perceived race, ethnicity, color, national origin, citizenship/immigration status, weight, religion, gender, gender identity, gender expression, sexual orientation, or disability;
- Any physical contact including shoving, pushing, or engaging in a minor altercation or similar physical confrontational behavior towards students or school personnel;
- Bringing unauthorized persons to school or allowing unauthorized visitors to enter school in violation of written school rules;
- Knowingly possessing property belonging to another without authorization;
- Tampering with, changing, or altering a record or document of the school by any method, including computer access or other electronic means;
- Engaging in sexually inappropriate or unwanted physical contact;
- Engaging in gang-related behavior (e.g., waring or displaying gang apparel and/or accessories, writing graffiti, making gestures or signs);
- Engaging in vandalism, graffiti or other intentional damage to school property or property belonging to staff, students or others; and
- Posting or distributing libelous material or literature, including posting such material on the internet.

Guidance intervention include:

- Parent outreach; Intervention by counseling staff;
- Guidance conferences;
- PBIS;
- Individual/Group counseling;
- Referral to a Social Worker;
- Conflict resolution;
- Community service (with parental consent); and
- Referral to appropriate outside counseling services.

Range of Possible Disciplinary Responses:

- Admonishment by school staff;
- Student/Teacher/Advisor conference;

- Reprimand by the Principal or other appropriate administrator;
- Parent conference;
- In-school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime);
- Removal from classroom by teacher;
- Suspension, outside of school, for a period of time that varies depending on the infraction.

Level 4 Infractions- Aggressive or Injurious/Harmful Behavior Infractions include:

- Posting or distributing, displaying, or sharing literature or material contacting a threat of violence, injury or harm, or depicting violent actions against or obscene, vulgar or lewd pictures of students or staff (including posting such material on the Internet);
- Engaging in physically aggressive behavior other than minor altercations, which creates a substantial risk of or results in minor injury;
- Engaging in an act of coercion or threatening or instigating violence, injury or harm to another or others;
- Engaging in behavior on the school bus (if applicable) which creates a substantial risk of or results in injury;
- Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying), as well as physical violence;
- Stalking;
- Verbal, written, or physical conduct that threatens another with harm;
- Seeking to coerce or compel a student or staff member to do something in violation of the school's discipline policy;
- Hazing or taunting;
- Making sexually suggestive comments, innuendoes, propositions or similar remarks, or engaging in nonverbal or physical conduct of a sexual nature;
- Possession or using controlled substances or prescription medications without appropriate authorization, illegal drugs, synthetic hallucinogen and/ or drug paraphernalia;
- Taking or attempting to take property belonging to another or to the school without authorization, without using force or intimidating behavior;
- Falsely activating a fire alarm or other disaster alarm;
- Making a bomb threat;
- Creating a substantial risk of serious injury by either recklessly engaging in behavior, and/or using an object that appears capable of causing physical injury;
- Causing a serious injury by either recklessly engaging in behavior and/or using an object that appears capable of causing physical injury; and
- Inciting or causing a riot.

Guidance intervention include:

- Parent Outreach; Intervention by Counseling Staff
- PBIS;
- Conflict Resolution;
- Short-term Behavioral report
- Referral to Director of Student Supports Services
- Referral to a Social Worker;

- Community service (with parental consent); and
- Referral to appropriate outside counseling services.
- Behavior Intervention Program

Range of Possible Disciplinary Responses:

- Admonishment by school staff;
- Student/Teacher/Advisor conference;
- Reprimand by the Principal or other appropriate administrator;
- Parent conference;
- In-school disciplinary action (e.g., exclusion from extracurricular activities, recess or communal lunchtime);
- Removal from classroom by teacher;
- Short or long term suspension

Level 5 Seriously Dangerous or Violent Behavior Infractions include:

- Starting a fire;
- Threatening to use or using force to take or attempt to take property belonging to another;
- Using force against, or inflicting or attempting to inflict serious injury against school personnel or school safety agents;
- Using extreme force against or inflicting or attempting to inflict serious injury upon students or others;
- Planning, instigating, or participating with another or others, in an incident of group violence;
- Engaging in threatening, dangerous or violent behavior that is gang-related;
- Engaging in physical sexual aggression/compelling or forcing another to engage in sexual activity;
- Selling or distributing illegal drugs or controlled substances and/or alcohol;
- Possessing or selling **any** weapon;
- Using any weapon to threaten or to attempt to inflict injury upon school personnel, students, or others;
- Using **any** weapon to threaten or to attempt to inflict injury upon school personnel, students, or others;
- Possessing, using, threatening anyone with a firearm.

Guidance intervention include:

- Parent outreach;
- Intervention by Advisory staff;
- Guidance conferences;
- Restorative practice and PBIS;
- Individual/group counseling;
- Conflict resolution;
- Community service (with parental consent); and
- Referral to Social Worker or appropriate counseling services.

Range of Possible Disciplinary Responses:

- Suspension for up to 5 days;
- Suspension that results in continued suspension for fixed period of 6-10 school days;
- Suspension that results in extended suspension for 30 to 90 school days with an automatic review for early reinstatement after 30 or 60 school days;
- Expulsion; and
- Referral to appropriate law enforcement agency

Discipline Procedures:

HCHS follows behavior expectations that reflect its core value of ensuring all students are safe. We are grounded in the belief all students have the right and the ability to learn. Discipline is a "teachable moment." We build on the "teachable moment" by helping students learn from their mistakes in order to prevent a recurrence of negative behavior.

We help students:

- Understand why the behavior is unacceptable and the harm it has caused;
- Understand what they could have done differently in the same situation;
- Take responsibility for their actions;
- Be given the opportunity to learn pro-social strategies and skills to use in the future;
- Understand the progression of more stringent consequences if the behavior reoccurs; and
- Articulate and document their next steps so they can actively work to change the given behavior

HCHS teachers are responsible for ensuring the communication and consistency of behavioral expectations in the classroom. When discipline is needed, staff follow the processes below.

REMOVAL FROM CLASS SYSTEM: The goals is to have HCHS students participate productively within the classroom.

- **Teacher attempts to help student correct behavior** based on classroom expectations;
- **Teachers calls Director of Student Support and/or designated Advisor** if a student needs to be removed;
- **Director of Student Support or Advisor meets with the student** and askes the questions below in order to help the student reflect and articulate a targeted behavior goal connected to a behavior expectation;
    - **Director of Student Support/Advisor –** What happened in class that resulted in your removal?
    - **Director of Student Support/Advisor-** How did your behavior hurt the classroom community of learners?
    - **Director of Student Support/Advisor-** What behavior expectation do you need to work on in order to be a productive member of the class?
- **Student** documents targeted behavior goal connected to one specific behavior expectation.
- **Director of Student Support/Advisor assess student's ability to participate productively within the class** community to determine if he/she is prepared to return to class.

If student is able to return to class-

• Director of Student Support/Advisor escorts student back to class and the student communicates targeted behavioral goal.

If student is unable to return to class-

- Director of Student Support/Advisor has student sit with him/her to complete work from missed class.

Teacher completes Out of Classroom Removal form on Google docs and calls home for incident

• Describe the incident/infraction;
• _____(incident) hurt our classroom community of learners because_____;
• Your child met with _____(Director of Student Support/advisor) and articulated his/her goal as _____;
• Describe the next step: I will be meeting with your child and the Director of Student Support/advisor to ensure your child is prepared to re-enter our community of learners.
• Director of Student Support/Advisor calls home for any suspension
• Describe the incident/infraction;
• _____ (incident) hurt our school community of learners because _____;
• Describe the next step: Meeting with Advisor/Director of Student Support and child to complete behavioral expectations;
• Parent recommendation;
• If this incident occurs again, these are the consequences.
• Director of Student Support/Advisor sets up follow-up meeting with teacher and student for the following school day based on information the teacher provided on Removal from Class form on Google docs;
• At the follow-up meeting, the Director of Student Support/Advisor works with the teacher and student to review the behavioral expectations form;
• Teacher- Describes what happened and how it affected our learning community;
• Student- Responds to teacher's description;
• Teacher- What is your next step to be a productive member of our learning community? How is this connected to one of our behavioral expectations?
• Student- Responds to teacher's questions
• Teacher- How can I help you make sure you meet this goal?
• If this is a second removal, the student is put on a conduct card for the targeted behavior. He/she will bring the conduct card to every class and have it signed by the teacher.
• At Kid Talk meetings, teachers, the Director of Student Support and designated Advisor review Out of Classroom Removal Form (Responses).
• Any student on the Classroom Removal Form (Reponses) who is not making progress will be brought to Principal for next steps.

RE-ENTRY FROM SUSPENSION SYSTEM: HCHS will welcome students back using the Positive Behavior Support Framework as an opportunity to develop the student's agency and responsibility. The goal is to have our students re-integrate into our school community so that they are able to participate productively within the school community.

• Before returning to class, the student and his/her parent meet with the Director of Student Support and respective advisor to discuss expectations for being a part of our school community.
• Director of Student Support- Welcomes student back and describes what happened and how it affected our learning community.
• Student- Responds to the Director of Student Support description.
• Director of Student Support- What is your next step to be a productive member of our learning community? How is this connected to one of our behavioral expectations?
• Student- Responds to teacher's questions.
• Director of Student Support/Advisor- How can we help you make sure you meet this goal?
• Option: The student is out on a conduct card for the targeted behavior. He/she will bring the conduct card to every class and have it signed by the teacher.
• Advisor- Reviews academic progress with the student (Transcript, Report card, RISA) and provides students with necessary make-up work.
• Director of Student Support/Advisor documents results of meeting with the student in Google docs.

RE-ENTRY FROM LONG-TERM ABSENCE SYSTEM: The goal is to have our students re-integrate into our school community so they are able to participate productively within the school community. Before returning to class, the students and his/her parent meet with the advisor.

• Advisor creates an action plan with the student and documents the meeting in attendance Google doc.
• Advisor communicates the action plan with the teachers in Kid Talk.
• Teacher welcome student back, uses positive language and communicates a time the student can come meet with you to catch up.

Dignity for All Students Act: An advisor or the HCHS Director of Student Support will serve as HCHS DASA-complaint point person for the prevention and handling of bullying and bias-based incidents. HCHS codes of conduct will include DASA language stipulating the protection of all students and promoting a safe and welcoming environment. Signs will be posted throughout the school indicating the intolerability of bullying, promoting anti-bullying culture and behavior, and encouraging students to seek out the DASA staff member confidentially if bullying is taking place or anticipated. HCHS believes that anti-bullying campaigns, offer peers the opportunity to take an anti-bullying pledge, and promote with recognition and rewards observed behaviors throughout school that are empathic and signal acceptance of every student for who he or she is. HCHS will comply with all mandated DASA reporting.

Computers are made available to every student in our school who follow the computer usage policies appropriately. All students will have access to computers for classroom work and/or projects that require computer use. Students must abide by unique classroom procedures for distributing and collecting computers. While computers are in use, all students must follow HCHS's computer rules.

HCHS students demonstrate they are mature users of the internet by NOT:
• Visiting any site that promotes discrimination, racial, or religious hatred, illegal acts, or provides information which many be considered as offensive
• Viewing obscene or inappropriate language or images, including typing or searching inappropriate language, viewing, and/or subscribing pornographic sites;
• Using the network for non-educational purposes during instructional time;
• Altering the system in any way by changing passwords or system settings;

- Adding or attempting to change the system in any way;
- Downloading and/or storing music or any copyrighted material on systems without authorization from classroom teachers;
- Accessing another person's folder, work, or files;
- Using another student's password or computer, unless told to do otherwise;
- Videotaping and/or taking pictures of staff, students, and/or HCHS classroom without clearance from the faculty;
- Using HCHS tags and keywords or logos online, unless specified or approved by staff members;
- Refusing to hand in or close a computer at a staff member's request; or
- Refusing or delaying turning down the audio on a computer when requested.

In addition, HCHS students demonstrate they understand one-on-one guidelines by NOT:

- Removing headphones from any classroom without permission, or utilizing headphones during classroom on instruction or hall passing;
- Eating or drinking while using computers;
- Removing equipment from HCHS designated school premises;
- Leaving laptop unattended
- Not returning laptops to their carts;
- Interrupting a class to obtain a computer after class has started;
- Using a computer not assigned to them, unless provided by the teacher;
- Placing their computer in an inappropriate location (on top of lockers, heaters, on floor, etc.); or
- Ignoring classroom protocols regarding where computers should be placed upon entering classrooms.

If a student fails to follow the computer policies, they may face the following consequences:
Level Action 1 - Warning from Teacher regarding removal of privileges
Level Action 2 - Removal of privileges for the school daily period
Level Action 3 - Removal of privileges for 1 day; advisor and/or parental contact
Level Action 4 - Removal of privileges for 2 days; social work and/or parental contact
Level Action 5 - Removal of privileges for 1 week and possible from the school

Please note that consequences are ultimately up to the instructor's discretion, and harsher consequences may be provided based on the frequency and severity of the infraction.
All students working with laptops as HCHS must agree to and sign a contract at the beginning of the year, which ensures that all users are aware of the expectations guiding the use of the internet.

DUE PROCESS

SHORT TERM SUSPENSION

A short-term suspension refers to an in-school removal or out-of-school removal of a student for disciplinary reasons for a period of five or fewer days. A student who has committed any of the infractions listed in Levels 2-4 may be subject minimally to short-term suspension, unless the Principal determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. The Principal reserves the right to adjust the punishment for each infraction per his or her judgment.

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

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

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

Suspended students should be picked up immediately by their parents. Students not picked up will serve in-school suspension. Proper authorities will be notified if students who are suspended out of school return to school during a period of suspension.

LONG TERM SUSPENSION/EXPULSION

A long-term suspension refers to the removal of a student from school for disciplinary reason for a period of more than five days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons. These disciplinary responses can be applied by the Principal to any student who has committed any of the infraction cited as eligible for long-term suspension or expulsion as stated above, provided the appropriate due process is observed and with the understanding that guidance interventions should be considered in lieu of or along with any long-term suspension based on the individual circumstances of the incident and the student's disciplinary record. Students subject to long-term suspension or expulsion may also be subject to external disciplinary measures including referral to the appropriate law enforcement authorities. In addition, any student who commits acts previously described as causes for short term-suspension may be subjected to a long-term suspension at the Principal's discretion if the student has committed the act at least three times in the academic year.

A long-term suspension refers to the removal of a student from school for disciplinary reasons for a period of more than five (5) days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons. A student who is determined to have committed any of the infractions listed below shall be subject minimally to a long-term suspension or expulsion, unless the Principal determines that an exception should be made based on the circumstance of the incident and the student's disciplinary record. Such a student may also be subject to any of the disciplinary measures outlined elsewhere in this document including a referral to the appropriate law enforcement authorities.

The Principal may impose a long-term suspension or expulsion. Such a suspension or expulsion may be imposed only after the student has been found guilty at a formal suspension/expulsion hearing. Only in extreme circumstances, will the Principal expel the student from school. Upon determining that a student's action warrants a possible long-term suspension or expulsion, the Principal shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension or expulsion and state the reasons for such actions. The Principal shall provide notice to inform the student of the charges against him or her, and if the student denies the charges, an explanation of the evidence against the student. A chance to present the student's version of events shall also be provided. The Principal also shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents that resulted in the suspension and shall indicate that a formal hearing will be held on the matter that may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the student shall have the right to be represented by counsel, question and present witnesses, and confront and present evidence.

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

No Retaliation- The Board prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of a complaint in conformity with state law and Haven Charter High School policies, who have acted reasonably and in good faith; complainants, victims, witnesses and/or other individuals who participate in such investigations have the right to be free from retaliation of any kind.

FIREARM VIOLATIONS

Federal and New York laws require the suspension from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Principal may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act (as amended) (20 U.S. C. § 7961). "Firearm," as used in this law means a "firearm," or "destructive device" as defined by 18 USC § 921(a), and includes firearms and explosives. (New York Education Law § 3214 effectuates this federal law.) The following are included within this definition: (a) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (c) the frame or receiver of any weapon described above; (d) any firearm muffler or firearm silencer; (e) any destructible device, which is defined as any explosive, incendiary, or poison gas, such as a bomb, grenade, rocket having a propellant charge of more than four (4) ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or other

similar device; (f) any type of weapon (other than a shotgun or a shotgun shell which the Attorney General finds is generally recognized as particularly suitable for sporting purposes) by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter; and (g) any combination of parts either designed or intended for use in converting any device into any destructive device and from which a destructive device may be readily assembled. The term "destructive device" shall not include any device which is neither designed nor redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is redesigned for use as a signaling, pyrotechnic, line throwing, safety, or similar device; or any other device which the Attorney General finds is not likely to be used as a weapon, is an antique.

The Principal shall refer a student under the age of sixteen who has been determined to have brought a weapon or firearm to school to a presentment agency for a juvenile delinquency proceeding consistent with Article 3 of the Family Court Act except a student fourteen (14) or fifteen (15) years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42). The Principal shall refer any pupil sixteen (16) years of age or older or a student fourteen (14) or fifteen (15) years of age who qualifies for juvenile offender status under Criminal Procedure Law § 1.20(42), who has been determined to have brought a weapon or firearm to school to the appropriate law enforcement officials.

PROVISION OF INSTRUCTION DURING REMOVAL

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

Alternative instruction will be provided to students suspended or expelled in a way that best suits the needs of the student. Instruction for such students shall be sufficient to enable the student to make adequate academic progress, and shall provide them the opportunity to complete the assignments, learn the curriculum and participate in assessments. Instruction will take place in one of the following locations at the school's discretion: the child's home, a contracted facility (e.g., in the school district of location), or a suspension room or other room at the school. During any removal for drug or weapon offenses, additional services shall include strategies designed to prevent such behavior from recurring. Instruction will be provided by an instructor certified in accordance with New York Law, which could include the student's teacher(s), aides or trained volunteers, individuals within a contracted facility, and/or a tutor hired for this purpose.

A student who does not attend alternative instruction shall be marked absent. If the school does not offer alternative instruction, the student shall not be marked absent.

GUIDELINES AND TRAINING

Guidelines and Training- All administration, staff and faculty are expected to maintain a climate of mutual respect and dignity for all students regardless of actual perceived race, color, weight, national origin, ethnic group, religion, religion practices, disability sexual orientation, gender, sex or economic status. Staff are also expected to confront issues of discrimination and harassment or any situation that threatens the emotional or physical health or safety of any student, school employee or any person who is lawfully on school property or at a school function. Administration, staff and faculty are also expected

to address personal biases that may prevent equal treatment of all students in the school or classroom setting, as well as to timely report incidents of discrimination and harassment that are witnessed or otherwise brought to a staff member's attention.

Haven Charter High School's Principal, with approval from the Executive Director is authorized and directed to prepare administrative guidelines:

1. To be used in annual school training programs to discourage the development of discrimination or harassment, and that are designed to:

a) Raise awareness and sensitivity of school employees to potential discrimination or harassment.
b) Provide students and staff with the specific highlights of the Dignity Act provisions, such as the prohibition against discrimination and harassment and the identity and availability of the school's DAC.
C) Enable employees to prevent and respond to discrimination or harassment.

2. Relating to the development of nondiscriminatory instructional and counseling methods.

Haven Charter High School will provide training to faculty, staff and administration regarding the Dignity Act and the school's policies. This training will be consistent with the required of the Dignity Act and the guidance provided by NYS Education Department.

Curriculum - Haven Charter High School recognizes the importance of integrating the principles of the Dignity Act into its curriculum in an age-appropriate manner. Haven Charter High School will incorporate into its educational program instruction targeted at prevention of harassment and discrimination prohibited by the Dignity Act in an effort to protect the civil rights and health and safety of its students. Such curricula shall support the development of a school environment that is free of discrimination and harassment including, but not limited to, instruction that raises awareness and sensitivity to discrimination or harassment based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex and economic status. Such instruction shall be provided in an age-appropriate manner. The DAC will be a part of the development of such curricula.

Dissemination, Monitoring and Review- This policy, or plain language summary, shall be published in student registration materials, student, parent and employee handbooks, and posted on Haven Charter High School's website. Also, each year, as part of the annual review of the school's Student Discipline Code, this policy will be reviewed to assess its effectiveness and compliance with state and federal law. If charges are needed, revisions will be recommended to the Board for its consideration.

10. School Culture and Discipline

C. Special Education Discipline Policy

Provide the school's discipline policy for special education students with assurances that it is in conformity with the federal Individuals with Disabilities Education Act (IDEA) and regulations.

Every effort has been made to ensure the proposed policy for students with disabilities is completely aligned to, and conforms with, the federal Individual with Disabilities Education Act. Further, the founders of HCHS will have an experienced charter school attorney fully vet the policy after chartering but prior to formal board adoption.

Each of the founders of the proposed school have reviewed and agree to the assurances provided in appendix B of the RFP.

DISCIPLINARY POLICY FOR HAVEN CHARTER HIGH SCHOOL STUDENTS WITH DISABILITIES

In addition to the discipline procedures applicable to all students, Haven Charter High School will implement the following disciplinary policy procedures with respect to student with disabilities. A student not specifically identified as having a disability but whose school district of residence or charter school, prior to behavior which is the subject of the disciplinary action, and has a basis of knowledge- in accordance with 34 CFR 300.527(b)- that a disability exists may request to disciplined in accordance with these provisions. Haven Charter High School will comply with sections 300.519- 300-529 of the Code of Federal Regulations (CFR) and the following procedures, expect that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations will govern.

If a student with a disability is being considered for a suspension or removal, the following due process protections will be provided to the extent and to the student's parent(s) in addition to those set forth in the regular education discipline code. For suspensions of five school days or less, the student's parent(s) or guardian must be provided with a written notice, and follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the bases for suspension and explains that the parent or guardian has the right to request an informal conference with the Principal and appropriate staff to discuss the incident. For suspensions in excess of five consecutive school days. the student's parent(s) or guardians must be provided with written notice which indicates that Haven Charter High School proposes to suspend the student from the school in excel of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by the Principal or his or her designee at which the student will have the right to question any witnesses accusing him/her of committing the misconduct charge and not present witnesses on his/her behalf. Where possible, notification must also be provided by telephone. In addition, Haven Charter High School must provide alternative education to the student during the suspension as set forth below, including any special service required by the individualized Education Program (IEP) prepared by the student's Committee on Special Education (CSE) of their district of residence. Final determination on a suspension or removal of a student, following due process, will be made by the Principal.

Haven Charter High School will maintain written records of all suspensions and expulsions of students with disabilities including the name of the student, a description of the behavior engaged in, the

disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

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

If a student identified as having a disability is suspended during the course of the school year for total of eight days, such student will immediately be referred to the CSE of the student's district of residence for consideration of the student's educational placement. Such a student will to be suspended for a total of more than ten days during the school year without the specific involvement of the CSE 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 is expected to follow its ordinary policies with respect to parental notification and involvement.

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

Also, Haven Charter High School will ensure that the suspension or removal of student with a disability will constitute a disciplinary change of placement , the CSE will be immediately notified so that the CSE can meet its required obligation to: (1) convene a CSE meeting within 10 to make manifestation determination; (2) convene a CSE meeting with 10 business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavior intervention plan; (3) provide the student's parent with a copy of their procedural due process rights; and (4) work closely with the CSE of the students' district of residence in determining education service or the interim alternative educational setting consistent with the FAPE requirements.

Provision of Services During Removal

Students removed for a period fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension through alternative instruction. Provisions will be made to permit a suspended student to make up assignments or test missed as a result of such suspension. Haven Charter High School also will provide alternative instruction with the reasonable promptness and appropriate means to assist the student, so 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. In addition, such alternative education shall include any special service required by the individualized Education Program (IEP) prepared by the CSE. Alternate instruction will be provided by qualified and certified instructional staff members in accordance with a student's IEP.

During any subsequent removal that, combined with previous removal equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the

extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, will make the service determination. During any removal for dog or weapon offenses [pursuant to 34 CFR 300.520(a)(2)] services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the student's district of residence will make the service determination.

During any removal to an interim alternative educational setting not to exceed 45 days for weapon, drug or infliction of serious bodily injury-related offenses pursuant to 34 CFR §300.530(g) services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The School will, in consultation with the CSE, place students in interim alternative educational settings as appropriate per 34 CFR §300.520(g). The student should receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur.

CSE Meetings

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

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

Due Process

If discipline which would constitute a change in placement is contemplated for any student, the following steps 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 of that decision and provided the procedural safeguards notice described in 34 CFR 300.504; and (2) immediately, if possible, but in no case later than ten school days after the date on which such decisions is made, the CSE of the student's district of residence and other qualified personnel will meet and review the relationship between the child's disability and the behavior subject to the disciplinary action.

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

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

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

10. Culture and Discipline

D. Dress Code

In our effort to minimize distractions, discomfort and safety issues that may be caused by inappropriately dressed students and to minimize cost to families in purchasing school clothes for their children, Haven Charter High School will implement and enforce a dress code: All students will be required to dress in a manner consistent with this policy during the school day and at all school events.

- Male students will wear long beige khaki slacks (not jeans) and a polo shirt or sweater in the school's official approved colors. Pants must be worn at the waist.

- Female students will wear beige khaki slacks (not jeans) or a skirt (length must reach top of knee-caps when standing), and a polo shirt or sweater in the school's official approved colors.

- All students must wear flat-heeled black shoes or sneakers. Sneakers must not contain add-ons such as wheels, lights, sparkles, platforms, etc. Sneakers must be worn during Physical Education classes.

- Head coverings (including but not limited to hats, caps, kerchiefs and hoods) may not be worn inside the school building unless worn for religious observance or doctor-approved health reasons.

Students who arrive at school dressed in violation of this code will have their parent or guardian contacted by a representative of the administration. The parent or guardian will discuss the violation with the caller and will be asked to bring the student's school clothing to the building as soon as possible. If the student's mode of dress is extremely distracting, a temporary change of clothing may be provided until the parent is able to bring the appropriate garments to the school so the student will not lose valuable learning time. Repeated violators of the dress code may be subject to disciplinary procedures, as set forth in the school's Discipline Code. Any discipline imposed will not take the student out of class time.

As necessary, the school will work privately with individual families in serious financial need to subsidize the cost of school uniform garments or donate them to the family.

11. 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 leaders(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 organization charts should reflect that relationship.

Haven Charter High School

Organizational Chart

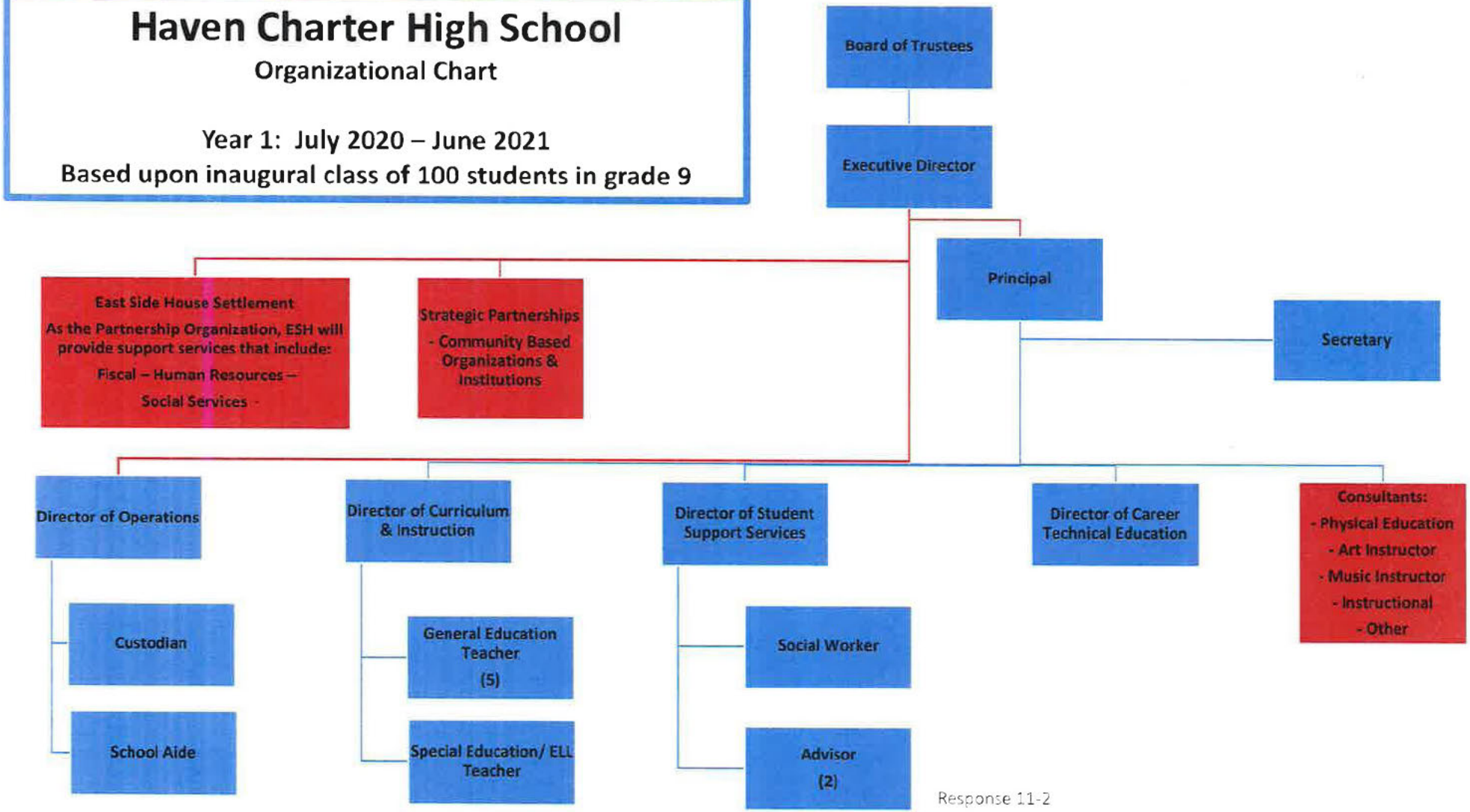
Year 1 & Year 5

Haven Charter High School

Organizational Chart

Year 1: July 2020 – June 2021

Based upon inaugural class of 100 students in grade 9



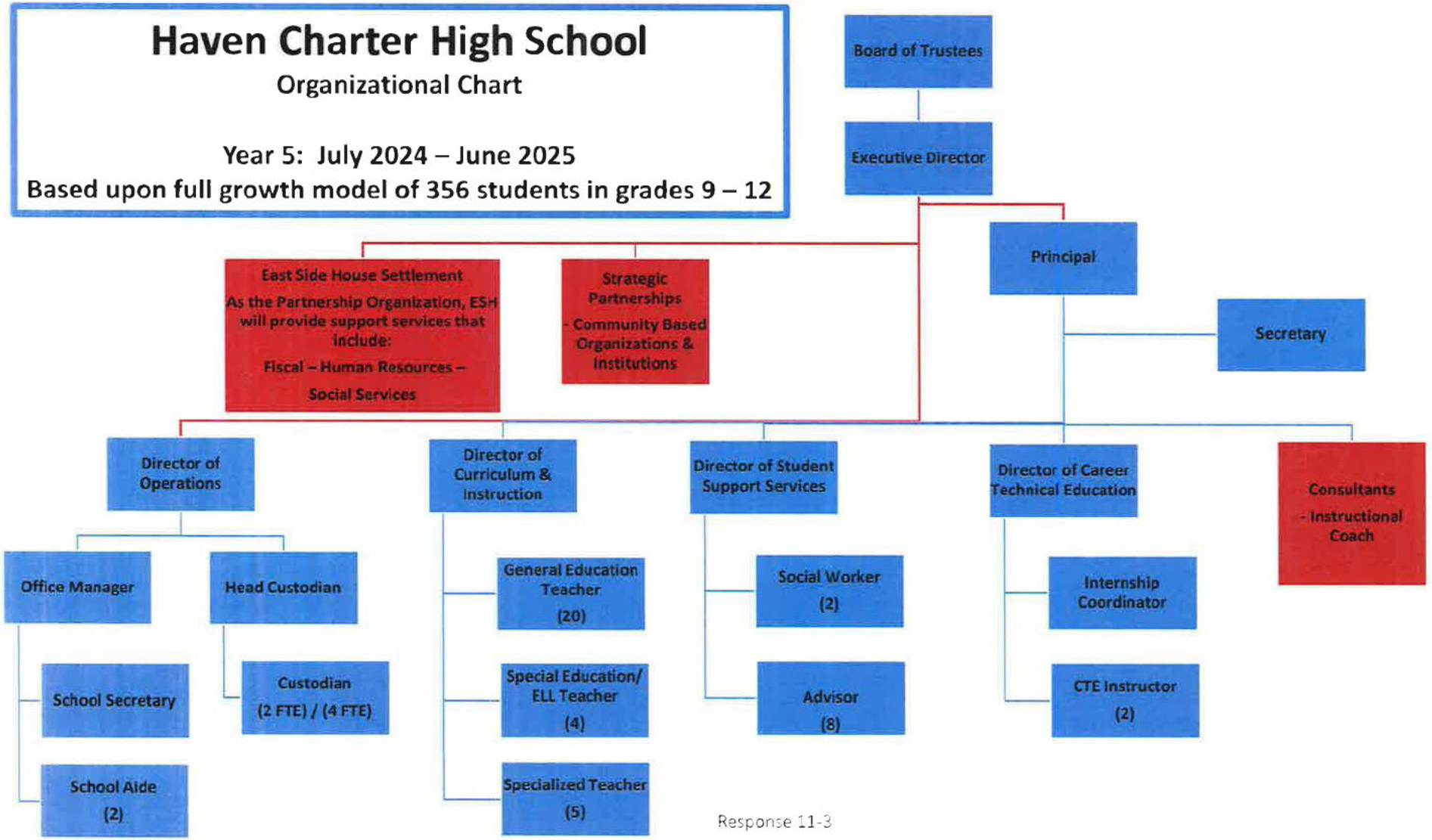
Response 11-2

Haven Charter High School

Organizational Chart

Year 5: July 2024 – June 2025

Based upon full growth model of 356 students in grades 9 – 12



Response 11-3

11. School Management and Leadership

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 organization.
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.

The organizational chart clearly outlines the direct lines of reporting and accountability that will be in place at HCHS. At the top, the Board of Trustees is the body ultimately responsible for the execution of the school's mission and vision, leading to clearly positive academic outcomes and overall success. The Board of Trustees holds the charter and governs the school by setting policy and providing oversight of fiscal, operational and academic efforts.

Executive Director: Reporting directly to the Board of Trustees is the Executive Director (ED), the school's leader and chief administrative officer. Under the direction of the HCHS Board of Trustees, and in collaboration with all HCHS stakeholders, the ED supervises the Principal and Director of Operations, and ensures that frameworks and practices are in place to ensure regular cycles of long-range strategic planning and annual goals setting that incorporates data on student performance and stakeholder feedback.

The Executive Director also maintains relationships with East Side House Settlement and other partner organizations and serves as the primary liaison between those organizations and the charter school. Having the Director of Operations report directly to the ED was a strategic decision to allow the Principal to stay focused on the academic and student support staff as the key drivers of the instructional program and overall academic success.

The ideal Executive Director candidate will:

- Be an inspiring leader and communicator;
- Master's Degree or 5+years' experience in Business Management or School Leadership;
- Have significant hands-on teaching and administrative experience;
- Be aligned with the school's philosophy, mission, and values;
- Have strong commitment to diversity;
- Share the belief that all youth deserved access to excellent education and have a proven track record of attaining exemplary academic results;
- Possess strong organizational and interpersonal skills and be a flexible problem solver;

Principal: The Principal has direct oversight of the Director of Curriculum and Instruction (DCI), Director of CTE (DCTE) and the Director of Student Support Services (DSSS). Through these reporting relationships, all academic, instructional and social services supports will be prioritized and managed in a way that allows for collaboration and communication within and between departments. Again, a strategic decision was made when setting these lines of responsibility, because often schools will separate support services from the academic program. HCHS's program includes student support in a holistic manner that is intentioned to work seamlessly with the instructional program. The Principal is also the direct supervisor for the consultants who will round out the curriculum and academic offerings, such as physical education and arts/music.

Director of Curriculum and Instruction: The DCI has direct oversight and responsibility for the execution of curriculum and instruction, and accordingly the general education and special education/English language learner staff report to the DCI. The DCI provides leadership and vision in the ongoing planning, implementation, development, direction, review and evaluation of the curriculum and instruction, ensures that the school's education objectives are aligned to state standards, maintains instructional excellence and provides direct supervision of all instructional teachers, including evaluation and coaching as teachers work to develop skills.

Director of Student Support Services: The Director of Student Support Services is a seasoned professional who leads the school's efforts to identify, coordinate and support students and their families by providing social and emotional resources that enable them to reach their full academic potential and well-being. The Director of Student Support Services is responsible for ensuring the school's disciplinary processes and interventions run effectively. The DSSS oversees the school's social workers and the Advisors who implement the social and emotional learning component and serve as the "Primary Person."

Director of CTE: The Director of CTE does not oversee other staff in year one, but by year five will coordinate the efforts of an Internship Coordinator and two CTE instructors who will be on HCHS's staff. The Director of CTE is responsible for monitoring and implementing the strategies, programs and services that support college and career readiness in relation to CTE. The DCTE will oversee the creation, implementation and effectiveness of the CTE programs with current partners and will work to establish new and innovative partnerships with not-for-profit organizations, colleges and universities to strengthen the CTE offerings.

Director of Operations: The Director of Operations is a strategic leader who works to maximize the school's operational performance by developing and refining operational systems, designing and executing short-term and long-term strategies, supervising operations staff, and serving as part of school leadership to support school growth. The Director of Operations will oversee the custodial staff and school aides beginning in year one, and by full scale it also includes an Office Manager to help ensure operations run effectively and a Secretary, as well as a larger custodial staff.

Management Practices and Procedures

The Board of Trustees recognize the difference between governance and day-to-day management, and accordingly will delegate daily management tasks to the Executive Director. The Executive Director will rely on the leadership team to run the school, which will include the Principal and the various Directors who oversee both the instructional program, CTE, student supports and operations. The leadership team is expected to regularly communicate, participate actively in meetings, and otherwise work as a

cohesive, united team of professionals solely dedicated to the students and families being served by HCHS.

The Trustees (either the full Board or designated committees) serve as the final decision-making entity regarding the practices, policies and procedures the school will implement, however, these decisions will be made in partnership and collaboration with the ED. Accordingly, decisions at HCHS will not be made in a vacuum but will be informed by the leadership team, led by the ED, to ensure the voice and experience of the professionals working in the school every day weigh heavily in the final determinations made by the Trustees.

Working through Committees when appropriate, key organizational decisions and priorities will be set by the Board of Trustees and when appropriate approved by formal resolution. All policies and procedures will be reviewed annually by the Board (and leadership when appropriate) with the intention of either reaffirming the application of the same iteration or the implementation of a new policy with modifications.

In terms of daily management and "on the ground" decisions and strategies which are delegated by the Board of Trustees to the leadership, the school's organization as a Professional Learning Community is crucial to how HCHS functions. Grade level and departmental teams will be formed and will establish close working relationships with each other and with appropriate Directors and/or leaders, which will guarantee input and skills of all staff are considered and valued. This approach is consistent with the school's plans to approach problem-solving in an inclusive way and will establish common practices ensuring the leadership team is receptive to feedback and recommendations from the broader staff community.

Evaluation for Management

All members of the leadership team will benefit from a clear, transparent evaluation system that is based on a professional rubric that reflects each position's goals and responsibilities, and includes constructive feedback and support.

Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. Formal performance evaluations are conducted to provide both supervisors and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

An initial performance evaluation must be conducted by the supervisor at the end of the six (6) month probationary period and after the first year for all full-time new hires. A review must also be conducted in the event of a promotion or change in duties and responsibilities. Subsequently, performance evaluations are scheduled approximately every twelve months, coinciding generally with the anniversary of the employee's original date of hire or date of a position change (i.e., lateral or promotional change).

The annual performance review cycle will include a review for the prior year, goal setting and developmental planning for the upcoming year and progress reviews throughout the year. Alternatively, after the first year of a successful performance evaluation, in lieu of an evaluation, a supervisor may choose to conduct supervision that will provide frequent feedback to the employee. The supervision can be conducted once a week, but no less than twice a month, to ensure an accurate account of the employee's progress.

However, please note, for a part-time employee performance evaluation should be conducted at the end of each program, i.e., fall/spring program, summer programs (Day Camps), and seasonal programs (No Exceptions).

The decision to award merit-based pay adjustments, when relevant, is dependent upon factors which include cost of living increases, available funding and the information documented by this formal performance evaluation process. A performance review does not necessarily mean that the employee will be given an increase. If the employee is on disability or unpaid leave during the merit review, he/she will receive a written performance review and increase consideration within 30 days of your return.

- Executive Director: The ED will be evaluated by the Board of Trustees (or the Academic Committee on behalf of the full Board) at least annually, using an established rubric and evaluation tool and directly linked to student outcomes and the Accountability Plan's performance metrics. It also will include indicators of student and family satisfaction and the implementation of the school's mission and vision overall. This process likely will include feedback from other members of the leadership team to inform the Board of Trustees as they conduct the evaluation, and will include data from family and staff surveys, academic data, and other measures of success such as graduation rates and the completion of CTE credentials.

- Principal: The Principal will be evaluated by the Executive Director. As with other positions, a clear and transparent evaluation rubric will be used as the tool to guide this process, and the evaluation will occur at least annually. Outcomes and data associated with the Principal's goals will be considered.

- Director of Operations: The Executive Director also will evaluate the Director of Operations. In this case, measures of success will be related to the efficient running of the school's operations. Again, a formal evaluation will be conducted at least annually. Metrics will include those related to the job description and goals established annually.

- All other Directors: The DSSS, DCI and DCTE will be evaluated by the Principal. Formal evaluation rubrics will be modified to include measures of success directly related to each position's daily responsibilities, goals, and will be grounded in measurable outcome data to the extent possible.

Hiring the Executive Director

The search process for the ED will commence immediately upon charter approval by the SUNY Board of Trustees. Candidates will be recruited using a wide variety of methods, including using the networks and relationships already in place through ESH stakeholders, as well as those newly developed by the founding team as part of the HCHS proposal development process. It is possible the founding Board of Trustees will specifically target educators or program leaders with direct experience working with or running East Side House Settlement programs, as those individuals may uniquely understand the mission and vision of the school, but this will not be a requirement.

A job posting will be finalized and disseminated widely in order to recruit both locally in the Bronx and throughout the Nation. The posting will be shared widely via various recruitment sites, throughout the community using local media and through ESH connections, and may also include posting to such sites as the National Alliance for Public Charter Schools job board, the *New York Times*, Chalkbeat and/or

Idealist.org. Every effort will be made to recruit a diverse set of candidate. As noted above, a close look will be given to any candidates who have experience with ESH programs, but such experience will not be required to be successful.

All candidates who submit an expression of interest in the position will be screened via a carefully designed process led by the Board Chair. The Academic Committee of the Board will provide insight and guidance to full Board of Trustees throughout this process, including making a hiring recommendation, and the full Board of Trustees ultimately will pass a resolution to hire the successful candidate.

The process will include: 1) Widely recruiting for the position and accepting candidate materials for consideration; 2) Using an initial phone interview or other method to screen all candidates with the right basic qualifications and experience in order to narrow the pool to those who should be considered strong contenders for the position; 3) Conducting in-depth, in-person interviews with the short list of candidates, led by the Board's Academic Committee; and, 4) Calling candidates back for follow-up interviews as necessary.

Criteria that will be used to screen and select leadership candidates to be interviewed include:

- Qualifications
- Mission Alignment
- Level of Education: Master's degree preferred or 5+ years of experience
- Leadership in establishing a positive culture
- Ability to manage partnerships/collaborations
- Demonstration of Administrative skills
- Experience in Budgetary /Fiscal Compliance and Management

Once the candidate is ready for hire, an offer will be made and the new hire will undergo orientation.

Throughout this process East Side House Settlement staff may be asked to help coordinate the logistics of the search, such as by providing back office support and scheduling assistance. Further, members of the ESH leadership team may be asked to participate in interviews and provide opinions and insights into the prospective candidates' performance and professional or personal alignment with the mission and vision of the school.

However, the decision to hire an Executive Director rests solely with the Board of Trustees of HCHS.

12. 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.

HAVEN CHARTER HIGH SCHOOL

Budget Template Table

		Year 1	Year 2	Year 3	Year 4	Year 5
STAFFING PLAN	**Acad Years**	2020-21	2021-22	2022-23	2023-24	2024-25
FTE	**Grades**	9	9-10	9-11	9-12	9-12
	Enrollment	100	190	275	356	356

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions*

ADMINISTRATIVE PERSONNEL FTE	**FTE**				
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	1.0	1.0	1.0	1.0	1.0
Deans, Directors & Coordinators	3.0	3.0	4.0	4.0	4.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	1.0	1.0	2.0	2.0	2.0
TOTAL ADMINISTRATIVE STAFF	7.0	7.0	9.0	9.0	9.0

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	5.0	10.0	15.0	20.0	20.0
Teachers - SPED	1.0	2.0	2.0	3.0	3.0
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	2.0	3.0	4.0	5.0	5.0
Aides	0.0	1.0	2.0	2.0	2.0
Therapists & Counselors	3.0	5.0	8.0	10.0	10.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	11.0	21.0	31.0	40.0	40.0

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	1.5	2.0	3.0	4.0	4.0
Security	1.0	2.0	2.0	3.0	3.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	2.5	4.0	5.0	7.0	7.0

TOTAL PERSONNEL SERVICE FTE	20.5	32.0	45.0	56.0	56.0

Staffing Plan: Haven Charter High School seeks to implement an innovative staffing structure that best serves the needs of an independent charter school without a district office upon which to rely. HCHS has decided on a staffing plan that reflects our mission as a CTE high school and addresses the school's instructional, operational and financial responsibilities. The table above details the specific positions to be filled over the five-year charter period, aligning with the required budget categories in the previous table.

Executive Director: Under the direction of the Board of Trustees and in collaboration with all HCHS stakeholders, the Executive Director (ED) serves as the chief administrative official, providing overall leadership and direction for Haven Charter High School (HCHS). The ED will be hired during the planning year to manage all aspects of school planning and start-up. The ED is responsible for enhancing HCHS's infrastructure allowing HCHS to grow and fulfill its mission and vision. The Executive Director supervises Principal. The ED will lead and monitor the instructional program working with the principal to ensure the school stays mission and vision aligned, creates and maintains a high standard of excellence, meet academic and social-emotional goals, and serve the students and families through postsecondary readiness.

Instructional Leadership: Reporting to the Executive Director, the Principal of Haven Charter High School (HCHS) is the instructional leader and primary person responsible for the implementation of the academic program and administration of the 9-12 curriculum. The Principal maintains a focus on the mission of the school and oversees daily academic operations in partnership with staff and the leadership team. The Principal is directly responsible for: oversight and development of all academic programs and curricula; faculty and staff hiring; professional development; personnel matters; student recruitment, enrollment and attendance; and, discipline. This position will be hired in year 1.

Special Needs: A Special Education Teacher will be hired in Year 1 to manage the responsibilities of the special education program, including serving as the primary liaison with the Committee on Special Education (CSE). This teacher will teach and supervise the special education program and collaborate with other General Teachers for developmental support. In the early years this teacher may also provide special education services to students, but as the special education population grows, we anticipate by year 3 this position will become the Special Education Coordinator position. In the first year, the Special Education teacher will oversee the ESL teacher (specialty teacher).

School Support: Director of Student Support Services (DSSS) of Haven Charter High School (HCHS) is a member of the school leadership team. The DSSS is a strategic leader who works to create and enhance a culture of achievement and respect where high expectations and results are the norm. The DSSS will work to foster a positive, non-punitive school culture where students feel connected, empowered, and safe to take academic risks. The Director of Student Support Services is responsible for ensuring the disciplinary process and interventions run effectively, culture and climate is encouraging and nurturing and a student's environment is supporting their unique needs. This position overseers the Advisor who provide and foster social emotional development/supports. Advisors will work with students individually and in groups based on identified needs and will be available for crisis intervention. This position is hired in year 1.

Operations and Finance: The school will open with a Director of Operations (DO) who reports to the Executive Director. The DO is responsible for managing all non-instructional affairs. The DO will work closely with CSBM, Inc., which will be contracted to provide back office support for fiscal functions. The Director of Operations is a strategic thinker who works to maximize the school's operational

performance by developing and refining operational systems, designing and executing short-term and long-term strategies, supervising operations staff, and serving as part of school leadership to support school growth. The DO supervises administrative staff and school aides who handle front office and food services. The DO also manages contracted services for nursing and security. This position will be hired in year 1.

CTE: A strong CTE program with career pathways and work readiness as a focus is instilled in the DNA of Haven Charter High School. The school will have a Director devoted to the instructional implementation of the CTE program, who ensures the program is seamless. The Director will be a partner to the supporting groups who are providing the off-site skill development opportunities, internships, and other supports. Reporting to the Principal, the DCTE of HCHS is a member of the school leadership team and is responsible for monitoring and implementing the strategies programs and services that support college and career readiness in relation to CTE. The Director of CTE is a strategic leader who works to create and implement Career and Technical Education, innovative partnerships with not-for-profit organizations, colleges and universities to strengthen the CTE offerings. The DCTE is responsible for monitoring strategies, programs, and services that support students' college and career readiness in relation to Career and Technical Education (CTE) programs and effectiveness. This position will be hired in year 1.

B. Qualifications and Responsibilities

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

POSITION
Executive Director

JOB DESCRIPTION SUMMARY
Under the direction of the Board of Trustees and in collaboration with all HCHS stakeholders, the Executive Director (ED) serves as the chief administrative official, providing overall leadership and direction for Haven Charter High School (HCHS). The ED is responsible for enhancing HCHS infrastructure that will allow HCHS to continue to grow and fulfill its mission and vision. The Executive Director supervises the Principal. The ED will lead and monitor the instructional program – working with the principal to ensure the school reflects and attains a vision of excellence, meet academic and social-emotional goals, and serve the students and families through postsecondary readiness. This will be done by collaborating with the principal and other stakeholders on the goals and strategic plan for the school– professional development, curriculum, assessments, technology, vocational opportunities in the medical field, college and career support. The ED is responsible for the school design and will provide ongoing professional development and accountability of school leaders. It is critical the ED bring efficient and effective systems ensuring accountability for the success of the school. It is also critical that the ED reflects and maintains the creative spark that drives the school's concept.

ESSENTIAL FUNCTIONS
Duties and Responsibilities include, but are not limited to:

LEADERSHIP

- Ensure that people and resources are allocated appropriately to achieve the charter goals and school mission;
- Establish and lead an effective school leadership team in a manner that engaged and empowers other to take action and responsibility to achieve results;

    - Articulate mission, values and behavioral expectations that drive student achievement;
    - Lead staff maintain a climate of excellence, accountability, and respect;
- Build a school culture defined by integrity, rigor, inspiration, and motivation for all student and staff;
- Develop a clear direction and shared purpose that guides and unifies all stakeholders;
- Lead by example:
- Keep abreast of changes and developments in the profession by attending professional meetings, reading professional journals, and discussing problems of mutual interest with others in the field;
- Drive a collaborative planning process with the school leadership teams that results in the development of yearly academic goals aligned with the charter goals;
- Ensure all programs and activities are developed, executed, and/or modified, to maximize mission impact;
- Ensure processes are in place to assess organizational performance and to support planning for continuous school improvement. Assures an ongoing process of data collection to gain information that assesses the school leadership team determining the future needs of student;
- Develop, articulate, and maintain policies and procedures that are consistent with the school's mission, philosophy, and goals;
- Oversee and support the development, design and delivery of program initiatives, assuring that the goals and objectives are aligned with the school's overall strategic plan;
- Supervise all aspects of legal and charter compliance including keeping abreast or legislative issues and development;
- Work with the staff, finance committee, and Board to prepare budgets, monitor progress and initiate changes as appropriate;
- Coordinate the annual program operations plan and budgets;
- Lead performance management process that measures and evaluates school against school goals and authorizer benchmarks;
- Ensure HCHS complies with state standards, as well as any governmental requirements;
- Ensure programmatic partners renew their contracts, MOU's, Letters of Agreement, etc.; and
- Oversee budgeting, financial management, compliance, development and management of the facility.

POSITIVE SCHOOL CULTURE

- Develop an explicit shared vision for the school that incorporates the voices and perspectives of diverse stakeholders and opinions;
- Foster open communications among staff and respects differences of opinion;
- Delegate decision making and problem solving to appropriate personnel;
- Listen to and responds appropriately to staff, student, parent and community concerns;
- Include various stakeholders in decision making where appropriate;
- Communicate decisions and rationale to all affected; and
- Promote a climate of professional collegiality and respect.

BOARD PARTNERSHIP

- Work collaboratively with the Board as stewards of the charter;

- Partner with Board in identifying and cultivating a diverse collective of organizations that link the school to stakeholders and bring in valuable relationships between the Board and staff;
- Provide direction and communicates to the Board on all school related matters;
- Provide pertinent information and reporting to the Board; and
- Recommend needed policy changes and action.

FUNDRAISING AND MARKETING

- Work collaboratively with the Board to advance a clearly defined plan that guides all fundraising and marketing strategies employed by the school;
- Recruit a diverse donor base of individual, business, foundation and government groups;
- Develop a strategic marketing plan that provides a clear and concise message;
- Establish positive relationships with individual donors and institutional funders;
- Oversee the execution of marketing and media relations; and
- Serve as primary spokesperson to all audiences (government, media, funders and community partners.

ADMINISTRATIVE AND HUMAN RESOUCES

- Ensure the principles of best practices and integrity guide all school operations;
- Recruit and retain a highly qualified staff with diverse experiences, backgrounds, and perspective that support the school's mission;
- Supervise hiring/firing of all personnel;
- Ensure compliance of all policies, procedures, and directions;
- Ensure compliance with relevant workplace and employment laws; and
- Ensure that job descriptions are developed and that regular performance reviews are completed and documented.

COMMUNITY RELATIONS

- Promote robust parent and community engagement that supports students' success and the school community;
- Develop and nurture community relationships and maintains a positive image of the school community;
- Direct the development of plane to promote good relations between the school and the community;
- Promote effective communication between parents and the school that encourages parent visits and involvement in decision making as appropriate; and
- Participate in community affairs promoting the school's mission.

OTHER DUTIES

Please note this job description is not designed to cover a comprehensive listing of activities, duties, or responsibilities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time with notice.

QUALIFICATIONS

- Be an inspiring leader and communicator;
- Master's Degree or 5+ years' experience in Business Management or Leadership;

- Have significant hands-on teaching and administrative experience;
- Have an accomplished background in school leadership;
- Be aligned with the school's philosophy, mission, and values;
- Have strong commitment to diversity;
- Share the belief that all youth deserved access to excellent education and have a proven;
- Track record of attaining exemplary academic results; and
- Possess strong organizational and interpersonal skills and be a flexible problem solver

POSITION
Principal

JOB DESCRIPTION SUMMARY
Reporting to the Executive Director, the Principal of HCHS is the instructional leader and primary person responsible for the implementation of the academic program and administration of the 9-12 curriculum. The Principal maintains a focus on the mission of the school and oversees daily operations in partnership with staff and the leadership team. The Principal is directly responsible for: oversight and development of all academic programs and curricula; teacher hiring; professional development; personnel matters; student recruitment, enrollment and attendance; and discipline. The Principal will create an environment conducive to student learning and will ensure successful student academic performance with an emphasis on a strong well-being using a holistic approach aligned to academic, career/ college preparation and social emotional supports.

The Principal will oversee the day to day academic operations of HCHS and will reports to the ED on student performance and the school's progress towards achieving accountability plan goals.

ESSENTIAL FUNCTIONS
Duties and Responsibilities include, but are not limited to:
- Create and cultivate an instructional school focus that sends the message that Haven Charter is first and foremost a learning organization dedicated to academic achievement;
- Create and implement internal goals for the school and quarterly monitor progress toward attaining them; and
- Speaks on behalf of HCHS to the external community.

Instructional Leadership
- Design and implement the instructional vision for HCHS, ensuring the successful implementation of developmentally appropriate, rigorous curricula and instructional materials;
- Coordinate with outside professional developers and organizations to provide support and/or resources for curriculum development and instructional support and oversee instructional professional development, providing targeted support to teachers aligned with the teacher support systems in place at HCHS; and
- Support the school's ancillary services personnel (including ELL specialists, social-emotional learning specialists, and SPED teachers) to ensure the instructional needs of all scholars are met

Teacher Hiring, Coaching & Support
- Partner directly with the Director of Operations to recruit and hire teachers, using a rigorous selection process and screening for alignment with Haven Charter High School's mission, academic vision and values;

- Make all hiring decisions with input from leadership team including the Executive Director;
- Implement a rigorous coaching and professional development program and ensure instructional staff receives accurate and timely information regarding performance and professional responsibilities, and implement and oversee performance improvement plans, as necessary; and
- Conduct observations and formal performance reviews for teachers and staff, frequently providing feedback based on observed teacher practices and instructional materials.

Assessments, Data Analysis & Action Planning

- Implement a successful school-wide assessment and data analysis program, creating a timetable for internal and state-mandated external assessments in all core subjects, and creating template student performance summary reports to be reviewed by the Executive Director, Board and school leadership and other stakeholders;
- Oversee testing administration, data collection, and qualitative and quantitative data analysis from statewide, interim, and other assessments; and
- Facilitate data reflection protocols with teachers and staff, based on CHHS established practices, and for the purposes of improved performance and programmatic or pedagogical changes.

Positive School and Classroom Culture

- Create staff and Student handbooks with input from other school stakeholders;
- Support teachers to build rigorous, nurturing classroom communities that maintain CHHS's high academic expectations for students;
- Support teachers in ensuring that lesson plans and curricula align with Common Core standards
- Recruit and select a team of teachers and support staff to create a School Culture and Climate team;
- Work with the Parent Coordinator to create a monthly calendar of parent, and family events;
- Ensure that all partner relationships add value to the school and its staff;
- Coordinate all support School Support Teams;
- Build relations with local community organizations and individuals to implement community partnerships;
- Use partnerships or external resources to create school programming that support post-secondary readiness;
- Build a curriculum that is aligned with the Common Core Standards and is rich and engaging;
- Collaborate with Director of School Culture oversee social emotional supports, and track student credit accumulation; and
- Oversee student discipline and be a stakeholder in the design of the behavioral management system.

Administration and Operational Oversight

- Oversee daily academic administrative functions.

OTHER DUTIES

Please note this job description is not designed to cover a comprehensive listing of activities, duties, or responsibilities that are required of the employee for this job. Duties, responsibilities, and activities may change at any time with notice.

QUALIFICATIONS

- Understanding of Haven Charter High School mission and school achievement goals;

- Master's Degree required; or 5+ years' experience in School Leadership or School Building Leader Certification;
- Several years of impactful high school teaching experience, with at least 2 years teaching in a community similar to the Bronx (Community District 8);
- Significant experience in leadership roles at a school or similar education environment, with specific experience managing adults and/or coaching teachers;
- A passion for and record of driving student achievement and overall success in diverse and traditionally under-resourced communities, preferably at the high school level;
- High standards for student achievement and behavior and demonstrated expertise in instructional and classroom management;
- A deep belief that all students can thrive in a challenging, high-quality, nurturing, and supportive learning environment;
- Demonstrated ability to build and maintain relationships with families and community members;
- Strong belief in collaboration, including the sharing and spreading of best practices;
- Proven ability and desire to work in a growing, entrepreneurial environment, with a high degree of integrity and a strong work ethic;
- Ability to collaborate with other school stakeholders;
- Charter School experience preferred;
- Ability to think outside the box and problem solve innovatively; and
- Bilingual skills (English/Spanish) strongly preferred.

POSITION
Director of Operations

JOB DESCRIPTION SUMMARY
Reporting to the Executive Director, the Director of Operations (DO) of Haven Charter High School (HCHS) is a member of the school leadership team. The Director of Operations is a strategic leader who works to maximize the school's operational performance by developing and refining operational systems, designing and executing short-term and long-term strategies, supervising operations staff, and serving as part of school leadership to support school growth.

ESSENTIAL FUNCTIONS
- Serve as an advisor and think partner to the principal, providing leadership for coordinating the work of different partners within the school, and aligning the work of partners with the school faculty;
- Assist leadership team with staff and student recruitment, as well as staff hiring;
- Collaborate with school leadership team to create and manage a safe and welcoming learning environment;
- Plan with school administration the annual school calendar and events;
- Train and manage School Aides;
- Oversees maintenance of school facility;
- Communicate building needs with the Executive Director and Principal;
- Manage all technology responsibilities as they relate to: Computers, software. Servers, e-rate, vendors, internet, phone systems, and printers;
- Troubleshoot issues with educations systems as needed (e.g. Blackboard, Pupil Path);
- Supervise the Custodian and maintenance of school facility;

- Provide tools and resources for data collection, analysis, communication and reporting; and
- Coordinate vendor services and payments.

OTHER DUTIES

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with notice.

QUALIFICATIONS

- Understanding of Haven Charter High School mission and school achievement goals;
- Master's Degree or 5+ years' experience;
- A passion for and record of driving student achievement and overall success in diverse and traditionally under-resourced communities, preferably at the high school level;
- Experience with facilities and the needs of a high school;
- A deep belief that all students can thrive in a challenging, high-quality, nurturing, and supportive learning environment;
- Demonstrated ability to build and maintain relationships with families and community members;
- Manage extensive school operations;
- Ability to use data managements tools, organizational tools, and Microsoft Office computer programs;
- Proven ability and desire to work in a growing, entrepreneurial environment, with a high degree of integrity and a strong work ethic;
- Ability to collaborate with other school stakeholders; and
- Ability to think outside the box and problem solve innovatively

POSITION

Director of Director of Curriculum and Instruction

JOB DESCRIPTION SUMMARY

Reporting to the Principal, the Director of Curriculum and Instruction (DCI) of Haven Charter High School (HCHS) is a member of the school leadership team. The DCI provides leadership and vision in the ongoing planning, implementation, development, direction, review and evaluation of the curriculum and instruction, ensures the school's education objectives are aligned to state standards, maintains instructional excellence and provides direct supervision of all instructional teachers, including evaluation and coaching as teachers work to develop skills. The DCI is an experienced educational leader who demonstrates a drive toward excellence and is passionate about serving all students. The Director of Curriculum and Instruction will serve as a critical support and thought partner to the Principal, leadership team and Executive Director. The DCI will have a deep Common Core State Standards (CCSS) aligned content knowledge in 9-12 math and ELA, and experience developing curriculum. DCI will believe in the value of vocational programming in high school. Ideal candidate thrive in relationship-building, motivating staff and holding them accountable. The DCI is highly organized, detail-oriented, has excellent communication skills, a broad range of experience in education including a track record of success implementing the CCSS, and thrives in a fast-paced environment.

ESSENTIAL FUNCTIONS

Duties and Responsibilities include, but are not limited to:

- Lead a team of 7-9 staff with a diverse range of instructional expertise and experience to ensure that the school receives outstanding curricular support across grades 9-12 in all subject areas;
- Manage curriculum in all content areas throughout the year to ensure aligned systems, execution, and clear communication amongst teammates and to our schools while rolling out initiatives;
- Manage a rigorous portfolio that includes but is not limited to: leading teacher meetings, contributing to strategic planning process as it relates to curricular-instructional decisions for the entire school, robust data analysis and data-driven decision-making, and direct teachers;
- Conduct performance evaluations of teammates and set and monitor progress toward growth goals aligned to the school's strategic priorities and benchmarks Data-driven decision-making;
- Establish meaningful check-points/aligned opportunities for teachers to gather and respond to data or feedback on the support they provide to school-based stakeholders;
- Build and hold people accountable to systems that increase organizational efficiency and promote scalability and alignment;
- Move the team toward quality assurance and alignment of resources;
- Unify the messaging and tools used to ensure that they align to organizational vision for instruction;
- Bridge the gap between content areas (e.g. Math and Literacy) for templates, tools, and structures;
- Lead the charge on creation of the annual academic planning calendar and programmatic PD scope and sequence;
- Create processes and gather information that address immediate needs of organization or team and anticipate the future-facing needs Cross-functional collaboration;
- Work closely with Principal and Managing Directors to foster proactive communication about decisions that impact multiple internal constituents or teams;
- Evaluate materials for alignment to culturally responsive pedagogy/teaching practices Professional development;
- Set and implement the vision for curriculum internalization and implementation, intellectual preparation and data driven planning;
- Support the teachers in creating and facilitating both teacher and school leader-facing professional development during the teacher pre-service, in-service days and during leader PD days;
- Support the lesson planning process and provide weekly feedback to teachers on their lessons;
- Identify gaps in academic performance and recommend and implement solutions in a timely manner;
- Build smooth and efficient working relations that positively impact academics; work closely and efficiently with the school principal, the school leadership team, and staff to ensure student success;
- Reinforce positive student behavior and establish rapport with students; communicate individual academic progress;
- Provide direct coaching to individual teachers through observation and feedback, modeling, and sharing of resources;
- Supervise and evaluate teachers and provide input to Principal for decisions regarding placement, promotion and retention; and

- Leverage, coordinate and prepare the school to implement robust and effective program of interventions and supports for at-risk students, including students with special educational needs and those learning English as a second language.

OTHER DUTIES

Please note this job description is not designed to cover or contain a comprehensive listing of activities,

duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with notice.

QUALIFICATIONS

- Understanding of Haven Charter High School mission and school achievement goals;
- Master's Degree or 5+ years' experience;
- A passion for and record of driving student achievement and overall success in diverse and traditionally under-resourced communities, preferably at the high school level;
- A deep belief that all students can thrive in a challenging, high-quality, nurturing, and supportive learning environment Demonstrated ability to build and maintain relationships with families and community At least four years of teaching with a proven track record of elevating student achievement, preferably in urban schools;
- Significant, quantifiable academic achievement results, either as a teacher or leader;
- Relentless drive to set and achieve ambitious academic achievement goals;
- Demonstrated success using data to drive instruction, with a strong understanding of pedagogy that drives results;
- Experience teaching in underserved areas;
- Diverse experience across education sector with focus on curriculum and instruction;
- Deep CCSS-aligned content knowledge in math or ELA, 9-12 experience preferred;
- Dedication in ensuring students have the tools needed to succeed in college, a career in the health profession, or other postsecondary goal;
- Strategic systems-thinker and expert project manager;
- Values and seeks out diverse perspectives;
- Highly flexible: able to shift priorities, and take direction as needed;
- Comfortable receiving and providing feedback from peers, supervisors, and direct reports;
- Effective at building relationships and gaining buy-in from a diverse range of stakeholders;
- Experience with programming trimesters and block schedules;
- Knowledge of Career Development and Occupational Studies (CDOS);
- Meticulous attention to detail;
- Team player and thought partner – able to take the lead and play a supporting role across various projects; and
- Self-starter: generates new ideas, and kicks off implementation with enthusiasm and a high level of organization

POSITION

Director of Career and Technical Education

JOB DESCRIPTION SUMMARY

A strong CTE program with career pathways and work readiness as a focus is instilled in the DNA of Haven Charter High School. Therefore, HCHS will have a Director devoted to the instructional implementation of the CTE program, ensuring it works seamlessly with the partners who are providing off-site skill development opportunities, internships, and other supports. Reporting to the Principal, the Director of Career and Technical Education (DCTE) HCHS is a member of the leadership team and is responsible for monitoring and implementing the strategies programs and services that support college and career readiness in relation to CTE. This DCTE is a strategic leader who works to create and implement Career and Technical Education, innovative partnerships with not-for-profit organizations,

colleges and universities to strengthen the CTE offerings. The DCTE is responsible for monitoring strategies, programs, and services that support students' college and career readiness in relation to Career and Technical Education (CTE) programs and effectiveness.

ESSENTIAL FUNCTIONS

- Serves as an advisor and though partner to the principal, providing leadership for coordinating the work of different partners within the school and aligning the work of partners with the school faculty;
- Assist leadership team with staff and student recruitment, as well as staff hiring;
- Collaborate with the school leadership team to create and manage a safe and welcoming learning environment;
- Plan with school administration the annual school calendar and events;
- Oversee the creation, implementation and effectiveness of CTE programs and career academies and ensuring students complete program sequences and programming meets local, state, and national needs;
- Develop plans to monitor quality control of CTE programs and career academies through quantitative and qualitative evaluation methods;
- Establish new, innovative, partnerships with non-profit organizations, colleges, and universities to strengthen CTE programs;
- Build a high-performing team whose work spans a broad range of CTE programs and services to support the school;
- Collaborate school administration to enhance, implement, support, and assess a wide range of strategic initiatives designed to improve student achievement for students enrolled in CTE programs of study;
- Develop and implement data gathering and analysis processes for internal and external reporting to qualitatively and quantitatively evaluate the effectiveness of CTE programs/projects in meeting established goals and objectives;
- Utilize operational and project management methods to effectively lead, build and manage the work pertaining to Career and Technical Education;
- Develop, identify and pursue opportunities to garner external resources, and optimizes the allocation of staff and resources;
- Provide strategic planning, policy development, and problem resolution support to the Director of Curriculum and Instruction;
- Provide services to stakeholders by anticipating and responding to inquiries or concerns, answering questions, providing information, making referrals, and assuring appropriate follow-through and/or resolution;
- Analyze and manage sensitive issues that arise;
- Identify gaps in policies and administrative procedures related to CTE programs including revising existing policies and administrative procedures if needed, and develop new policies and administrative procedures as needed;
- Prepare and provide significant input to reports, briefings, proposals, presentations, policies, correspondence, procedures, responses, and other required documentation on strategic issues, as appropriate and in relation to the CTE Program;
- Coordinate internships and other work-based learning experiences;
- Help students negotiate conflicts and challenges related to work-based learning experiences;
- Contribute to curriculum development for Work-based Learning Seminars; and

- Support student internship portfolio development and student job placement opportunities including summer employment.

OTHER DUTIES
Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with notice.

QUALIFICATIONS
- Understanding of Haven Charter High School mission and school achievement goals;
- Master's Degree or 5+ years' experience;
- A passion for and record of driving student achievement and overall success in diverse and traditionally under-resourced communities, preferably at the high school level;
- A deep belief that all students can thrive in a challenging, high-quality, nurturing, and supportive learning environment;
- Thorough knowledge of the Public School Laws of New York State and the policies of the Board of Education;
- Thorough understanding of curriculum and instruction and other pupil related services;
- Knowledge and experience within the field of Career and Technical Education;
- Experience with grant writing and knowledge of grants and funding available in the CTE field
- Experience in curriculum writing;
- Ability to use computer technology in an administrative and educational setting;
- Excellent organizational ability and good human relation skills;
- Demonstrated oral and written communication skills as well as problem solving and consensus building expertise;
- Proven ability and desire to work in a growing, entrepreneurial environment, with a high degree of integrity and a strong work ethic;
- Ability to collaborate with other school stakeholders; and
- Ability to think outside the box and problem solve innovatively.

POSITION
Director of Student Support Services

JOB DESCRIPTION SUMMARY
Reporting to the Principal, the Director of Student Support Services (DSSS) of Haven Charter High School (HCHS) is a member of the school leadership team. The DSSS is a strategic leader who works to create and enhance a culture of achievement and respect where high expectations and results are the norm. The DSSS will make the commitment to lead with determination, integrity and purpose. The DSSS will work to foster a positive, non-punitive school culture where students feel connected, empowered and safe to take academic risks. The DSSS is responsible for ensuring the disciplinary process and interventions run effectively. The DSSS is also responsible for ensuring the school culture and climate is an encouraging and nurturing environment supporting the unique needs of students.

ESSENTIAL FUNCTIONS
- Serve as an advisor and thought partner to the principal, providing leadership for coordinating the work of different partners within the school, and aligning the work to school culture;

- Assist leadership team with staff and student recruitment, as well as staff hiring;
- Collaborate with school leadership team to create and manage a safe and welcoming learning environment;
- Plan with school administration the annual school calendar and events;
- Work with school administration to create both student and staff handbooks;
- Design and implement systematic approach to managing and intervening on student discipline issues based on the Student Handbook and Restorative Practice models;
- Evaluate implementation of the Student Handbook and Restorative Practice models at classroom and school levels;
- Work with Social worker and Student Advisors to implement SELF –the social-emotional learning focus that ties together instructional focus (IF) and the school's vision and mission;
- Supervise the Social Worker(s) and works closely with the entire social support team, including ESH staff upon occasion, to get the necessary supports and services for students and families in need;
- Supervise the Advisors as the Primary Person Model is implemented to support students, including ensuring data tracking and case notes are completed by all staff;
- Coordinate services with any outside agencies or partners and providers as necessary in the best interest of students;
- Lead the "Kid Talk" process, providing structure around continual data analysis and evaluation of how the school culture and discipline processes are working and how students are doing;
- Establish and oversee the disciplinary process and student behavior management systems;
- Engage families in school life and to meet student social and emotional needs;
- Develop school wide activities and initiatives that celebrate student milestones and successes and encourage community building across school stakeholders – staff, students, families and partners;
- Organize and oversee assets and needs assessments and seek input from teachers, school staff, parents and students to determine ongoing needs of students and families;
- Serve as a point person for agencies and programs interested in partnering with the school, and help to broker new partnerships that are aligned with school goals and needs including social emotional supports;
- Develop strong relationships with teachers, parents and students;
- Work with the school engagement team to ensure that families have meaningful opportunities to participate in the school;
- Oversee student discipline and be a stakeholder in the design of the behavioral management system;
- Identify high need students, coordinate with student advisors and teachers to target interventions, and track and monitor impact of interventions;
- Assist with data collection, research and prepare relevant data to track school progress towards outcomes and goals;
- Facilitate alliances and partnerships with NYC agencies and non-profit partners to establish a continuum of services for students;
- Provide training and technical assistance to ensure cultural and linguistic appropriateness of services, programs and communication efforts;
- Build a culture of achievement and respect between and with students, families, teachers, school staff, and school leadership through a collaborative culture and individual relationships;
- Plan and lead staff learning experiences through professional development in school culture;
- Observe in classrooms and provide feedback on behavior management and classroom culture;
- Provide or identify coaching and professional development on classroom management, classroom culture and Restorative Practices;

- Track and report behavioral data to monitor the social-emotional development of students;
- Analyze behavioral data to guide and support the creation of interventions through the Response to Intervention process;
- Build relationships with community organizations to form partnerships;
- Consult with other professional staff, outside agencies and other organizations in order to improve school culture and climate;
- Collaborate with colleagues (leadership and school-wide meetings, professional development days, the professional development institute) to continuously improve personal practice, instruction, assessment, and student achievement, as well as the overall goals and mission of the school;
- Access meaningful learning experiences (current theory, research, and developments in relevant academic disciplines, professional development opportunities, and ideas from colleagues and supervisors) and exercise judgment in accepting findings as valid for application in leadership and teacher improvement;
- Actively support staff and teachers in addressing student mistakes and challenges in conduct;
- Ensure the timely reporting of student infractions and consequences to families, administration and other reporting systems/agencies in accordance with all applicable state laws and reporting;
- Use discipline data to inform school-wide social, emotional and academic practices and professional development;
- Liaison for safety agents and administrators to ensure a safe and positive school environment;
- Be fair, efficient, decisive, thorough and supportive of whole-child development;
- Work tirelessly to reduce the frequency and severity of student infractions;
- Works with school staff to develop, implement and evaluate parent and community engagement and community outreach activities;
- Identify needs and concerns of parent and community members and see they are addressed in a timely manner. (i.e. surveys, collection of data);
- Serve as resource to parents and community members as it pertains to meeting the school's educational goals and assist in the coordination of parent and community engagement activities and services with other agencies and organizations;
- Act as a liaison between parents, school administration, and community agencies and organizations.
- Promote school projects and programs to the community and facilitate community engagement in school programs and activities;
- Assist in coordinating community use of school facility; and
- Establish and maintain effective partnerships with business as well as nonprofit, government and community organizations.

OTHER DUTIES

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with notice.

QUALIFICATIONS

- Understanding of Haven Charter High School mission and school achievement goals;
- Master's Degree or 5+ years' experience;
- A passion for and record of driving student achievement and overall success in diverse and traditionally under-resourced communities, preferably at the high school level;

- A deep belief that all students can thrive in a challenging, high-quality, nurturing, and supportive learning environment;
- Demonstrated ability to build and maintain relationships with families and community members;
- Training and experience with Restorative Practices;
- Strong belief in collaboration, including the sharing and spreading of best practices;
- Knowledge of education law and regulations with specific knowledge of special education and student suspension guidelines;
- Ability to use data managements tools, organizational tools, and Microsoft Office computer programs;
- Proven ability and desire to work in a growing, entrepreneurial environment, with a high degree of integrity and a strong work ethic;
- Ability to collaborate with other school stakeholders; and
- Ability to think outside the box and problem solve innovatively.

POSITION
General Education Teacher

JOB DESCRIPTION SUMMARY
Reporting to the Director of Curriculum and Instruction, the General Education Teacher of Haven Charter High School (HCHS) is responsible to teach students by planning, organizing and implementing an appropriate instructional program in a learning environment that guides and encourages students to develop and fulfill their academic potential. The General Education Teacher evaluates and assesses student progress against instructional objectives and follows State mandated due process procedures and functions.

ESSENTIAL FUNCTIONS
- Plan, prepare and deliver instructional activities that facilitate active learning experiences;
- Develop schemes of work and lesson plans;
- Establish and communicate clear objectives for all learning activities;
- Prepare classroom for class activities;
- Provide a variety of learning materials and resources for use in educational activities;
- Identify and select different instructional resources and methods to meet students' varying needs;
- Instruct and monitor students in the use of learning materials and equipment;
- Use relevant technology to support instruction;
- Observe and evaluate student's performance and development;
- Assign all class work, homework, tests and assignments;
- Provide appropriate feedback on work;
- Encourage and monitor the progress of individual students;
- Maintain accurate and complete records of students' progress and development;
- Update all necessary records accurately and completely as required by laws, district policies and school regulations;
- Prepare required reports on students and activities;
- Manage student behavior in the classroom by establishing and enforcing rules and procedures;
- Maintain discipline in accordance with the rules and disciplinary systems of the school;

- Apply appropriate disciplinary measures where necessary;
- Participate in extracurricular activities such as social activities, sporting activities, clubs and student organizations;
- Participate in department and school meetings and parent meetings;
- Communicate necessary information regularly to students, colleagues and parents regarding student progress and student needs; and
- Keep up to date with developments in subject area, teaching resources and methods and make relevant changes to instructional plans and activities.

OTHER DUTIES
Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with notice.

QUALIFICATIONS
Qualified Applicants must be:
- NYS certified. (Special Education a plus)
- Experienced with differentiated instruction and using data to help support that instruction.
- Experienced with common core standards and NYS assessments.

POSITION
Special Education Teacher

JOB DESCRIPTION SUMMARY
Reporting to the Director of Curriculum and Instruction, the Special Education Teacher of Haven Charter High School (HCHS) is responsible to teach students by planning, developing, organizing and implementing an appropriate and specialized instructional program to meet the unique needs of students with disabilities in a learning environment that guides and encourages students to develop and fulfill their academic potential. The Special Education Teacher evaluates and assesses student progress against instructional objectives and follows State mandated due process procedures and functions as IEP Manager to assigned students.

ESSENTIAL FUNCTIONS
- Plan, prepare and deliver instructional activities that facilitate active learning experiences,
- Develop schemes of work and lesson plans;
- Establish and communicate clear objectives for all learning activities;
- Prepare classroom for class activities;
- Provide a variety of learning materials and resources for use in educational activities;
- Identify and select different instructional resources and methods to meet students' varying needs;
- Instruct and monitor students in the use of learning materials and equipment;
- Use relevant technology to support instruction;
- Observe and evaluate student's performance and development;
- Assign all class work, homework, tests and assignments;
- Provide appropriate feedback on work;
- Encourage and monitor the progress of individual students;

- Maintain accurate and complete records of students' progress and development;
- Update all necessary records accurately and completely as required by laws, district policies and school regulations;
- Prepare required reports on students and activities;
- Manage student behavior in the classroom by establishing and enforcing rules and procedures;
- Maintain discipline in accordance with the rules and disciplinary systems;
- Apply appropriate disciplinary measures where necessary;
- Participate in extracurricular activities such as social activities, sporting activities, clubs and student organizations;
- Participate in department and school meetings, parent meetings;
- Communicate necessary information regularly to students, colleagues and parents regarding student progress and student needs;
- Keep up to date with developments in subject area, teaching resources and methods and make relevant changes to instructional plans and activities;
- Conduct individualized criterion referenced inventories of behavior repertoires (assessments) for all students on an annual basis;
- Present individualized instruction to all students with a minimum per student and measures, graphs, and analyzes all students' progress on all IEP objectives on a daily basis;
- Assess students' abilities according to their performance on criterion-referenced assessments, authentic assessments, and instructional objectives;
- Construct on-going analysis of problems and progress in IEP programs;
- Reviews communication, academic, and social progress of student at CSE meetings, annual and semi-annual interdisciplinary team meetings;
- Maintain an up-to-date account of students' educational progress (IEP updates and student progress reports) and analyzes program data on a daily basis;
- Complete IEP Packets for all students for NY State requirements; and
- Review all class grouping lists and evaluates requests for reassignments with Behavior Analyst Supervisors, specialists, and teachers of students involved.

OTHER DUTIES

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with notice.

QUALIFICATIONS

- NYS certified in Special Education
- Master's Degree
- Required experience (if applicable): 1-year experience
- Required license or certification (if applicable): New York State Teaching Certificate-Special Education

POSITION

Social Worker

JOB DESCRIPTION SUMMARY

Reporting to the Director of Student Support Services, the Social Worker of Haven Charter High School (HCHS) functions as a collaborative member of a team and will provide case management, individual group, and family counseling to students. In addition, the Social Worker will work with the families of students to address issues that are hindering student's performance. The Social Worker will provide the services necessary to provide satisfactory solution to the challenges and issues faced by the student and other family members. The Social Worker will also receive clinical supervision from the East Side House Social Services Department.

ESSENTIAL FUNCTIONS

- Build relationships with participating students through consistent individual/group counseling sessions;
- Identify, establish and maintain linkages with community providers, to build capacity around social service assistance for students and families;
- Maintain an active list of referral sources (psychotherapy, intense counseling, homelessness, etc.);
- Provide referrals for student and student's family. Follow up on referrals to determine outcomes and help resolve barriers;
- Communicate progress and obstacles with relevant parties;
- Facilitate Case Conferencing;
- Create and facilitate in-house workshops to staff around social emotional awareness and best practices;
- Create and facilitate groups for students which address the current needs of the school;
- Collaborate with participants' families on ways to increase student performance;
- Plan and conduct family or parent meetings;
- Facilitate workshops to parents/custodians;
- Attend administrative meetings, program trainings and staff development;
- Attend supervision sessions with Director of Student Support Services;
- Attend clinical supervision with Social Work staff from the Social Services Department;
- Complete all program documentation;
- Arrange and attend field trips, special events and extracurricular activities;
- Provide other support functions as assigned Director of Student Support Services; and
- Maintain flexible hours and work days; some evening and weekends required.

OTHER DUTIES

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with notice.

QUALIFICATIONS

- Master's level Clinician with experience working with youth and their families or 3+ years working with youth and their families.
- Demonstrated record of positively influencing youth.
- Excellent verbal, analytical, writing, communication, organizational skills
- Ability to work in a team-oriented environment and multi-task.
- Strong interpersonal skills and time management skills

- Proficiency in Microsoft Office Suite (Word, Excel, PowerPoint) and Outlook.
- Fluency in Spanish and English a plus.

POSITION
Advisor

JOB DESCRIPTION SUMMARY
Reporting to the Director of Student Support Services, and as part of the Primary-Person Model, an Advisor at Haven Charter High School (HCHS) functions as a collaborative member of a team and will provide student support and guidance to students. Each Advisor will carry a caseload between 40-50 students and will be responsible for supporting students as they navigate their high school journey. Below is a summary of essential function:

ESSENTIAL FUNCTIONS
- Support scheduling of the high school program;
- Provide direct support service to individual students, small groups, and facilitating the Advisory class;
- Complete assessments, referrals, and counseling with students and families;
- Complete home visits and assessments;
- Develop and maintains family outreach programs and community partnerships;
- Serve as a member of the child study team and other school-based teams;
- Provide direct service to students in the classroom at least once per week as it relates to the character and career education program;
- Complete reports as required by Federal, State and city agencies;
- Interview students and families as needed; and
- Make oral presentation of assessments, diagnostics, home visits, and observations.

OTHER DUTIES
Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with notice.

QUALIFICATIONS
- Bachelors in Education, Social Work or related field
- Experienced in providing small group instruction to struggling students
- Experienced in providing services required by this position
- Experienced with New York City high school selection process preferred.

POSITION
Secretary

JOB DESCRIPTION SUMMARY
Reporting to the Principal, the Secretary of Haven Charter High School (HCHS) assumes the duty of clerical and administrative support in order to optimize workflow procedures in the office by assisting the Principal, colleagues and executives, supporting the planning and distribution of information and functioning as the point of reference for all queries, requests or issues and will be an integral part of the school's and Principal's workflow.

ESSENTIAL FUNCTIONS

- Answer phones and addresses queries, including those from parents and partners;
- Manage Principal's schedule and school activities and events;
- Distribute incoming mail, monitors outgoing mail, and staff mailboxes;
- Utilize various platforms to communicate with staff and parents via email, internet and phone;
- Utilize office equipment such as computers, phones, photocopiers, filing cabinets and fax machines;
- Monitor visitors;
- Maintain literature, posters, memos, etc. available in the main office/lobby;
- Ensure student attendance and other pupil accounting efforts are in order;
- Assist and transmit registration, withdrawals, and transfers including necessary paperwork to and from student's former or current school; and
- Manage student enrollment process.

OTHER DUTIES

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with notice.

QUALIFICATIONS

- Proven work experience as a secretary or administrative assistant.
- Familiarity with office organization and optimization techniques.
- High degree of multi-tasking and time management capability.
- Excellent written and verbal communication skills.
- Integrity and professionalism.
- Proficiency in MS Office.
- High school diploma.

POSITION

Custodian

JOB DESCRIPTION SUMMARY

Reporting to the Director of Operations, a Custodian at the Haven Charter High School (HCHS) is responsible for maintaining an attractive, sanitary and safe facility for students, staff and public; providing equipment and furniture arrangements for meetings, classroom activities and events; and minimizing property damage, loss and liability exposure.

ESSENTIAL FUNCTIONS

- Clean building floors by sweeping, mopping, scrubbing and vacuuming, organizing furniture in classrooms and offices; dusting surfaces; washing walls and desks;
- Arrange furnishings and equipment for the purpose of providing adequate preparations for meetings, classrooms and special events;
- Pick up waste paper and empty trash containers;

- Clean and sanitize restrooms; refills dispensers. Scrubs and disinfects toilets and cleans drinking fountains, urinals, toilet bowls, and other fixtures daily using such material as will keep them in a clean and sanitary condition;
- Perform minor maintenance including replace light bulbs, repair doors, repair locks, check roof drains, remove clogs from toilets and sinks;
- Maintain safe conditions in buildings to eliminate hazards and prevent accidents;
- Inspect school facilities for the purpose of ensuring the site is suitable for safe operations, maintained in an attractive and clean condition, and identifying necessary repairs due to vandalism, equipment breakage, weather conditions, etc.;
- Maintain supplies and equipment (e.g. cleaning solutions, paper products, vacuum, mops, etc.) for the purpose of ensuring the availability of items required to properly maintain facilities;
- Ensure doors are locked and the building is secured before and after hours;
- Maintain building's appearance; collects trash and sweeps walkways;
- Be on duty in the building when events are scheduled outside of regular school hours, if such is requested by the School Administration; and
- Perform other duties as assigned.

OTHER DUTIES

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with notice.

QUALIFICATIONS

- High School diploma or G.E.D.
- Prior successful experience as a cleaner.
- Effective communication & interpersonal skills and skills in working well with others a must.
- Proven success in working effectively & cooperatively with building administrators and staff as well as with the public.
- Demonstrated ability to follow schedules, implement instructions, work cooperatively with others and use cleaning materials safely.
- Ability to lift fifty (50) pounds without assistance.
- Ability to stand for long periods of time, bend and lift without restrictions or assistance.

POSITION

School Aide

JOB DESCRIPTION SUMMARY

Reporting to the Director of Operations, a School Aide at the Haven Charter High School (HCHS) is responsible to perform duties that support the educational environment and/or deliver direct services to students. The School Aide is key support staff and stakeholder in the school community but serve in a position for which a teacher or another faculty member has ultimate responsibility for the design and implementation of educational programs and services.

ESSENTIAL FUNCTIONS

- Discuss assigned duties with classroom teachers in order to coordinate instructional efforts;
- Assist with bulletin board displays, exhibits, equipment, and demonstrations;

- Monitor and support student on-task behavior while circulating through the room as the teacher conducts lesson;
- Present subject matter to students under the direction and guidance of teachers, using a variety of methods;
- Tutor and/or assist children individually or in small groups in order to help those master assignments and to reinforce learning concepts presented by the classroom teacher;
- Supervise students in classrooms, halls, cafeterias, school yards, and gymnasiums, or on field trips;
- Distribute academic materials such as textbooks, workbooks, papers, and pencils to students;
- Enforce administration policies and rules governing students;
- Review and/or grade student work under the discretion of the classroom teacher;
- Instruct and monitor students in the use and care of equipment and materials, in order to prevent injuries and damage;
- Observe students' performance and record relevant data to assist with assessing academic progress;
- Organize and supervise games and other recreational activities to promote physical, mental, and social development;
- Participate in teacher-parent conferences regarding students' progress or problems as directed by the classroom teacher;
- Provide extra assistance to students with special needs, such as non-English-speaking students or those with physical and mental disabilities;
- Take class attendance, and assist with maintaining attendance records;
- Assist with entrance and dismissal procedures;
- Participate in training sessions, attend staff meetings, and serve on committees as required;
- Assist with collecting money from students for school-related projects;
- Communicate with students and school staff in a positive and professional manner utilizing appropriate customer service and interpersonal skills;
- Support lunch duty and circulate throughout the cafeteria or in areas where meals are served and/or eaten assisting students who need assistance; and
- Perform other duties as assigned.

OTHER DUTIES

Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with notice.

QUALIFICATIONS

- High school diploma or GED required.
- Associate's degree in education or related field preferred.
- Certification in child first aid and CPR.
- At least one year of relevant experience in an educational or childcare setting.
- Exemplary written and spoken communication skills.
- Strong collaboration skills; able to work well with a team.
- Effective multitasker; can prioritize tasks based on importance and deadlines.
- Bilingual English/Spanish preferred.
- Must pass background check and drug test before starting employment.

C. Staff Recruitment and Retention

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.**

The Board will hire the Executive Director, who in turn will hire the Principal. Leveraging the collection of networks from the Board, ED, and Principal, relationships with numerous school and teacher training programs, such as Lehman College, New Leaders, Teach for America, and Math for America, and ESH's partners, resources and work in New York City public schools, will ensure that there is access to and recruitment of experienced candidates as potential employees for HCHS.

In order to hire high-quality and qualified teachers, administrators and support staff, job postings will be disseminated widely in order to recruit both locally in the Bronx and throughout the nation. Job postings will be shared widely via various recruitment sites such as the National Alliance for Public Charter Schools job board, the *New York Times*, Chalkbeat and/or Idealist.org, local colleges and universities such as Teacher's College as well as with partner organizations, including ESH. Additionally, school leaders will attend job fairs and present at colleges of education. Every effort will be made to recruit a diverse set of candidates.

HCHS will engage in a comprehensive search-and-hire process led by the Principal and other secondary leaders and including, as appropriate, representative stakeholders. A committee process will be used to ensure multiple perspectives weigh in on each candidate. Hiring processes will vary depending on the role, but will all have in common these features:

- Application including resume and letter of interest;
- Initial screening of candidates based on the alignment of skills and experience described in resumes and letters of interest with job descriptions;
- Phone interviews using an interview protocol;
- In-person interviews using an interview protocol; and
- Reference and credential check and verification.

HCHS will be focused on retaining high quality teachers and core staff and will employ several key strategies. HCHS values and respects the efforts and contributions of staff and will operate to create an environment where staff are considered valuable partners and teachers feel supported and appreciated. As part of the staff retention plan, every effort will be made by leadership to coach, support, train and promote opportunities for growth and development for teachers. These efforts include assigning a mentor, providing intensive coaching and modeling instructional practices side-by-side in the classroom, providing additional targeted professional development, and/or supporting staff as they pursue additional formal training at colleges, universities, or with other institutions. Finally, the Principal along with the leadership team will focus on building relationships within and across staff and positions through summer planning and school year planning sessions, staff meetings, professional development training and gatherings that build the team and promote teamwork.

12. Personnel

D. Personnel Policies

Submit a copy of the proposed education corporation's personnel policies.

Haven Charter High School Personnel Policies

Mission Statement:

About This Guide:

This guide is provided to help familiarize you with Haven Charter High School's (HCHS) policies, benefits programs, and services, so that you can make the most of your career with us. It summarizes what you need to know and it is designed for easy reference. This guide answers many of your questions about employment benefits, responsibilities, and job duties. It also highlights certain aspects of employment with us. It is not intended to be comprehensive or to address all possible applications or exceptions to the policies and procedures described. No guide can answer every question you might have and you are encouraged to confirm full details with the Executive Director.

This guide contains general information and nothing in it is intended or should be interpreted as a binding contract or promise of any kind. The Board of Trustees of HCHS has the right to modify or eliminate the benefits and policies described in this guide at any time, without prior notice, in partnership with the School's Executive Director. However, HCHS will keep employees up to date regarding any changes that may affect them. HCHS adheres to Employment "At Will", which is discussed later in this guide.

This guide replaces any and all prior written and oral communications relative to the contents of this guide or any previous guides. Please read this guide carefully. The Executive Director or her/his designee is available to discuss any questions you may have.

At Will: This guide is for informational purposes only. Nothing contained in this guide is intended to create or imply a contract for either employment or for the provision of any benefit. Employment with HCHS is "at will" and accordingly employment may be terminated for any reason at any time, with or without notice. No representative of HCHS may enter into any agreement or make any representation, written or oral, to alter the "at will" employment status, or otherwise create any contractual obligation to an employee.

Equal Employment Opportunity: HCHS believes a school's success depends on the full and effective employment of qualified persons. HCHS does not discriminate on the basis of race, color, creed, sex, national origin, age, ancestry, marital status, disability and/or perceived disability, sexual orientation, citizenship status, veteran status, genetic information, or any other characteristic protected by federal, state, or local law, rule, or regulation. HCHS will not discriminate on the basis of gender in compliance with Title IX of the Education Amendments of 1972, 20 USC § 1641 and 34 CFR § 106.9. It is the obligation of the School to hire and develop the best people based on their job-related qualifications.

HCHS is an equal opportunity employer. This policy applies to all terms, conditions and privileges of employment as they apply to recruitment, hiring, placement, compensation, fringe benefits, staff

development and training, promotion or transfer, lay-off or termination, or any other condition of employment.

Diversity: HCHS understands the importance of a diverse workforce. The recognition of and appreciation for the diverse ethnic, cultural, and varied perspectives that each employee contributes to the overall success of our organization is highly valued. HCHS are committed to ensuring an atmosphere of fair and equitable treatment of every employee.

Employee Classifications: Haven Charter High School will fully comply with all federal and state wage-hour laws. Each position within HCHS is assigned exempt or nonexempt status, based on applicable federal and state laws. An employee should contact the Executive Director with questions regarding classification. This information will also be available in the employee hiring letter and updated should classification change.

Full-Time: Defined as salaried employees who have successfully completed their probationary periods and are scheduled to work forty (40) hours per week on a consistent basis are considered by HCHS to be regular full-time employees. Regular full-time employees are eligible to participate in all HCHS benefit programs, subject to the terms, conditions, and limitations of each program.

Part-Time: Generally, employees who have successfully completed their probationary periods and consistently work less than forty (40) hours per week are considered by HCHS to be regular part-time employees. Part-time hours vary by department. Your supervisor will assign hours based on Departmental needs and budget considerations. Regular part-time employees are eligible for limited benefits which will be discussed by the Director of Operations during orientation.

Temporary: Defined as an employee who is hired for a pre-determined period of time, or for a period contingent upon the completion of certain tasks or upon the occurrence of certain events, are considered by HCHS to be temporary employees. Generally, temporary employees are paid through the payroll system for hours worked and are not eligible for any employee benefits unless specified differently.

Probationary: Newly hired or rehired employees who have been employed less than ninety (90) days.

Non-Exempt: Regular full-time, regular part-time, and temporary employees who do not qualify as exempt supervisory, managerial, administrative, or professional employees under federal and state wage-hour laws are considered to be non-exempt. Non-exempt employees are eligible to receive overtime pay, or compensation time, (1 and 1/2 times their regular rate of pay) for hours worked in excess of forty (40) hours in any workweek.

Exempt: Regular full-time or part-time supervisory, managerial, administrative, or professional employees who are generally paid on a weekly, bi-monthly, quarterly, or annual salary and who are not eligible to receive overtime pay are considered exempt employees.

Probationary Period: The first ninety (90) days following the employee date of hire, rehire, or transfer to another position within HCHS is considered a probationary period. The employee's supervisor will assess work performance and share expectations and standards during this time. The probationary period allows time for the employee and supervisor to determine whether the job placement, personal abilities, and personal goals are well matched and likely to achieve the intended outcomes for the

School. Successful completion of this probationary period does not guarantee continued employment for any specified period of time.

Poor performance during the probationary period will lead to termination or an extended probationary period for up to an additional three months or more. Regardless, employment with HCHS is always "at will." The length of service with HCHS dates from the initial date of employment and is considered when decisions are made about employment with HCHS including benefits.

Vacation time and sick time cannot be used during the probationary period. At the end of the probationary period, an employee will be credited with vacation and sick time calculated from the hire date. An employee may use your personal time during the probationary period with permission from their direct supervisor.

Work Hours: HCHS expects staff to put in a professional work day at the school sufficient to carry out their duties. This does not mean HCHS employees may not be required to work outside of these hours. HCHS's work hours may vary depending on the employees' job.

Most full-time exempt employees are scheduled to work a minimum 40-hour work week, which may include some Saturdays and/or summer. Time-and-a-half will be paid to all eligible nonexempt employees for overtime pay for hours worked over 40 hours per week. Paid absences such as vacation days, paid holidays, sick days, pre-approved personal absence days and jury duty days are excluded from any overtime calculation.

Meal Period: Full-time employees are provided with one (1) meal period of one (1) hour each workday. Supervisors will schedule meal periods to accommodate operating requirements. Employees will be relieved of all active responsibilities and restrictions during meal periods and will not be compensated for that time. Employees must take one (1) meal period of one (1) hour after a period or shift of six (6) hours.

Timesheets: Part-time employees are required to submit signed timesheets to their supervisor for approval at the end of each pay period. Entries on timesheets for any full or partially used days must be recorded as Holiday, Vacation Leave, Personal Leave, Sick Leave, Jury Duty, or Bereavement. Failure to submit signed time sheets by the due date may result in a delay of being paid for time. Falsification of timesheets will subject to discipline up to and including termination.

Personnel File: All personnel information is confidential. HCHS maintains a personnel file for each employee. Only job-related information is contained in a personnel file. Job related information is limited to information necessary and relevant to document an employee's official work history at HCHS. This includes items that document official employment actions related to hiring, evaluation, job performance, training, disciplinary action, commendations, compensation, promotions or other changes in status or job title, job descriptions, time and attendance records, government required employment forms and the like.

The following documents are maintained in separate files: education records, medical records, confidential investigatory records and intellectual property records. The Executive Director is the primary custodian of personnel files but may delegate the updating and gathering of personnel papers to the Director of Operations. These two positions ensure all employee records, both past and current

employees, are stored in a locked cabinet. The information in these files will be considered confidential and will be shared with discretion and only as required.

Only supervisors and other management personnel who have legitimate business reasons to review information contained in your file will be granted access by the Executive Director. Employment files are also subject to review by federal, state, and local regulatory agencies. Employees should inform the Director of Operations about changes in their personal status, such as marriage, change in dependent status, or a change of address. Changes are recorded and placed in the personnel file to ensure all employee information is current.

An employee may review their own employment file by making a request to the Director of Operations. The Director of Operations will then contact the employee to arrange a mutually convenient time to review the file(s). If technical errors are found in employment documents, the employee should bring it to the attention of the Director of Operations. If an employee disagrees with information contained in the file, and that disagreement cannot otherwise be resolved, the employee may submit a written statement as part of their personnel file.

Hiring Procedures: Hiring procedures will vary depending on the role, but will all have in common these features:

1. Application including resume and letter of interest,
2. Initial screening of candidates based on the alignment of skills and experience described in resumes and letters of interest with job descriptions,
3. Phone interviews using interview protocols,
4. In-person interviews using interview protocols,
5. Demonstration of instruction or task, depending on position,
6. Reference check,
7. Fingerprinting and background check, and
8. Offer letter and acceptance.

References: HCHS's policy is to check the professional references and other qualifications of applicants before an offer is made. When unusual circumstances make this impossible, offers of employment may be made contingent upon satisfactory reference checks. Documentation relating to all reference checks is maintained in your personnel file. Neither employees nor supervisor are authorized to respond to employment verification or reference check inquiries for current or former employees of the organization. All such inquiries must be referred to the Executive Director. Under no circumstances may any employee other than the Executive Director release any information about any past or present HCHS employee.

Background Checks: HCHS requires fingerprinting and criminal background checks on all prospective employees. In addition, the school may conduct Internet and/or social media searches. All applicants must complete employment background authorization form to conduct the background check.

Employment/Salary Verifications: The Director of Operations, under the supervision of the Executive Director, is responsible for providing all employment or salary verifications for current or former employees. All inquiries should be directed to the Director of Operations.

Nepotism: HCHS will consider employment of an employee's family only if that person is qualified. Relatives who are hired will be assigned to different departments. At no time may relatives report to one another.

Accepting Gifts and Other Financial Relationship Issues with Vendors, Contractors, and Other Outside Sources: To ensure the highest level of objectivity in dealing with HCHS's vendors, suppliers, contractors, and other organizations, and to avoid the appearance of impropriety, employees and their immediate families are not permitted to accept personal benefits, solicited or unsolicited, of any kind, including gifts, free services, discounts, loans, entertainment or other special favors. No money, gifts, or gift certificates may be accepted by any employee. Employees should notify their supervisor if they receive gifts of any value from any source that may be a conflict of interest. Employees should notify their supervisor if any person or company repeatedly offers such gifts. Staff may accept tokens of appreciation from students and their families that are valued at no more than $10.00. Employees may not use corporate assets or funds for any unlawful or improper purpose.

HCHS does not authorize and will not condone any payment by any employee that is in the nature of a bribe, kickback, or undisclosed commission (or a commission in excess of those required in the ordinary course of business) to a third party for obtaining any business or otherwise bestowing a special favor on HCHS or its employees. Gifts or payments may not be offered or given to public officials, political parties, or candidates. Any employee who is aware of an activity which appears to be in conflict with this policy must notify the Executive Director. If an employee is faced with participating in an activity which appears to be in conflict with this policy, he or she must immediately notify the Executive Director.

Conflicts of Interest: Employees of HCHS, are expected to exercise good faith in dealings with HCHS and its partners, vendors, contractors, other business associates and clients, consistent with the highest degree of trust and confidence that is placed in you by HCHS. HCHS, in turn, exercises the highest degree of ethical conduct in its dealings with its business associates. This only can be accomplished by an employee's commitment to HCHS's values. If an employee discovers that they, a family member or domestic partner or another person with whom they have a personal relationship will derive personal gain or benefit from any transaction between HCHS and an individual, or organization, the employee should refer the matter and disclose all pertinent facts to the Executive Director.

Relationships that might, even by implication, cause embarrassment to an employee or impair HCHS's best interests or public position should not be entered into or continued. An employee must avoid conflicts involving business or personal opportunities. All employees will receive a copy of the school's Code of Ethics and Conflict of Interest policy and will be notified whenever changes are made to said policies.

Whistleblower Policy: Any employee filing a complaint of a violation or suspected violation of law must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation. Any allegations that have been made maliciously or with knowledge of their falsehood will be viewed as a serious disciplinary offense. Reports of violations or suspected violations of law will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation and other requirements of law relating to disclosure.

All employees are required to observe high standards of business and personal ethics in carrying out their duties and responsibilities. It is the responsibility of employees to report any violations or suspected violations of law. This policy is intended to encourage and enable employees to raise

concerns regarding violations or suspected violations of law within the organization prior to seeking resolution outside the organization. No employee who reports a violation of law shall suffer harassment, retaliation, or adverse employment consequences. An employee who retaliates against someone who has reported a violation of law is subject to disciplinary action, up to and including termination.

In most cases, an employee's supervisor is in the best position to address employment concerns. However, if the employee is not comfortable speaking with their supervisor or are not satisfied with the response, employees are encouraged to speak with the Executive Director. Supervisors are required to report all suspected violations of law to the Executive Director, who will initiate an investigation.

Political Activity: HCHS encourages you to support the candidate or party of your choice. However, any affiliation with a candidate or party that suggests HCHS as an organization actively supports or opposes any candidate or party is strictly prohibited. Employees should not engage in political activity during the course of the business day.

Travel and Transportation: Privately owned vehicles may be used for HCHS business with advance permission from the employee's supervisor. Employee's using their own vehicle for HCHS business will be reimbursed for all tolls, plus mileage in accordance with rates set by the Internal Revenue Service. Moving violations and parking tickets will not be reimbursed by HCHS. Reimbursement of allowable and approved expenses will be made following submission of a completed payment requisition, including paid receipts and supervisor approval.

Code of Conduct: HCHS is committed to ensuring co-workers and HCHS's rights are respected. Generally, no conduct which is disruptive, unproductive, unethical, or illegal will be tolerated. It is not possible to provide employees with a complete list of every possible type of unacceptable conduct. The following are examples of some, but not all of the rules which we all are expected to follow. Violation of the Code of Conduct will lead to disciplinary action which, based on the circumstances of the individual case, could result in a corrective action plan or suspension without pay or termination.

1. Insubordination, refusing to follow a supervisor's directions, or other disrespectful conduct towards a supervisor,
2. Use, possession or distribution of intoxicants or illegal drugs on our premises or reporting to work while under the influence of intoxicants or drugs,
3. Sleeping on work time,
4. Fighting in the work place or the threat of bodily harm to co-workers,
5. Willful or careless destruction or damage to HCHS's property, records or equipment or to another employee's property,
6. Unauthorized use, possession or taking of HCHS's or any other person's property,
7. Violation of safety or operating rules,
8. Inappropriate behavior,
9. Carrying or possessing weapons of any kind on HCHS's property or while engaged in any assignment,
10. False statements, either oral or written, about the school, other employees, yourself, or a work situation,
11. No profanity
12. Excessive absenteeism or tardiness,
13. Falsifying reports or records, and/or
14. Sexual Harassment or other harassment or discrimination toward another employee

HCHS will consider an employee's job performance, prior violation of our work rules, and other relevant circumstances in determining whether to counsel, warn or terminate an employee.

Policy Against Discrimination or Harassment: HCHS is committed to providing its employees with a productive work environment, which is free of discrimination and harassment. This policy includes maintaining an environment free of sexual harassment, intimidation, threats, coercion or discrimination, including harassment based on gender, pregnancy, childbirth or related medical conditions, as well as discrimination based on a person's race, color, gender, disability, age, religion, or national origin, sexual orientation, sexual identification, uniformed service, or any other characteristic protected by law with respect to recruitment, hiring, training, promotion, and other terms and conditions of employment. HCHS will not tolerate harassment of employees by supervisors, coworkers, or vendors. Similarly, HCHS will not tolerate harassment by its employees of non-employees with whom HCHS has a business, service or professional relationship.

To ensure no employee is subjected to such discrimination or harassment, HCHS strictly prohibits any offensive, intimidating or unwelcome physical, written or spoken conduct regarding any person's race, color, gender, disability, age, religion, national origin, ancestry, sexual orientation, sexual identification, marital status, veteran status or any other personal characteristic protected by law.

Harassment can take many forms and includes, but is not limited to, slurs, jokes, statements, gestures, pictures or cartoons regarding a person's race, color, gender, disability, age, religion, national origin, ancestry, status with regard to public assistance, sexual orientation, sexual identification, marital status, family care leave status, veteran status, or any other personal characteristics protected by law. Sexual harassment includes unwelcome sexual advances or propositions, sexual flirtations, verbal abuse of a sexual nature, subtle pressure or requests for sexual favors or acts, unwanted touching or intimacy, insulting or degrading sexual remarks or conduct, epithets, slurs, or negative stereotyping based on gender, sexually explicit or offensive jokes, and the posting or display of sexually offensive or degrading materials in the work place.

No HCHS supervisor has the authority to engage in harassing conduct and/or to alter an employee's terms or condition of employment based on the employee's refusal to submit to such conduct. HCHS prohibits ALL employees, from implying or suggesting that an applicant or employee's submission to or refusal to submit to sexual advances or participation in such sexual conduct is a condition of continued employment or receipt of any job benefit (including job assignment, compensation advancement, career development, or any other term or condition of employment).

All HCHS employees are encouraged to raise questions they may have regarding these issues directly with their supervisor or the Director of Operations.

Complaint Reporting: Employees should report any incident of discrimination or harassment promptly to the Director of Operations. Employees who believe they have been the subject of any form of unlawful discrimination or harassment should tell the harasser that his or her conduct is unwelcome. If the employee does not feel comfortable addressing the harasser directly or need assistance, contact the Director of Operations. If the Director of Operations is the subject of the complaint, the employee may contact the Executive Director.

Supervisors must notify the Director of Operations if they are aware of discrimination or harassment by, or of any employee, customer or vendor. The very nature of harassment may make it impossible to

detect unless the employee being harassed registers a complaint with their supervisor or the Director of Operations.

For HCHS to deal effectively and swiftly with such problems, the employee must report the offensive conduct or situations at the earliest possible stage. There will be no retaliation or reprisals of any kind against anyone who has raised any good faith concern about discrimination or harassment.

Investigating Complaints: All complaints or allegations will promptly be investigated by the Director of Operations, and all people will be treated respectfully. A record of the complaint and the findings will become a part of the complainant's investigation file. Registering a complaint in good faith will in no way be used against an employee, nor will it have any adverse impact on the complainant's employment. During the investigation process, the confidentiality of the information received, the privacy of the individuals involved and the wishes of the complaining person will be protected to as great a degree as is legally possible. After an appropriate investigation, disciplinary actions will be determined, if any, and a written record of each action will be compiled.

Workplace Threats and Violence: The security and safety of our employees is of paramount importance. Threats, threatening behavior, or acts of violence against employees, visitors, clients, guests, or other individuals by anyone on HCHS's property will not be tolerated. Violations of this policy will lead to disciplinary action, which may include termination, arrest, and/or prosecution. All employees must notify their supervisor of any threats they have witnessed, or received, or which they have been told that another person has witnessed or received. Even absent a direct threat, employees should report any behavior they have witnessed regarded as threatening or violent.

Visitors in The Workplace: Only authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps maintain safety standards for our students, protects against theft, ensures security of equipment, protects confidential information, safeguards employees' and clients' wellbeing, and avoids potential distractions and disturbances. Authorized visitors will receive directions or be escorted to the appropriate destination. Employees are responsible for the conduct and safety of their visitors. Visitors will not be allowed to move about the workplace unescorted. Additionally, the workplace is not a suitable environment for children. While we recognize the needs of employees who care for children, employees are not allowed to bring their children to the workplace for a full day, unless their child attends the school as a student. An employee who needs to stay home with a child should use proper leave time to do so. Employees should request such time off in advance, whenever possible.

Employee Safety: HCHS is committed to a safe work place. Employees are expected to follow established work practices and to comply with the following safety rules:

1. Report all injuries incurred to yourself or another employee immediately to your supervisor. A report of work injury must be immediately sent to the Director of Operations.
2. Report unsafe conditions in the workplace, including defective tools and other equipment to the Director of Operations.
3. Use personal protective equipment in any area for which it has been issued.
4. Do not use defective tools or equipment. Use only the proper tools for a task.
5. Employees should request help if a repetitive task causes discomfort.
6. Alcohol or other drugs are not allowed in the workplace.

HCHS is also committed to monitoring its facility and equipment in order to maintain the integrity of HCHS and its employees. Because HCHS property used by employees is the sole property of HCHS, it reserves the right to open and inspect the property at any time, with or without advance notice or consent. This right includes free access to equipment with locking devices, passwords, or special entry codes. Any questions about this policy should be directed to the Director of Operations. No employee will encounter reprisal for notifying his supervisor or the Director of Operations Director about actual or perceived safety problems. Prompt notice of unsafe conditions will help future injuries or illness.

Substance Abuse: HCHS prohibits the sale, purchase, use, transfer, or possession of alcohol or illegal drugs on company property or during work hours. Further, working while under the influence of alcohol or illegal drugs is strictly prohibited. Possession of any alcoholic beverage or illegal drug in work vehicles is also prohibited. An illegal drug is any drug for which sale, transfer or consumption is prohibited by law. A violation of this policy will result in disciplinary action and may include immediate termination. An employee's supervisor may refer an employee to the Employee Assistance Program, (EAP), provided by our long-term disability provider if drug or alcohol abuse is affecting their ability to work. The EAP is described in detail in the insurance carrier's brochure.

Smoking: The New York City Clean Indoor Act of 1995 prohibits smoking in public buildings. Smoking is prohibited at all times in offices, elevators, hallways, and restrooms in an effort to provide a safe and healthy work environment. This policy also refers to electronic cigarettes. Employees who wish to smoke may do so in designated areas outside the building. Violation of this policy may result in disciplinary action including termination.

Usage of School Telephones, Equipment and Property:

- **School Telephones:** HCHS does not support the use of school telephones for non-business purposes. Employees are expected to reimburse HCHS for any personal long-distance phone calls. Disciplinary measures will be taken against any employee who is responsible for the misuse of organizational resources and time or for failing to reimburse HCHS for personal phone calls.

- **Office Equipment:** HCHS's office equipment and supplies are provided for business purposes. Employees should not use HCHS property and equipment for non-work-related activities.

- **Using Your Computer:** All computer hardware and software are the property of HCHS and are provided to the employee for use in performing their job. The use of computers for personal reasons should be kept to a minimum. Any documents or information stored on a computer are property of HCHS and can, under certain circumstances, be accessed by the system administrator. An employee will be issued a password in order to access the computer system. In order to protect work, an employee should not share their password with anyone. Employees should not access or attempt to access another staff member's computer files. In order to maintain the integrity of our system, employees may not install any software programs or additional hardware without specific authorization from the Director of Operations.

  It is also important for employees honor the licensing software agreements provided by the manufacturers and software designers. Software cannot be copied or redistributed without authorization from HCHS. All data collected about the school and business operations is

property of HCHS and cannot be shared or distributed to anyone without specific authorization by HCHS. Violation of these policies may be grounds for disciplinary action.

- **Using E-mail and the Internet:** HCHS's e-mail and internet system provides an opportunity for employees to do research on issues affecting their work including providing a method of communication among employees and business associates. The e-mail system should not be used for personal reasons, or to make personal announcements, (e.g., selling items or soliciting donations.) As the e-mail and internet systems are the property of HCHS, all messages sent or received are property of HCHS. The e-mail system is for HCHS business and should not be used for dissemination of requests for non-HCHS fundraising or other personal business. All students will have HCHS accounts. All Internet correspondence with students should be done via your HCHS email account to a student's HCHS email account. Personal Facebook accounts and other social networking sites are not appropriate forums for communicating with students.

  E-mail is like any other form of communication; the same care should be taken with e-mail as with other forms of communication. The e-mail system should not be used to view, create, or distribute any pornographic material. The e-mail system should not be used to create or distribute any offensive or disruptive messages. Offensive messages would be those that address someone's actual or perceived race, color, creed, national origin, age, citizenship status, sexual orientation, gender or gender identity, ethnicity, marital status, arrest or conviction record, status as a victim of domestic violence, political beliefs, or disability.

  HCHS reserves the right to review, audit, intercept, access and disclose all messages created, received, or sent over the e-mail system. HCHS reserves the right to review, audit, intercept, and access all internet web sites viewed by staff. Violation of these policies may be grounds for disciplinary action.

Business Appropriate Attire and Appearance: As part of the efforts to provide employees with a professional, comfortable, and productive environment, HCHS has implemented a Business Appropriate Attire policy. The intent is to provide employees with a work environment that will promote greater productivity and job satisfaction.

In general, employees should not wear tank tops, any article of clothing that shows a bare midriff or any article of clothing that can be construed as suggestive. Employees should also remember that if you are attending a school or an off-site meeting, appropriate business attire should be worn.

If a supervisor feels that an employee's dress is inappropriate for a professional environment, the concern will be pointed out to the employee, so the employee can wear appropriate clothing in the future. In extreme cases, the employee may be asked to go home and change to more appropriate attire. Good grooming and personal hygiene are always expected. Additionally, employees are expected to keep their office and/or work area clean and free of debris.

Corrective Action: All HCHS employees are to adhere to the Policy. Failure to comply with the Policy may result in the employee or affiliate being directed to leave the work site and return once work attire issue has been rectified, and/or a documented verbal warning or a write-up, or suspension or termination; contingent on the frequency and/or severity of the work attire infraction. Non-Exempt (hourly employees) will not be paid for any time not worked due to the work attire infraction

Media Relations: HCHS's media policy is designed to ensure all communications with the media are consistent, accurate, and timely. It is the responsibility of the Executive Director to ensure media contact is properly coordinated and in compliance with established guidelines. As such, all contact with the media must be conducted with the following guidelines:

- Employees are not authorized to contact the media directly or grant interviews without approval from the Executive Director.
- If any employee is contacted by the media, the call or e-mail should be referred to the Executive Director. If the Executive Director is unavailable, the call or e-mail should be referred to the Director of Operations.

Solicitations and Distribution: To avoid distractions and to avoid the feeling that employees are being pressured to participate or contribute to something they do not wish to, solicitation of any kind is prohibited. Distribution by any employee of advertising material, handbills, printed or written literature, or e-mail solicitations of any kind in working areas of the organization is prohibited at any time. Trespassing, solicitation and/or distribution of material by non-employees on HCHS property is prohibited at all times.

Salary: Employees starting salary depends on job responsibility and comparable work for the position. This is determined by HCHS's annual budget, type of work and work experience for the position and job responsibilities. HCHS requires an employee's supervisor to review their performance throughout the year.

Payroll Deductions: Certain deductions from your paycheck are required by law. Your payroll stub itemizes any deductions taken from your gross earnings. Federal and/or state law requires HCHS take deductions for Social Security, federal income tax, state and city income tax (where applicable), state disability insurance, and any other legally mandated taxes or deductions; e.g., garnishments, child support.

Payroll Direct Deposit: All HCHS will have the option to have their pay directly deposited into their bank account. Employees will be provided a Direct Deposit Election form from the Director of Operations. Direct deposit is active the first payroll after submitting the election form.

Attendance, Leave and Absences: HCHS is a school with paid scheduled vacation and holiday days off for staff. Full time staff members are considered year-round employees. In addition to paid days off, HCHS will grant staff members an annual number of Leave Days as approved by the Board of Trustees. possible. Employees request days off to their direct supervisor.

All absences and lateness must be reported directly to the employee's supervisor by telephone or e-mail by 6:30 a.m. When staff members can anticipate Leave Days in advance, they are responsible for working with their supervisor to assist in planning appropriately for their absence. Employees who are absent for three (3) or more days and have not contacted their supervisor will be considered to have abandoned their employment, and school records will reflect that the individual voluntarily terminated his or her employment with HCHS. Staff with excessive absenteeism and/or tardiness cannot perform their jobs effectively and disrupt the operation of the school. Therefore, excessive absenteeism or lateness may be cause for termination. Failure to notify a supervisor may be considered an unexcused absence and subject to disciplinary action up to and including termination.

Holidays: As a regular full-time or part-time employee, you are eligible for the following paid holidays: Labor Day. Columbus Day, Veterans Day, Thanksgiving Day, Friday following Thanksgiving, Winter Recess (includes both the Christmas and New Year holidays), Martin Luther King, Jr. Day, President's Day, Spring Recess, Memorial Day, and Independence Day

Full-time employees who may be asked to work on a holiday shall be entitled to take another day off, with prior approval. Part-time employees are only eligible to be paid for those holidays falling on their regular scheduled work day.

Time Off and Leave:

Personal Time: Employees will be allowed two (2) personal days at the beginning of each fiscal year. Personal days are recognized as time required to address personal, family or household emergencies, or religious holidays. Personal days are not accrued. They are all available to the employee at the beginning of the fiscal year. Unused personal days may not be carried over at the end of the fiscal year, nor will personal time be paid out to employees while they are employed or upon termination of employment.

Jury Duty: A temporary leave of absence will be granted for required court attendance as a juror. Regular full-time and regular part-time employees who have completed their probationary period will receive their regular pay for up to two weeks. All other employees will be paid in accordance with applicable State and local laws. The jury summons must be presented to your supervisor on receipt to be eligible for this wage supplement program. An employee is also expected to report for work during hours or days that their presence is not required on the jury panel. Additionally, if an employee is excused from jury service, they should submit a receipt from the court verifying the time spent on jury duty. Upon completion of jury service, an employee must send the completion certificate to the Director of Operations.

Bereavement Leave: May be requested due to the death of an immediate family member. Immediate family is defined as follows

- Employee's spouse, parent, grandparent, child, stepchild, foster child, grandchild or sibling
- Employee's mother/father-in-law, or brother/sister-in-law
- Employee's son/daughter in law
- Employee's uncle, aunt, nephew and niece

Special consideration may also be given to any other person whose association with the employee was similar to any of the above relationships.

Up to five (5) days of paid bereavement leave will be provided to eligible regular full-time and part-time regular (PTR) employees in good standing (no disciplinary action in the preceding 3 months) during the calendar year. Pay for this purpose is calculated based on the base pay rate at the time of the absence and will not include any special forms of compensation such as incentives, bonuses or shift differentials.

Voting Leave: Under N.Y. Election Law § 3-110(1), employers must provide employees who are registered voters with "sufficient time" for "any election" so that they may vote. Pursuant to N.Y. Election Law § 3-110(2), employers are required to provide employees with up to two (2) hours of paid leave if those employees do not have: 1) four (4) consecutive nonworking hours between the time the polls open and

close, and 2) who do not have "sufficient" nonworking time to vote. Under N.Y. Election Law § 3-110(3), employees seeking paid leave must notify their employer between two (2) and ten (10) days before election day. The employer may decide whether the leave is to be taken at the beginning or end of an employee's shift.

Employers should be mindful that New York law requires every employer, regardless of size, to post the state's Voting Leave Law notice "conspicuously in the place of work," no fewer than ten (10) days prior to the election, and the notice must remain in place until the close of the polls.

Military Reserve or National Guard: Any employees belonging to a Military Reserve or National Guard unit of a branch of the United States Armed Forces, may have obligations that include a training period. As soon as an employee is made aware of training dates, they must notify their supervisor and the Director of Operations. Employees may be granted one limited military leave of absence per year, not to exceed fifteen working days, based on a written request approved by the Director of Operations. Employees may use their vacation for additional, temporary military service. HCHS will pay an employee the difference between military and regular pay to a maximum of fifteen (15) working days annually. HCHS will pay an employee the difference between military and regular pay to a maximum of fifteen working days annually. Any full-time employee who leaves the employment of HCHS to perform involuntary active service in the United States Armed Forces will be reinstated with accrued seniority by HCHS in accordance with the provisions of the Military Selective Service Act of 1967. An employee who voluntarily remains in the service beyond the minimum, time will not be eligible for automatic reinstatement.

Unpaid Personal Leave of Absence: Full-time and part-time employees who have worked for HCHS for at least 12 months may apply for an unpaid personal leave of absence for a period of up to 3 months. The request must be submitted in writing to the Director of Operations at least one month in advance of the intended commencement of the leave. The notice must state the date the leave and return.

Requests will be reviewed by the Director of Operations, Principal, and Executive Director. Approval will be considered based on individual circumstances and the needs of the organization. HCHS retains the sole discretion to deny unpaid personal leave. If an employee is granted an unpaid personal leave of absence of more than one month, their eligibility for benefits that accrued on length of service will be suspended and the employee will be responsible for the payment of health insurance premiums.

For a leave of absence to be valid, an employee must obtain a written confirmation of the leave from the Director of Operations before departing. This will not be necessary in the case of an emergency leave of absence. Due to operations and staffing needs, HCHS cannot guarantee that a position will be available when the employee returns to work. HCHS will make reasonable efforts to return the employee to the same or a similar job at the same or similar salary held prior to the leave of absence, subject to business requirements that may exist. An unpaid leave of absence cannot be attached to a Family/Medical leave. If you are requesting a family medical leave of absence, please read the Family/Medical leave policy.

Family Medical Leave: HCHS will provide Family and Medical Leave to all eligible employees. The company posts the mandatory FMLA Notice and upon hire provides all new employees with notices required by the U.S. Department of Labor (DOL) on Employee Rights and Responsibilities under the Family and Medical Leave Act in New York State. The function of this policy is to provide employees with

a general description of their FMLA rights. In the event of any conflict between this policy and the applicable law, employees will be afforded all rights required by law.

Leave Policy: An employee may take up to 12 weeks of unpaid family/medical leave within any 12-month period and be restored to the same or an equivalent position upon return from leave provided they have worked for HCHS for at least 12 months. The 12-month period is calculated from the employee start date.

Reasons for Leave:

1) The birth of a child and in order to care for such child,
2) The placement of a child with you for adoption or foster care and in order to care for the new child,
3) To care for a spouse, son, daughter, or parent ("covered relation") with a serious health condition,
4) Because of your own serious health condition which renders you unable to perform an essential function of your position, and
5) Any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is on active duty or has been notified of an impending call or order to active duty in the U.S. National Guard or Reserves in support of a contingency operation

Leave because of reasons (1) or (2) must be completed within the 12-month period beginning on the date of birth or placement and must be taken as a consecutive period unless a different arrangement is agreed upon. Only employees who have worked for HCHS for at least one year are eligible for this leave. The twelve-month period in which leave may be taken will be calculated by measuring forward from the date the employee's first family/medical leave begins. For the purposes of this policy, a serious health condition is an illness, injury, impairment or physical or mental condition resulting in incapacity (being unable to work, attend school or perform other regular daily activities) and involves:

- Inpatient care in a hospital, hospice or residential medical care facility;
- A condition that lasts more than three consecutive days and requires at least two treatments from a health care provider;
- A condition that lasts more than three consecutive days and requires continuing follow-up treatment from a health care provider;
- Pregnancy, or prenatal care;
- A chronic serious health condition that may recur and requires periodic follow-up treatments by a health care provider;
- A condition that may be permanent or long-term and requires the continuing supervision of a health care provider; and/or the need for multiple treatments by a health care provider, including surgery or other medical interventions.

HCHS may require requests for medical leave be supported by certification(s) of the serious health condition for the employee or his or her family member. An employee requesting leave for a foreseeable event, such as the birth of a child or planned surgery, must provide thirty days' notice to the Director of Operations. In circumstances where thirty days' notice cannot be given, an employee must provide as much notice as possible. Additional information regarding Family Medical Leave is available from the Director of Operations.

Paid Sick Leave: Employees who may need to go on FMLA because of medical necessity (other than for the birth or placement of a child) should contact their supervisor and the Director of Operations.

Job Responsibilities: Upon request the employee's supervisor will provide you with a job description for your position. Job descriptions outline the work that you will be responsible for carrying out. At times employees will be required to assume tasks that may not necessarily fall precisely within the areas of their position.

Paid Family Leave (PFL): New York Paid Family Leave provides job-protected, paid time off so an employee can:

- Bond with a newly born, adopted or fostered child,
- Care for a close relative with a serious health condition, or
- Assist with family situations when a family member is deployed abroad on active military service.

As an HCHS employee you can continue your health insurance while on leave and are guaranteed the same or comparable job after your leave ends. If you contribute to the cost of your health insurance, you must continue to pay your portion of the premium cost while on Paid Family Leave.

Benefits -- Time

Paid Family Leave benefits phase in over four years, providing up to eight weeks of leave for employees who started Paid Family Leave in 2018; 10 weeks for leave starting in 2019 and 2020, and 12 weeks in 2021. Leave can be taken either all at once or intermittently, but must be taken in full-day increments. You may take the maximum time-off benefit in any given 52-week period.

Benefits -- Pay

Paid Family Leave pay benefits also phase in over the same four-year period. Benefits are a percentage of your average weekly wage, capped at that same percentage of the New York State Average Weekly Wage, as calculated annually by New York State Department of Labor. These benefits are 50% of your average weekly wage for Paid Family Leave that started in 2018, 55% in 2019, 60% in 2020, and 67% in 2021.

Eligibility

All HCHS eligible employees are entitled to participate in Paid Family Leave.

- Full-time employees: Employees who work a regular schedule of 20 or more hours per week are eligible after 26 consecutive weeks of employment.
- Part-time employees: Employees who work a regular schedule of less than 20 hours per week are eligible after working 175 days, which do not need to be consecutive.

Employees are eligible regardless of citizenship and/or immigration status.

Your Rights and Protections

- You have job protection, ensuring you can return to the same job (or a comparable one) when you return from Paid Family Leave.
- You can keep your health insurance while on leave. If you contribute to the cost of your health insurance, you must continue to pay your portion of the premium cost while on leave.
- Your employer is prohibited from discriminating or retaliating against you for requesting or taking Paid Family Leave.

- You do not have to take all of your sick and/or vacation time before using Paid Family Leave.

Paid Safe and Sick Leave: The Earned Sick Time Act mandates that employers in New York City provide paid sick time off to its part time employees. These employees will accrue sick time under the Act on the first day of employment (or on April 1, 2014, whichever is later) at a rate of one (1) hour for every 30 hours worked, up to a maximum of 40 hours in a "fiscal year". The HCHS program "fiscal year" runs from September 1st of the current year to August 31st of the following year.

Although sick leave accrues immediately at the start of employment, employees are not entitled to use sick days until 120 days after their start date, or July 1, 2014, whichever is later.

Employees who do not use all of their accrued sick time may carry over up to 40 hours of unused time into the following "fiscal year". However, employees cannot use more than 40 hours of paid sick time in any given "fiscal year". Unused sick time will not be paid out upon termination or resignation of employment.

Part time employees may take sick time under the Act for the following qualifying reasons:

1. An employee's own mental or physical illness, injury or health condition or need for medical diagnosis, care or treatment of a mental or physical illness, injury or health condition or need for preventive medical care; or

2. care of a "family member" who needs medical diagnosis, care or treatment of a mental or physical illness, injury or health condition or who needs preventive medical care; or

3. closure of an employee's place of business by order of a public official due to a public health emergency or an employee's need to care for a child whose school or childcare provider has been closed by order of a public official due to a public health emergency.

Employees must give seven (7) days' advance notice if the need for leave is foreseeable. However, if the need for leave is not foreseeable, employees are required to contact their supervisor to give notice at least two (2) hours prior to the start of your work shift. If an employee is absent for three or more consecutive days due to illness or injury, a physician's statement must be provided verifying the disability and its beginning and expected ending dates. Before returning to work from a sick time absence of five working days or more, an employee must provide a physician's verification that he or she may safely return to work.

An employee who is on extended absence due to illness or injury must apply for any other available compensation and benefits, such as workers compensation or disability benefits. Sick leave benefits may be used to supplement any payments that an employee is eligible to receive from state disability or workers compensation insurance. The combination of any such disability payments and sick leave benefits cannot exceed the employee's normal weekly earnings.

Training and Professional Development: When appropriate, internal or external training programs are offered to aid employees' career development. They are designed to provide employees with opportunities to advance in their chosen fields by increasing their skills. Employees are encouraged to talk with their supervisors about training needs and opportunities.

Staff Evaluation: Staff will be evaluated by their supervisor, which will be finalized by the Principal or other direct supervisor. All staff will receive a written evaluation mid-year and at the end of the year that describe areas of strength and areas for improvement based on pre-determined criteria. All staff will receive a summative performance evaluation at least twice per year conducted by his or her supervisor or a designee. Non-academic staff will set annual goals with their supervisor based on their job description and be evaluated against those goals. Teachers will be expected to collect and document evidence throughout the year demonstrating their level of mastery of the teacher performance competencies. Examples of evidence might include lesson plans, video of instruction, student assessment data showing growth or attainment, and documented feedback from students, peers or instructional leaders. The evaluation will include the teacher's portfolio and analysis of it as well as data collected through observation of instruction and other professional duties throughout the year. The supervisor will meet with each teacher to review his or her ratings.

Coaching and Teacher Improvement Plans: Coaching plans can be initiated and concluded at any time. Teachers may be paired scheduled for peer observation, and/or asked to share work for a tuning protocol where the need for moderate growth in an individual area has surfaced. Where evaluation indicates a deeper need for improvement, the supervisor will create a support plan to collect data and supports the teacher in a positive way. Identifying ways to improve teaching and learning is the most important opportunity given to teachers. All steps for improvement will be documented and will be placed in a teachers personnel file. The Danielson Group's Framework for Teaching is used by HCHS leaders to support, evaluate and develop staff skills. The Framework for Teaching is research-based and grounded in a constructivist approach to learning and teaching. Using this method, teaching is divided into 22 distinct components clustered by four main domains: Planning and Preparation; Classroom Environment; Instruction; and, Professional Responsibilities. Teachers/staff will work directly with School leaders to identify areas for improvement and will be held accountable accordingly. For more details, please see Response 9.

Medical, Dental and Vision: Regular full-time employees are eligible for medical, dental, and vision benefits. For a description of these benefits, please review the relevant benefit booklets and consult the Director of Operations.

Short Term Disability: If an employee is away from work for more than a week due to a confirmed illness or injury, they will be placed on a medical leave of absence. In order to receive disability benefits, they must notify their supervisor, who will notify the Director of Operations. An employee must provide the medical reason for leave within three days of absence or two weeks prior to the anticipated leave date. The first five days of leave will be funded by the employee's accrued paid time off, if available. Short term disability benefits begin on the sixth business day of your leave. The Director of Operations will provide an employee with all claim forms. Parental leaves are covered under this plan as well. An employee cannot use short term disability benefits while receiving a full salary from HCHS. Benefits can only be collected when an employee is no longer receiving payment from HCHS. Coverage usually starts when a doctor tells an employee to stop working, the doctor provides written documentation stating the date and ends six weeks after your baby is born. There is no cost for this benefit

Workers' Compensation: Accidental injuries that may occur during working hours or conditions caused by work activities are covered under Workers' Compensation. This insurance provides for payment of medical expenses and weekly compensation payments during the period of disability. If an employee is unable to complete their workday because of a work-related injury, they will be paid for the balance of

the regular workday. All injuries, no matter how slight, must be reported immediately to the employee's direct supervisor. If the supervisor is unavailable, report the injury to the Director of Operations. You must complete all necessary forms promptly so HCHS can process you're the claim quickly and properly.

Unemployment Compensation: HCHS pays an unemployment tax on its payroll. Employees who become unemployed through no fault of their own and are unable to find suitable employment will be eligible for unemployment compensation benefits. The New York State Department of Labor determines an employee's eligibility for benefits.

403(b) Tax Deferred Annuity Plan: All regular full-time employees can elect to participate in a tax-free deferred annuity plan from the first day of employment. After one (1) year of employment, HCHS matches up to 3% of your salary. For further information about this plan, contact the Director of Operations.

Optional Benefits: For information about other optional benefits, contact the Director of Operations.

Complaints: Haven Charter High School encourages staff to bring questions, suggestions, and concerns to the leadership team's attention. The leadership team will give careful consideration to each of these in our effort to continue our productive relationship with employees. Differences of opinion are bound to occur at almost any workplace. When many people work together, situations may be viewed differently. Employees can expect a quick and honest resolution for any problem or question that may arise.

If an employee has a problem or a question, they should first discuss the situation with their supervisor. It is encouraged to speak honestly and openly with the supervisor. If an employee still feels their problems have not been dealt with fully, or if for some reason they do not wish to discuss the matter with their supervisor, they should discuss their concerns with the Principal. HCHS Board of Trustees has adopted a separate policy that outlines the steps that must be taken to elevate a complaint to school leadership and then to the board. For complaints related to a breach of the charter or law, staff may take their complaint directly to the Board. Consult the school's Complaint Policy for relevant procedures.

Termination: Being designated as an "at will" employee shall mean either the employee or HCHS may terminate the employment relationship at any time, with or without cause. Within five working days of an employee's termination, HCHS will give the terminated employee a written notice of the exact date of termination and the exact date of the cancellation of employee benefits connected with the termination. The terminated employee may be eligible for compensation for unused vacation time and may be eligible for unemployment compensation. Employees shall not earn any additional benefits, rights, or privileges beyond the last day worked. This notice applies to all employees regardless of date of hire.

Resignation: If, for any reason, an employee resigns from employment with HCHS, they are required to give notice equal to their annual allowance of vacation time. If an employee gives less notice than their annual vacation accrual, the balance of time will be withheld from any accrued vacation time. All employees are required to submit a written letter of resignation to their immediate supervisor and Director of Operations.

Involuntary Termination: Involuntary termination of employment occurs within the discretion of

management, based on a number of reasons including but not limited to lack of work (position elimination, work volume decrease, reorganization or downsize of the workforce or the unavailability of a position upon return from an extended leave of absence); work performance; misconduct; failure to adhere to HCHS policies, procedures or practices; or other circumstances where management believes termination is appropriate.

Exit Interviews: During an employee's last week of employment, they have an exit interview with the Director of Operations. At that time, the employee will return any HCHS property, such as their ID/access card, keys, or other equipment. They will also be informed of their rights to continue medical and dental coverage through the Consolidated Omnibus Budget Reconciliation Act (COBRA).

COBRA: In the event that employment terminates, whether voluntarily or involuntarily, employees will be offered, in accordance with COBRA, the opportunity to extend employer provided health insurance coverage at your own expense. This coverage may be offered for 18 months (and in some cases, up to 36 months) if an employee retires, resign or is terminated for any reason other than gross misconduct. An employee will receive COBRA information by mail, within 14 days of the termination date from the COBRA administration provider or the Director of Operations. Employee must elect coverage within 60 days of notice and pay premium within an additional 45 days retro to first day coverage loss.

SOCIAL MEDIA GUIDELINES

PURPOSE

1. In today's media landscape, it is vitally important to be where Haven Charter High School (HCHS) target audiences are, and that means being active in social media. Social media technology can serve as a powerful tool to spread the reach of the HCHS mission.
2. HCHS is committed to ensuring that all HCHS stakeholders who utilize social media technology for professional purposes described below, including staff and program participants, do so in a safe and responsible manner. HCHS strives to create professional social media environments that mirror the professional, supportive environments of our programs.
3. These Social Media Guidelines ("Guidelines") provide guidance regarding recommended practices for professional social media communication between HCHS employees[1], as well as social media communication between HCHS employees and HCHS program participants.
4. In recognition of the public and pervasive nature of social media communications, as well as the fact that in this digital era, the lines between professional and personal endeavors are sometimes blurred, these Guidelines also address recommended practices for use of personal social media by HCHS employees.[2] Please refer to HCHS's Employee Manual "Code of Personnel Policies" for additional guidance.

DEFINITION OF SOCIAL MEDIA

Social media is defined as any form of online publication or presence that allows interactive communication, including, but not limited to, social networks, blogs, Internet websites, Internet forums, and wikis. Examples of social media include, but are not limited to, Facebook, Twitter, YouTube, Google+, and Instagram and Snapchat.[3]

1. Professional social media is a work-related social media activity that is either program-based (e.g., an HCHS staff person establishing a Facebook page for his/her program or an instructor

establishing a blog for his/her class), or non-program-based (e.g., an HCHS office establishing a Facebook page to facilitate the office's administration of a regulation).
2. Personal social media use is a non-work-related social media activity (e.g., an HCHS central administrative employee establishing a Facebook page or a Twitter account for his/her own personal use).

APPLICABILITY

These Guidelines apply to all HCHS employees.[4] HCHS will take steps to ensure that other HCHS stakeholders, including vendors, volunteers, and independent contractors are informed of these Guidelines.

PROFESSIONAL SOCIAL MEDIA USE

Maintaining Separate Professional and Personal E-mail Accounts

HCHS employees who decide to engage in professional social media activities should maintain separate professional and personal e-mail addresses. As such, HCHS employees should not use their personal e-mail address for professional social media activities, rather, employees should use a professional e-mail address that is completely separate from any personal social media they maintain. Regular and continuous use of a personal e-mail address for professional purposes, including social media use, may result in HCHS considering the e-mail address, and the corresponding use of that address, as a professional account.

Communication with HCHS Program Participants

HCHS employees who work with students/program participants and communicate[5] with them through professional social media sites[6] should follow these guidelines:

a. Professional social media sites that are program-based should be designed to address reasonable instructional, educational, or extra-curricular program matters;[7]
b. HCHS program participants' parents[8] will be notified about the professional social media activities their children may participate in. HCHS will instruct parents to contact the organization with any questions or concerns;

Guidance Regarding Professional Social Media Sites

a. HCHS employees should treat professional social media space and communication like a classroom and/or a professional workplace. The same standards expected in HCHS professional settings are expected on professional social media sites. If a particular type of behavior is inappropriate in a classroom, program, or a professional workplace, then that behavior is also inappropriate on the professional social media site;
b. HCHS employees should exercise caution, sound judgment, and common sense when using professional social media sites.
c. When establishing professional social media sites, supervisors and employees should consider the intended audience for the site and consider the level of privacy assigned to the site, specifically, whether the site should be a private network (for example, it is limited to a particular class or particular grade with in a school) or a public network (for example, anyone within the school, a larger group within the HCHS community can participate or individuals outside of HCHS). It is recommended practice for professional social media sites to be private networks, unless there is

a specific educational need for the site to be a public network.

d. To the extent possible, based on the social media site being used, HCHS supervisors or their designees should be given separate administrator rights providing limited access to the professional social media accounts established by HCHS employees.
e. HCHS employees should obtain their supervisor's approval before setting up a professional social media presence. This approval shall not be unreasonably withheld.
f. If a professional social media site undergoes a significant change (for example, a Facebook page being used to share questions about reading assignments will now be used to share ideas with a class at a school in another country), consider whether a revised approval and revised notification is needed. As needed, programs can continue to inform families about newly created social media sites.
g. Supervisors and their designees are responsible for maintaining a list of all professional social media accounts within their particular program or office.
h. Professional HCHS social media sites should include language identifying the sites as professional social media HCHS sites to differentiate from personal sites. For example, the professional sites can identify the HCHS school-based program, program, department, or particular group that is utilizing the site.
i. Central offices that wish to create a social media presence for their office should work with the office supervisor(s) and also consult with HCHS's Executive Leadership for additional guidance prior to creating a social media presence.
j. Professional social media sites that are non-program-based should have a reasonable relationship to the mission and function of the HCHS office creating the site.
k. HCHS employees should use privacy settings to control access to their professional social media sites with the objective that professional social media communications only reach the intended audience. However, HCHS employees should be aware that there are limitations to privacy settings. Private communication published on the Internet can easily become public. Furthermore, social media sites can change their current default privacy settings and other functions. As a result, each employee has a responsibility to understand the rules of the social media site being utilized.
l. Professional social media communication must be in compliance with existing HCHS policies and applicable laws, including, but not limited to, prohibitions on the disclosure of confidential information and prohibitions on the use of harassing, obscene, discriminatory, defamatory or threatening language.
m. No personally identifiable student or program participant information may be posted by HCHS employees on professional social media sites that are open beyond the classroom or program, which may include, for example, a "buddy" class in another country. If images of students are to be posted online there must be a consent form on file at the school for each child featured.
n. HCHS program participants who participate in professional social media sites may not be permitted to post photographs or videos featuring other students without the approval of the HCHS employee responsible for the site.
o. It is not recommended that HCHS employees post photos of other HCHS employees on professional social media sites without prior permission of the photographed employee.
p. All social media pages, channels and accounts that are associated or used for means associated with HCHS will be monitored by an HCHS social media manager.
q. HCHS must be notified in advance of a new social media page, channel or account being made that is associated with HCHS programs and the intended purpose/use of the page must be clearly outlined. Approval from the designated social media manager for HCHS is necessary before the given social media channel is created and the manager must be made an administrator. If the

creator of a given page, channel or account desires to deactivate said page, channel or account, the manager must be notified.

r. The HCHS social media manager is responsible for maintaining a list of all professional social media pages, channels and accounts.

s. Administrators of Facebook pages, profiles and groups associated with but independent from the official HCHS Facebook page must "like" the official HCHS Facebook page (http://www.facebook.com/HCHSSettlement) and are strongly urged to "share" relevant content posted by the official HCHS Facebook page.

t. Only the HCHS social media manager (after conferring with Executive Leadership as appropriate) may approve another individual for administrator privileges of the official HCHS social media channels and is the only person authorized to implement the process of granting that individual access to the approved channels. Although other channel administrators may have the technological capacity to grant another individual administrator privilege, they are not authorized by HCHS to do so. The HCHS social media manager also has the authority to revoke any individual's administrator privileges, with Executive Leadership's approval.

u. If an individual is to become an administrator of an official HCHS social media channel, the social media manager will provide him/her with HCHS's outlined social media strategy, as well as a corresponding explanation of the guidelines where relevant and/or necessary. Administrators of official HCHS social media channels must follow the outlined strategy during use of these channels.

Monitoring of Professional Social Media Sites

HCHS supervisors, or their designees, are responsible for monitoring and providing feedback regarding their staff's professional social media sites. The monitoring responsibilities include reviewing the professional social media sites on a regular basis. If supervisors discover questionable communications or behavior on professional social media sites, they are required to contact the appropriate authorities for assistance.

If HCHS employees decide to create a professional social media site and they are notified of questionable communications or behavior on their site, they may remove the material or contact their supervisor.[9] The employee must contact the appropriate authorities, where required, as well as their supervisor for assistance.[10]

a. HCHS supervisors (i.e., program head/designee, network point) reserve the right to remove postings and/or disable a page, of professional social media sites that do not adhere to the law or do not reasonably align with these HCHS Social Media Guidelines.

To assist in monitoring, as a recommended practice to the extent possible, the HCHS employee should examine the default settings for comments on professional social media sites and in general use more restrictive custom settings. The HCHS employee creating the site should intentionally move to more public settings as dictated by need. If the default setting for comments is turned on, allowing any user to post a comment without review, the comments on the site should be monitored regularly.

b. Employees using professional social media have no expectation of privacy with regard to their use of such media. HCHS supervisors, or their designees, will regularly monitor professional social media sites to protect the program and HCHS community.

c. HCHS supervisors should maintain a detailed log of all reported non-compliant communications as well as any violations that are otherwise brought to the supervisor's attention. Such reports of non-compliant communications should be immediately shared with the HCHS employee so that the HCHS employee may take corrective action, if necessary and if possible.

Press Inquiries

a. Any press inquiries received via professional social media sites should be referred to the Office of the Executive Director.

PERSONAL SOCIAL MEDIA USE

Communication with HCHS Students

In order to maintain a professional and appropriate relationship with students, HCHS employees should not communicate[11] with students who are currently enrolled in HCHS schools or programs on personal social media sites. HCHS employees' communication with HCHS students via personal social media is subject to the following exceptions: (a) communication with relatives and (b) if an emergency situation requires such communication, in which case the HCHS employee should notify his/her supervisor of the contact as soon as possible.

Guidance Regarding Personal Social Media Sites

HCHS employees should exercise caution and common sense when using personal social media sites:

a. As a recommended practice, HCHS employees are encouraged to use appropriate privacy settings to control access to their personal social media sites. However, be aware that there are limitations to privacy settings. Private communication published on the Internet can easily become public. Furthermore, social media sites can change their current default privacy settings and other functions. As a result, employees are responsible for understanding the rules of the social media site being utilized.
b. It is not recommended that HCHS employees "tag" photos of other HCHS employees, HCHS volunteers, HCHS contractors or HCHS vendors without the prior permission of the individuals being tagged.
c. Personal social media use, including off-hours use, has the potential to result in disruption at school and/or the workplace, and can be in violation of HCHS policies and the law.
d. The posting or disclosure of personally identifiable student information or confidential information via personal social media sites is prohibited.
e. HCHS employees should not use the HCHS logo or make representations that their personal social media sites speak in an official HCHS capacity. Use of the HCHS logo that is automatically populated on personal social media sites, such as LinkedIn, is permitted.
f. Notwithstanding the guidelines above, postings by an HCHS employee may be protected activity under applicable labor laws and collective bargaining agreements.
g. Employees who have Facebook pages are encouraged to "like" the official HCHS Facebook page and to "share" relevant content posted by the official HCHS Facebook page. Employees are also encouraged to "friend" each other.
h. If an employee knows they prefer not to be tagged in HCHS photos, it is the employee's

responsibility to alert the HCHS social media manager, who will communicate the request to all other HCHS employees. If an employee prefers this to be handled differently, he/she should approach the manager for a discussion.

APPLICABILITY OF HCHS POLICIES AND OTHER LAWS

1. These Guidelines provide guidance intended to supplement, not supersede, existing HCHS policies, and laws. Users of professional social media sites must comply with all applicable federal, state and local laws, including, but not limited to the Children's Online Privacy Protection Act (COPPA) (http://business.ftc.gov/privacy-and-security/children), Family Educational Rights and Privacy Act (FERPA) (http://www2.ed.gov/policy/gen/guid/fpco/index.html), and intellectual property laws.

2. These Guidelines are not designed to serve as a code of conduct for social media use and do not constitute separate bases for potential discipline. However, all existing HCHS policies and laws that cover employee conduct may be applicable in the social media environment.

3. Nothing in this policy should be construed or applied to prohibit employees' rights under the National Labor Relations Act.

4. Subsequent to the Securities and Exchange Commission's Report of Investigation Pursuant to Section 21(a) of the Securities Exchange Act of 1934: Netflix, Inc., and Reed Hastings (April 2, 2013), HCHS can and may use social media outlets like Facebook and Twitter to announce key information in compliance with Regulation Fair Disclosure (Regulation FD), so long as stakeholders have been alerted in advance about which social media will be used to disseminate such information.

5. HCHS employees who are mandated reporters[12] are required to abide by the same reporting responsibilities in a social media context.

ADDITIONAL INQUIRIES

This document is meant to provide general guidance and does not cover every potential social media situation. Should any questions arise, an employee should go to the Director of Operations.

??Ioosoo o 7f/

RESTATED CERTIFICATE OF

INCORPORATION OF

THE EAST SIDE HOUSE

Under Section 805 of the Not-for-Profit Corporation Law of the State of New York

The undersigned President and Secretary of The East Side House (the "Corporation"), in accordance with Section 805 of the Not-for-Profit Corporation Law of the State of New York ("N-PCL"), hereby certify as follows:

1. The name of the corporation is The East Side House.

2. The Corporation's Certificate of Incorporation was filed with the Department of State on June 9, 1891 under the act of the Legislature of the State of New York, entitled "An Act for the incorporation of societies or clubs for certain lawful purposes," passed May 12, 1875, and of the several acts amendatory thereof and supplementary thereto.

3. The Corporation is a corporation as defined in subparagraph (a)(5) of Section 102 of the N-PCL. The Corporation is a Type B corporation as defined in Section 20l(b) of the N-PCL.

4. The Certificate of Incorporation of the Corporation is being amended to:

a. modernize the terms defining the name of the Corporation. Article I of the Corporation's Certificate of Incorporation is hereby amended and restated in its entirety to read as provided in Article First below;

b. clarify the form and type of the Corporation. Article Second below is hereby added to the Corporation's Certificate of Incorporation;

c. add to the purposes of the Corporation. Article II of the Corporation's Certificate of Incorporation is hereby amended and restated in its entirely to read as provided in Article Third below;

d. clarify the powers of the Corporation Article Fourth below is hereby added to the Corporation's Certificate of Incorporation;

e. to remove outdated references to "society" or "club" Article V of the Corporation's Certificate of Incorporation is hereby amended and restated in its entirely to read as provided in Article Fifth below;

I

f. expressly establish the perpetual duration of the Corporation. Article Sixth below is hereby added to the Corporation's Certificate of Incorporation;

g. eliminate limits on the number of directors from the Certificate of Incorporation, clarify the direction and the management of the Corporation, and expressly provide for the creation of bylaws by the directors. Article III of the Corporation's Certificate of Incorporation is hereby deleted in its entirety and Article Seventh below is hereby added to the Corporation's Certificate of Incorporation;

h. clarify certain tax-related matters. Article Eighth below is hereby added to the Corporation's Certificate of Incorporation; and

i. designate an agent for the Corporation and establish an address for process. Article Ninth below is hereby added to the Corporation's Certificate of Incorporation.

5. The text of the Corporation's Certificate of Incorporation is hereby amended and restated to read as herein set forth in full:

"FIRST: The name of the corporation is The East Side House (the "Corporation").

SECOND: The Corporation is a corporation as defined in subparagraph (a)(5) of Section 102 of the New York Not-For-Profit Corporation Law (the "N.:PCL"). The Corporation is a Type B corporation as defined in Section 201(b) of the N-PCL.

THIRD: The purposes of the Corporation are exclusively charitable and educational, including the following:

(a) to establish and maintain a social settlement;

(b) to establish and operate daycare centers in New York City; *provided, however,* before each such facility shall be established or opened, the prior written approval of the New York City Department of Health must be obtained;

(c) to establish and maintain early childhood development programs, including a Head Start program;

(d) to establish and maintain a summer home for the moral and mental improvement of men and women;

(e) to establish and maintain a resource center and reading room;

(f) for benevolent and charitable work and to encourage patriotism;

(g) to provide services for senior citizens;

(h) to provide tutorial and other academic enrichment activities to children; and

(i) to conduct any and all lawful activities which may be useful in accomplishing the foregoing purposes; *provided, however,* that nothing herein shall authorize the Corporation to operate or maintain a charter school, nursery school, kindergarten program, or elementary or secondary school.

FOURTH: In furtherance of the foregoing purposes, the Corporation shall have all of the general powers enumerated in Section 202 of the N-PCL and such other powers as are now or hereinafter permitted by law for a corporation organized for the foregoing purposes, including, without limitation, the power to solicit and receive grants, gifts, and contributions for corporate purposes and the power to maintain a fund or funds of real and/or personal property in furtherance of such purposes.

FIFTH: The principal office of the Corporation shall be in the City of New York, County of the Bronx.

SIXTH: The duration of the Corporation shall be perpetual.

SEVENTH: The Corporation shall be operated by a Board of Directors, the number of which is to be no less than three. The direction and management of the affairs of the Corporation and the control and disposition of its funds shall be vested in the directors. The qualifications, elections, tenure, powers, and duties of the directors shall be as provided in the by-laws of the Corporation. The Board of Directors shall have power to make and amend by-laws for the government of the Corporation.

EIGHTH: Notwithstanding any other provision of this Certificate of Incorporation, the Corporation is organized exclusively for one or more of the purposes specified in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code"), and in connection therewith:

(a) the Corporation shall not, directly or indirectly, carry on any activities not permitted to be carried on by (i) a corporation exempt from federal income tax under section 501(c)(3) of the Code or (ii) by a corporation, contributions to which are deductible under section 170(c)(2) of the Code;

(b) the Corporation is not formed for and shall not be conducted nor operated for a pecuniary profit or financial gain, and no part of its assets, income, or profit shall be distributed to or inure to the benefit of any director or officer of the Corporation or any other private person or entity, provided that nothing herein shall prevent the Corporation from paying reasonable compensation to any person for services rendered to or for the Corporation and to make payments and distributions in furtherance of one or more of its purposes at set forth in this Certificate of Incorporation;

(c) no director, officer, or individual shall be entitled to share in the distribution of the Corporation's property or assets in the event of liquidation, dissolution, or winding up of the Corporation, whether voluntary or involuntary. In such event, all of the remaining property and assets of the Corporation shall, after payment of necessary expenses and satisfaction of all liabilities thereof, be distributed to organizations that qualify as exempt under Section 501(c)(3) of the Code, or to the federal government or state or local governments for a public purpose, subject to the approval of a Justice of the Supreme Court of the State of New York;

(d) no substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation; except that the Board of Directors of the Corporation may, in its discretion and to the extent permitted in Section 501(h) of the Code, make the election described therein. The Corporation shall not participate or intervene in (including the publication or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office;

(e) nothing contained in this Certificate of Incorporation shall authorize or empower the Corporation to perform or engage in any of the activities mentioned in paragraphs (a), (c) and (e) through (v) of Section 404 of the N-PCL or any of the activities mentioned in paragraph (d) of Section 404 of the N-PCL, except with the consent of the Commissioner of Education of the State of New York; and

(f) in any taxable year in which the Corporation is a private foundation as defined in Section 509(a) of the Code, the Corporation shall distribute its income for said period at such time and in such manner as not to subject the Corporation to tax under Section 4942 of the Code; and the Corporation shall not (i) engage in any act of self-dealing which is subject to tax under Section 4941 of the Code, (ii) retain any excess business holdings which are subject to tax under Section 4943 of the Code, (iii) make any investments in such manner as to subject the Corporation to tax under Section 4944 of the Code, or (iv) make any taxable expenditure which is subject to tax under Section 4945 of the Code.

NINTH: The Secretary of State of the State of New York is hereby designated as agent of the Corporation upon whom process against the Corporation may be served. The post office address to which the Secretary of State shall mail a copy of any process against the Corporation served upon him or her is:

The East Side House
337 Alexander Avenue
Bronx, NY 10454
Attention: Secretary"

6. The above amendments to and restatement of the Corporation's Certificate of Incorporation were authorized at a meeting of the members on September 18, 2003 by the vote of a majority of the members entitled to vote, the affirmative vote of which

constituted a quorum, and have been duly adopted in accordance with the provisions of Sections 802 and 805 of the N-PCL.

d. IN WITNESS WHEREOF, we have signed and acknowledged this Certificate this day of December, 2003.

[redacted]

[redacted]

"'''·. \ I -re t n,in\OOOO< I '\/, \

East Side House
SF.TTLEMEN'I'

337 Alexander Avenue
Bronx, New York 10454
Tel [redacted]
Fax
www e1stsld eh,, USc.cr g

[redacted]

October 27, 2003

[redacted]

COPY OF THC :W- '.♦ PAFEr-il
AEcr.. J

OCT 2 fJ ?no.♦

N.Y.S. DEP
CHARITI.

Reg: East Side House Settlement Inc.
Registration # 00-96-68

[redacted]

N!. follow up to your request, this is affirm that current assets of East side House will be used for current purposes and future assets for purposes as stated in the certificate of amendment

Thank you,

Sincerely

[redacted]

[redacted]

7

STATE OF NEW YORK
OFFICE OF CHILDREN AND FAMILY SERVICES ALBANY, NEW YORK

KNOW ALL PERSONS BY THESE PRESENTS:

Pursuant to the provisions of Section 460-a of the Social Services Law and Section 404(b) of the Not-for-Profit Corporation Law, due inquiry and investigation having been made, approval is hereby given to the filing of the annexed restated certificate of incorporation of

THE EAST SIDE HOUSE

on the condition that the purposes and duration included in the certificate as filed are consistent with the following purposes and duration: inter alia, to establish and operate day care centers for children in New York City in perpetuity.

This approval will, upon the filing of the certificate with the Secretary of State, give the corporation the authority to engage in the activities set forth or summarized above for the period of time set fort

IN WITNESS WHEREOF, this document is executed and the seal of the New York State Office of Children and Family Services is affixed this 13 day of April, 2004

BY: [redacted]

The University of the State of New York
Education Department

STATE OF NEW YORK

SS.:

COUNTY OF ALBANY

Pursuant to the provisions of section 104, subdivision (e) of the Not-for-Profit Corporation Law, consent is hereby given to the restated and amended certificate of incorporation of the purposes of **The East Side House,** as set forth in the annexed restated and amended certificate of incorporation.

This consent to filing, however, shall not be construed as approval by the Board of Regents, the Commissioner of Education or the State Education Department of the purposes or objects of such corporation, nor shall it be construed as giving the officers or agents of such corporation the right to use the name of the Board of Regents, the Commissioner of Education, the University of the State of New York or the State Education Department in its publications or advertising matter.

This consent to filing is granted with the understandings and upon the conditions set forth on the reverse side of this form.

IN WITNESS WHEREOF this instrument is executed and the seal of the State Education Department is affixed this 18th day of June, 2004.

[redacted]

By: /"/)/')

usan A Nae — /

Senior Attorney

9

This consent to filing is granted with the understanding that nothing contained in the annexed corporate document shall be construed as authorizing the corporation to engage in the practice of law, except as provided by subdivision 7 of section 495 of the Judiciary Law, or of any of the professions designated in Title Vill of the Education Law, or to conduct a school for any such profession, or to hold itself out to the public as offering professional services.

This consent to filing is granted with the further understanding that nothing contained in the annexed corporate document shall be construed as authorizing the corporation to operate or maintain a charter school, nursery school, kindergarten, elementary school, secondary school, institution of higher education, cable television facility, educational television station pursuant to section 236 of the Education Law, library, museum, or historical society, or to maintain an historic site.

This consent to filing is granted with the further understanding that nothing contained in the annexed corporate document shall be construed as authorizing the corporation to provide services as an approved supplemental educational services provider pursuant to 8 NYCRR section 120.4 and 20 USC section 6316(e) prior to receiving such approval from the Commissioner of Education. Furthermore, this consent to filing shall not be deemed to constitute such approval of the Commissioner of Education to provide supplemental educational services as an approved provider pursuant to 8 NYCRR section 120.4 and 20 USC section 6316(e).

This consent to filing shall not be deemed to be or to take the place of registration for the operation of a business school in accordance with the provisions of section 5001 of the Education Law, nor shall it be deemed to be, or to take the place of a license granted by the Board of Regents for the operation of a private school pursuant to the provisions of section 5001 of the Education Law, a license granted by the Commissioner of Motor Vehicles pursuant to the provisions of section 394 of the Vehicle and Traffic Law, a license as an employment agency granted pursuant to section 172 of the General Business Law, or any other license, certificate, registration, or approval required by law.

J ()

The undersigned has no objection to the granting of Judicial approval hereon and waives statutory notice.

Date: [redacted]

I [redacted] ourt of the State of New York for the [redacted] ial District do hereby approve of the foregoing Restated Certificate of Incorporation of -Jk #-AST S· i Ae.. HP ,.r JC and consent that the same be filed.

AUG ·- G 200,4

Date: — — — — — — — —

[redacted]

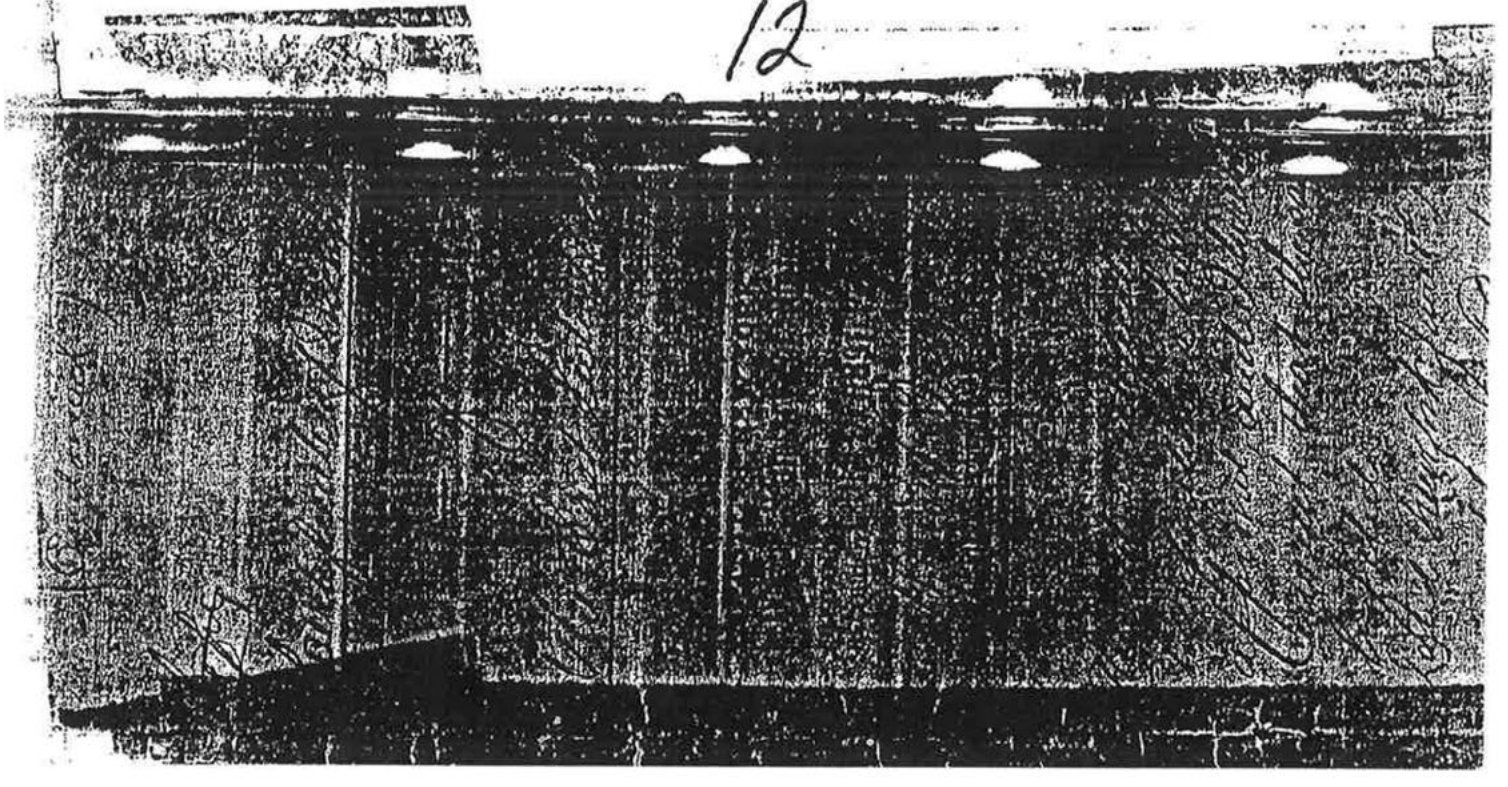
[redacted] uf [redacted] lss.

OFFICE OF THE SECRETARY OF STATE,

I have compared the preceding with the original Certificate of Incorporation of [redacted]

and do hereby certify that the same is a full, true and perfect copy thereof.

[redacted]



f041005000781

CSC 45
DRAW DOWN

RESTATED CERTIFICATE OF INCORPORATION

OF

THE EAST SIDE HOUSE

Under Section 805 of the Not-for-Profit Corporation Law

STATE OF NEW YORK
DEPARTMENT OF STATE

OCT 05 2004

FILED

TAX$

BY

13

[redacted]

State of New York }
Department of State } *ss:*

I hereby certify that the annexed copy has been compared with the original document filed by the Department of State and that the same is a true copy of said original.

Witness my hand and seal of the Department of State on October 08, 2004

[redacted]

OOS-200 (Rev. 03/02)

13. Partner Organization(s)

A. 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 email of a contact person;**
- **A description of the nature and purpose of the relationship;**
- **Any contract or monetary arrangements;**
- **Names of proposed school board members affiliated with the organization(s); and,**
- **Evidence of the organization's ability to do business in New York.**

NOTE: Applicants submitting a proposal in conjunction with a CMO do not need to include information about the CMO in this response. CMOs should submit a business plan in conjunction with the proposal. Refer to the Application Requirements section for information about submitting a business plan.

Not all non-CMO partner organizations are required to submit a business plan with the school proposal. Please refer to the Business Plan Requirements section in the Introduction for further information and contact the Institute with any questions.

East Side House Settlement is the lead partner organization supporting Haven Charter High School. Lead applicants [redacted] Executive Director, and [redacted] Associate Executive Director of Programs, are the best contacts to reach with questions or to discuss the application. Each can be reached at [redacted] or [redacted] East Side House Settlement's main office is located at 337 Alexander Avenue, Bronx NY 10454.

As discussed throughout the proposal, East Side House Settlement (ESH) is an established and well-respected community services not-for-profit organization that has been serving the Bronx since 1891. As described in detail in other sections, including Response 3 and Response 23, ESH currently runs successful educational programs for students from birth through college including work readiness/job placement support and a very successful Post-Secondary Pathways (PSP) CTE career track program. However, as currently organized, this PSP is focused on students in the High School Equivalency programs.

Leaders and staff at ESH began to explore the idea of proposing a charter high school with a similar PSP CTE focus in earnest after hearing from supporters and funders that the idea should be pursued, in order to reach more students and to reach them earlier – before they need a high school equivalency option.

ESH will provide the following supports to Haven Charter High School upon approval, with the full understanding that the school will be its own independent entity: back office and administrative functions (HR, fiscal and IT); social services wrap-around offerings; community outreach and engagement opportunities; translation services; professional development, primarily focused on restorative practices and youth development; fundraising; and facility. ESH will provide services based on a percentage of the school's per-pupil rate, starting at five percent in year one and rising to no more than 10 percent at full scale. ESH will charge the school for the facility, and this cost may begin during

July 25, 2023

[redacted]

Re: Letter of Commitment to Haven Charter High School

Dear D[redacted]

I am writing this letter to you, as a lead applicant for the proposed Haven Charter High School (HCHS). This letter conveys East Side House Settlement's commitment to establish a formal partnership with the proposed charter school. Founded in 1891, East Side House (ESH) is one of New York City's oldest not-for-profit community service organizations. With a staff of approximately 600 full and part-time teachers, social workers and other experts, East Side House serves approximately 10,000 residents in 29 different locations across the Bronx and in Manhattan. The Board of Managers strongly believes the mission, vision, design, and goals of Haven Charter High School are aligned to that of ESH.

East Side House has been fully involved in the development of the proposed charter school from its inception. During the design and application stages, the Board and leadership have invested funds, staff time and other resources to support the school's development and application submission, all of which have been pro-bono. ESH does not seek reimbursement or compensation for that investment. ESH will continue to support the charter school once it is approved by the State University of New York's Board of Trustees. The following commitments outlined in this letter document ESH's pledged support to HCHS.

Responsibilities of East Side House Settlement to the proposed charter school

Upon approval to become an operational New York state charter school, East Side House as an official partner organization, will provide a broad range of services and resources designed to support Haven Charter High School. These services and resources align with ESH's demonstrated expertise and provide: 1) supplemental programming and supports for students and their families; 2) professional development offerings for staff; and 3) infrastructure support for the school and its operations.

ESH will:

1. Help build in-school capacity among the school's staff to support the social and emotional development of its students including advising and assisting HCHS in developing a school-wide Social Services plan, the integration of school-based counseling and social services that will be provided by the charter school and by East Side House;
2. Identify, leverage and offer social-service and supplemental programming that wraps around the academic programming for students as they pursue their high school diploma and credentials to embark on a career and/or post-secondary options as well as for their families as well as to establish strategies for coordinating ESH's ongoing social service support of the charter school, working cooperatively with the charter school's Executive Director and designees;
3. 3. Provide targeted professional development offerings to staff focused on restorative practices and youth development;

4. Provide direct translation services in Spanish and French to existing HCHS families and prospective families;

5. Assist in developing and implementing a community outreach and engagement plan to support enrollment outreach and recruitment initiatives, specifically in relation to East Side House's ongoing role and involvement in the charter school;

6. Advise and assist the HCHS with community outreach, family awareness and engagement, and student recruitment initiatives by leveraging its own community relationships, and outreach initiatives. East Side House will assist the charter school in planning and implementing student recruitment campaigns and admissions lotteries;

7. Develop a fundraising and grant development campaign, including grant writing and planning fundraising events in coordination and with approval from the HCHS's Executive Director and Board of Trustees;

8. Provide support services to Executive Director and/or designees to establish and manage HR services including policies and procedures and accountability measures for staff, staff on-boarding and off-boarding, disciplinary actions, identifying and managing employee benefits (medical and retirement) packages as well as train and develop on-site key staff in HR-related areas such as hiring practices and accountability;

9. Work with financial consultants on behalf of HCHS to establish budgets, spending plans and management of finances in order to support the needs of the community. East Side House will assume full responsibilities for said services in the second year of operation with training from CSBM, our founding financial support organization.

10. Provide ancillary support such as office space during the charter school's incubation period.

11. Secure a facility that is suitable for HCHS, working collaboratively with the school's Trustees and leadership, within a timeline allows for occupancy in advance of the planned opening in late summer 2020 and leased to the school at a fair market rate;

12. Continue to be a responsible landlord to HCHS in accordance with the legally executed lease agreement.

13. Work with HCHS's Executive Director and/or designee to establish procedures, systems and technology. This include providing the charter school with all data records and reports required to conduct and complete an annual review of East Side House's performance and respond to requests for information from the charter authorizer.

14. Provide frequent reports regarding its activities and impact to the Haven Charter High School's Board of Trustees, including verbal or written reports at board meetings and written reports at least annually. ESH will also assist the charter school in completing any accountability and financial reports required by NYSED, SUNY and/or the U.S Department of Education.

[redacted]

15. Work with the Executive Director to develop a detailed description of how ast Side House's commitment to the aforementioned comprehensive services will be executed and specifically aligned to the needs of the pre-opening period, Year One of the charter school and though the Charter Term. ESH as a partner organization will commit to being responsive to the needs of the school and its development in order to best support the school's goals and overall success at all phases of its growth and development.

Further, East Side House commits to providing the above listed services at a cost not to exceed 5 percent of the school's state per pupil funding. The amount may increase in subsequent years, upon joint approval of the East Side House Board and the Trustees of HCHS and based on services provided.

In carrying out the above-listed responsibilities, ESH will work directly and cooperatively with the Board of Trustees of the HCHS, Executive Director and designees. It is understood that ESH has no authority to commit the charter school to a course of action, to contract on the charter school's behalf or to otherwise engage in management or supervision of the charter school's activities, except as specifically authorized in writing by the charter school's Board of Trustees. East Side House will have no authority to make educational, strategic, management operational decisions on behalf of the charter school. In the event of dissolution of Haven Charter High School, East Side House will work closely with the charter school's Board of Trustees, Executive Director, Principal and appropriate staff to support the school's transition plan including: a) organization and transfer of all relevant student, operational and financial data in East Side House possession; and b) supporting the charter school in concluding its affairs. Haven Charter High School's Executive Director will coordinate all work by East Side House personnel related to the dissolution.

Upon approval of the charter school by SUNY's Charter School's Institute, ESH will execute a contract with the Board of Trustees of Haven Charter High School based on the commitment made in this letter.

Sincerely,

[redacted]

the pre-opening year. The facility deal will be negotiated with the best interest of the school in mind, will be based on fair market value and will be done in a transparent manner.

In December, 2018, [redacted] and Robert Pondiscio consulted with the Executive Director of the SUNY Charter Schools Institute about the application and school proposal. During this discussion it was determined a full business plan is not required to complete this RFP, as ESH is not going to provide or manage the school's academic program.

In addition to the partnership with ESH, HCHS will also partner with the following entities, who will provide various supports the school's CTE and career-pathways emphasis:

CUNY Lehman College/Department of Workforce Education Programs
[redacted]
Bronx, NY 10468
Contact: [redacted], [redacted]

CUNY Lehman currently provides Allied Health Sciences training to ESH for the Post-Secondary Pathways program, including for: EKG/Phlebotomy, Home Health Aide, Certified Nursing Assiatant, Pharmacy Technician; and provides Cicso networking training. The college provides classes specifically for ESH students and works together to help monitor student and program progress. Building on this relationship, Lehman will extend the trainings offered to HCHS students, and will similarly provide college classes to eligible juniors and seniors.

BRONXCARE HEALTH SYSTEM (PREVIOUSLY KNOWN AS BRONX LEBANON HOSPITAL)
[redacted]
Bronx, NY 10457
Contact: [redacted]/Department of Family Medicine; [redacted]
[redacted]

Bronxcare Health worked with ESH during the design phase of the Post-Secondary Program, and has provided up to 10 internship placements for ESH students to gain hands-on, "real world" experiences in the medical field. For HCHS, internship placements will be offered to eligible students.

NEW YORK PRESBYTERIAN HOSPITAL
Lower Manhattan Hospital
[redacted]
New York, NY 10038
Contact: [redacted], Talent Acquisition/ Human Resources; [redacted] [redacted]

New York Presbyterian serves as a main employer of students who graduate from the ESH PSP program. The collaboration continues for HCHS students, who also will benefit from a pipeline of stable jobs offering a living wage in the area of the chosen career path.

14. Governance

A. Provide a brief narrative describing the methods used to recruit and select board members. Use the Proposed Board Members table (see below) 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 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," "CMO Representative," "Parent Representative," etc.**
- **Under the heading "Committee Affiliations 9if any)," please note an committees on which a proposed trustee would serve (e.g. "Academic Committee," "Finance Committee," etc).**
- **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 the PTO elections in December of the first year, that member should appear in the table below as: Name – TBD; Position on the Board – PTO Representative; Committee Affiliations-TBD; Area of Expertise and/or Additional Role at School – Parent; and, indicate whether the 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.

As East Side House Settlement began to discuss the creation of the proposed Haven Charter High School, members of the founding team had many conversations with supporters, stakeholders and current Board Members of the ESH. The school has been under development for a long time, and accordingly the founding team has been able to search carefully and seek the right fit for all proposed members. From the vast group of supporters and professionals connected with ESH, volunteers began to emerge. The founding team engaged with individuals who are highly regarded by ESH, well-respected in their chosen careers, and committed to ensuring the vision of a CTE high school for Bronx students comes to life responsibly and with fidelity to the charter agreement and all applicable laws and regulations.

In particular, during the founding Board of Trustees recruitment process, an emphasis has been placed on finding Board members with adequate academic skills, as well as experience with the charter school application and development process and/or finance or budgeting.

Only two members of the proposed Board of Trustees are affiliated with East Side House; the founding team has been intentional about ensuring there are no entrenched conflicts of interest and has been mindful of the legal threshold for overlap between a charter board and a partner organization. Only the proposed Chair, [redacted] and proposed Board member, [redacted], have a formal affiliation with ESH.

Each member of the founding Board of Trustees was asked to complete the Request for Information form and spoke extensively with the founding team.

	TRUSTEE NAME	POSITION ON THE BOARD (OFFICER OR CONSTITUENT REPRESENTATIVE)	COMMITTEE AFFILIATIONS (IF ANY)	VOTING	EX-OFFICIO
1	[redacted]	Board Chair	Finance	Voting	
2	[redacted]	Member	Academic	Voting	
3	[redacted]	Member	Academic	Voting	
4	[redacted]	Member	Chair, Academic	Voting	
5	[redacted]	Member	Academic	Voting	
6	[redacted]	Treasurer	Chair, Finance	Voting	
7	TBD	PTO Representative	TBD	Voting	Ex-officio

B. 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.**

Haven Charter High School's Board of Trustees is an independent, volunteer board composed of experts in a variety of relevant fields, most importantly education, business or finance, management, law and medicine.

The Board of Trustees must be accountable for the performance of the school, the execution of the model and the accomplishment of the mission, and parent and student satisfaction. This is done within the context of the school's charter agreement, and is measured in large part by the goals established in the accountability plan. The following specific roles and responsibilities are required of the Board of Trustees in general, and each individual Trustee is expected to personally work to ensure each is met:

- Establish, maintain and demonstrate fidelity to the mission and vision of Haven Charter High School;
- Recruit, hire, support and evaluate annually an effective Executive Director;
- Develop and execute the charter agreement and Accountability Plan in accordance with applicable laws and regulations and in partnership with the SUNY Charter Schools Institute;
- Craft, monitor and modify the school's budget, allocate funds to support the academic program and students' instructional needs, and make adjustments as necessary;
- Continually analyze the fiscal condition of the school, monitor financial systems and organizational operations and performance;
- Hold meetings at the School, at dates and times that allows all stakeholders access, such as teachers, parents, members of the Board and community members in compliance with the Open Meetings Law;

- Establish and maintain partnerships, including with East Side House Settlement, and conduct an annual evaluation to best support the health of partnerships and the effective functioning of the school;
- Modify or exit partnership agreements as necessary;
- Establish a strategic plan and monitor the school's performance systematically in alignment with the Accountability Plan;
- Ensure compliance with legal, academic and fiscal requirements, using Committees and outside experts as needed;
- Establish board and school policies, review policies at least annually, and follow policies and by-laws with fidelity;
- Conduct an annual self-evaluation;
- Advocate, fundraise and be present and visible to the school community.

C. 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 NY Open Meetings Law;**
- **Trustee recruitment and selection process and criteria;**
- **New Trustee orientation process; and,**
- **Board/trustee training and development.**

Number of Trustees: The Haven Charter High School Board will be comprised of between five and 15 members. The proposed founding board has 6 identified members, and a place held for a parent representative, who will be appointed by the Board once school is in session. This is a reasonable size for efficient functioning of the Board and allows room for growth.

All members are volunteers, with no compensation earned in exchange for service. Members will be at least 18 years old and will be committed to serving a full term upon election. Initial members will be assigned to one of three classes and serve staggered terms of one, two or three years, and after the initial term of each class expires, all subsequent terms will be for three years. However, each initial proposed Trustee is prepared to serve the school through the initial five year term by reappointment.

No more than 40 percent of the Board will be affiliated with any external organization, including the partner East Side Settlement House. The Board operates and speaks with one voice. All members are voting members.

Meetings: The full Board will meet at least monthly at the school – once the facility is secured, safe and accessible—to ensure parents, staff, students and other stakeholders can easily attend. Prior to locating a school facility and securing a certificate of occupancy, meetings will be held at East Side Settlement House's primary office at 337 Alexander Ave in the Bronx. The Board will establish an annual calendar, which is approved prior to the start of each new school year, which establishes the time and location and date of each meeting. This will be published on the school's website, along with agendas and materials, in advance of each meeting. Flyers will also be posted at the school announcing meetings.

The Chair will preside over each full Board meeting, and a quorum will be required for any official action. Board members may occasionally participate in meetings via video conference, but will not be counted toward the quorum and will not vote unless the location of the member was appropriately noticed and is open to the public.

A public comment period will be on the agenda for each meeting and all requirements of the Open Meetings Law will be met.

Executive sessions will be allowed if a majority of the Board votes to enter executive session in accordance with the Open Meetings Law. Participation by non-Board members in such sessions will be invitation-only, and limited to those who are necessary to the topic. Topics that are allowed to fall under an executive session broadly include: litigation; delicate personnel matters; discussions which could imperil public safety or disclose the identity of law enforcement; or current or future investigation or prosecution of a criminal offense which would imperil law enforcement. Again, very careful consideration of the specific legal requirements for executive session will precede any decision to enter a closed session, and formal actions will not be taken during that time.

Committee meetings will be posted and open to the public, and minutes and records of these meetings will be kept.

Officers: The school's Board will have a Chair, Vice Chair, Secretary and a Treasurer. The Chair and Treasurer are identified as part of the founding team, while the Vice Chair and Secretary will be appointed after charter approval.

- **Chair:** The Chair is responsible for leading meetings and setting the tone for members. The Chair works to set meeting agendas, with input from other members and school staff, and presides over meetings. The Chair is expected to maintain open and effective lines of communication with school leadership, namely the Executive Director, and supports the ED with the management of the school. When so delegated, the Chair serves as the voice of the Board and communicates with other charter stakeholders, the community and the SUNY Charter Schools Institute. The Chair encourages participation among members, seeks critical and honest feedback, and maintains healthy communication. The Chair also executes documents that have not been authorized to be executed by school leadership.

- **Vice Chair:** The Vice Chair serves as the Chair in the absence of the Chair. These responsibilities include presiding over meetings, developing agendas, communicating with leadership and committees, and representing the school to the broader community.

- **Treasurer:** The Treasurer is the chief financial officer and steward for the Board. The Treasurer ensures all financial documents, including books and charts of account, are properly maintained.

The Treasurer is chair of the Finance Committee, regularly reviews the financial condition of the school, reports to the Board on all financial aspects of the school, and keeps a focus on integrity and sound budgeting practices. The Treasurer, on behalf of the Board, works with leadership to develop annual budgets which the full Board vets and approves. The Treasurer also oversees the annual independent audit, including helping to select an auditor. The Treasurer communicates with the Director of Operations and Executive Director on fiscal matters, as well as with CSBM when needed or appropriate.

- **Secretary:** The Secretary creates, or ensures someone creates, a full and complete record of what occurs at all meetings and proceeding, including committee meetings. The Secretary keeps these records organized and ready for reference or inspection. The Secretary also ensures compliance with the Open Meetings Law such as public notice, and maintains all Board documents such as resolutions, policies, by-laws, and the code of ethics.

Ex-Officio Members: Only one Ex-Officio member is identified, the head of the school's Parent Teacher Organization. This ensures the parent voice is heard; it is a voting seat.

Standing Committees or Committees with the Full Authority of the Board: The school will have standing committees; however, no committees will be granted broad and ongoing authority to operate with the full authority of the Board. Rather, in specific instances when a committee appropriately should operate on behalf of the Board, a discussion and vote authorizing such action will be held.

The Board believes having a committee structure will assist with the process of governing the school, and the Board will give careful consideration to all recommendations and/or concerns identified by committees. In addition to the standing committees identified below, the Board may appoint special committees as necessary.

The standing committees will be comprised only of Board members. All Committees will be comprised of at least three Trustees, except the Executive Committee which shall be comprised of at least five Trustees.

- **Executive Committee**: The Executive Committee will include at least five Trustees. It will be chaired by the full Board Chair, who is responsible for setting broad priorities and communicating closely with school leadership.
- **Finance Committee:** The Finance Committee will be chaired by the full Board's Treasurer. This Committee is responsible for monitoring and reporting on monthly and annual financial statements, leads budget development and proposes an annual budget for full Board approval, and reviews all audited financial statements. This committee will also be responsible for working through any audit conducted by the NYC Comptroller.
- **Academic Committee**: This Committee monitors the academic achievement of students, in alignment with the Accountability Plan and associated goals, and monitors and supports the academic program in relation to the mission and the school's charter. This Committee also leads the process of conducting annual performance evaluation of the Executive Director.

Reporting: The Board will ask both the school's leadership and East Side House Settlement to provide information to assist the Board as it carries out its duties. ESH will be asked to share feedback and help monitor the implementation of the academic program, which may include family and student satisfaction. ESH also will be asked to report on the provision of services included in the partnership

agreement. CSBM also will be a trusted partner in providing information to the Board, particularly around supporting the budget development process.

There will be a monthly standing report from both the Executive Director at each regular Board meeting and from a representative of ESH. The ESH report will be focused on the delivery of services and other feedback. The Board will develop a dashboard of information to be included in the Executive Director's report at a later date, but it is expected to include fiscal, academic and operational data.

Trustee Recruitment and Selection: The Executive Committee of the Board is responsible for monitoring the Board's composition and coordinating the recruitment of new members to fill empty seats or bring needed skills to the Board. An emphasis will be placed on continuing to ensure the Board has members with expertise in: education/academics; the medical field to advise on the CTE program; business and finance; legal and policy; and community and student representation.

The Board will maintain, and update to keep relevant, documents that outline expectations for the full Board and for individual Trustees, which will be part of a recruitment package. The package will also include specific information about the school's mission and vision, a review of performance including academic outcomes, and other relevant materials, such as a strategic plan and/or key skills or projects the Board is recruiting for at the time. The materials will help the Executive Committee as they craft and implement strategies to cultivate a pipeline of Board member candidates. Both members of the Board and ESH staff will leverage existing relationships to recruit additional Board members, through personal and professional networks.

All Board candidates will be required to visit the school, attend a full Board meeting, and participate in interviews with members of the Board and possibly school leadership. All candidates will be asked for a resume, a letter of interest, and an assurance no conflicts of interest or legal problems will prevent the member from being approved and seated.

Only the full Board may vote to approve members, and a majority vote at a meeting with a quorum is required; recruitment is led by the Executive Committee but authority to seat members is not delegated to this Committee.

Orientation for New Members: The Board of Trustees will be intentional about on-boarding new members. A package of materials will be provided either electronically or hard copy, which will include: the charter agreement and original application or most recent renewal application; by-laws and the code of ethics; updated policies; agendas and minutes going back one calendar year; descriptions of how the Board functions, including committees and officers; and, the most recent Annual Report and Accountability Plan Progress Report.

New members also will be provided one-on-one meetings with current Board members and school leadership. Ample opportunities will be provided to ask questions. The on-boarding process will also explore which committees the new member has an interest in serving on and how the school can benefit from the skill set being brought to the school with the new members appointment.

Governance Training and Board Development: The Haven Charter High School Board of Trustees will be aware of the benefits of ongoing training and development. Every effort will be made to align these opportunities with results from the annual Board self-evaluations, which will request Board member reflections on areas of weakness or concern. The self-evaluation process will be designed to provide

feedback on the overall functioning of the Board as a collective body, as well as on the performance of individual board members.

Further, opportunities will be provided for members of the Board to participate in conferences or professional meetings focused either on charter schools specifically, or governance and stewardship generally.

The proposed budget includes modest funding to support Board development.

D. Stakeholder Participation

The Board of Trustees is committed to listening to the feedback and requests of the community, and views this as a key way to ensure the school is providing the best educational opportunity possible. Accordingly, there are multiple ways the Board seeks input. This includes, but is not limited to, the following strategies:

- **Participation on and with ad hoc committees:** Opportunities will be provided for members of the community to participate as members of ad hoc committees. Further, all committee meetings will be held in public, will be noticed, and will include opportunities for public comment. Leaders, staff, parents, and sometimes students will be asked to provide feedback and input.
- **Board meetings:** When the full board meets, a formal opportunity exists for individuals to share ideas, comments and concerns. Further, these meetings are expected to be conducted in an open and friendly manner, with opportunities for conversations among stakeholders.
- **Email:** Board members each will have an email address that is made public, and members will be expected to monitor the account and appropriately handle matters of concern raised this way, in compliance with the formal complaint policy. All feedback received will be used to inform Board business.
- **Parents:** The school's Board intentionally has created a seat for a parent, the head of the Parent Teacher Organization.
- **Students:** All Board members will be encouraged to visit the school. This is meant to be done in a non-obtrusive way, and is not meant to be an effort at managing. Rather, the focus will be on attending special events and occasionally observing regular school days. There will be opportunities for Board members to communicate casually with students, staff and families.
- **Surveys:** Annual survey results will be carefully analyzed by the school and members of the Board, and results will inform future decisions.
- **Interactions with Leadership:** While the Board will focus on avoiding micro-management, it is also important to provide support, encouragement and expertise to the school. This will be done by frequent communication with leadership, namely the Executive Director.
- **Grievance Process:** Hopefully few and far between, the Board will implement the grievance process with fidelity and will give careful consideration to all grievances whenever necessary.
- **Advisors:** The Board may occasionally seek the guidance and expertise of outside advisors. In these instances, the advisors will not have formal authority, but rather will serve as a non-biased expert on a topic(s) of the Board or leaders choosing.

E. By-laws

Attached as R-14e-Bylaws

F. Code of Ethics

Attached as R-14f-Code of Ethics

G. Complaint Policy

Attached as R-14g-Complaint Policy

H. Board Member Resumes

Attached as R-14h-Board Member Resumes

I. Board Member Request for Information Forms

Attached as R-14i-Board Member RFI Forms

R14a – Board Members

Provide a brief narrative describing the methods used to recruit and select board members. Use the Proposed Board Members table (see below) 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 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," "CMO Representative," "Parent Representative," etc.**
- **Under the heading "Committee Affiliations 9if any)," please note an committees on which a proposed trustee would serve (e.g. "Academic Committee," "Finance Committee," etc).**
- **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 the PTO elections in December of the first year, that member should appear in the table below as: Name – TBD; Position on the Board – PTO Representative; Committee Affiliations-TBD; Area of Expertise and/or Additional Role at School – Parent; and, indicate whether the 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.

As East Side House Settlement began to discuss the creation of the proposed Haven Charter High School, members of the founding team had many conversations with supporters, stakeholders and current Board Members of ESH. This school has been under development for a long time, and accordingly the founding team has been able to search carefully and seek the right fit for all proposed members. From the vast group of supporters and professionals connected with ESH, volunteers began to emerge. The founding team engaged with individuals who are highly regarded by ESH, well-respected in their chosen careers, and committed to ensuring the vision of a CTE high school for Bronx students comes to life responsibly and with fidelity to the charter agreement and all applicable laws and regulations.

In particular, during the founding Board of Trustees recruitment process, an emphasis has been placed on finding Board members with adequate academic skills, as well as experience with the charter school application and development process and/or finance or budgeting.

Only two members of the proposed Board of Trustees are affiliated with East Side House; the founding team has been intentional about ensuring there are no entrenched conflicts of interest and has been mindful of the legal threshold for overlap between a charter board and a partner organization. Only the proposed Chair, [redacted] and proposed Board member, [redacted], have a formal affiliation with ESH.

Each member of the founding Board of Trustees was asked to complete the Request for Information form and spoke extensively with the founding team.

Since the submission of the original charter school proposal, the team has added Elyse Zlotnikov to the proposed Board of Trustees. She is a Talent Acquisition Nurse Recruiter at New York-Presbyterian, a proposed employer partner of HCHS.

	TRUSTEE NAME	POSITION ON THE BOARD (OFFICER OR CONSTITUENT REPRESENTATIVE)	COMMITTEE AFFILIATIONS (IF ANY)	VOTING	EX-OFFICIO
1	[redacted]	Board Chair	Finance	Voting	
2	[redacted]	Member	Academic	Voting	
3	[redacted]	Member	Academic	Voting	
4	[redacted]	Member	Chair, Academic	Voting	
5	[redacted]	Member	Academic	Voting	
6	[redacted]	Treasurer	Chair, Finance	Voting	
7	[redacted]	Member	TBD	Voting	
8	TBD	PTO Representative	TBD	Voting	Ex-officio

R14b – EdCorp Board Roles and Responsibilities

This response is being incorporated by reference, per the 2019 proposal for Haven Charter High School.

R14c – Education Corporation Board Design

This response is being incorporated by reference, per the 2019 proposal for Haven Charter High School.

R14d – Stakeholder Participation

This response is being incorporated by reference, per the 2019 proposal for Haven Charter High School.

BYLAWS OF THE HAVEN CHARTER HIGH SCHOOL

(A NEW YORK EDUCATION CORPORATION)

Article I
Name and Offices

Section 1. Name. The name of the school is the Haven Charter High School (the "Corporation" or the "School").

Section 2. Offices. The principal offices of the School for the transaction of School business shall be fixed and located at such place within the state of New York as the Board of Trustees of the School (the "Board") may from time to time determine.

Section 3. **Registered Office and Registered Agent**. The School shall have and continuously maintain in the State of New York a registered office and a registered agent whose office is the Corporation's registered office.

Article II
Purpose

The purposes of the School are to (i) operate and maintain a public charter school under a charter ("Charter"), subject at all times to the Not-For-Profit Corporation Law of the State of New York ("NPCL") and the New York State Charter Schools Act and other applicable sections of the Education Law of the State of New York (the "Education Law"); (ii) exercise all rights and powers of a not-for-profit corporation under the NPCL; and engage in any other activity that is connected with or in advancement of the foregoing purposes. The School is organized exclusively for charitable and educational purposes under Section 501(c)(3) of the Internal Revenue Code (the "Code"), or the corresponding section of any future version of the Code.

Article III
Membership

Section 1. Membership. The School has no members. The rights which would otherwise vest in the members vest in the trustees of the school (hereinafter the "Trustees"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board.

Article IV
Board of Trustees

Section 1. Number. The Board shall consist of at least five, but not more than fifteen, Trustees. Within the specified limits, the number of Trustees may be increased or decreased from time to time, by resolution of the Board or amendment of the Bylaws, but no decrease shall shorten the term of any incumbent Trustee. In the case of any vacancy, if the Board determines to decrease the number of Trustees, such decrease must be approved by an affirmative vote of at least two-thirds of the entire Board. The "entire Board" shall consist of the number of Trustees that were elected or appointed as of the most recently held election of Trustees.

Section 2. Powers. The affairs and property of the School shall be managed by, or under the direction of, the Board in accordance with applicable law, including, without limitation, the NPCL, the

Education Law, New York Open Meetings Law ("Open Meetings Law") and the General Municipal Law ("GMP") and other applicable laws and regulations (the "Laws"), the School's Charter, and these Bylaws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers and responsibilities:

a. To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them; and to fix their compensation;

b. To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;

c. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School;

d. To carry on the business of operating a charter school and apply any surplus that results from the business activity to any activity in which the School may engage;

e. To act as Trustee under any trust incidental to the School's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;

f. 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;

g. 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;

h. 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

i. 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 NPCL, the School's charter and the limitations noted in these Bylaws.

The Board shall (i) direct the President and Treasurer of the School to present at the annual meeting of the Board a financial report, verified by the President and Treasurer or a majority of the Trustees, or certified by an independent public accountant or a firm of such accountants selected by the Board, which shall be filed with the records of the Corporation and a copy or abstract thereof entered in the minutes of the proceedings of the annual meeting of the Board; (ii) select all officers for the School and approve the members of any committee appointed by the President.

Section 3. <u>Selection.</u> The Trustees shall be elected by the Board, subject to the requirements of the New York Charter Schools Act of 1998, as amended, any requirements of the charter authorizer and any and all appropriate laws and regulations. The Trustees may at any special or regular meeting by an affirmative vote of a majority of Trustees then in office, increase the number of Trustees. Trustees-elect shall assume

office subject to approval by the Charter Authorizer.

Section 4. Eligibility. Trustees shall be eligible in accordance with applicable law provided that they are not employees of the School, are at least 18 years old, support the School's mission and vision, and have demonstrated an ability to serve the interests of the School faithfully and effectively.

Section 5. Term.

a. The Trustees appointed shall be divided into three classes for the purpose of staggering their terms of office. The Board will assign each founding Trustee to a class at the first Board meeting. All classes shall be as nearly equal in number as possible. The assignment of any Trustee to a particular class does not in any way restrict that Trustee from participating fully in all Board activities and from serving additional terms.

b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Board, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. At each annual meeting after Trustees are first designated into classes, Trustees shall be elected for a term of three years to replace those whose terms shall expire.

c. The term of office of a Trustee appointed to fill a vacancy, including positions resulting from an increase in the authorized number of Trustees, begins on the date of the Trustee's election, and continue until the next annual meeting at which the election of trustees is in the regular order of business, and until his or her successor is elected or appointed and qualified.

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

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

Section 6. Removals and Suspensions. Any Trustee may be removed or suspended from office, by vote of a majority of the entire Board, upon examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty; provided, that at least one week's previous notice of the proposed action shall have been given to the accused and to all Trustees.

The Regents may also remove any Trustees for misconduct, incapacity, neglect of duty, or where it appears to the satisfaction of the Regents that the School has failed or refuses to carry into effect its educational purposes.

Section 7. Resignation. Any Trustee may resign at any time by giving written notice to the Chair or Secretary of the Board. The resignation shall take effect at the time specified therein, and, unless otherwise specified, the acceptance of such resignation shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. If any Trustee shall fail to attend three consecutive meetings without excuse accepted as satisfactory by the Board, such Trustee shall be deemed to have resigned and the vacancy shall be filled.

Article V
Meetings of the Board

Section 1. Place of Meetings. Board meetings shall be held at the School's principal office, or at any other reasonably convenient place that is open to the public, and that is in compliance with the requirements of the Open Meetings Law.

Section 2. Annual Meetings. The annual meeting of the Board shall be held in the month of June, or at another time to be designated by the Board, for the purpose of electing Trustees and Officers, selecting committee members, making and receiving reports on the School's affairs, and transacting other business.

Section 3. Regular Meetings. Regular meetings of the Board shall be held at least once every calendar month on dates designated by the Board.

Section 4. Special Meetings. Special meetings of the Board may be called by the chairperson, or by a majority of the Trustees of the Board, for the purpose of transacting business between regularly scheduled Board meetings.

Section 5. Notice of Meetings. Notices to Trustees of Board meetings shall be given in a manner consistent with the Education Law. Notice of the time and place of every meeting shall be mailed not less than five nor more than ten days before the meeting to the usual address of every Trustee. The notice shall include the time and place of the meeting, and in the case of a special meeting, the purpose(s) for holding such meeting and the Trustee(s) who called for the special meeting.

Section 6. Public Notice of Meetings. Public notice of all Board meetings shall be given in accordance with the notice requirements in the Open Meetings Law. The notice shall state the time and place of the meeting and shall include the location, if any, from which a Trustee is participating by videoconference. The notice shall state that the public may attend the meeting from the videoconference location.

Section 7. Quorum. At each meeting of the Board, the presence of a majority of the total number of Trustees shall constitute a quorum for the transaction of business. If a quorum is not present at any meeting of the Board, a majority of the Trustees present may adjourn the meeting to another date and time until a quorum is obtained.

Section 8. Manner of Acting. Except as otherwise provided by statute or these Bylaws, the vote of a majority of the Trustees present at any meeting at which a quorum of the Board is present shall be the act of the Board. Trustees other than those participating in-person or by live videoconferencing shall not vote.

Section 9. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board meeting of the charter school. Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Trustees participating by means of video-conferencing shall do so from a site, at which the public may attend, listen and observe. Trustees who attend a Board meeting by telephone may not be counted for purposes of establishing a quorum. Once a quorum is present, Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than in-

person and live video-conferencing (e.g. Trustees who attend a Board meeting by telephone) shall not vote. All meetings of the Board are subject to the provisions of the Open Meetings Law.

Section 10. Adjournment. A majority of the Trustees present at a meeting, whether or not a quorum is present, may adjourn the meeting to another time and place. Notice of the adjournment shall be given to any Trustees who were not present.

Section 11. Compensation. No compensation of any kind shall be paid to any Trustee for the performance of his or her duties as Trustee. This shall in no way limit the reimbursement of reasonable expense incurred in connection with Board services.

Article VI
Committees

Section 1. Committees of the Board. The Board may create committees for any purpose, and the chairperson of the Board shall appoint Trustees to and designate the chairs of such committees. A Board committee will consist of not fewer than three Trustees, who shall serve at the pleasure of the chairperson of the Board, except that any executive committee of the Board shall comprise not fewer than five trustees.

Section 2. Standing Committees. The Board shall have the following standing committees: an executive committee (chaired by the chairperson of the Board) responsible for setting Board direction; a finance committee (chaired by the treasurer) that presents monthly and annual financial statements to the Board, that proposes the annual budget for Board approval and that reviews and approves the annual audited financial statements; and an academic committee that monitors the academic achievement of the School's students, monitors the progress of the School's overall educational program in relation to the goals and objectives stated in the school's Charter and conducts the annual performance evaluation of the principal.

Section 3. Authority of Board Committees. The chairperson of the Board may delegate to a Board committee any of the authority of the Board, except with respect to: a) the submission to Trustees of any action requiring approval of the Trustees under Chapter 35 of the NFPCL; b) the election of Trustees; c) filling vacancies on the Board or any committee which has the authority of the Board; d) the fixing of Trustee compensation, if any, for serving on the Board or on any committee; e) the amendment or repeal of Bylaws or the adoption of new Bylaws; f) the appointment of other committees of the Board, or the members of the committees; and g) the amendment or repeal of any resolution of the Board which by its terms shall not be so amendable or repealable.

Section 4. Committee Meetings. Meetings of committees shall be held at such time and place as shall be fixed by the chairperson of the Board or the chairperson of the committee or by a vote of a majority of all of the members of the committee. The meeting provisions of these Bylaws and of the Open Meetings Law govern regular and special meetings of committees.

Section 5. Quorum and Manner of Acting. Unless otherwise provided by resolution of the Board, a majority of all of the members of a committee shall constitute a quorum for the transaction of business and the vote of a majority of all of the members of the committee shall be the act of the committee. The procedures and manner of acting of the committees shall be subject at all times to the directions of the Board.

Section 6. Committee Participation by Other Means. In all events, a quorum of members of a committee must be present to lawfully conduct a committee meeting. Members of a committee participating by means of video-conferencing may be counted toward achieving a quorum. Members of a committee participating by means of video-conferencing shall do so from a site, at which the public may attend, listen and observe. Members of a committee who attend a committee meeting by telephone may not be counted for purposes of establishing a quorum. Once a quorum is present, members of a committee may participate in a committee meeting through conference telephone or similar communication equipment, provided that all committee members participating in such meeting can hear one another and there is no objection from any committee member or any person in the public audience. Members of a committee other than in-person and live video-conferencing (e.g. members of a committee who attend a committee meeting by telephone) shall not vote. All committee meetings are subject to the provisions of the Open Meetings Law.

Section 7. Tenure of Members of Committees of the Board. Each committee of the Board or the Corporation and every committee member shall serve at the pleasure of the Board.

Section 8. Alternate Members. The Board may designate one (1) or more Trustees as alternate members of any committee, who may replace any absent member or members at any meeting of such committee.

Article VII
Officers

Section 1. Officers. The Officers of the Board shall consist of a chairperson, a vice chairperson, a secretary and a treasurer. The Board may choose to appoint other Officers, if deemed necessary. All Officers shall be chosen by, and shall serve at the pleasure of, the Board.

Section 2. Election, Term of Office, and Qualifications. The Officers of the Board shall be elected annually by a majority vote of the Board at the annual meeting of the Board or a regular meeting designated for that purpose or at a special meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur. Each Officer shall hold office for a term of one year and until such Officer's successor is elected and qualified or until such Officer's earlier death, resignation, or removal. One person may hold, and perform the duties of, more than one office, provided that the same person may not hold the offices of chairperson and secretary. All Officers shall be subject to the supervision and direction of the Board.

Section 3. Removal. Any Officer elected or appointed by the Board may be removed at any time, by vote of a majority of the entire Board, upon examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty; provided, that at least one week's previous notice of the proposed action shall have been given to the accused and to all Trustees.

Section 4. Resignations. Any Officer may resign at any time by giving written notice to the chairperson. The resignation shall take effect at the time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

Section 5. Vacancies. A vacancy in any office arising from any cause shall be filled for the unexpired portion of the term in the manner prescribed in these Bylaws for regular appointment to such office.

Section 6. Chairperson. The chairperson shall convene regularly scheduled Board meetings and shall preside or arrange for another trustee to preside at each meeting. The chairperson shall be responsible for officially representing the Board at external meetings and signing correspondence or other documents as required. The chairperson shall have such other powers and duties as the Board may prescribe.

Section 7. Vice Chairperson. At the request of the chairperson, or in the event of the chairperson's absence or disability, the vice chairperson shall perform the duties and possess and exercise the powers and duties of the chairperson. The vice chairperson shall have such other powers and perform such other duties as the Board may prescribe.

Section 8. 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 Bylaws, with amendments; c) give or cause to be given notice of the Board and committee meetings as required by the Bylaws; and d) have such other powers and perform such other duties as the Board may prescribe.

Section 9. Treasurer. The treasurer shall serve as chairperson of the finance committee and shall be responsible for maintaining oversight over and making regular reports to the Board about the fiscal health of the school. Specifically, 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; e) render or cause to be rendered to the chairperson 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.

Section 10. Compensation. No compensation of any kind shall be paid to any Trustee for the performance of his or her duties as Trustee. This shall in no way limit the reimbursement of reasonable expense incurred in connection with Board services.

Article VIII
Indemnification

Section 1. Indemnification. The School shall, to the fullest extent now or hereafter permitted by law, indemnify any person, made, or threatened to be made, a party to an action or proceeding by reason of the fact that he or she or his or her testator was a Trustee, Officer, employee or agent of the School, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorney fees., No indemnification shall be made to or on behalf of any such person if (a) his or her acts were committed in bad faith or were the result of his or her active and deliberate dishonestly and were material to such action or proceeding or (b) he or she personally gain in fact a financial profit or other advantage to which he or she was not legally entitled in the transaction or matter in which indemnification was sought.

Section 2. Insurance. The School shall have the power to purchase and maintain insurance to indemnify the School for any obligation that it incurs as a result of its indemnification of Trustees, Officers,

employees and agents pursuant to Section 1 above, or to indemnify such persons in instances in which they may be indemnified pursuant to Section 1 above.

Article IX
Non-Liability of Trustees

To the extent permitted by applicable law, the Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

Article X
References to and Interpretation of Charter.

References in these Bylaws to the Charter shall include all amendments thereto or changes thereof unless specifically excepted by these Bylaws. In the event of any conflict between the Charter and the Bylaws, the Charter shall govern. In the event of a conflict between these Bylaws and the provisions of any Laws, the Laws shall govern.

Article XI
Amendments

A majority of the Trustees may adopt, amend or repeal these Bylaws subject to approval by the Charter Authorizer. Such action is authorized only at a duly called and held meeting of the Board for which written notice of such meeting, setting forth the proposed alteration, is given in accordance with the notice provisions for special meetings set forth herein. No material amendment to these Bylaws shall be effective until approval by the Charter Authorizer has been secured.

HAVEN CHARTER HIGH SCHOOL
CODE OF ETHICS FOR SCHOOL TRUSTEES, OFFICERS AND EMPLOYEES

The Board of Trustees (the "Board") of the Haven Charter High School (the "School") recognizes that sound, ethical standards of conduct serve to increase the effectiveness of School leadership as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of the School's goals. The Board also recognizes its obligation to adopt a code of ethics consistent with the provisions of the New York General Municipal Law, New York Not-For-Profit Corporations Law and the New York Education Law, setting forth the standards of conduct required of all School trustees, officers and employees. Therefore, every trustee, officer and employee of the School, whether paid or unpaid, shall adhere to the following standards of conduct:

1. *Gifts*: A trustee, officer or employee shall not directly or indirectly solicit any gifts nor 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.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. *Confidential information*: A trustee, officer or employee shall not 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/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

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, a committee of the Board or the School.

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, a Committee of the Board or the School 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. *Disclosure of interest in matters before the Board*: A trustee, officer or employee of the School, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board, a committee of the Board or the School on any matter before the Board, a committee of the Board or the School shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest, he or she, or his or her spouse, has in such matter. The term "interest" means a direct or indirect pecuniary or material benefit accruing to a trustee, officer or employee.

6. *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.

7. *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.

8. *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 officer or employee of any claim, account, demand or suit against the Board on his or her own 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.

Distribution of Code of Ethics
The Chief Executive Officer shall cause a copy of this Code of Ethics to be distributed annually to every trustee, officer and employee of the School. Each trustee, officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment. Whenever the Board materially changes any provision hereof, the Executive Director shall cause a copy of such amendment to every Trustee, officer and employee of the School.

Penalties
In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board's code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law. Willful and knowing violations of certain provisions of the General Municipal Law constitute a misdemeanor.

HAVEN CHARTER HIGH SCHOOL CONFLICT OF INTEREST POLICY

The purpose of this Conflict of Interest Policy (the "Policy") is to protect the interests of Haven Charter High School (the "School") when it is contemplating entering into a transaction or arrangement that may benefit the private interests of a Trustee, Officer or employee of the School. Before entering into any transaction or arrangement that may benefit the private interests of a Trustee, Officer or employee of the School, the Board of Trustees of the School (the "Board") shall determine whether the transaction or arrangement is prohibited under this Policy.

Article 1
Conflicts of Interest

Section 1. School Trustees, Officers and employees, subject to certain limited exceptions, are generally prohibited from having a direct or indirect pecuniary or material benefit accrue from a contract with the School, provided, however, this does not preclude the payment of lawful compensation and necessary expenses of such Trustee, Officer or employee in holding his or her position with the School, as applicable. A Trustee, Officer or employee will also be considered to have a pecuniary or material benefit in a contract if the School is party to a contract with (i) his or her spouse, minor children or

dependents (except contracts of employment with such School), (ii) a firm, partnership or association of which he or she is a member or employee, (iii) a corporation of which he or she is an officer, trustee or employee or (iv) a corporation any stock of which is owned or controlled directly or indirectly by him or her. Trustees, Officers and employees shall not have an interest in any contract with the Schools when such School Trustee, Officer or employee, individually or as a member of the Board, has the power or duty to (a) negotiate, prepare, authorize or approve the contract or authorize or approve payment thereunder (b) audit bills or claims under the contract, or (c) appoint an officer or employee who has any of the powers or duties set forth above.

Section 2. The Chief fiscal officer, Board Treasurer or employees of the Schools shall not have an interest in a bank or trust company designated as a depository, paying agent, registration agent or for investment of funds of the Schools of which he/she is an officer or employee. The provisions of this section shall not preclude the payment of lawful compensation and necessary expenses of trustee, officer or employee in one or more positions of public employment, the holding of which is not prohibited by law.

Section 3. School Trustees, Officers and employees are also restricted from engaging in any Related Party Transaction, which is not already expressly prohibited by Sections 1, 2 and 3 above, except as approved by the Board. In determining whether to approve a Related Party Transaction, the Board must determine if the transaction is fair, reasonable and in the best interests of the School at the time of such determination. With respect to any Related Party Transaction involving a charitable corporation and in which a Related Party has a substantial financial interest, the Board shall consider alternative transactions to the extent available, approve the transaction by majority vote of those present and document the basis for approval and considered alternatives contemporaneous with the final decision.

Section 4. Employees of the School may not serve on the Board of Trustees.

Article 2
Disclosure and Voting

Any potential or actual conflict of interest of a Trustee, Officer or employee described in Article 1 of this Policy must be promptly disclosed in good faith in writing to his or her immediate supervisor and to the Board or an authorized committee thereof as soon as he or she has knowledge of such actual or prospective interest, together with all material facts known to such Trustee, Officer or employee with respect to the actual or potential conflict of interest. Such written disclosure shall be made part of and set forth in the minutes of the Board. All such potential or actual conflicts of interest shall be reviewed by the Board.

Any Trustee, Officer or employee to which the potential or actual conflict of interest relates shall not be present at or participate in the Board or committee deliberation or vote on the matter giving rise to such conflict; provided that nothing shall prohibit the Board or a committee from requesting that the person with the conflict of interest present information as background or answer questions at a committee or Board meeting prior to the commencement of deliberations or voting relating thereto. If not prohibited by Article 1 of this Policy, any matter involving an actual or potential conflict of interest shall be approved by not less than a majority vote of the Board members, present and voting at the meeting; provided, that the Trustee to which the potential or actual conflict of interest relates shall not be permitted to vote. No Trustee, Officer or employee shall vote, act, or attempt to influence improperly the deliberations, as applicable. Any attempt to vote, act, or improperly influence deliberations may be grounds for removal from the Board or termination of employment with the School.

The existence and resolution of the conflict must be documented in the School's records including in the minutes of any meeting at which the conflict was discussed or voted upon.

Article 3
Committee Review

The Board may delegate to the Finance Committee or any Board committee comprised solely of Independent Trustees (each a "Committee") the adoption, implementation of and compliance with this Policy. The Board may delegate to such Committee review and approval of any potential or actual conflict of interest; provided that if the potential or actual conflict of interest is of a nature that would otherwise require full Board approval, the Committee shall provide a recommendation as to whether or not to approve the potential or actual conflict of interest to the full Board, and the Board shall be responsible for making a final determination. In the event the Board delegates the review and approval of conflicts of interest to a committee, all references to the Board in this Policy shall be deemed to refer to such Committee and all references to a majority of the Board shall be deemed to refer to a majority of such Committee.

Article 4
Records of Proceedings

The minutes of all meetings of the Board and all committee meetings at which a potential or actual conflict of interest is considered shall contain the following:

(i) The names of the persons who disclosed or otherwise were determined to have a potential or actual conflict of interest, the nature of the potential or actual conflict of interest, any action taken to determine whether a conflict of interest exists, and the Board's decision as to whether a conflict of interest exists.

(ii) The names of the persons who were present for discussions and votes relating to any determinations under this Policy, including whether the Trustee, Officer or employee left the room during any such discussions, the content of such discussions, and whether or not the transaction was approved by the Board. The minutes shall be documented contemporaneously to the discussion and decision regarding the conflict of interest.

Article 5
Disclosures

Prior to the initial election or appointment of a Trustee to the Board, and thereafter on an annual basis, all Trustees, in addition to all Officers and employees, shall disclose in writing to the Secretary of the School:

(i) Any entity of which the Trustee, Officer or employee is an officer, director, trustee, member, owner (except as a shareholder of a public corporation which does not do business with the School) or employee;

(ii) Any entity of which a Relative of the Trustee, Officer or employee is an officer, director, trustee, member, owner or employee and with which the School has a relationship;

(iii) Any Financial Interest the Trustee, Officer or employee may have in any corporation, organization, partnership or other entity which provides professional or other goods or services to the School for a fee or other compensation; and

(iv) Any position or other material relationship such Trustee, Officer or employee may have with any not-for-profit corporation or any position or other material relationship held by a Relative of such Trustee Officer or employee, with which the School has a business relationship.

Each Trustee, Officer and employee shall also annually sign and submit to the Board Secretary a statement which affirms such person: (a) has received a copy of this Policy, (b) has read and understands the Policy, and (c) has agreed to comply with the Policy.

Article 6
Miscellaneous

Section 1. Any contract willfully entered into by or with the School which is prohibited by this Conflict of Interest Policy shall be null, void and wholly unenforceable.

Section 2. 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.

Section 3. Trustees, officers, or employees of any single external organization shall hold no more than 40% of the total seats comprising the Board.

Section 4. Trustees, Officers and 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, such Trustee, Officer or employee shall disclose in writing all known facts prior to participating in a Board discussion of these matters and the Trustee, Officer, or employee's interest in the matter will be reflected in the Board minutes.

Section 5. Trustees, Officers and employees shall make all appropriate disclosures whenever a grievance of conflict of interest is lodged against them.

Section 6. Trustees, Officers and employees may never ask a subordinate, a student or a parent of a student to work on or give to any political campaign.

Article 7
Definitions

Capitalized terms used herein shall have the meanings ascribed to such terms below:

(i) **Affiliate**. An affiliate of the School is a person or entity that is directly or indirectly through one or more intermediaries, controlled by, in control of, or under common control with the School.

(ii) **Financial Interest**. A person has a Financial Interest if such person would receive an economic benefit, directly or indirectly, from any transaction, agreement, compensation agreement, including direct or indirect remuneration as well as gifts or favors that are not insubstantial or other arrangements involving the School.

(iii) **Independent Trustee.** A member of the Board of Trustees (the "Board") who:

(a) is not, and has not been within the last three years, an employee or a Key Person of the

School or an Affiliate of the School, and does not have a Relative who is, or has been within the last three years, a Key Person of the School or an Affiliate of the School;

(b) has not received, and does not have a Relative who has received, in any of the last three fiscal years, more than ten thousand dollars in direct compensation from the School or an Affiliate of the School

(c) is not a current employee of or does not have a substantial financial interest in, and does not have a Relative who is a current officer of or has a substantial financial interest in, any entity that has provided payments, property or services to, or received, payments, property or services from, the School or an Affiliate of the School if the amount paid by the School if the amount paid by the School to the entity or received by the School from the entity for such property or services, in any of the last three fiscal years, exceed the less of $10,000 or 2% of such entity's consolidated gross revenues if the entity's consolidated gross revenue was less than $500,000.00; $25,000 if the entity's consolidated gross revenue was $500,000 or more but less than $10,000,000; $100,000 if the entity's consolidated gross revenue was $10,000,000 or more;

(d) is not and does not have a Relative who is a current owner, whether wholly or partially, director, officer or employee of the School's outside auditor or who has worked on the School's audit at any time during the past three years.

For purposes of this definition, "compensation" does not include reimbursement for expense reasonably incurred as a Trustee and "payment" does not include charitable contributions, dues or fees paid to the School for services which the School performs as part of its nonprofit purposes, or payments made by the School at fixed or non-negotiable rates or amounts for services received, provided that such services by and to the School are available to individual members of the public on the same terms, and such services received by the School are not available from another source.

(iv) **Key Person**. This term means: any person, other than a Trustee or Officer, whether or not an employee of the School, who: (a) has responsibilities, or exercises powers or influence over the School as a whole similar to the responsibilities, powers, or influence of Trustees and Officers; (b) manages the School, or a segment of the School that represents a substantial portion of the activities, assets, income or expenses for he School; or (c) alone or with others controls or determines a substantial portion of the School's capital expenditures or operating budget.

(v) **Officer**. A person who has the authority to bind the School as designated in the By-Laws of the School.

(vi) **Related Party**. Persons who may be considered a Related Party of the School or an Affiliate of the School under this Policy include:

a. Trustees, Officers, or Key Persons of the School or an Affiliate of the School;
b. Relatives of Trustees, Officers, or Key Persons;
c. Any entity in which a person in (i) or (ii) has a 35% or greater ownership or beneficial interest or, in the case of a partnership or professional corporation, a direct or indirect ownership interest in excess of 5%;
d. Founders of the School; and
e. Any non-stock entity controlled by one or more Key Persons.

(vii) **Related Party Transaction**. Any transaction, agreement or any other arrangement

with the School or an Affiliate of the School in which a Related Party has a Financial Interest, except that a transaction shall not be a Related Party Transaction if: (i) the transaction or the Related Party's financial interest in the transaction is de minimis; or (ii) the transaction would not be customarily reviewed by the Board or by Boards of organizations similar to the School in the ordinary course of business and is available to others on the same or similar terms.

(viii) **Relative**. A spouse, ancestors, brothers and sisters (whether whole or half-blood), children (whether natural or adopted), grandchildren, great-grandchildren, and spouses of brothers, sisters, children, grandchildren, and great-grandchildren; or a domestic partner as defined in section 2994-A of the New York Public Health Law.

(ix) **Trustee**. Any voting or non-voting member of the governing board of the School.

HAVEN CHARTER HIGH SCHOOL WHISTLEBLOWER POLICY

Section 1. Policy. Haven Charter High 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 Finance 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.

HAVEN CHARTER HIGH SCHOOL COMPLAINT POLICY

When misunderstandings or disputes arise in the school community, it is important that they be resolved before serious problems develop. The school has adopted the following policies and procedures for informal and formal complaints.

Informal Complaints
Complaints that do not involve violations of law or the charter of Haven Charter High School ("HCHS") are defined as informal complaints. Faculty, staff, and other members of the school community are encouraged to try to resolve their difficulties among themselves first. If you have a complaint, you are encouraged to contact the appropriate staff member at HCHS by telephone or email or by scheduling a meeting to discuss the complaint in person. All staff members are committed to responding promptly to informal complaints, either in person, by telephone or in writing (electronic or otherwise).

If an informal complaint is not responded to and resolved promptly or satisfactorily, you may contact the Principal or Executive Director to discuss the matter. The Principal or Executive Director shall review the complaint and promptly respond to the complaint either in person, by telephone or in writing (electronic or otherwise). If you are not satisfied with the outcome or decision pertaining to the complaint and your complaint alleges a violation of HCHS's charter or applicable law, you may file a formal complaint in writing to HCHS's Board of Trustees in accordance with the procedures set forth below.

Decisions regarding informal complaints cannot be appealed to the SUNY Charter School Institute.

Formal Complaints
In accordance with requirements of § 2855(4) of the Education Law, any individual or group may bring a complaint directly to HCHS's Board of Trustees alleging a violation of HCHS's charter or any provision of law relating to the management or operation of the school. This is defined as a formal complaint.

Examples of formal complaints are:
- Improper discipline of a special education student (violates IDEA)
- Billing the wrong district for a student (violation of Charter Schools Act)
- Child abuse in the school (violation of New York State law)

HCHS prefers that complainants voluntarily first use the informal complaint process describe above to attempt to try to resolve their concerns with school management before bringing it to the attention of the Board of Trustees. However, nothing in this policy should be interpreted as preventing the submission of a formal complaint directly to the Board of Trustees. The formal complaint process should follow these steps:

1. Complainant submits a formal complaint to the Chair of the Board of Trustees in writing. The contact information for the Chair of the Board of Trustees can be obtained by calling or emailing HCHS's main office or at the email address included on the school's website. The complaint should state the date of the complaint, a detailed statement of the circumstances, and the requested remedy. The Board will acknowledge receipt of said complaint within five business days.

2. The Chair of the Board will appoint a Grievance Committee comprised solely of board members to investigate the complaint. The Grievance Committee will complete its work within 30 business days of

the Board receiving the complaint and present its findings and recommendations to the Board at the next regularly scheduled Board meeting.

3. The Board will affirm or amend the Grievance Committee recommendation and shall, as necessary, direct the Principal and/or other responsible party to act upon the complaint and report to the Board. The Board shall render a determination in writing and clearly set forth the reasoning of the Board's decision.

4. Any individual dissatisfied with the response of the Board of Trustees may appeal such decision, provided the complaint alleges a violation of the charter, charter law or any other provision of law relating to the management or operation of HCHS, to SUNY's Charter Schools Institute ("CSI"). A copy of the CSI's grievance policies are available at its website (http://www.newyorkcharters.org/contact/).

5. Any individual dissatisfied with the response of CSI may bring a further complaint which alleges a violation of the charter, charter law or any other provision of law relation to the management or operation of HCHS to the Board of Regents.

The complainant's right to a prompt and equitable resolution of a complaint will not be affected by the complainant's pursuit of other remedies, such as the filing of a complaint with any outside entity.

[redacted]

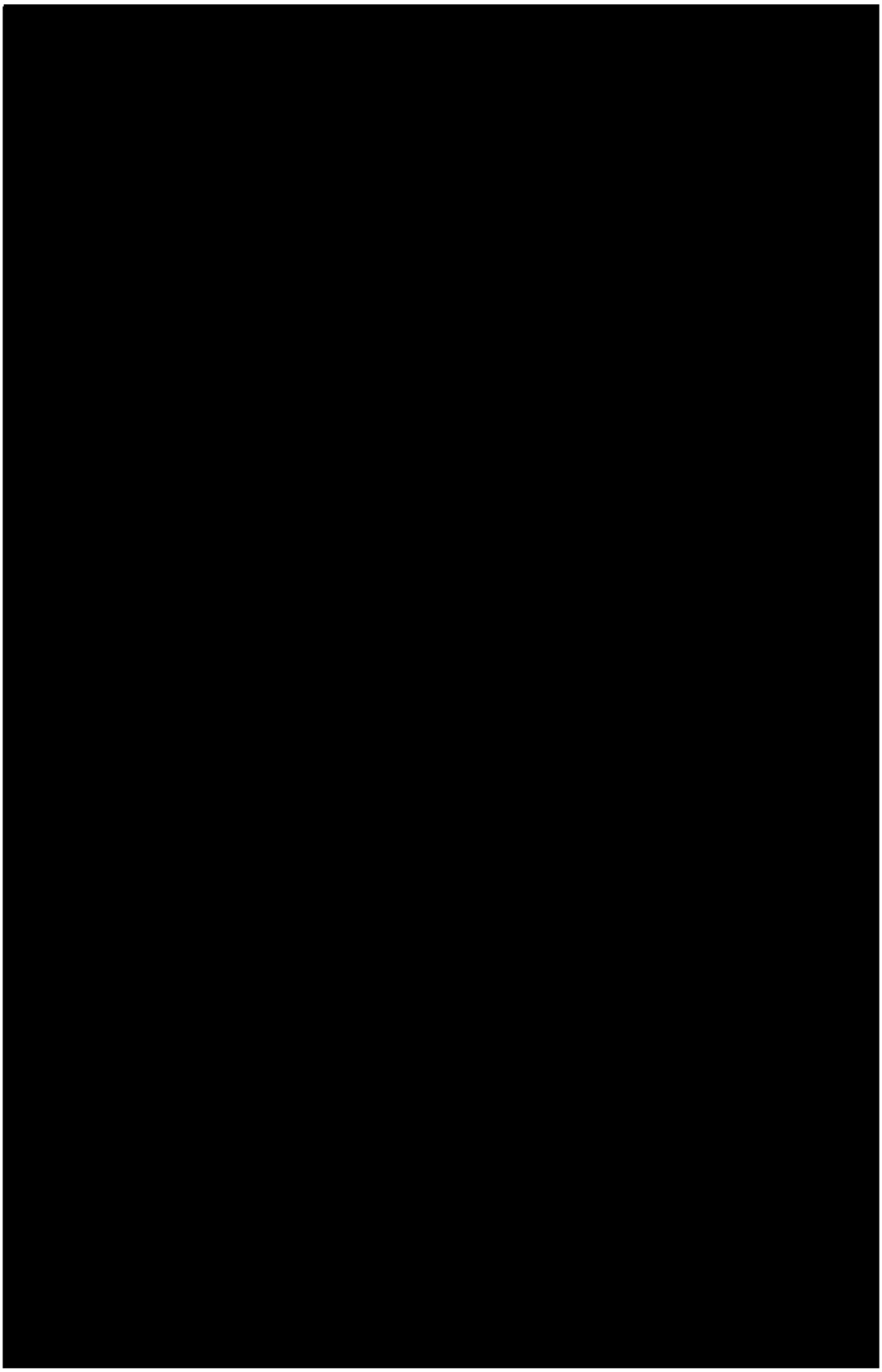
[redacted]

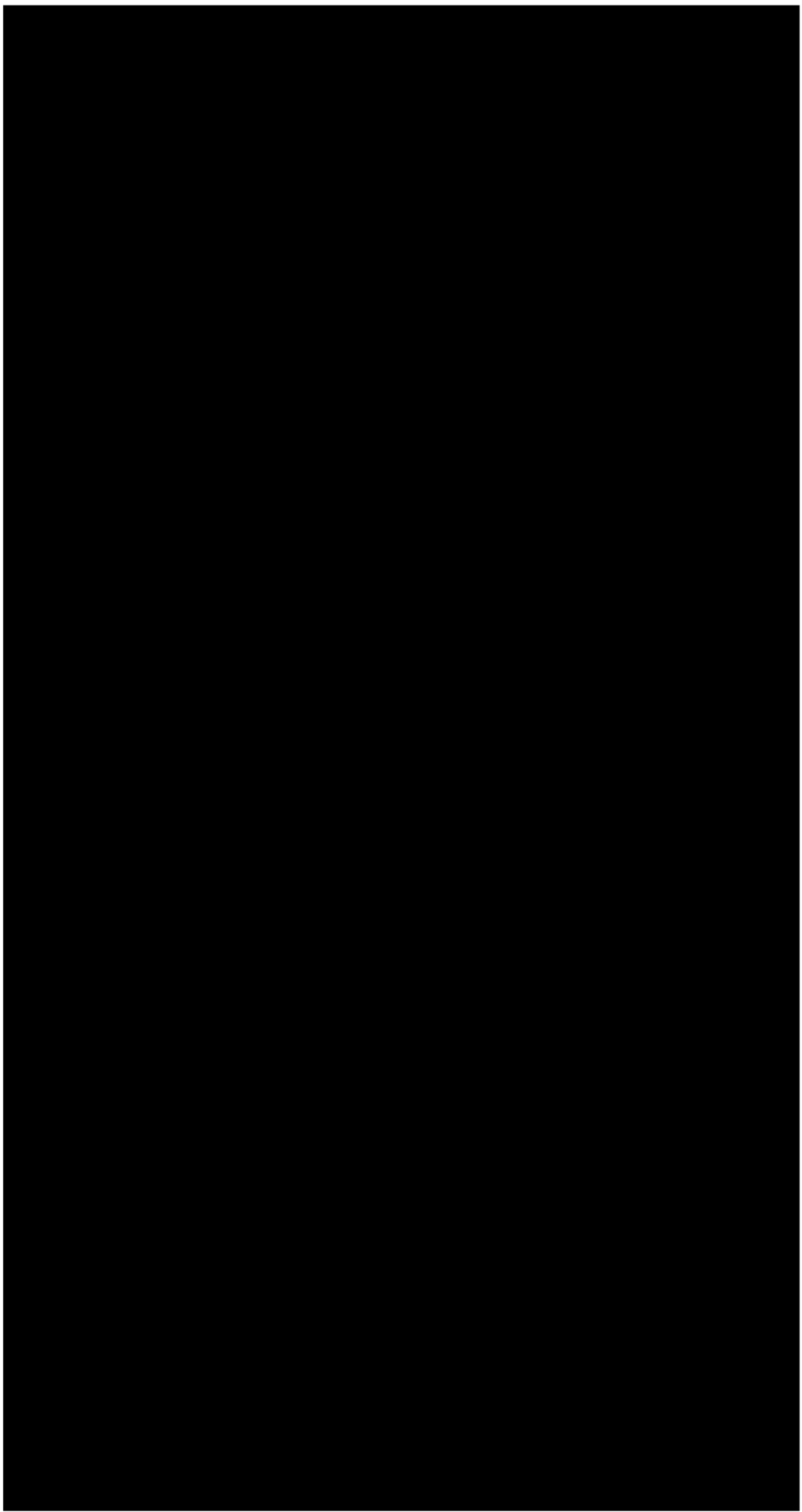
Education

[redacted] Fordham University Tarrytown, NY

Work experience

[redacted]





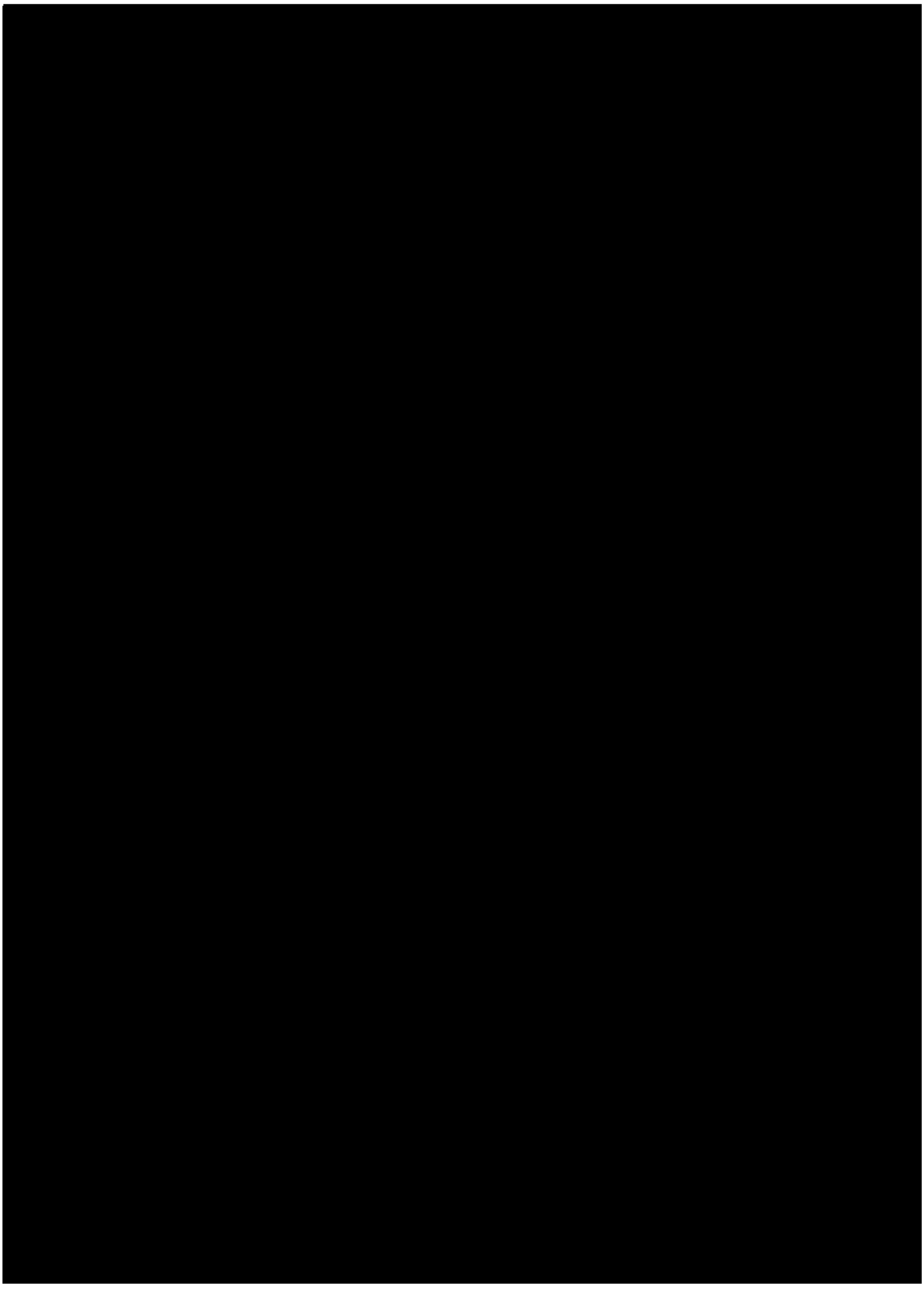
Other Certification

[redacted]

[redacted]

PROFESSIONAL EXPERIENCE

[redacted]



[redacted]

[redacted]

Principal | Teacher | School Support Director

EDUCATION

NYCDOE Aspiring Principals Program, Baruch College, New York, NY, 2008

Master of Science, Bilingual Education, Long Island University, Brooklyn, NY, 1997

Bachelor of Science , Psychology & Sociology, Wesleyan University, Middletown, Ct, 1992

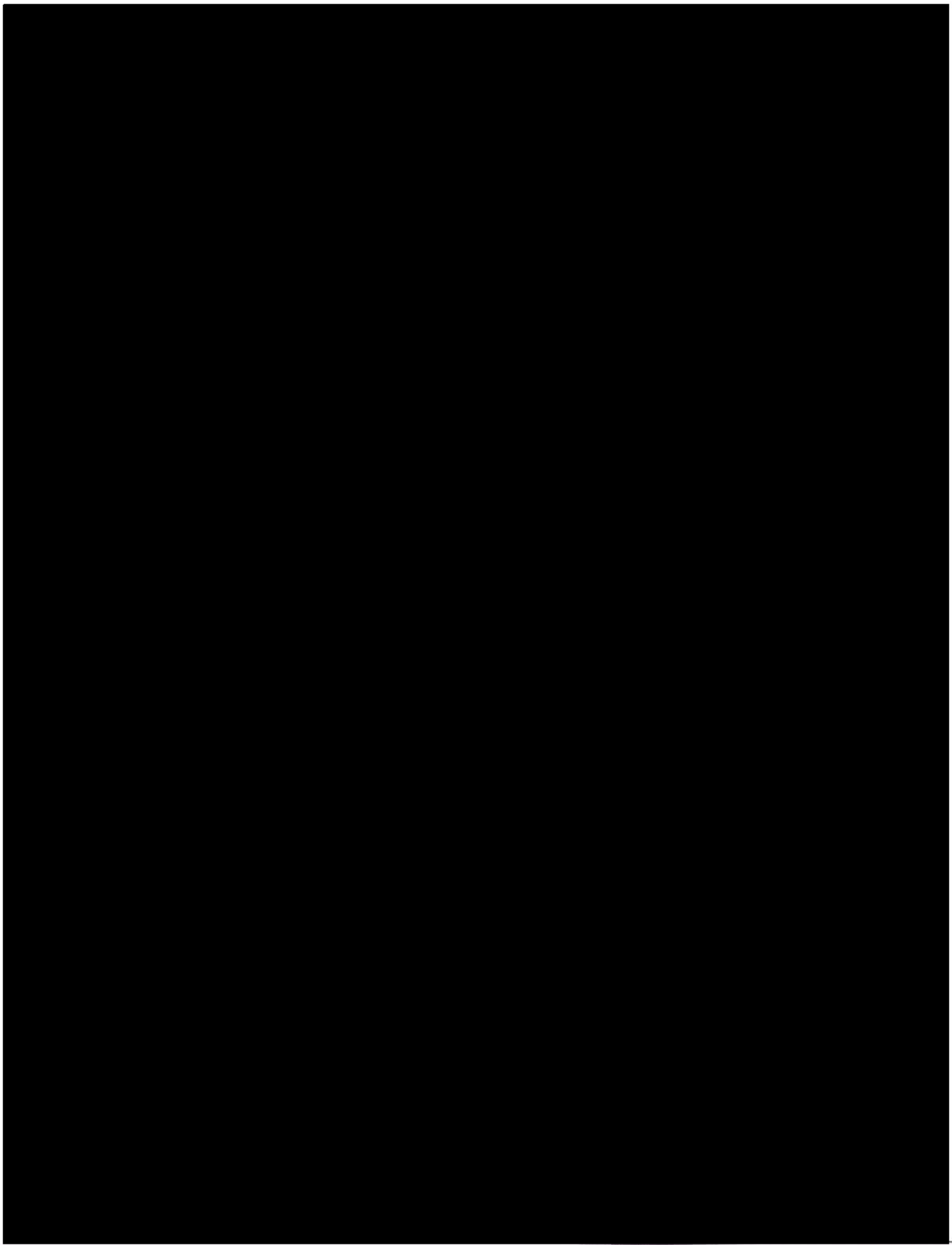
CERTIFICATION

New York State School Building Leader Professional Certificate 2011

New York State Bilingual Education Extension Permanent Certificate 1998

New York State Teacher 1 - 12 Permanent Certificate 1997

[redacted]



[redacted]

EXPERIENCE

[redacted]

EDUCATION

University of Ottawa, Faculty of Law - Juris Doctorate, 2010 (Social Justice Focus)
University of Guelph - Bachelor of Arts in Political Science & Family and Child Studies, 2006
Columbia University- Developing Leaders Program for Nonprofit Professionals, 2014

[redacted]

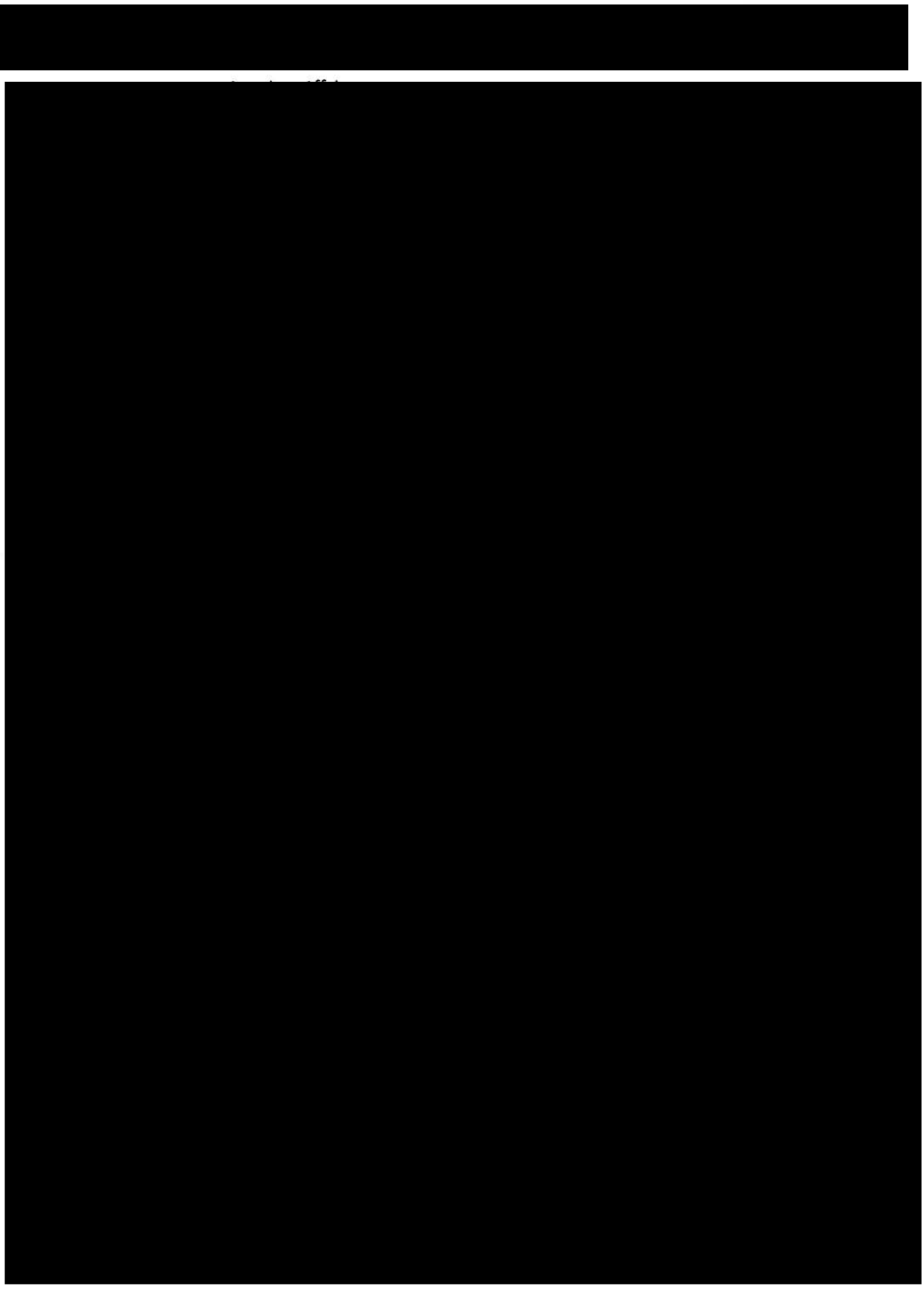
EDUCATION

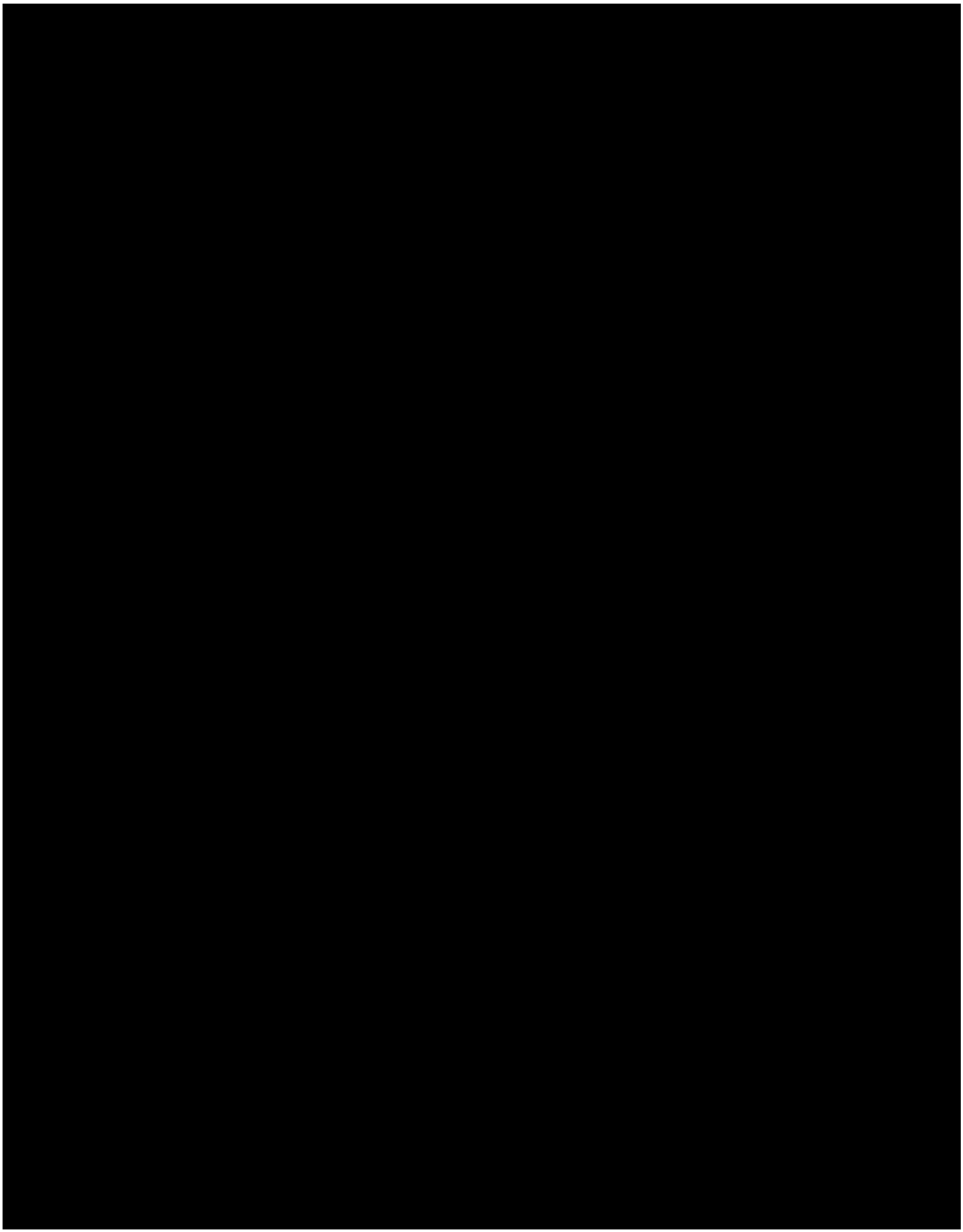
BOSTON COLLEGE
Ph.D. Higher Education, Lynch School of Education, 2017

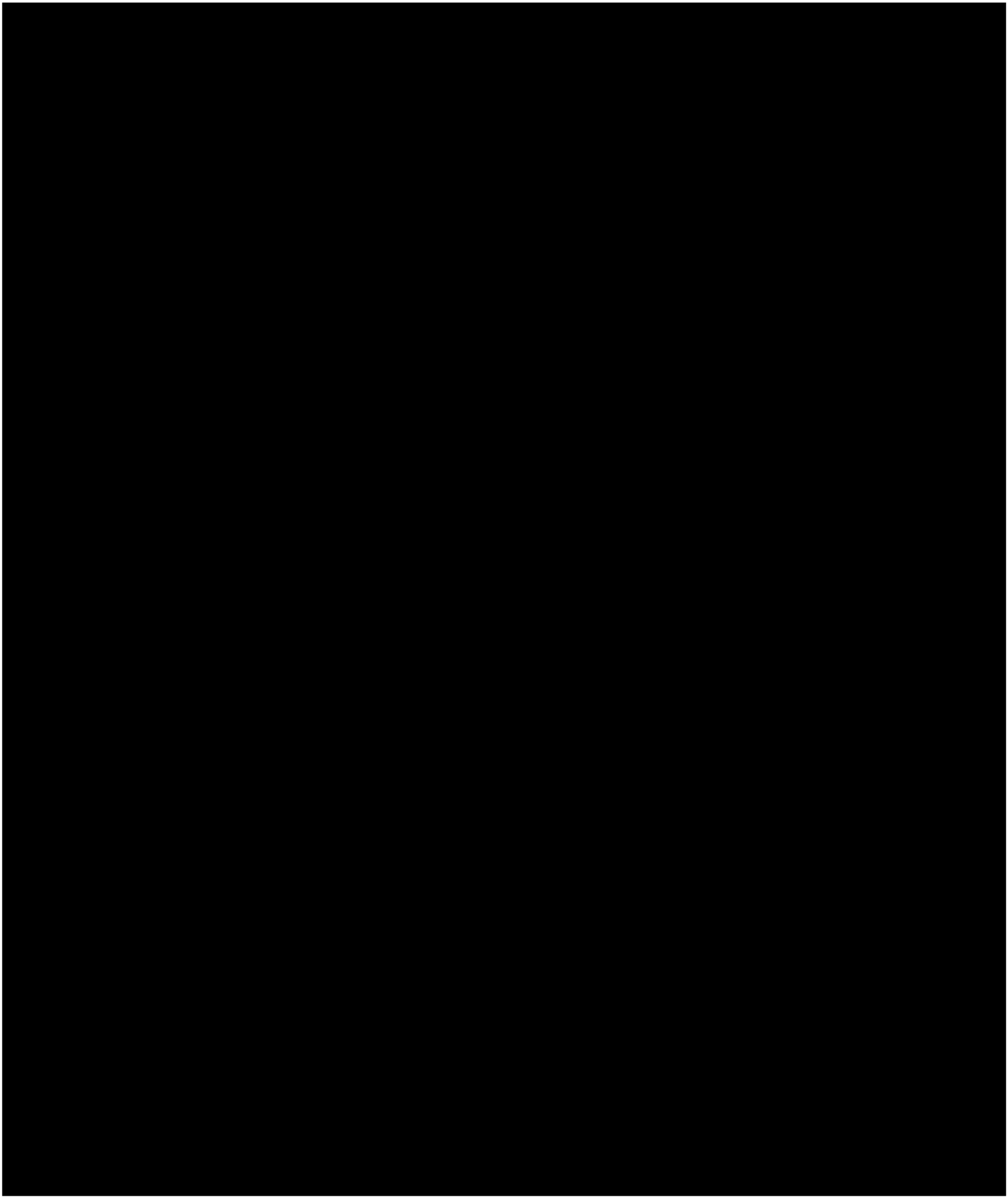
University at Albany, State University of New York
M.S. Educational Administration and Policy Studies, 1995
B.S. Philosophy, Reasoning and Analysis, 1993

PROFESSIONAL EXPERIENCE

[redacted]







[redacted]

Affiliations and Committees Service

[redacted]

[redacted]

[redacted]

REFERENCES AVAILABLE UPON REQUEST

[redacted]

OBJECTIVE

To educate and train current and emerging leaders for success.

EDUCATION

Johnson University, Knoxville, TN

- PhD in Leadership Studies
- Focus: Leadership Development and Organizational Leadership

Regent University, Virginia Beach, VA

- MA in Organizational Leadership
- Minor in Educational Administration

Central Bible College, Springfield, MO

- BA in Biblical Studies

[redacted]

[redacted]

REFERENCES

[redacted]
Assistant Dean for Diversity and Educational Affairs
CUNY School of Medicine
The City College of New York
160 Convent Ave, Suite H-107 New York, New York 10031
[redacted]

[redacted]

[redacted]
Leadership ConneXtions International
[redacted]

[redacted]

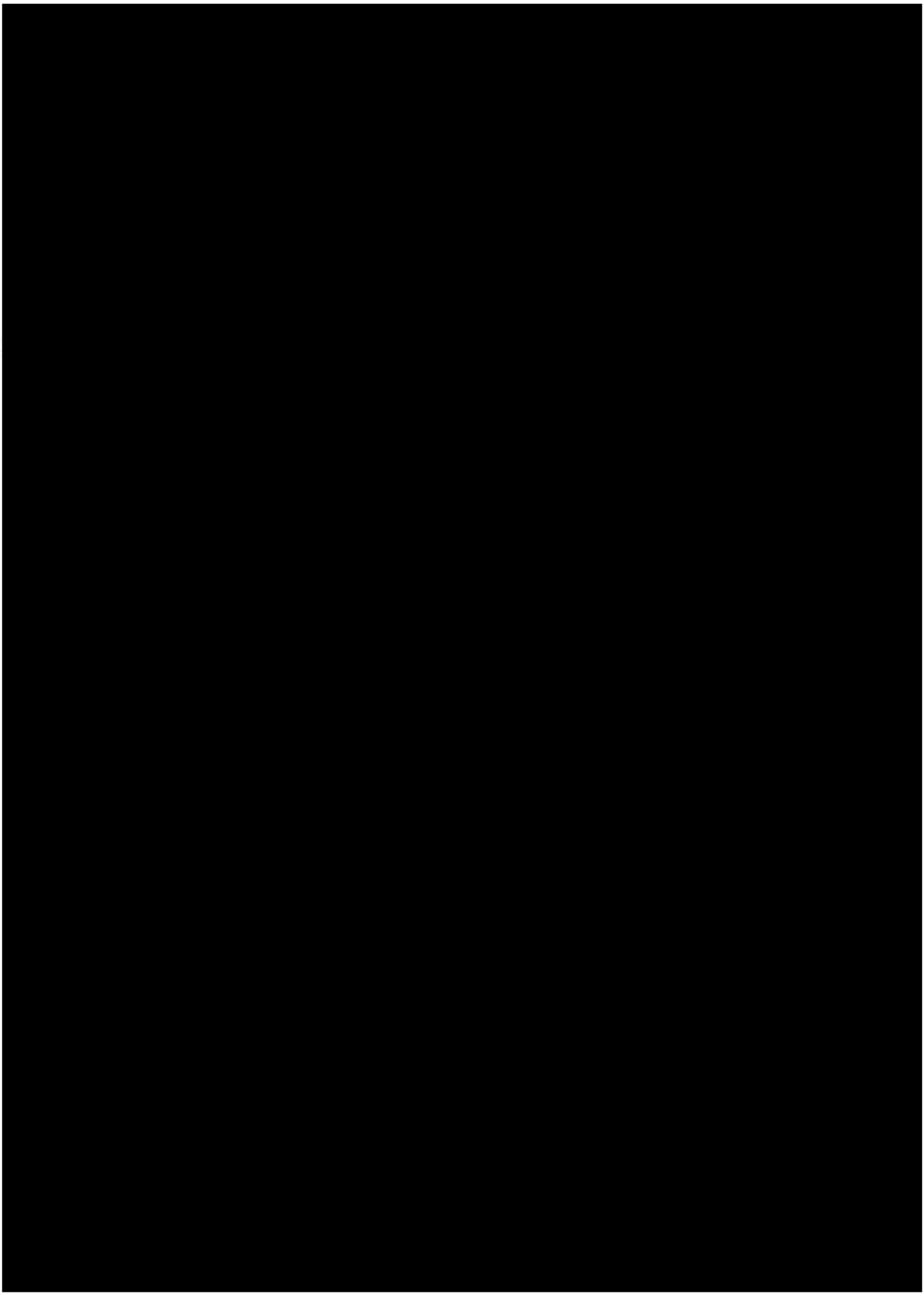
Executive Profile

Highly accomplished Hospital & Healthcare Executive professional in large academic medical centers with experience in Strategic Leadership, Human Resource Operations, and Relationship Building. Influential self-starter who quickly rectifies on-site and virtual challenges by streamlining recruitment operations and adapting to evolving scenarios.

Dynamic communication and interpersonal relation skills with a continual commitment to discussing issues, areas of improvement within human resources and executive teams. Adept at quickly earning trust, confidence, and respect to cultivate positive relationships with applicants, leaders, vendors, and team members. Innovator bringing the first of its kind programs to the organization focusing on Diversity Equity & Inclusion, Recruitment and Retention.

Work History

[redacted]



[redacted]

EDUCATION

University of Pennsylvania – Philadelphia, PA. Master of Health Care Innovation, Perelman School of Medicine. - Expected graduation 5/2024
St. Peters College - Englewood Cliffs, NJ, Bachelor's Degree, Business Administration
NYU School of Continuing and Professional Studies - New York, NY; Certification in Coaching and Career Coaching

AFFILIATIONS

[redacted]

CERTIFICATIONS

[redacted]

Request for Information
Prospective Charter School Education Corporation Trustee Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   The Haven Charter High School

2. Full name: [redacted]

   Home [redacted]

   Busine [redacted]

   Home [redacted]

   Work t [redacted]

   E-mail [redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☑ 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. ☐ Does not apply to me. ☑ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

   School in the Square 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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

East Side House plans on supporting the school with the provision social emotional learning and college and career readiness services.

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.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, 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.

Details:

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, 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.

Details:

I am the Executive Director of East Side House Settlement who will partner with Haven Charter High 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.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. 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 bring this matter to the attention of the full board to prompt an investigation into a potential conflict of interest. Depending on the result of the investigation, termination of the contract of the company in question and removal of the trustee will be considered according to the policies and bi-laws.

Other

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

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

Certification

[redacted], 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 Haven Charter High School is true and correct in every respect.

[redacted]
Signature

08/01/2023
Date

Request for Information
Prospective Charter School Education Corporation Trustee Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

2. Full nam[redacted]
   Hom
   Busi
   Hom
   Wor
   E-m

3. A brief educational and employment history (or you may attach a resume):
   ☑ 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. ☐ Does not apply to me. ☑ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

   Salem Academy Charter School. Salem, Massachusetts (2013-2014)

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, 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.

Details:

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, 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.

Details:

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.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. 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.

Report to the Chair of the Board and Head of School/Principal. I recommend that this go to the full board or a subcommittee of the board to examine and investigate the claim. The involved trustee should be made aware of the claim, concern, process. Reporting associated with such claims should be made to the appropriate bodies. Upon conclusion of the examination and a determination about the conduct/claim, involved trustee should have the ability to respond. If the person is reprimanded or removed, all necessary reporting requirements should be completed.

Other

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

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

Certification

[redacted] ify 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 Haven Charter High School is true and correct in every respect.

[redacted]

7-7-23

Date

Request for Information
Prospective Charter School Education Corporation Trustee Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Haven Charter High School

2. Full nam[redacted]

   Hom

   Busi

   Hom

   Wor

   E-ma

3. A brief educational and employment history (or you may attach a resume):
   ☑ 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. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, 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.

Details:

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, 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.

Details:

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.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. 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.

Other

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

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

Certification

[redacted] 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 Haven Charter High School is true and correct in every respect.

[redacted]

6/27/2023

Date

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Haven Charter School

2. [redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☑ 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. ☐ Does not apply to me. ☑ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

   I was a founding board member of the International Charter School in Brooklyn, NY.

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, 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.

☐ Yes.

Details:

18. 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 bring this matter to the attention of the full board to prompt an investigation into a potential conflict of interest. Upon completion of the investigation and the results, termination of the contract of the company in question and removal of the trustee will be considered according the the policies and bi-laws.

Other

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

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

Certification

[redacted]

Signature Date

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Haven Charter High School

2. Full name: [redacted]

   Home

   Busine

   Home

   Work t

   E-mail

3. A brief educational and employment history (or you may attach a resume):
   ☑ 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. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, 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.

Details:

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, 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.

Details:

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.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☐ None.

☐ Yes.

Details:

18. 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.

If I believed a member or members of the education corporation's board was involved in self-dealing, I would definitely bring this up with the chair of the board first. It is important to address these concerns early on and give the board a chance to investigate the matter. If my concerns were not taken seriously or if I didn't receive a satisfactory response, I would escalate the issue and bring it to the attention of the executive leadership of the school. Transparency and accountability are essential in any organization, especially one as important as education.

Other

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

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

[redacted] **Certification**

[redacted]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 Haven Charter High School is true and correct in every respect.

[redacted]

Signature

7/25/2023

Date

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Haven Charter High School

2. [redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☑ 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. ☑ Does not apply to me. ☐ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, 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.

Details:

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, 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.

Details:

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.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. 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.

Other

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

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

Certification

[redacted] fy to the best of my knowledge and ability that the [redacted] University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Haven Charter High School is true and correct in every respect.

[redacted]

7/5/23
Date

Request for Information
Prospective Charter School Education Corporation Trustee Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Haven Charter High School

2. Full name: [redacted]

   Home

   Busine ns Rd

   Home

   Work t

   E-mail

3. A brief educational and employment history (or you may attach a resume):
   ☑ 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. ☐ Does not apply to me. ☑ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

   -President of the Board of Church of the Revelation
   -Chairman of the Board of Brooklyn Adult and Teen Challenge
   -Board member of Glad Tidings, Bronx NY

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

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.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, 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.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, 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.

Details:

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, 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.

Details:

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.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. 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.

The matter would first be addressed with the individual, and then taken up with the Charter School Board.

Other

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

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

Certification

[redacted] the best of my knowledge and ability that the [redacted]versity of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Haven Charter High School is true and correct in every respect.

[redacted]

06/27/2023

Date

15. District and School Relations

A. Relationship Strategies

Provide strategies for establishing and maintaining an ongoing relationship with the local school district including any foreseen opportunities or challenges.

Haven Charter High School, partnered with East Side House Settlement, expects to have a very positive, collaborative relationship with the NYC DOE. Unlike some other charters, HCHS will not face a contentious or difficult relationship with the NYC DOE, because there is already an established partnership and a great deal of mutual respect and positive communication between ESH and the DOE.

For example, ESH is the Community Based Organization in five of the DOE's Community Schools. ESH provides afterschool programming at 4 middle schools through the Mayor de Blasio's "Schools Out New York City" (SONYC) Initiative, ESH also offers early childhood and elementary school programs in partnership with the NYC DOE, including summer camps, a dual-language certified EarlyLearn Program, along with the Read NYC initiative. These are all in addition to the high school programs ESH supports that provide academic intervention, attendance improvement services, college and career preparatory programming and social services support - serving over 5,000 students.

HCHS is not an unknown entity to NYC DOE. Because of the close relationship with ESH that has been cultivated and prioritized over the years, it will make every effort to ensure the relationship stays incredibly healthy and in the best interest of students.

[redacted]

East Side House
SETTLEMENT

[redacted]

Board of Managers

[redacted]

*Past President

[redacted]

I write to you on behalf of East Side House Settlement (ESH) to ask for your insight and input in the visionary formation of Haven Charter High School (HCHS), a charter high school with a Career and Technical Education focus. HCHS will prepare students for both college and a 21st century career in the medical field and technology sectors, and will be located in School District 8 in the Southeast section of the Bronx.

As a non-profit community based organization, ESH believes that education enables all people to create economic and civic opportunities for themselves, their families, and their community. Since 1891, we have worked to develop programming for early childhood, elementary, middle, and high school students. ESH now services 29 sites across the Bronx and Northern Manhattan, engaging over 5,000 students in after-school programs, college and internship advising, high school equivalency coursework and testing, job preparation, counseling, and other wraparound services. Our mission drives us to create a new kind of opportunity for our students, through the creation of Haven Charter High School.

Haven Charter High School will emphasize academic, professional, and emotional preparation for students' next steps. A rigorous, well-rounded STEM education will equip students for academic aspirations beyond HCHS. Through individualized planning and restorative justice practices, graduates will have social support necessary to succeed after graduation. And uniquely, an HCHS education will provide students with a professional certification and a job interview upon graduation, to pave the way for success in the workforce. HCHS will place multiple avenues for success within the reach of every student.

As you know, it takes a village to support our children's growth. We would not be able to do the work we do without your crucial partnership, and we ask for your support in the development of HCHS. Following this letter, we would like to share our plans for our first charter school with you to include your insight and feedback. We look forward to collaborating with you to provide this opportunity to students in the Bronx.

We thank you in advance for your support.

Response 15-2

Sincerely,

[redacted]

Sent: Monday, December 3, 2019 11:39 AM
To: [redacted] <[redacted]
Subject: Meeting Scheduling: East Side House Settlement

Greetings CEC 8 Partner,

As Director of Government Relations at East Side House Settlement (ESH), I am writing in hopes of meeting with you and CEC 8. ESH is in a visioning process for designing a Charter high school in Community School District 8 (CSD 8) and it is of utmost priority to us to share our mission and vision for this site that can serve many of our Bronx youth. We have attached the letter sent to your offices providing more information along with our outreach materials. We look forward to your response and to potential dates we can meet in person.

Background information:

Founded in 1891, East Side House is one of New York City's oldest not-for-profit community service organizations. A staff of approximately 450 full and part-time teachers, social workers and other experts serve approximately 10,000 residents. We have partnership school sites located throughout the Bronx in the DOE including in CSD 8.

Middle School Programs (Grades 5-8), High School Programs (Grades 9-12) and Young Adult Education (Ages 16 to 24)

East Side House is a leader in working with urban, at-risk youth and has a longstanding partnership with the New York City Department of Education providing academic intervention, attendance improvement services, internship programming, socio-emotional supports, and college and career preparatory programming for thousands of students so that they can earn a diploma and create pathways to employment and higher education. Our program sites include:

- Accion Academy
- Arturo Schomburg Satellite Academy
- Bronx Haven High School
- Bronx Regional High School
- George Washington Young Adult Borough Center
- Health Opportunities High School
- Herbert H. Lehman High School
- Herbert H. Lehman Young Adult Borough Center
- High School for Excellence and Innovation
- Mott Hall Community School
- Mott Haven Community High School
- Mott Haven Educational Campus
- Park Terrace Middle School
- The School for Inquiry & Social Justice
- The School for Tourism and Hospitality
- The Smith Campus Young Adult Borough Center
- Urban Institute of Mathematics

- Urban Scholars Community School

Thank you for your time.

Respectfully,

[redacted]

CONFIDENTIALITY NOTICE: This e-mail message is intended only for the person or entity to which it is addressed and may contain CONFIDENTIAL or PRIVILEGED material. Any unauthorized review, use, disclosure or distribution is prohibited. If you are not the intended recipient, please contact the sender by reply e-mail and destroy all copies of the original message. If you are the intended recipient but do not wish to receive communications through this medium, please so advise the sender immediately.

B. School Partnerships

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.

As described in Response 1, the founders of HCHS and the team at ESH are intimately familiar with the schools in the Bronx, including those in CSD 8 that where the school will be located. HCHS and ESH will offer opportunities to provide professional development to the staff at these schools, particularly around restorative practices and youth development, which the organization is known for doing very well.

HCHS will be an open school, and will offer tours, opportunities for classroom observations, and other information sharing to the staff and leaders of other local schools on an ongoing basis upon request. The founders understand one goal of the charter movement was to share best practices and lessons learned, and this is viewed as a two-way street by the team. If the district has successful practices or innovations that make sense for implementation with HCHS students, the staff will happily explore, learn and implement those strategies.

R16a - 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.**

Haven Charter High School (HCHS) has not yet identified a final location for the school. HCHS's proposed Board of Trustees intends to work closely with ESH on the process of selecting a facility, and ESH will be responsible for securing the facility and leasing it to the school. ESH has engaged the services of Anthony Mameli, NYS Real Estate Broker, to identify facilities located in CSD 8 that are currently available. Please reference R-16(d) for details of three properties that are now available; these listings have been used to update budget assumptions and will be contenders when HCHS is approved. Importantly, the founders will continue to be fully engaged in the facility search and selection process. The founding team has clearly communicated the following details regarding facility needs to Anthony Mameli of Bronx CRE.

Desired Location: HCHS will be located in the Bronx, specifically in CSD 8. Every effort will be made to ensure the facility is convenient to both metro and bus stations, and if possible, along lines that make it easy to get to the sites of our partners for off-campus CTE classes, internships, and work readiness preparation opportunities.

Classroom Requirements: HCHS opens with 9th grade, enrolling 100 students, which totals approximately four classes. Each core subject will be offered to all students (ELA, math, science, and social studies), along with an advisory class and a CTE class. Therefore, the school will need six general education classrooms (minimally). Though advisory will be offered in core course rooms, a classroom is desired for the delivery of special education services, as while many services will be delivered through ICT, staff also will utilize a resource room. An additional room is required for ELL services. HCHS will grow to need another 6 classrooms in years two and three, with the addition of language classes and more CTE courses scheduled, and four additional classrooms in the final year of the charter. Juniors and Seniors are expected to be off-site quite a bit, and by Senior year only a few courses will be required on-site for most students to meet graduation requirements.

The CTE focus generates a few additional facility needs. HCHS will need a computer lab for technology CTE courses and will need space with flexibility to accommodate the necessary equipment related to the certification classes in the medical/health care field. While much of the medical/health care work will be conducted off-campus at partner sites, it is important that the facility be configured to host instruction and deliver content.

Administrative space needs are anticipated to be less burdensome than at a typical school, as ESH will provide many HR and back-office functions. Office space will be required for the Executive Director, Director of Operations, Principal, and Director of School Culture, and at least one shared office is required for the Director of Curriculum & Instruction and Director of CTE. Social Workers, advisors, and the internship coordinator will also need a workspace.

HCSH is mindful of the need to have space for the nurse which is suitable for securing medication and student records, a cafeteria, and space for physical education. It is possible a shared space for physical education and the cafeteria will work with the right facility design and scheduling. There will be a main office with a reception area where administrative staff can work and to serve as a hub of activity for families and students. Further, the founders and Board of Trustees would like to provide a location that accommodates a teacher's lounge and a sufficient number of areas for the staff to work collaboratively during common planning periods and professional development.

There are no plans at this time to offer a residence program.

R16b - 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 NYC Department of Buildings School Use (sometimes denoted as use "G") and state sanitary specifications by commencement of the first year of operation;**
- **If another organization is assisting the applicants in obtaining facilities, provide information about such organization;**
- **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 organizations.**

One of the strengths of the HCHS proposal is the partnership with ESH, and an important part of this partnership covers the facility. As noted in Responses 13 and 23, East Side House Settlement is the partner organization to HCHS and it is a long-standing, stable, and expert not-for-profit community service organization that has been serving the Bronx since 1891, with an annual budget of over $30 million and ample community relationships to leverage.

It is important to note the School will request co-located space from the NYC DOE. There have been no assurances or governmental approvals offered to suggest this request will be granted. Further, after talking extensively with other charter schools and experts in the charter school field, it is fully understood by the founding team and ESH that having the co-location request granted is highly unlikely. Therefore, the team has been operating under the assumption a private facility must be obtained. Consultations with experts, such as Lisa Holtzmuller (a charter school attorney) and others has ensured the founding team is aware any initial denial of space from DOE must be appealed in order to trigger the flow of rental assistance funds, per current state charter law.

ESH plans to secure the location and will lease the facility to the school. This intent is clearly outlined in the letter of commitment submitted as Response 13b-Partner Commitment.

The budget has been crafted to reflect the school being located in private space, with a lease payment made to ESH. Discussions have begun between ESH, the founders of the proposed HCHS, and Bronx CRE, a commercial realty group in the Bronx, to identify potential private facilities that would meet the space requirements outlined above and may be available for occupancy during the pre-opening year. ESH likely will also approach the Archdiocese of New York to see if any suitable facilities are available, although this is not expected to yield a realistic option as many Diocese schools are not updated and equipped to handle a high school.

An initial search has revealed three potential sites for further exploration (basic information on these sites can be found in Response 16(d)).

The proposed budget includes an assumption of $ 40 per square foot to cover the lease, and also includes DOE rental assistance as revenue, assuming the co-location request will be denied. The agreement with ESH is expected to include a provision identifying ESH, as the landlord, responsible for any upfront major leasehold improvements to make the space suitable for a school and compliant with the mandated regulations. The costs of such improvements may be amortized in the lease payments, subject to final lease negotiations and discussions.

Upon charter approval, the founding Board and founding team will identify a person or team responsible for engaging in frequent dialogue with ESH and the experts at Bronx CRE as they work to identify the best site and assist with the development of any plans for leasehold improvements and/or maintenance responsibilities. ESH will ensure the full Board of Trustees for HCHS approves the identified location, signaled by a resolution approved by the full Board, prior to executing a final agreement.

Once the location is secured, the Board may appoint a Facilities Committee to work closely with ESH through renovation timelines, plans for preparing the school for opening, securing the Certificate of Occupancy, and executing the lease, which also will be voted upon by the full Board and sent to SUNY's Charter Schools Institute for approval. To the extent possible and practicable, ESH is prepared to handle much of the facility burden, in order to allow the leaders, staff and Board of HCHS to focus on the successful launch of the academic program and finalizing other operational matters.

HCHS and ESH will work to coordinate closely with the DOE for services such as transportation and food services supports, other services providers such as technology and furniture, and SUNY's Charter Schools Institute to ensure the space is ready to go on-time, meets all requirements, and is granted permission to open.

The school and ESH plan to have a facility secured with contracts executed by November 2024, with occupancy to follow no later than June 2025. It is important to the founding team to have the location identified early in the enrollment period for families and students.

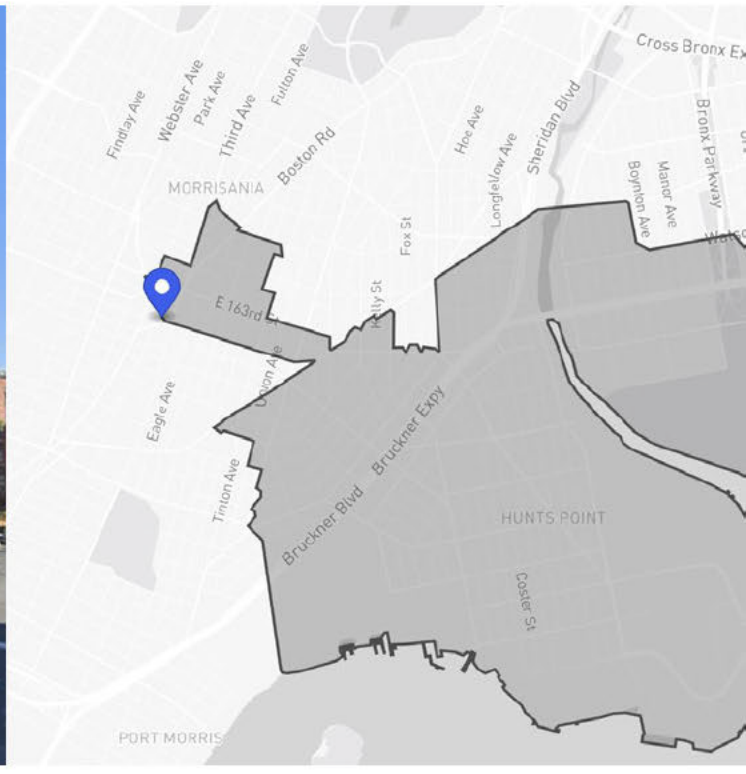
R16c - Facility Related Conflicts of Interest

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.

Currently, there are no conflicts of interest anticipated by the founders of HCHS and ESH, other than the basic notion that a Board member or staff member of ESH should not vote on the facility as a member of the HCHS Board of Trustees. Therefore, any Board of Trustees member who has any affiliation with ESH will recuse themselves from voting on the execution of a lease and/or other contracts related to the facility that involve ESH as a party to the transaction. Further, all such relationships shall be thoroughly and transparently disclosed prior to a Trustee participating in conversations focused on the facility and/or the facility transactions.

It is not anticipated that any person affiliated with the leadership, Board of Trustees, or staff of ESH or HCHS will have an ownership stake in the building selected. If such a relationship does arise, HCHS will

work closely with legal counsel and the SUNY Charter Schools Institute to ensure it is handled properly, in alignment with applicable laws and best practices. This would include stepping off the Board of Trustees if necessary.



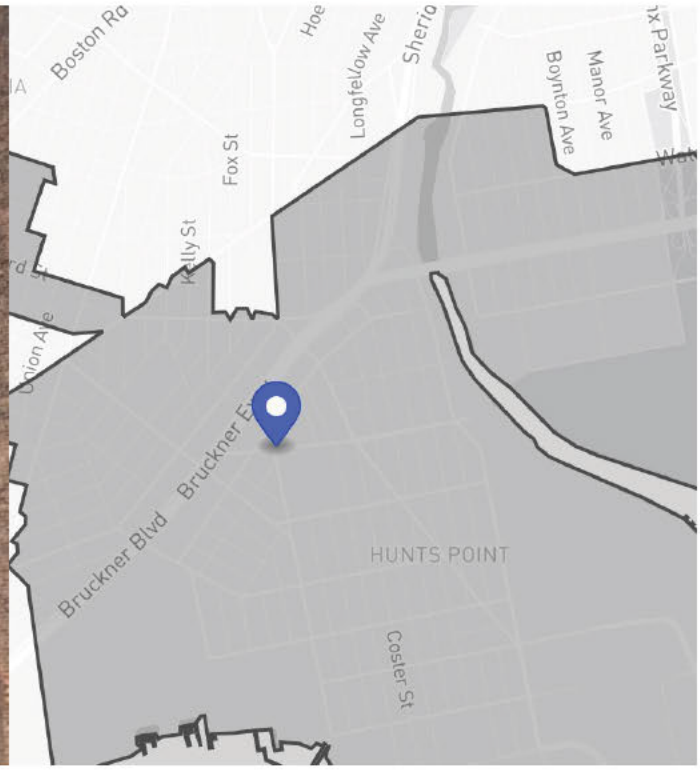
Address: 878 Brook Avenue Bronx, NY 10451

Square Feet:	10,000 - 120,000 SF
Lot SF:	14,662 SF
Current Condition	Raw / Needs to be built
Available	Now
Asking Price	$40-45 / SF

BRONX CRE

Prepared by:

[redacted] | email: [redacted]



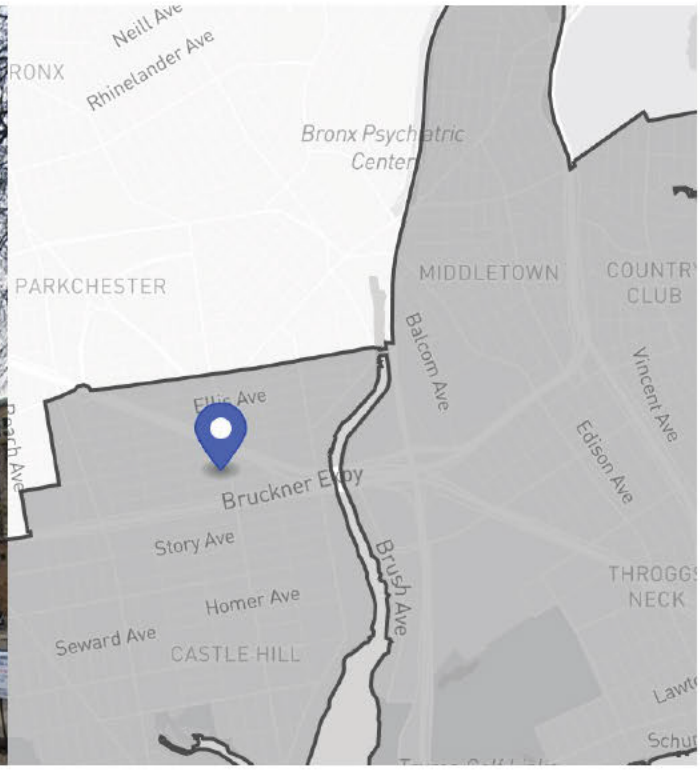
Address: 1201 Lafayette Ave Bronx, NY 10474

Square Feet:	10,000 - 22,000 SF
Lot SF:	178,799 SF
Current Condition	Office / Needs to be converted
Available	Now
Asking Price	$40-50 / SF

BRONX CRE

Prepared by:

[redacted]



Address: 2169 Blackrock Avenue Bronx, NY 10472

Square Feet:	10,000 - 105,000 SF
Lot SF:	36,997 SF
Current Condition	Existing School - Minor Renovation
Available	Now
Asking Price	$35-37 / SF

BRONX CRE

Prepared by:
[redacted]
| Email: [redacted]

17. Food Services

Describe the plans for food services the charter school will provide.

Haven Charter High school will provide nutritious, cost-free breakfasts and lunches to its students. By participating in the National School Lunch Program, the school will be able to provide free- or reduced-price meals to students who qualify based on family income. At the time of enrollment, the intake process and forms required will include documenting eligibility for free- and reduced-meals. The experience of East Side House Settlement as a community-based organization at community schools run by the DOE, and as a services organization providing other educational programs to students of all ages, has taught the founders of HCHS how difficult it can be to obtain proper documentation from high school aged students. Therefore, staff will leverage home visits and interactions during community and family events to pursue getting all needed information and will provide translators to assist. Additionally, HCHS will accept documentation online, and will provide computers at the school to allow families the opportunity to use this submission method. Forms will be accepted all year.

Haven Charter High School will fulfill the following tasks as part of the implementation process outlined by the Office of School Food and Nutrition Services:

- Distribute and collect Form 1041;
- Assign meal categories to students by income levels;
- Enter eligibility information into the DOE's ATS system;
- Establish a system to monitory daily meal participation for students; and,
- Submit required forms and payment to the Office of School Food and Nutrition Services, MIE1 and MIE2.

Based on the proposed location of the school, and the target population founders seek to serve, the school likely will be eligible for the universal lunch program. The budget, however, conservatively plans to cover lunch expenses for 18.5 percent of students, because no student should ever go hungry and it is possible there will be costs associated to ensuring all students have what they need. Every effort will be made by staff to keep the status of a student private, should the student be eligible for free or reduced meals. Further, the school will abide by all federal regulations ensuring students with a disability who may have restricted diets will be given meals that are in compliance with their health needs with no expenses to the student.

If Haven Charter High School is granted a co-location – which we will request but do not anticipate receiving – the staff will work with other schools in the building to establish a schedule for the cafeteria that works for all stakeholders. In this scenario, HCHS will rely on the DOE's food service staff to prepare and serve meals. If the school is privately located, HCHS will contract with either the DOE School Foods division or another provider (such as Red Rabbit or Revolution Foods) to bring meals to the building. The facility development process will include a focus on ensuring the building is equipped with safe, proper equipment to store foods (at the right temperatures by having ovens and refrigerators) and a space that can be used as a cafeteria.

Meals will align with the nutritional requirements established by the USDA for healthy meals, such as serving fruit and offering milk. Students also will be able to bring food to school with them. The founders of HCHS know how important it is that our students are well-fed, and every effort will be made to keep

students and families healthy. This includes a social-emotional focus on helping connect families to needed services.

17. Food Services

Describe the plans for food services the charter school will provide.

Haven Charter High school will provide nutritious, cost-free breakfasts and lunches to its students. By participating in the National School Lunch Program, the school will be able to provide free- or reduced-price meals to students who qualify based on family income. At the time of enrollment, the intake process and forms required will include documenting eligibility for free- and reduced-meals. The experience of East Side House Settlement as a community-based organization at community schools run by the DOE, and as a services organization providing other educational programs to students of all ages, has taught the founders of HCHS how difficult it can be to obtain proper documentation from high school aged students. Therefore, staff will leverage home visits and interactions during community and family events to pursue getting all needed information and will provide translators to assist. Additionally, HCHS will accept documentation online, and will provide computers at the school to allow families the opportunity to use this submission method. Forms will be accepted all year.

Haven Charter High School will fulfill the following tasks as part of the implementation process outlined by the Office of School Food and Nutrition Services:

- Distribute and collect Form 1041;
- Assign meal categories to students by income levels;
- Enter eligibility information into the DOE's ATS system;
- Establish a system to monitory daily meal participation for students; and,
- Submit required forms and payment to the Office of School Food and Nutrition Services, MIE1 and MIE2.

Based on the proposed location of the school, and the target population founders seek to serve, the school likely will be eligible for the universal lunch program. The budget, however, conservatively plans to cover lunch expenses for 18.5 percent of students, because no student should ever go hungry and it is possible there will be costs associated to ensuring all students have what they need. Every effort will be made by staff to keep the status of a student private, should the student be eligible for free or reduced meals. Further, the school will abide by all federal regulations ensuring students with a disability who may have restricted diets will be given meals that are in compliance with their health needs with no expenses to the student.

If Haven Charter High School is granted a co-location – which we will request but do not anticipate receiving – the staff will work with other schools in the building to establish a schedule for the cafeteria that works for all stakeholders. In this scenario, HCHS will rely on the DOE's food service staff to prepare and serve meals. If the school is privately located, HCHS will contract with either the DOE School Foods division or another provider (such as Red Rabbit or Revolution Foods) to bring meals to the building. The facility development process will include a focus on ensuring the building is equipped with safe, proper equipment to store foods (at the right temperatures by having ovens and refrigerators) and a space that can be used as a cafeteria.

Meals will align with the nutritional requirements established by the USDA for healthy meals, such as serving fruit and offering milk. Students also will be able to bring food to school with them. The founders of HCHS know how important it is that our students are well-fed, and every effort will be made to keep

students and families healthy. This includes a social-emotional focus on helping connect families to needed services.

18. Health Services

Describe the plans for health services the charter school will provide.

As an experienced provider of educational services, East Side House Settlement is very familiar with the health needs of the Bronx community and Haven Charter High School's future families. The founders of the school are committed to doing everything possible to ensure the health, safety and happiness of students.

Nursing plans: The school may be located in a DOE building, and if so, will use the services of the on-site nurse. If in a private facility, which is more likely, the school will contract with a school nurse to manage health services on-location. In year three, as enrollment exceeds 250 students, the school may seek a nurse through the Office of School Health.

The school nurse will maintain students' health records, supervise the disbursement of medication, and will treat students with minor illnesses or injuries. In addition to the nurse, other staff members at the school will be trained in CPR and the use of automated external defibrillators. Automated external defibrillators will always be available at the school and at school sponsored events in other locations.

Health Records: All student records will be secured and locked and will only be accessible by authorized school or DOE staff. The nurse is the liaison and the responsible party for ensuring records are updated and accurate. These will include immunization records, authorizations for administering medication during the school day, and a record of visits to the nurse. All files will include emergency contacts in the event or serious illness or injury.

Immunizations: The school will monitor compliance with NYS's requirements for immunizations and will require appropriate immunizations are updated prior to beginning at the school. This includes immunizations for: Diphtheria and Tetanus, with Pertussis; Polio; Measles, Mumps and Rubella; Hepatitis B; and, Varicella.

Proof of immunity, as required by NYS, includes documentation such as: A certificate of immunization from a health provider; A record provided by NYSIIS or CIR; A copy of a record from another state registry signed by a health provider; A copy of records from a previous school with details of administration; or, Statements from health providers verifying the student's history, along with lab reports.

Facility: If located in a private building, the school will provide secured, locking nurse office space. The space will have locking file storage and a refrigerator for medications, as well as a computer and phone for record keeping and communications.

Waivers: State law does allow parents to waive immunizations, and such exemptions must be supported by a licensed physician or nurse practitioner stating the immunization is detrimental to the health of the student, or exemptions may be for valid religious beliefs.

Medications: Haven Charter High School will have strict policies and procedures in place to ensure medications are stored and administered safely. The school only administers required medicines during school hours at the direction of the parents or guardian and under the orders of a licensed health care provider. Only the nurse can administer medicines delivered in certain ways, including subcutaneous,

intramuscular, intravenous or rectal; through pumps, tubes or nebulizers; or, oral, topical or inhaled medicines if the student is considered “non self-directed.” If a student is considered self-directed, another adult may assist students with oral, topical or inhaled medications but all staff doing such tasks will be trained and will have the supervision required to ensure it is safe and effective.

Students must have written orders signed by the parent or guardian and health care provider detailing the exact medications to be administered and the exact way and times the dosages should be administered. This includes even for non-prescription medications. Written orders must include: Name and date of birth; Name of medication; Dosage and route of administration; Frequency and time; Conditions under which the medications can be administered; Date; Prescriber’s name, title, signature, phone number. Additional information may also be requested or required. Medication orders are to be renewed annually or anytime there is a change.

All prescribed medications must be in an original container with a label that identifies the student, prescriber, pharmacy, phone numbers, dates of issuance and available refills, frequency of administration, dosage concentration, route of administration and name of medication.

Over-the-counter medications must also be in an original package and must be supplied to the school for storage, rather than carried back and forth.

Staff will make every effort to work with the students, families and prescribers if a student routinely fails to remember to take medication while at school.

Students in some circumstances may self-carry medications, but certain conditions will be required. There must be a demonstrated need (such as with asthma), there must be written orders from a licensed health care provider along with a request from the parent/guardian, and the student demonstrates adequate level of responsibility to handle self-administration.

19. Transportation

Describe the transportation arrangements for students, including arrangements made for students who would not qualify for public school transportation under Education Law 3635, and any supplemental transportation arrangements planned with sending school districts. Include a discussion of any transportation for Saturday school, test preparation or any transportation that does not align with district options.

Haven Charter High School is proposing a location in CSD 8 in the Bronx. For potential families, access to public transportation is crucial, and therefore the facility location will consider the bus and metro lines as an important factor in its final decision. Luckily, the Bronx has numerous routes in the CSD 8 area with stations and bus stops that will be convenient for students to use.

Under state law, charter school students are eligible for transportation services comparable to the district of location's services for other children. Currently, the NYC DOE does not provide any assistance to students who live within a half-mile of a school. If a student is between a half-mile and 1.5 miles from the school, a half-fare is provided. For students farther than 1.5 miles the full fare is provided. If a student has disabilities and the IEP has specific requirements related to the disability, then different criteria apply, and the district follows the IEP.

The transportation support from the DOE only covers days when the district is in session, and Haven Charter High School may have additional transportation costs for field trips. Accordingly, the budget includes $35 per pupil to cover these costs.

The Director of Operations is responsible for coordinating with the NYC DOE. The Director will submit a Transportation Request Form to the Office of Pupil Transportation based on anticipated enrollment and will manage the delivery and disbursement of bus or metro cards. The cards will be used to attend classes at the main school facility, but also to travel to off-location work sites with the school's partners. The school also plans to provide funds to support other transportation costs to attend events or college visits.

The school will communicate to parents the exact supports provided by the DOE for transportation after the Office of Pupil Transportation confirms eligibility. During community outreach, the school received feedback from the public that transportation support is an important factor for families and students. Accordingly, the school plans to be intentional in ensuring these needs are met and the school will go above-and-beyond to allow students to succeed both by attending school regularly and by getting to off-site locations without problems. If necessary, funds raised by East Side House to support the school will be allocated toward supplementing these transportation needs.

R20 - 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).

The Haven Charter High School will obtain insurance coverage for liability, property loss, and the personal injury of students as well as any other insurance that the school deems necessary or is set forth in the Terms of Operation of the Charter Agreement.

The school will competitively bid out and purchase insurance policies. The insurance certificates for this coverage will be maintained in the office of the school. Each insurance policy will contain a clause that requires that SUNY's Charter School Institute will receive notice within 30 days if there are any material changes, non-renewal, or termination of the policy. Insurance policies will be in effect by July 1st of the school year in which the school opens; however, liability insurance policies will be in force by the date that the school contracts with any employee. The school will submit certificates of insurance demonstrating coverage within five days of the commencement of each policy.

At minimum, the school's policy will include:

- General liability insurance with $4 million aggregate coverage and $1 million coverage for each occurrence;
- Umbrella liability insurance with at least $5 million in coverage;
- Directors and Officers insurance with at least $1 million in coverage;
- Students accident and medical expense insurance with at least $1 million in coverage;
- Automobile insurance for privately-owned vehicles used for school business;
- Property insurance with at least $250,000 in coverage for leasehold improvements, school furnishing and equipment;
- Workers compensation insurance at the rate set by the state of New York.

HCHS has investigated the types of insurance it should have to protect the school, the board, the students, the staff, and other constituencies. A broad range of insurance coverage will be required. The preliminary list is:

- Directors and officers Coverage
- Property and Casualty Coverage
- Students Accident Coverage
- Professional Liability Coverage
- Workers Compensation Coverage
- Crime Coverage

- Data Processing and Electronic Transaction Coverage
- Molestation Coverage
- Cyber Crime Coverage
- Employee Practices Coverage
- Hired Auto Coverage

Based on input from CSBM the budget includes $19,000 for insurance in Year 1 and assumes an increase each year.

R21a - 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.

Haven Charter High School's budget plans are based on current revenue rates and best practices in charter school finance. In addition, in partnering with East Side House Settlement, we had historical information from schools in the district available for us to consider in building a sustainable model. Based on this collective data, Haven Charter High School's budget is realistic and sustainable. Beginning with the pre-opening year, Haven Charter High School will operate on entitled revenue streams, with no private fundraising needed. We will, however, seek fundraising opportunities to continue our school's intended mission and increase the impact on our students' high school experience as much as possible.

The pre-opening year will be funded by the Charter Planning School Planning grant (CSP). The school will use $204,842 of the entitled $500,000 to primarily cover the salaries and benefits for an Executive Director, Principal, Director of Student Support Services (SSS) and Director of Operations. We anticipate that both the Executive Director and Director of SSS will be hired on a full-time basis beginning January 1, 2025. A Principal will be hired part-time starting in March of the 24-25 year and a Director of Operations will begin that May. These staff members will be instrumental in setting up the school for a successful year 1 of operation. Additional expenses covered by CSP funds include employee benefits, initial statement audit, 501c3 application support, payroll services, school design, website development, e-rate application support, board development, computers, cell phones, supplies, staff recruitment, student recruitment and Board of Trustees insurance.

Years 1-5 of operations are based on recurring revenue streams to support the academic program. These revenue assumptions are based on historical trends from CSD 8.

Revenue Assumptions:

- The school district per pupil revenue rate being used is $18,340. This is the current 2023-2024 rate. To be conservative, we have not built in any increases during the first charter term. Our enrollment plan assumes 100 students per grade with 10% attrition rate in grade 10 and a 5% attrition rate starting in grade 11, as detailed in the table below.

Grade	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
9	100	100	100	100	100

10		90	90	90	90
11			85	85	85
12				81	81
TOTAL	**100**	**190**	**275**	**356**	**356**

- Special education revenue is based on 20% special education student population. Of this 20%, 40% will receive services between 20-60%, funded at $10,390/student and 30% will receive services over 60%, funded at $19,049/student.
- IDEA funds are based on $1,000 per special education student.
- Title I funds are based on an 81.5% FRPL rate. The school will receive approx. $500 per eligible FRPL student.
- Title II funds are based on an 81.5% FRPL rate. The school will receive approx. $40 per eligible FRPL student.
- CSP funds will cover allowable expenses in year 1-2 to fully expend the total $500,000 grant.
- E-Rate reimbursement funds will cover 90% of eligible technology items budgeted in year 1. For the following years, E-Rate reimbursement will cover $5,000 of technology support.
- NYSTL, NYSSL and NYLIBL provide an additional $83 per student for approved textbooks, software and library books.

Over the first charter term, the school's revenues start at $2.9M in year 1 and increase to $8.9M in year 5. While in year 1 of operating, 95% of these revenues are federal and state funded, this increases to 100% in years 2-5. Year 1 also includes a one-time 200K grant funded by the school's partnering organization, East Side House Settlement, intended to help offset the salaries of the leadership team in year 1. Although the school will initially seek co-located space in a NYC Department of Education building, it doesn't expect to be able to secure such space in CSD 8. As such, the budget assumes the school will be in a private facility and additional facility assistance is budgeted in accordance with the New York Charter Schools Act Section 2853.

Expenses

Personnel Expenses

Starting in year 1, personnel costs are 59-60% of the budget through year 5. These costs are based on a staffing plan that is necessary to support the academic program. The table below details the positions covered in the salary expense. The average salary for instructional staff is based on average salaries for this role in similar schools in CSD 8. A 3% annual salary increase is assumed in each of the first 5 years of operations. There are four positions that will begin during the Pre-Opening Period, which includes the Executive Director, Principal, Director of Student Support Services and the Director of Operations. All other positions will begin July 1 of the 2025-2026 year and thereafter as detailed below.

Position	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Executive Director	1	1	1	1	1
Principal	1	1	1	1	1

Director of Student Support Services	1	1	1	1	1
Director of Curriculum & Instruction	1	1	1	1	1
Director of CTE	1	1	1	1	1
Director of Operations	1	1	1	1	1
Special Education Coordinator			1	1	1
School Secretary	1	1	1	1	1
Office Manager			1	1	1
Total Admin Personnel	**7**	**7**	**9**	**9**	**9**
Teachers- Regular	5	10	15	20	20
Special Education Teacher	1	2	2	3	3
CTE Teachers	2	3	4	5	5
School Aides	0	1	2	2	2
Social Workers	1	1	2	2	2
Advisors	2	4	6	8	8
Total Instructional Personnel	**11**	**21**	**31**	**40**	**40**
Custodians	1.5	2	3	4	4
Security Guards	1	2	2	3	3
Total Non-Instructional Personnel	**2.5**	**4**	**5**	**7**	**7**

Payroll taxes are budgeted at 9%, which includes medicare, social security and unemployment insurance. Fringe benefits are budgeted at 12%, which includes a competitive health benefit package and workers compensation insurance. A retirement match has also been budgeted, with the plan starting in year 1 and a 3% match starting year 2.

Contracted Services

The budget plan includes contracted services with vendors to cover audit, accounting, legal, food services, compliance reporting, E-rate application support, title application support and payroll administrative fees. The school will contract with a financial services vendor (such as Charter School Business Management) to cover the school's accounting and financial reporting needs in year 1. Starting year 2, our partnering organization will help manage these needs, with some initial guidance and support from our financial services vendor.

Additionally, the plan includes contracted services with vendors to cover Physical Education, Arts and Language Arts components of our educational plan model.

School Operations

- Student supplies and materials are based on a per student or per classroom rate based on historical trends from other charter schools. These include classroom supplies, textbooks, library books, assessment materials, field trips, food, subscriptions, technology and our CTE class model materials.

- Office expenses are increase $2K annually years 2-4 to account for additional needs as a result of student enrollment increases each year.
- Haven Charter High School is committed to professional development for all staff members. The budget model allocates $500/staff member which covers conferences, workshops and resource materials. The staffing model allows for additional professional development to be provided internally.
- Staff recruitment allocation allows for a higher initial year recruitment and decreases for years 2-5.
- Student recruitment allocation includes costs for outreach and recruitment materials. The staffing model allows for additional support by internal staff.

Facility Operations & Maintenance

The budget model assumes our school will be located in a private facility. Thus, janitorial, security, regular maintenance, and rent are all included in this budget plan. Company insurance, including General Liability and Student Accident, has been budgeted for in our plan. We will seek reimbursement for our facility costs in accordance with the New York Charter Schools Act Section 2853.

Escrow

Haven Charter High School's budget includes $25,000 in Years 1 - 3 ($75,000 in total) to be set aside for dissolution services as required. Additionally, we planned a contingency of $100,000 each year starting year 2.

R21b - 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.**

The Executive Director and Board of Trustees will be responsible for executing the annual budgeting process, and several other members of the leadership team will be engaged in the process to ensure all priorities are considered. The Executive Director will consult with the Principal, School Leadership Team, and Director of Operations to collaboratively review programming and establish budget priorities to meet academic and operational needs. Together, these staff members will review historical trend data and will consider areas in need of attention within each specific department. The team will rely on data whenever possible to determine areas of need, including academic data with a focus on student achievement and progress toward the goals outlined in the HCHS Accountability Plan. HCHS plans to engage a high-quality consultant to support the annual budgeting process, such as Charter School Business Management (CSBM). The financial consultant will participate in this internal planning as appropriate and will be asked to share advice and expertise. The focus of this external engagement with a financial expert will include ensuring the budget proposal aligns well with current market trends in each allocation area. At the Board level, the Finance Committee will be engaged in the process of

establishing the budget proposal for full Board consideration. The Finance Committee members will both review the draft budget for alignment with organizational goals and the overall HCHS mission, and they will offer advice or guidance as appropriate to support the budget development process. The final budget will be presented by the Finance Committee and will be reviewed and approved by the full Board of Trustees.

The budget development process will begin in January of the prior fiscal year, and a final vote by the Board of Trustees to adopt the budget will occur prior to the start of the new fiscal year.

The HCHS leadership team, the Treasurer/Finance Committee, and the external financial consultant will support the process of monitoring the budget throughout the year. The Finance Committee and leaders will review the budget on a monthly basis. A monthly financial report will be created to support this process, and the Finance Committee will use these documents to present a discussion focused on the budget each month for the full Board of Trustees. The financial report and monthly discussions will include an analysis of budgeted vs. actual expenditures, short- and long-term projections, an examination of cash flow, and a balance sheet review. Any significant budget modifications will be approved by the full Board.

R21c – Fiscal Audits

This response is being incorporated by reference, per the 2019 proposal for Haven Charter High School.

R21d – Dissolution Procedures

This response is being incorporated by reference, per the 2019 proposal for Haven Charter High School.

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.

Haven Charter High School's budget plans are based on current revenue rates and best practices in charter school finance. In addition, in partnering with East Side House Settlement, we had historical information from schools in the district available for us to consider in building a sustainable model. Based on this collective data, Haven Charter High School's budget is realistic and sustainable. Beginning with the pre-opening year, Haven Charter High School will operate on entitled revenue streams, with no private fundraising needed. We will, however, seek fundraising opportunities to continue our school's intended mission and increase the impact to our student's high school experience as much as possible.

The pre-opening year will be funded by the Charter Planning School Planning grant (CSP). The school will use $203,842 of the entitled $550,000 to primarily cover the salaries and benefits for an Executive Director, Principal, Director of Student Support Services (SSS) and Director of Operations. We anticipate that both the Executive Director and Director of SSS will be hired on a full-time basis beginning January 1, 2020. A Principal will be hired part-time starting in March of the 19-20 year and a Director of Operations will begin that May. These staff members will be instrumental in setting up the school for a successful year 1 of operation. Additional expenses covered by CSP funds include employee benefits, initial statement audit, 501c3 application support, payroll services, school design, website development, e-rate application support, board development, computers, cell phones, supplies, staff recruitment, student recruitment and Board of Trustees insurance.

Years 1-5 of operations are based on recurring revenue streams to support the academic program. These revenue assumptions are based on historical trends from CSD 8.

Revenue Assumptions:

- The school district per pupil revenue rate being used is $15,307. This is the current 2018-2019 rate. To be conservative, we have not built in any increases during the first charter term. Our enrollment plan assumes 100 students per grade with 10% attrition rate in grade 10 and a 5% attrition rate starting in grade 11, as detailed in the table below.

Grade	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
9	100	100	100	100	100
10		90	90	90	90
11			85	85	85
12				81	81
TOTAL	**100**	**190**	**275**	**356**	**356**

- Special education revenue is based on 20% special education student population. Of this 20%, 40% will receive services between 20-60%, funded at $10,390/student and 30% will receive services over 60%, funded at $19,049/student.
- Department of Youth and Community Development (DYCD) grant is based on $180,000, similar to 2017-2018 city budget, in year 1 only.
- IDEA funds are based on $1,000 per special education student.
- Title I funds are based on an 81.5% FRPL rate. The school will receive approx. $500 per eligible FRPL student.
- Title II funds are based on an 81.5% FRPL rate. The school will receive approx. $40 per eligible FRPL student.
- CSP funds will cover allowable expenses in year 1-2 to fully expend the total $550,000 grant.
- E-Rate reimbursement funds will cover 90% of eligible technology items budgeted in year 1. For the following years, E-Rate reimbursement will cover $5,000 of technology support.
- NYSTL, NYSSL and NYLIBL provide an additional $79.48 per student for approved textbooks, software and library books.

Over the first charter term, the school's revenues start at $2.8M in year 1 and increase to $7.9M in year 5. While in year 1 of operating, 95% of these revenues are federal and state funded, this increases to 100% in years 2-5. Year 1 also includes a one-time 150K grant funded by the school's partnering organization, East Side House Settlement, intended to help offset the salaries of the leadership team in year 1. Although the school will initially seek co-located space in a NYC Department of Education building, it doesn't expect to be able to secure such space in CSD 8. As such, the budget assumes the school will be in a private facility and additional facility assistance is budgeted in accordance with the New York Charter Schools Act Section 2853.

Expenses

Personnel Expenses

Starting in year 1, personnel costs are 59-60% of the budget through year 5. These costs are based on a staffing plan that is necessary to support the academic program. The table below details the positions covered in the salary expense. The average salary for instructional staff is based on average salaries for this role in similar schools in CSD 8. A 3% annual salary increase is assumed in each of the first 5 years of operations. There are four positions that will begin during the Pre-Opening Period, which includes the Executive Director, Principal, Director of Student Support Services and the Director of Operations. All other positions will begin July 1 of the 2020-2021 year and thereafter as detailed below.

Position	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Executive Director	1	1	1	1	1
Principal	1	1	1	1	1
Director of Student Support Services	1	1	1	1	1
Director of Curriculum & Instruction	1	1	1	1	1
Director of CTE	1	1	1	1	1
Director of Operations	1	1	1	1	1
Special Education Coordinator			1	1	1
School Secretary	1	1	1	1	1
Office Manager			1	1	1
Total Admin Personnel	**7**	**7**	**9**	**9**	**9**

Teachers- Regular	5	10	15	20	20
Special Education Teacher	1	2	2	3	3
CTE Teachers	2	3	4	5	5
School Aides	0	1	2	2	2
Social Workers	1	1	2	2	2
Advisors	2	4	6	8	8
Total Instructional Personnel	**11**	**21**	**31**	**40**	**40**
Custodians	1.5	2	3	4	4
Security Guards	1	2	2	3	3
Total Instructional Personnel	**2.5**	**4**	**5**	**7**	**7**

Payroll taxes are budgeted at 9%, which includes medicare, social security and unemployment insurance. Fringe benefits are budgeted at 12%, which includes a competitive health benefit package and workers compensation insurance. A retirement match has also been budgeted, with the plan starting in year 1 and a 3% match starting year 2.

Contracted Services

The budget plan includes contracted services with vendors to cover audit, accounting, legal, food services, compliance reporting, E-rate application support, title application support and payroll administrative fees. The school will contract with a financial services vendor (such as Charter School Business Management) to cover the school's accounting and financial reporting needs in year 1. Starting year 2, our partnering organization will help manage these needs, with some initial guidance and support from our financial services vendor.

Additionally, the plan includes contracted services with vendors to cover Physical Education, Arts and Language Arts components of our educational plan model.

School Operations

- Student supplies and materials are based on a per student or per classroom rate based on historical trends from other charter schools. These include classroom supplies, textbooks, library books, assessment materials, field trips, food, subscriptions, technology and our CTE class model materials.
- Office expenses are increase $2K annually years 2-4 to account for additional needs as a result of student enrollment increases each year.
- Haven Charter High School is committed to professional development for all staff members. The budget model allocates $500/staff member which covers conferences, workshops and resource materials. The staffing model allows for additional professional development to be provided internally.
- Staff recruitment allocation allows for a higher initial year recruitment and decreases for years 2-5.
- Student recruitment allocation includes costs for outreach and recruitment materials. The staffing model allows for additional support by internal staff.

Facility Operations & Maintenance

The budget model assumes our school will be located in a private facility. Thus, janitorial, security, regular maintenance, and rent are all included in this budget plan. Company insurance, including

General Liability and Student Accident, has been budgeted for in our plan. We will seek reimbursement for our facility costs in accordance with the New York Charter Schools Act Section 2853.

Escrow

Haven Charter High School's budget includes $25,000 in Years 1 - 3 ($75,000 in total) to be set aside for dissolution services as required.

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.**

The Executive Director will own the annual budgeting process. Several parties will be involved to ensure all priorities are considered. Internally, the Executive Director will consult with the Principal, School Leadership Team, and the Director of Operations to ensure all internal academic and operations needs are budgeted. Together, they will review historical trends and areas for additional growth within their specific departments.

Externally, the Executive Director will consult with a financial consultant, such as Charter School Business Management, to ensure the budget allocations are aligned with the current market trends. The finance committee of the Board of Trustees will provide additional feedback on the initial draft to ensure alignment with organizational goals. The final budget will be approved by the full Board of Trustees.

The planning will begin in January of the prior fiscal year, with final approval prior to the start of the new fiscal year. A financial report will be included on the agenda at each board meeting. This report will include budget vs actuals, budget projections, statement of cash flow, and balance sheet reviews. Any budget necessary modifications will be approved by the Board of Trustees.

c. Fiscal Audits

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.

Haven Charter High School will hire an independent auditor to perform an annual audit of the school's financial statements, processes and internal controls. The financial statements provided to auditors will include a statement of income and expenditures and a balance sheet. The Executive Director will send an RFP to at least three certified public accounting firms licensed in the state of New York. The Board of Trustees will review the proposals and make the selection. The Executive Director, Director of Operations and Finance Team will work closely with the auditors to ensure requested information is shared. Upon completion of the audit, the accounting firm will present their opinion, management letter and any recommendations to the Board of Trustees. The audited financial statements will be submitted to the Charter Schools Institute by the required reporting deadline.

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 a school dissolution and closure, the school will use the $75,000 in escrow funds to cover legal, auditing and other related expenses. The Board of Trustees will delegate to the Executive Director the responsibility of managing the dissolution and closure procedures.

These procedures will include a communication plan for students, families and staff. Notification will be sent to these parties within 5 days of the decision to close. Meetings will be held for students and their families to provide information about the school's closure and options for alternate educational programs in New York City, including public, charter and non-public schools. A list of all students will be sent to the Charter Schools Institute and to the district. All student records will be sent to the district and copies will be made available to each student's parent/legal guardian. The school's fixed assets will be transferred to other charter schools within New York City. The Executive Director and Board of Trustees will work with the Institute and school district to ensure dissolution timeline and required procedures are met.

e. Budget Template
Complete the 2019 RFP Budget Template which can be downloaded from: www.newyorkcharters.org/category/creation-resources/.
Newly formed applicant groups should submit one budget for each proposed school.
Applicants should submit a budget that reflects the most likely facility cost scenario when the school is to begin operation. If a proposal includes a budget that assumes a district provided facility, and applicants later secure a private facility, the Institute will require a revised budget.

f. Letters of Commitment
Attach letters of commitment for any funding from private contributions, grant funds, or other philanthropic sources included in the school budget. List the amounts and the anticipated uses for the funding.

g. Non-SUNY Financials
This request pertains only to applicants associated with one or more private or charter schools that SUNY does not authorize. All other applicants should indicate, "Request is not applicable" in response to this Request.
Attach the following documents covering the last five years for each private or charter school that SUNY did not authorize including any out of state school that is currently associated with a replicating applicant:
- **IRS Form 990s;**
- **Audited financial statements; and,**
- **Management or Advisory Letters from the independent auditor (if applicable).**

NOTE: This request seeks school level information about individual schools. Applicants seeking to replicate a under a larger network should submit a business plan completed by the network in conjunction with the proposal, which requests similar information at the network level. See the Business Plan Overview and Requirements for Applicants located at:

www.newyorkcharters.org/category/creation-resources. If information responsive to this Request is contained in a business plan, reference the business plan in this Response.

What to Submit:

- Submit the response to Requests 21(a-d) as a Microsoft Word® file named: R21ad - Fiscal Soundness.
- Attach the Budget Template as a Microsoft Excel® file named: R-21e - Budget Template.
- Attach Letters of Commitment as a Microsoft Word® or Adobe® Acrobat file named: R-21f - Letters of Commitment.
- Attach Non-SUNY Financials as an Adobe® Acrobat file named: R-21g - Non-SUNY Financials.

Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR 2023 NEW SCHOOL PROPOSAL BUDGETS AND CASH FLOWS

TAB COLORS

1- GRAY tabs contain the Instructions and the Funding by Districts Table.

Instructions	- Provides description of tabs and input requirements.
Funding by District	- Reference table with Per Pupil Revenue for current year.

2- BLUE tabs require input of information.

1) School Information	- Enter school name, contact information and planned dates for proposed budgets.
2) Enrollment Chart	- Enter enrollment information on this tab to be automatically populated throughout workbook.
3) Staffing Plan	- Enter staffing plan information on this tab to be automatically populated throughout workbook.
4) Pre-Opening Period Budget	- Enter "description of assumptions" for the Pre-Opening Budget on this tab only; the numbers are automatically populated using input from tab 5 or tab 6.
5) Pre-OP Cash Flow 1-Year	- Enter Pre-Opening Cash Flow information on this tab only if opening in the second year following the application submission with a 1-year preopening period.
6) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support Services detail.
7) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
8) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate increase percentages and Revenue and Expense projections.
9) Fiscal Impact	- "Fiscal Impact" report showing effect on primary school district from which the majority of students are enrolled.

CELL COLORS & GUIDANCE COMMENTS

= Enter information into the light BLUE shaded cells.

= Cells labeled in ORANGE contain guidance regarding the input of information.

= Cells containing RED triangles in the upper right corner contain "guidance comments" on that particular line item. Please "mouse-over" the triangle to reveal each comment.

Ver. 230210

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
630918	Abraham Wing School	13,978	14,508
570101	Addison Central School District	13,099	13,483
410401	Adirondack Central School District	12,906	13,609
080101	Afton Central School District	13,262	13,338
142101	Akron Central School District	11,798	12,238
010100	Albany City School District	16,653	17,297
450101	Albion Central School District	11,429	11,437
140101	Alden Central School District	11,162	11,278
180202	Alexander Central School District	13,336	13,225
220202	Alexandria Central School District	13,733	13,883
020101	Alfred-Almond Central School District	13,052	13,454
040302	Allegany-Limestone Central School District	11,294	11,601
460102	Altmar-Parish-Williamstown Central School District	13,337	13,897
580303	Amagansett Union Free School District	63,762	63,430
140201	Amherst Central School District	11,616	11,866
580106	Amityville Union Free School District	19,299	20,322
270100	Amsterdam City School District	10,941	11,428
120102	Andes Central School District	20,531	20,369
020601	Andover Central School District	14,369	13,869
660405	Ardsley Union Free School District	22,534	23,390
640101	Argyle Central School District	13,214	13,591
571901	Arkport Central School District	11,271	11,921
131601	Arlington Central School District	13,322	13,767
670201	Attica Central School District	10,367	10,506
050100	Auburn Enlarged City School District	11,813	12,014
090201	AuSable Valley Central School District	15,073	15,292
491302	Averill Park Central School District	11,508	11,727
570201	Avoca Central School District	15,499	15,491
240101	Avon Central School District	12,268	12,710
580101	Babylon Union Free School District	18,392	19,015
080201	Bainbridge-Guilford Central School District	12,560	13,059
280210	Baldwin Union Free School District	17,082	17,405
420901	Baldwinsville Central School District	13,192	13,687
521301	Ballston Spa Central School District	13,489	13,810
401301	Barker Central School District	13,489	13,698
180300	Batavia City School District	14,062	14,183
570302	Bath Central School District	10,342	10,455
580501	Bay Shore Union Free School District	17,943	18,584
580505	Bayport-Blue Point Union Free School District	19,059	19,427
130200	Beacon City School District	13,620	14,127
231301	Beaver River Central School District	11,131	11,448
660102	Bedford Central School District	22,370	23,269
090301	Beekmantown Central School District	13,766	14,511
020801	Belfast Central School District	13,706	14,257
220909	Belleville Henderson Central School District	10,631	9,807
280207	Bellmore Union Free School District	21,210	21,708
280253	Bellmore-Merrick Central High School District	15,327	15,793
061001	Bemus Point Central School District	13,682	14,350
490101	Berlin Central School District	14,412	15,059
010201	Berne-Knox-Westerlo Central School District	15,485	16,417
010306	Bethlehem Central School District	13,672	13,877
280521	Bethpage Union Free School District	19,042	19,074
030200	Binghamton City School District	12,121	12,716
661905	Blind Brook-Rye Union Free School District	21,888	21,332
430501	Bloomfield Central School District	12,264	12,412
022902	Bolivar-Richburg Central School District	13,477	13,492
630101	Bolton Central School District	23,228	23,321
151801	Boquet Valley Central School District	15,662	16,118

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
570401	Bradford Central School District	14,440	14,482
510101	Brasher Falls Central School District	12,543	13,401
580512	Brentwood Union Free School District	16,474	17,336
480601	Brewster Central School District	18,631	18,579
661402	Briarcliff Manor Union Free School District	23,893	24,366
580909	Bridgehampton Union Free School District	72,319	77,128
260101	Brighton Central School District	14,228	14,868
171102	Broadalbin-Perth Central School District	10,116	10,318
261801	Brockport Central School District	12,493	12,643
062301	Brocton Central School District	14,725	15,187
660303	Bronxville Union Free School District	22,369	22,599
250109	Brookfield Central School District	14,092	15,370
490202	Brunswick Central School District	12,629	12,816
161601	Brushton-Moira Central School District	13,625	14,380
140600	Buffalo City School District	13,416	13,966
520101	Burnt Hills-Ballston Lake Central School District	11,793	12,031
661201	Byram Hills Central School District	21,733	22,205
180701	Byron-Bergen Central School District	12,481	12,815
190301	Cairo-Durham Central School District	11,106	11,469
240201	Caledonia-Mumford Central School District	11,735	11,829
641610	Cambridge Central School District	14,085	14,254
410601	Camden Central School District	10,693	10,529
570603	Campbell-Savona Central School District	10,781	10,128
270301	Canajoharie Central School District	12,691	12,596
430300	Canandaigua City School District	12,175	12,078
021102	Canaseraga Central School District	13,468	13,884
250901	Canastota Central School District	11,618	11,955
600301	Candor Central School District	13,672	14,867
571502	Canisteo-Greenwood Central School District	16,483	16,137
510201	Canton Central School District	13,626	14,138
280411	Carle Place Union Free School District	21,519	21,973
480102	Carmel Central School District	17,197	17,378
222201	Carthage Central School District	8,808	9,585
060401	Cassadaga Valley Central School District	14,753	14,998
050401	Cato-Meridian Central School District	12,076	12,490
190401	Catskill Central School District	15,358	16,209
042302	Cattaraugus-Little Valley Central School District	12,808	13,840
250201	Cazenovia Central School District	12,106	12,544
580233	Center Moriches Union Free School District	16,788	17,208
580513	Central Islip Union Free School District	22,743	23,314
460801	Central Square Central School District	10,997	11,269
212101	Central Valley Central School District at Ilion-Mohawk	10,089	10,419
661004	Chappaqua Central School District	20,432	20,759
120401	Charlotte Valley Central School District	13,379	14,135
160801	Chateaugay Central School District	12,497	12,794
101001	Chatham Central School District	14,011	14,311
060503	Chautauqua Lake Central School District	14,705	14,720
090601	Chazy Union Free School District	13,134	12,944
140701	Cheektowaga Central School District	11,595	11,807
140709	Cheektowaga-Sloan Union Free School District	12,873	13,109
030101	Chenango Forks Central School District	12,038	12,269
030701	Chenango Valley Central School District	12,325	12,523
472202	Cherry Valley-Springfield Central School District	14,711	15,158
440201	Chester Union Free School District	15,728	17,038
251601	Chittenango Central School District	12,878	13,375
261501	Churchville-Chili Central School District	11,500	11,762
110101	Cincinnatus Central School District	14,201	14,259
140801	Clarence Central School District	11,276	11,924

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
500101	Clarkstown Central School District	15,456	16,094
140703	Cleveland Hill Union Free School District	12,660	13,021
510401	Clifton-Fine Central School District	18,179	18,641
411101	Clinton Central School District	13,257	13,827
650301	Clyde-Savannah Central School District	16,766	17,096
060701	Clymer Central School District	16,122	16,472
541102	Cobleskill-Richmondville Central School District	13,052	13,615
010500	Cohoes City School District	14,233	14,664
580402	Cold Spring Harbor Central School District	21,013	21,234
510501	Colton-Pierrepont Central School District	20,860	21,630
580410	Commack Union Free School District	16,451	16,226
580203	Comsewogue Union Free School District	15,376	15,780
580507	Connetquot Central School District	18,139	18,484
471701	Cooperstown Central School District	13,657	14,060
230201	Copenhagen Central School District	11,167	11,278
580105	Copiague Union Free School District	17,623	18,229
520401	Corinth Central School District	11,561	11,929
571000	Corning City School District	12,725	12,843
440301	Cornwall Central School District	12,915	13,242
110200	Cortland City School District	11,600	12,043
190501	Coxsackie-Athens Central School District	13,308	13,661
660202	Croton-Harmon Union Free School District	16,949	17,200
150203	Crown Point Central School District	18,205	18,940
022302	Cuba-Rushford Central School District	13,495	14,136
241001	Dansville Central School District	12,814	13,400
580107	Deer Park Union Free School District	16,547	16,635
120501	Delhi Central School District	15,660	15,600
140707	Depew Union Free School District	11,310	11,538
031301	Deposit Central School District	15,199	15,029
250301	DeRuyter Central School District	13,063	13,217
660403	Dobbs Ferry Union Free School District	21,320	22,177
211003	Dolgeville Central School District	11,203	11,045
130502	Dover Union Free School District	13,134	13,390
120301	Downsville Central School District	18,511	19,931
610301	Dryden Central School District	12,850	13,026
530101	Duanesburg Central School District	10,090	10,253
680801	Dundee Central School District	10,368	10,374
060800	Dunkirk City School District	14,786	15,391
140301	East Aurora Union Free School District	11,516	12,126
490301	East Greenbush Central School District	13,493	13,818
580301	East Hampton Union Free School District	24,970	25,462
260801	East Irondequoit Central School District	13,549	13,981
580503	East Islip Union Free School District	15,107	15,228
280203	East Meadow Union Free School District	17,196	17,471
580234	East Moriches Union Free School District	17,486	17,956
580917	East Quogue Union Free School District	23,447	23,025
500402	East Ramapo Central School District	18,042	17,234
261313	East Rochester Union Free School District	14,300	14,647
280219	East Rockaway Union Free School District	19,639	20,051
420401	East Syracuse-Minoa Central School District	15,808	16,309
280402	East Williston Union Free School District	22,568	22,710
660301	Eastchester Union Free School District	19,579	20,204
580912	Eastport-South Manor Central School District	13,658	14,193
141201	Eden Central School District	11,525	12,097
660406	Edgemont Union Free School District	20,077	20,605
520601	Edinburg Common School District	23,481	23,504
470501	Edmeston Central School District	12,982	13,638
513102	Edwards-Knox Central School District	11,642	12,406

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
180901	Elba Central School District	13,357	14,281
590801	Eldred Central School District	14,145	13,146
622002	Ellenville Central School District	18,148	18,905
040901	Ellicottville Central School District	12,949	13,525
070600	Elmira City School District	13,029	12,981
070902	Elmira Heights Central School District	11,542	11,844
280216	Elmont Union Free School District	15,720	16,052
660409	Elmsford Union Free School District	24,769	25,552
580401	Elwood Union Free School District	15,918	16,077
420601	Fabius-Pompey Central School District	13,740	13,818
261301	Fairport Central School District	11,875	12,280
061101	Falconer Central School District	11,219	11,542
590501	Fallsburg Central School District	20,436	21,341
280522	Farmingdale Union Free School District	18,908	19,621
421001	Fayetteville-Manlius Central School District	12,762	13,346
022001	Fillmore Central School District	10,436	10,869
580514	Fire Island Union Free School District	115,110	113,268
581004	Fishers Island Union Free School District	0	0
280222	Floral Park-Bellerose Union Free School District	16,149	16,503
442115	Florida Union Free School District	15,586	16,108
270601	Fonda-Fultonville Central School District	11,311	11,407
061503	Forestville Central School District	12,700	13,180
640502	Fort Ann Central School District	14,872	15,126
640601	Fort Edward Union Free School District	15,275	17,594
270701	Fort Plain Central School District	13,443	13,045
210402	Frankfort-Schuyler Central School District	10,696	11,208
120701	Franklin Central School District	14,814	15,481
280217	Franklin Square Union Free School District	14,992	15,685
041101	Franklinville Central School District	12,753	12,903
062201	Fredonia Central School District	13,749	14,046
280209	Freeport Union Free School District	17,621	17,921
060301	Frewsburg Central School District	11,294	11,698
021601	Friendship Central School District	14,595	14,796
141604	Frontier Central School District	9,742	10,150
460500	Fulton City School District	12,873	13,336
520701	Galway Central School District	10,850	11,157
650902	Gananda Central School District	11,448	11,679
280218	Garden City Union Free School District	18,599	19,064
480404	Garrison Union Free School District	22,212	22,065
260401	Gates-Chili Central School District	13,189	13,011
220401	General Brown Central School District	10,296	10,462
020702	Genesee Valley Central School District	13,016	13,725
240401	Geneseo Central School District	13,765	13,914
430700	Geneva City School District	15,712	15,910
100902	Germantown Central School District	16,032	16,242
470202	Gilbertsville-Mount Upton Central School District	13,788	14,333
540801	Gilboa-Conesville Central School District	15,778	15,860
280100	Glen Cove City School District	20,493	21,520
630300	Glens Falls City School District	13,219	13,380
170500	Gloversville Enlarged City School District	10,964	11,409
440601	Goshen Central School District	16,667	17,870
511101	Gouverneur Central School District	11,822	12,164
042801	Gowanda Central School District	12,288	12,664
141501	Grand Island Central School District	11,676	11,940
640701	Granville Central School District	11,247	11,769
280407	Great Neck Union Free School District	23,679	24,027
260501	Greece Central School District	12,553	12,813
010701	Green Island Union Free School District	14,402	15,554

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
660407	Greenburgh Central 7 School District	23,032	23,424
080601	Greene Central School District	12,282	12,719
581010	Greenport Union Free School District	21,084	21,466
190701	Greenville Central School District	14,835	15,274
640801	Greenwich Central School District	13,545	13,928
442111	Greenwood Lake Union Free School District	19,633	19,851
610501	Groton Central School District	12,634	13,104
010802	Guilderland Central School District	13,529	13,858
630801	Hadley-Luzerne Central School District	15,660	15,824
480401	Haldane Central School District	16,563	15,811
580405	Half Hollow Hills Central School District	16,106	16,418
141601	Hamburg Central School District	11,707	12,324
250701	Hamilton Central School District	14,718	15,230
511201	Hammond Central School District	15,084	15,749
572901	Hammondsport Central School District	16,964	17,510
580905	Hampton Bays Union Free School District	17,848	18,424
120906	Hancock Central School District	14,019	14,039
460701	Hannibal Central School District	11,271	11,420
580406	Harborfields Central School District	15,409	15,708
030501	Harpursville Central School District	9,899	9,923
660501	Harrison Central School District	25,039	25,595
230301	Harrisville Central School District	15,217	15,961
641001	Hartford Central School District	12,527	11,798
660404	Hastings-On-Hudson Union Free School District	22,828	23,686
580506	Hauppauge Union Free School District	18,756	19,302
280201	Hempstead Union Free School District	22,562	24,505
660203	Hendrick Hudson Central School District	19,520	19,996
210601	Herkimer Central School District	11,210	11,537
511301	Hermon Dekalb Central School District	14,893	15,303
280409	Herricks Union Free School District	18,075	18,373
512404	Heuvelton Central School District	11,658	11,482
280214	Hewlett-Woodmere Union Free School District	24,217	24,389
280517	Hicksville Union Free School District	16,829	17,554
620803	Highland Central School District	14,466	14,955
440901	Highland Falls-Fort Montgomery Central School District	16,285	17,287
261101	Hilton Central School District	11,745	11,931
041401	Hinsdale Central School District	11,650	12,139
141701	Holland Central School District	12,922	12,704
412201	Holland Patent Central School District	12,427	12,922
450704	Holley Central School District	10,616	11,011
110701	Homer Central School District	12,669	13,115
431401	Honeoye Central School District	13,242	13,434
260901	Honeoye Falls-Lima Central School District	11,550	11,879
491401	Hoosic Valley Central School District	11,684	12,453
490501	Hoosick Falls Central School District	13,687	14,425
571800	Hornell City School District	10,943	10,107
070901	Horseheads Central School District	12,482	13,016
101300	Hudson City School District	15,513	15,882
641301	Hudson Falls Central School District	10,880	10,969
190901	Hunter-Tannersville Central School District	17,100	17,254
580403	Huntington Union Free School District	18,960	19,495
130801	Hyde Park Central School District	13,784	14,300
101401	Ichabod Crane Central School District	12,994	13,076
200401	Indian Lake Central School District	23,593	24,475
220301	Indian River Central School District	8,067	8,425
200501	Inlet Common School District	0	0
141301	Iroquois Central School District	13,044	14,012
660402	Irvington Union Free School District	22,561	23,064

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
280231	Island Park Union Free School District	30,662	30,496
280226	Island Trees Union Free School District	16,720	17,031
580502	Islip Union Free School District	16,266	16,621
610600	Ithaca City School District	15,662	16,086
061700	Jamestown City School District	11,730	12,240
420411	Jamesville-Dewitt Central School District	12,783	12,986
572702	Jasper-Troupsburg Central School District	11,977	10,673
540901	Jefferson Central School District	14,131	14,299
280515	Jericho Union Free School District	25,150	25,613
630601	Johnsburg Central School District	18,739	19,097
031502	Johnson City Central School District	13,639	14,170
170600	Johnstown City School District	10,377	9,678
420501	Jordan-Elbridge Central School District	13,415	14,484
660101	Katonah-Lewisboro Union Free School District	20,761	21,199
150601	Keene Central School District	22,991	24,890
450607	Kendall Central School District	13,482	13,656
142601	Kenmore-Town of Tonawanda Union Free School District	10,526	11,143
241101	Keshequa Central School District	13,199	13,501
580805	Kings Park Central School District	15,247	15,314
620600	Kingston City School District	17,166	17,811
441202	Kiryas Joel Village Union Free School District	46,801	47,592
141800	Lackawanna City School District	13,993	13,355
221401	Lafargeville Central School District	11,391	11,679
420807	Lafayette Central School District	19,055	19,604
630701	Lake George Central School District	14,023	14,107
151102	Lake Placid Central School District	16,451	16,551
200601	Lake Pleasant Central School District	28,341	28,865
141401	Lake Shore Central School District	12,769	12,946
662401	Lakeland Central School District	15,973	16,385
141901	Lancaster Central School District	10,392	10,740
610801	Lansing Central School District	13,391	14,058
490601	Lansingburgh Central School District	11,799	12,613
470801	Laurens Central School District	11,897	11,871
280215	Lawrence Union Free School District	20,204	19,566
181001	Le Roy Central School District	12,798	13,123
670401	Letchworth Central School District	12,383	12,475
280205	Levittown Union Free School District	18,292	18,400
400301	Lewiston-Porter Central School District	13,523	13,842
590901	Liberty Central School District	20,082	20,666
580104	Lindenhurst Union Free School District	15,516	15,691
511602	Lisbon Central School District	15,637	16,247
210800	Little Falls City School District	13,776	14,527
421501	Liverpool Central School District	14,449	14,609
591302	Livingston Manor Central School District	18,500	18,772
240801	Livonia Central School District	13,019	13,261
400400	Lockport City School District	11,728	12,352
280503	Locust Valley Central School District	24,667	25,005
280300	Long Beach City School District	23,391	23,742
200701	Long Lake Central School District	42,512	43,783
580212	Longwood Central School District	16,197	16,613
230901	Lowville Academy and Central School District	11,107	11,100
221301	Lyme Central School District	14,542	15,605
280220	Lynbrook Union Free School District	19,380	19,673
421504	Lyncourt Union Free School District	19,402	20,816
451001	Lyndonville Central School District	12,401	12,897
650501	Lyons Central School District	12,939	13,774
251101	Madison Central School District	12,396	13,036
511901	Madrid-Waddington Central School District	12,867	13,666

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
480101	Mahopac Central School District	15,217	15,429
031101	Maine-Endwell Central School District	12,324	12,307
161501	Malone Central School District	11,905	12,835
280212	Malverne Union Free School District	21,827	22,087
660701	Mamaroneck Union Free School District	19,777	20,436
431101	Manchester-Shortsville Central School District	12,953	13,329
280406	Manhasset Union Free School District	22,034	22,228
110901	Marathon Central School District	14,378	14,538
421101	Marcellus Central School District	11,820	12,176
430901	Marcus Whitman Central School District	14,240	14,696
121401	Margaretville Central School District	16,037	16,719
650701	Marion Central School District	12,747	13,409
621001	Marlboro Central School District	17,675	18,368
140702	Maryvale Union Free School District	12,516	12,863
280523	Massapequa Union Free School District	17,834	17,941
512001	Massena Central School District	11,674	11,605
581012	Mattituck-Cutchogue Union Free School District	17,357	17,381
170801	Mayfield Central School District	11,630	11,633
110304	McGraw Central School District	13,705	15,873
521200	Mechanicville City School District	13,015	14,005
450801	Medina Central School District	11,836	11,829
010615	Menands Union Free School District	16,781	16,935
280225	Merrick Union Free School District	19,677	19,860
460901	Mexico Academy and Central School District	13,291	13,841
580211	Middle Country Central School District	15,341	15,728
541001	Middleburgh Central School District	13,626	13,755
441000	Middletown Enlarged City School District	15,775	16,816
471101	Milford Central School District	14,570	15,303
132201	Millbrook Central School District	13,485	14,088
580208	Miller Place Union Free School District	14,404	14,280
280410	Mineola Union Free School District	24,839	27,241
150801	Minerva Central School District	26,057	26,331
441101	Minisink Valley Central School District	13,210	13,395
530515	Mohonasen Central School District	10,866	10,995
441201	Monroe-Woodbury Central School District	15,512	16,117
580306	Montauk Union Free School District	31,123	35,371
591401	Monticello Central School District	16,023	16,694
051301	Moravia Central School District	11,805	12,255
150901	Moriah Central School District	14,186	14,528
471201	Morris Central School District	11,664	11,798
512101	Morristown Central School District	14,639	14,307
250401	Morrisville-Eaton Central School District	13,830	14,097
212001	Mount Markham Central School District	12,893	13,231
240901	Mount Morris Central School District	14,859	15,520
660801	Mount Pleasant Central School District	19,716	20,270
580207	Mount Sinai Union Free School District	16,415	16,701
660900	Mount Vernon City School District	18,476	18,589
500108	Nanuet Union Free School District	18,428	19,154
431201	Naples Central School District	14,445	14,923
411501	New Hartford Central School District	12,271	12,563
280405	New Hyde Park-Garden City Park Union Free School Distric	16,067	16,763
101601	New Lebanon Central School District	16,565	17,118
621101	New Paltz Central School District	16,125	17,004
661100	New Rochelle City School District	18,053	18,595
581015	New Suffolk Common School District	19,758	18,495
300000	New York City Department of Education	17,626	18,340
411504	New York Mills Union Free School District	13,439	14,057
650101	Newark Central School District	12,719	13,312

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
600402	Newark Valley Central School District	11,689	12,060
441600	Newburgh Enlarged City School District	17,391	18,149
151001	Newcomb Central School District	44,732	44,320
400601	Newfane Central School District	11,753	11,787
610901	Newfield Central School District	12,561	12,782
400800	Niagara Falls City School District	12,531	12,691
400701	Niagara-Wheatfield Central School District	11,757	12,059
530301	Niskayuna Central School District	13,311	13,877
580103	North Babylon Union Free School District	16,445	16,899
280204	North Bellmore Union Free School District	17,474	17,416
142201	North Collins Central School District	14,856	15,290
010623	North Colonie Central School District	12,686	13,235
490801	North Greenbush Common School District	14,056	17,451
280229	North Merrick Union Free School District	19,673	19,801
500201	North Rockland Central School District	18,654	18,645
651501	North Rose-Wolcott Central School District	13,722	14,020
661301	North Salem Central School District	21,652	22,007
280501	North Shore Central School District	26,157	26,500
420303	North Syracuse Central School District	12,806	13,189
400900	North Tonawanda City School District	12,127	12,142
630202	North Warren Central School District	16,115	16,566
090501	Northeastern Clinton Central School District	13,307	13,658
090901	Northern Adirondack Central School District	14,361	14,780
580404	Northport-East Northport Union Free School District	19,424	19,576
170901	Northville Central School District	16,098	16,742
081200	Norwich City School District	11,080	11,315
512201	Norwood-Norfolk Central School District	12,793	13,121
500304	Nyack Union Free School District	20,238	20,548
181101	Oakfield-Alabama Central School District	12,989	13,727
280211	Oceanside Union Free School District	16,174	16,329
550101	Odessa-Montour Central School District	12,442	11,644
512300	Ogdensburg City School District	14,559	14,939
042400	Olean City School District	12,650	13,076
251400	Oneida City School District	12,898	13,312
471400	Oneonta City School District	13,844	14,182
421201	Onondaga Central School District	14,296	14,786
621201	Onteora Central School District	20,264	20,596
271201	Oppenheim-Ephratah-St Johnsville Central School District	12,957	13,185
142301	Orchard Park Central School District	12,454	12,567
412901	Oriskany Central School District	12,727	13,279
661401	Ossining Union Free School District	20,347	21,185
461300	Oswego City School District	12,916	13,558
081401	Otselic Valley Central School District at Georgetown-South	15,575	16,062
600601	Owego-Apalachin Central School District	13,172	13,864
211701	Owen D Young Central School District	13,199	13,599
081501	Oxford Academy and Central School District	13,445	13,670
280506	Oyster Bay-East Norwich Central School District	24,755	25,087
581002	Oysterponds Union Free School District	34,704	36,838
650901	Palmyra-Macedon Central School District	11,864	11,844
061601	Panama Central School District	13,146	13,050
512501	Parishville-Hopkinton Central School District	12,727	13,015
580224	Patchogue-Medford Union Free School District	15,053	15,532
181201	Pavilion Central School District	13,079	13,338
131201	Pawling Central School District	16,767	17,315
500308	Pearl River Union Free School District	16,958	17,457
661500	Peekskill City School District	18,507	19,292
661601	Pelham Union Free School District	17,291	17,441
181302	Pembroke Central School District	13,845	14,292

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
261201	Penfield Central School District	13,844	14,208
680601	Penn Yan Central School District	12,678	12,888
671201	Perry Central School District	13,121	13,883
091101	Peru Central School District	14,262	14,333
431301	Phelps-Clifton Springs Central School District	13,402	13,460
462001	Phoenix Central School District	13,005	13,230
440401	Pine Bush Central School District	13,169	13,392
131301	Pine Plains Central School District	16,657	16,980
060601	Pine Valley Central School District	16,216	18,916
043501	Pioneer Central School District	11,734	11,715
261401	Pittsford Central School District	14,642	15,137
280518	Plainedge Union Free School District	16,842	17,041
280504	Plainview-Old Bethpage Central School District	19,313	19,684
091200	Plattsburgh City School District	15,141	15,604
660809	Pleasantville Union Free School District	17,373	17,595
660802	Pocantico Hills Central School District	40,041	41,070
211103	Poland Central School District	13,003	13,082
051101	Port Byron Central School District	11,948	12,392
661904	Port Chester-Rye Union Free School District	15,776	16,661
580206	Port Jefferson Union Free School District	23,461	23,536
441800	Port Jervis City School District	13,492	13,564
280404	Port Washington Union Free School District	23,170	23,895
042901	Portville Central School District	11,870	12,327
512902	Potsdam Central School District	13,691	14,232
131500	Poughkeepsie City School District	15,030	15,993
572301	Prattsburgh Central School District	11,977	12,965
461801	Pulaski (Academy) Central School District	13,821	14,245
641401	Putnam Central School District	24,626	24,562
480503	Putnam Valley Central School District	18,456	18,487
630902	Queensbury Union Free School District	10,724	10,905
580903	Quogue Union Free School District	52,389	52,520
043001	Randolph Central School District	13,557	13,591
010402	Ravena-Coeymans-Selkirk Central School District	14,188	14,284
651503	Red Creek Central School District	12,738	12,958
131701	Red Hook Central School District	15,165	15,490
411701	Remsen Central School District	17,841	19,024
580901	Remsenburg-Speonk Union Free School District	39,468	40,932
491200	Rensselaer City School District	11,075	11,361
131801	Rhinebeck Central School District	18,339	18,618
472001	Richfield Springs Central School District	11,983	12,377
062401	Ripley Central School District	14,359	14,040
580602	Riverhead Central School District	18,922	20,107
261600	Rochester City School District	14,216	14,316
280221	Rockville Centre Union Free School District	20,561	21,044
580209	Rocky Point Union Free School District	15,108	15,495
411800	Rome City School District	13,978	14,583
560603	Romulus Central School District	16,985	17,119
620901	Rondout Valley Central School District	18,795	19,344
280208	Roosevelt Union Free School District	18,572	18,964
591301	Roscoe Central School District	19,043	19,803
280403	Roslyn Union Free School District	22,495	22,785
121502	Roxbury Central School District	18,704	19,551
401201	Royalton-Hartland Central School District	11,302	11,206
261701	Rush-Henrietta Central School District	14,077	14,589
661800	Rye City School District	21,910	22,644
661901	Rye Neck Union Free School District	19,532	19,848
580205	Sachem Central School District	14,661	15,181
221001	Sackets Harbor Central School District	11,392	11,892

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
580305	Sag Harbor Union Free School District	29,846	31,073
580910	Sagaponack Common School District	17,341	17,336
161801	Saint Regis Falls Central School District	16,415	17,247
043200	Salamanca City School District	3,033	3,150
641501	Salem Central School District	15,517	16,437
161201	Salmon River Central School District	15,545	16,080
461901	Sandy Creek Central School District	14,667	15,304
091402	Saranac Central School District	13,417	13,923
161401	Saranac Lake Central School District	16,032	16,404
521800	Saratoga Springs City School District	12,297	12,472
621601	Saugerties Central School District	13,981	14,479
411603	Sauquoit Valley Central School District	13,672	14,129
580504	Sayville Union Free School District	17,737	18,007
662001	Scarsdale Union Free School District	24,450	24,704
530501	Schalmont Central School District	14,840	14,896
530600	Schenectady City School District	13,614	14,302
470901	Schenevus Central School District	14,074	14,505
491501	Schodack Central School District	14,120	14,750
541201	Schoharie Central School District	13,782	13,931
151401	Schroon Lake Central School District	19,487	20,697
521701	Schuylerville Central School District	12,585	12,786
022401	Scio Central School District	12,278	12,218
530202	Scotia-Glenville Central School District	13,312	13,540
280206	Seaford Union Free School District	17,477	17,804
560701	Seneca Falls Central School District	12,356	12,802
280252	Sewanhaka Central High School District	14,080	14,545
541401	Sharon Springs Central School District	15,959	16,703
580701	Shelter Island Union Free School District	28,919	29,390
520302	Shenendehowa Central School District	12,939	13,387
082001	Sherburne-Earlville Central School District	12,222	12,490
062601	Sherman Central School District	11,996	12,554
580601	Shoreham-Wading River Central School District	17,650	18,075
121601	Sidney Central School District	12,790	12,367
061501	Silver Creek Central School District	14,073	14,689
421601	Skaneateles Central School District	13,301	13,635
580801	Smithtown Central School District	15,736	16,162
651201	Sodus Central School District	13,394	13,390
420702	Solvay Union Free School District	12,918	13,196
662101	Somers Central School District	18,748	19,134
010601	South Colonie Central School District	13,910	14,280
580235	South Country Central School District	18,366	18,715
521401	South Glens Falls Central School District	11,859	12,249
580413	South Huntington Union Free School District	18,010	18,705
220101	South Jefferson Central School District	10,964	11,296
121702	South Kortright Central School District	14,206	14,111
231101	South Lewis Central School District	14,633	14,885
500301	South Orangetown Central School District	17,210	17,609
560501	South Seneca Central School District	14,868	15,265
580906	Southampton Union Free School District	26,279	26,429
050701	Southern Cayuga Central School District	14,585	15,112
581005	Southold Union Free School District	19,364	19,972
060201	Southwestern Central School District	12,877	13,463
131602	Spackenkill Union Free School District	18,189	18,647
261001	Spencerport Central School District	12,606	12,882
600801	Spencer-Van Etten Central School District	13,081	13,450
580304	Springs Union Free School District	25,129	25,307
141101	Springville-Griffith Institute Central School District	13,047	13,373
121701	Stamford Central School District	14,302	14,495

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
401001	Starpoint Central School District	11,634	12,030
522001	Stillwater Central School District	10,345	10,709
251501	Stockbridge Valley Central School District	11,757	11,879
500401	Suffern Central School District	18,153	18,349
591502	Sullivan West Central School District	16,608	16,052
030601	Susquehanna Valley Central School District	14,327	14,849
140207	Sweet Home Central School District	14,066	14,494
280502	Syosset Central School District	21,661	22,190
421800	Syracuse City School District	13,769	14,128
100501	Taconic Hills Central School District	14,790	16,791
660401	Tarrytown Union Free School District	18,601	18,993
220701	Thousand Islands Central School District	12,862	12,947
580201	Three Village Central School District	18,149	18,646
151501	Ticonderoga Central School District	15,780	16,159
600903	Tioga Central School District	11,480	12,137
142500	Tonawanda City School District	11,565	11,825
211901	Town of Webb Union Free School District	20,932	22,219
591201	Tri-Valley Central School District	21,070	21,869
491700	Troy City School District	17,237	17,346
611001	Trumansburg Central School District	12,654	13,146
580913	Tuckahoe Common School District	33,354	33,661
660302	Tuckahoe Union Free School District	22,676	23,628
421902	Tully Central School District	11,291	11,413
160101	Tupper Lake Central School District	13,458	13,700
441903	Tuxedo Union Free School District	16,501	16,975
081003	Unadilla Valley Central School District	13,646	14,463
471601	Unatego Central School District	12,300	12,799
051901	Union Springs Central School District	12,862	13,169
280202	Uniondale Union Free School District	23,045	23,868
031501	Union-Endicott Central School District	12,895	13,137
412300	Utica City School District	11,330	11,883
660805	Valhalla Union Free School District	22,099	22,037
441301	Valley Central School District	13,423	13,787
280213	Valley Stream 13 Union Free School District	17,017	17,344
280224	Valley Stream 24 Union Free School District	21,383	22,627
280230	Valley Stream 30 Union Free School District	19,145	19,798
280251	Valley Stream Central High School District	15,994	16,576
412000	Vernon-Verona-Sherrill Central School District	11,670	12,131
031601	Vestal Central School District	13,813	14,194
431701	Victor Central School District	12,104	12,403
011003	Voorheesville Central School District	14,424	14,509
580302	Wainscott Common School District	22,136	0
621801	Wallkill Central School District	13,070	13,334
121901	Walton Central School District	11,866	12,128
280223	Wantagh Union Free School District	15,083	15,279
132101	Wappingers Central School District	13,158	13,591
631201	Warrensburg Central School District	16,228	16,695
671501	Warsaw Central School District	13,598	14,491
442101	Warwick Valley Central School District	13,597	13,908
440102	Washingtonville Central School District	14,755	15,848
522101	Waterford-Halfmoon Union Free School District	16,947	18,969
561006	Waterloo Central School District	12,382	13,189
222000	Watertown City School District	10,913	10,914
411902	Waterville Central School District	12,549	13,217
011200	Watervliet City School District	10,996	11,508
550301	Watkins Glen Central School District	12,137	12,578
600101	Waverly Central School District	10,937	11,454
573002	Wayland-Cohocton Central School District	12,129	12,382

Charter Funding Alphabetical By NYS School District
* (Sum of Charter School Basic Tuition and Supplemental Basic Tuition)

District Code	School District Name	Final 2022-23 Basic Tuition*	Final 2023-24 Basic Tuition*
650801	Wayne Central School District	11,390	11,428
261901	Webster Central School District	13,021	13,401
131101	Webutuck Central School District	15,895	16,337
050301	Weedsport Central School District	13,608	13,226
200901	Wells Central School District	23,489	23,806
022601	Wellsville Central School District	13,875	14,423
580102	West Babylon Union Free School District	17,135	17,570
210302	West Canada Valley Central School District	13,619	13,916
420101	West Genesee Central School District	12,154	12,652
280227	West Hempstead Union Free School District	17,555	18,215
260803	West Irondequoit Central School District	12,525	13,017
580509	West Islip Union Free School District	15,574	16,035
142801	West Seneca Central School District	11,833	12,157
040204	West Valley Central School District	15,036	15,168
280401	Westbury Union Free School District	21,737	22,378
062901	Westfield Academy and Central School District	13,207	13,050
580902	Westhampton Beach Union Free School District	19,785	20,058
420701	Westhill Central School District	12,369	12,980
412801	Westmoreland Central School District	11,794	12,137
262001	Wheatland-Chili Central School District	17,964	18,604
170301	Wheelerville Union Free School District	17,539	17,400
662200	White Plains City School District	21,439	22,183
641701	Whitehall Central School District	13,828	14,031
412902	Whitesboro Central School District	12,061	12,500
022101	Whitesville Central School District	10,887	11,569
031401	Whitney Point Central School District	14,046	15,007
580232	William Floyd Union Free School District	15,970	16,396
651402	Williamson Central School District	14,085	14,433
140203	Williamsville Central School District	12,495	12,701
151701	Willsboro Central School District	17,446	17,666
401501	Wilson Central School District	12,224	12,487
191401	Windham-Ashland-Jewett Central School District	20,584	21,016
031701	Windsor Central School District	12,664	13,211
472506	Worcester Central School District	13,923	13,958
580109	Wyandanch Union Free School District	19,101	19,368
490804	Wynantskill Union Free School District	14,321	14,616
671002	Wyoming Central School District	17,831	20,994
662300	Yonkers City School District	17,068	17,635
241701	York Central School District	15,187	16,862
662402	Yorktown Central School District	17,678	18,023

SUNY Charter Schools Institute
The State University of New York

2023 New School Proposal
Budget(s) & Cash Flow(s) Template

Haven Charter High School

Contact Name: [redacted]
Contact Title: Associate Executive Director
Contact Email: [redacted]
Contact Phone: [redacted]

First Academic Year: 2025-26

Pre-Opening Period: July 1, 2024 - June 30, 2025

HAVEN CHARTER HIGH SCHOOL
2025-26 through 2029-30

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**AGE RANGE**
Kindergarten	Elementary School						
1st Grade	Elementary School						
2nd Grade	Elementary School						
3rd Grade	Elementary School						
4th Grade	Elementary School						
5th Grade	Select grade 5 level from dropdown list →						
6th Grade	Middle School						
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School	100	100	100	100	100	
10th Grade	High School		90	90	90	90	
11th Grade	High School			85	85	85	
12th Grade	High School				81	81	
Ungraded							
TOTAL		100	190	275	356	356	

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
Kindergarten	Elementary School					
1st Grade	Elementary School					
2nd Grade	Elementary School					
3rd Grade	Elementary School					
4th Grade	Elementary School					
5th Grade	Elementary/Middle School					
6th Grade	Middle School					
7th Grade	Middle School					
8th Grade	Middle School					
9th Grade	High School	4	4	4	4	4
10th Grade	High School		4	4	4	4
11th Grade	High School			4	4	4
12th Grade	High School				4	4
Ungraded						
TOTAL		4	8	12	16	16

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
Kindergarten	Elementary School	0	0	0	0	0
1st Grade	Elementary School	0	0	0	0	0
2nd Grade	Elementary School	0	0	0	0	0
3rd Grade	Elementary School	0	0	0	0	0
4th Grade	Elementary School	0	0	0	0	0
5th Grade	Elementary/Middle School	0	0	0	0	0
6th Grade	Middle School	0	0	0	0	0
7th Grade	Middle School	0	0	0	0	0
8th Grade	Middle School	0	0	0	0	0
9th Grade	High School	25	25	25	25	25
10th Grade	High School	0	23	23	23	23
11th Grade	High School	0	0	21	21	21
12th Grade	High School	0	0	0	20	20
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	-	-	-	-	-
Total Middle School Enrollment	-	-	-	-	-
Total High School Enrollment	100	190	275	356	356
Total Ungraded Enrollment	-	-	-	-	-
Total Enrollment	**100**	**190**	**275**	**356**	**356**
Change in Net Enrollment from Prior Year (Count)	100	90	85	81	-
Change in Net Enrollment from Prior Year (Percent)	100.0%	90.0%	44.7%	29.5%	0.0%
Anticipated rate of attrition (Percent)	0.0%	10.0%	5.0%	5.0%	5.0%

ADDITIONAL NOTES/COMMENTS
10% anticipated rate of attrition starting in year 2 and 5% thereafter, school will backfill in the 9th grade and establish a wait list.

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	100	190	275	356	356
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**

PRIMARY SENDING SCHOOL DISTRICT	New York City Department of Education	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 22,300,000,000	$ 22,300,000,000	$ 22,300,000,000	$ 22,300,000,000	$ 22,300,000,000
ENROLLMENT (*Charter School*)		100	190	275	356	356
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		https://comptroller.nyc.gov/reports/spotlight-school-budget-allocations/#looking-forward-fy-2024-school-funding				

SECONDARY SENDING SCHOOL DISTRICT	*Select from drop-down list →*	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ -	$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

HAVEN CHARTER HIGH SCHOOL

STAFFING PLAN FTE		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2025-26	2026-27	2027-28	2028-29	2029-30
	Grades	9	9-10	9-11	9-12	9-12
	Enrollment	100	190	275	356	356

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE				
Executive Management	1.0	1.0	1.0	1.0	1.0
Instructional Management	1.0	1.0	1.0	1.0	1.0
Deans, Directors & Coordinators	3.0	3.0	4.0	4.0	4.0
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0
Operation / Business Manager	1.0	1.0	1.0	1.0	1.0
Administrative Staff	1.0	1.0	2.0	2.0	2.0
TOTAL ADMINISTRATIVE STAFF	7.0	7.0	9.0	9.0	9.0

INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	5.0	10.0	15.0	20.0	20.0
Teachers - SPED	1.0	2.0	2.0	3.0	3.0
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	2.0	3.0	4.0	5.0	5.0
Aides	0.0	1.0	2.0	2.0	2.0
Therapists & Counselors	3.0	5.0	8.0	10.0	10.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	11.0	21.0	31.0	40.0	40.0

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	1.5	2.0	3.0	4.0	4.0
Security	1.0	2.0	2.0	3.0	3.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	2.5	4.0	5.0	7.0	7.0

TOTAL PERSONNEL SERVICE FTE	20.5	32.0	45.0	56.0	56.0

HAVEN CHARTER HIGH SCHOOL

STAFFING PLAN WAGES		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2025-26	2026-27	2027-28	2028-29	2029-30
	Grades	9	9-10	9-11	9-12	9-12
	Enrollment	100.00	190.00	275.00	356.00	356.00

***NOTE:** Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

	WAGES					
ADMINISTRATIVE PERSONNEL WAGES	**Salary/Incr %**	0.00%	3.00%	3.00%	3.00%	3.00%
Executive Management	$ 135,000	$ 135,000	$ 139,050	$ 143,222	$ 147,518	$ 151,944
Instructional Management	$ 115,000	$ 115,000	$ 118,450	$ 122,004	$ 125,664	$ 129,434
Deans, Directors & Coordinators	$ 85,000	$ 255,000	$ 262,650	$ 355,530	$ 366,195	$ 377,181
CFO / Director of Finance	$ -	$ -	$ -	$ -	$ -	$ -
Operation / Business Manager	$ 72,000	$ 72,000	$ 74,160	$ 76,385	$ 78,676	$ 81,037
Administrative Staff	$ 45,211	$ 45,211	$ 46,567	$ 93,175	$ 95,971	$ 98,850
TOTAL ADMINISTRATIVE STAFF		$ 622,211	$ 640,877	$ 790,315	$ 814,024	$ 838,445
INSTRUCTIONAL PERSONNEL WAGES						
Teachers - Regular	$ 72,000	$ 360,000	$ 730,800	$ 1,112,724	$ 1,506,106	$ 1,551,289
Teachers - SPED	$ 65,000	$ 65,000	$ 131,950	$ 135,909	$ 204,986	$ 211,135
Substitute Teachers	$ -	$ -	$ -	$ -	$ -	$ -
Teaching Assistants	$ -	$ -	$ -	$ -	$ -	$ -
Specialty Teachers	$ 40,000	$ 80,000	$ 122,400	$ 166,072	$ 211,054	$ 217,386
Aides	$ 30,000	$ -	$ 30,000	$ 60,900	$ 62,727	$ 64,609
Therapists & Counselors	$ 55,000	$ 165,000	$ 279,950	$ 453,349	$ 576,949	$ 594,257
Other	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL INSTRUCTIONAL		$ 670,000	$ 1,295,100	$ 1,928,953	$ 2,561,822	$ 2,638,676
NON-INSTRUCTIONAL PERSONNEL WAGES						
Nurse	$ -	$ -	$ -	$ -	$ -	$ -
Librarian	$ -	$ -	$ -	$ -	$ -	$ -
Custodian	$ 50,000	$ 75,000	$ 102,250	$ 155,318	$ 209,977	$ 216,276
Security	$ 45,000	$ 45,000	$ 91,350	$ 94,091	$ 141,913	$ 146,171
Other	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL NON-INSTRUCTIONAL		$ 120,000	$ 193,600	$ 249,408	$ 351,890	$ 362,447
TOTAL PERSONNEL SERVICE WAGES		$ 1,412,211	$ 2,129,577	$ 2,968,676	$ 3,727,736	$ 3,839,568

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

Description of Assumptions
Executive Director
Prinicipal
Dir of Curriculum & Instruction (FTE 1), Director of Student Support Services (FTE 1), Director of CTE (FTE 1), SPED Coordinator starting in yr3 (FTE 1)
will be outsourced
Dir of Operations
School Secretary (FTE 1 yrs1-5), Office Manager (FTE 1 starting yr3)

in yr 3 a SPED teacher will be promoted to SPED Coordinator and a new
CTEs (2 FTEs yr1, 3 yr2, 4 yr 3, and 5 yrs4-5)
1 Social Workers & 2 advisors Year 1; 1-SW & 4 advisors Year 2; 2 SW & 6

2 Custodians in yr1 (1FTE and 0.5FTE); 3 in yr2 (1FTE, two at 0.5FTE); 4 in

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.*

Description of Assumptions
3% annual increase
Executive Director
Prinicipal
Dir of Curriculum & Instruction (FTE 1), Dir of Student Support Services (FTE 1), Dir of CTE (FTE 1) yrs1-5, SPED Coordinator starting yr3 @67K
will be outsourced
Dir of Operations
School Secretary (FTE 1 yrs1-5) @40K, Office Manager (FTE 1 starting yr3) @48K
in yr 3 a SPED teacher will be promoted to SPED Coordinator and a new replacement hired.
CTE Teachers
Advisors @50K and Social Workers @60K
will request at no cost from DOE
2 Custodians in yr1 (1FTE and 0.5FTE); 3 in yr2 (1FTE, two at 0.5FTE); 4 in yr3 (2 at 1FTE and 2 at 0.5 FTE), and 6 in yrs 4-5 (2 at 1FTE and 4 at 05.FTE) @45K. Supervisor position will start yr4 @55K.

HAVEN CHARTER HIGH SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2024 - June 30, 2025

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	**204,842**
Total Expenses	**204,842**
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	204,842
Other	-
Other	-
TOTAL REVENUE FROM FEDERAL SOURCES	**204,842**
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	**204,842**

HAVEN CHARTER HIGH SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2024 - June 30, 2025

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	**204,842**
Total Expenses	**204,842**
Net Income	**0**

	START-UP PERIOD
EXPENSES	
	FTE No. of Positions
ADMINISTRATIVE STAFF PERSONNEL COSTS	
Executive Management	- 65,000
Instructional Management	- 7,500
Deans, Directors & Coordinators	- 42,500
CFO / Director of Finance	- -
Operation / Business Manager	- 14,167
Administrative Staff	- -
TOTAL ADMINISTRATIVE STAFF	**-** 129,167
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	**-** **129,167**
PAYROLL TAXES AND BENEFITS	
Payroll Taxes	11,625
Fringe / Employee Benefits	15,500
Retirement / Pension	-
TOTAL PAYROLL TAXES AND BENEFITS	**27,125**
TOTAL PERSONNEL SERVICE COSTS	**-** **156,292**
CONTRACTED SERVICES	
Accounting / Audit	1,000
Legal	5,000
Management Company Fee	-
Nurse Services	-
Food Service / School Lunch	-
Payroll Services	650
Special Ed Services	-
Titlement Services (i.e. Title I)	-
Other Purchased / Professional / Consulting	7,000
TOTAL CONTRACTED SERVICES	**13,650**

HAVEN CHARTER HIGH SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING P
July 1, 2024 - June 30, 2025

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, Sc

Total Revenue	**204,842**
Total Expenses	**204,842**
Net Income	**0**

	START-UP PERIOD
SCHOOL OPERATIONS	
Board Expenses	3,000
Classroom / Teaching Supplies & Materials	-
Special Ed Supplies & Materials	-
Textbooks / Workbooks	-
Supplies & Materials other	-
Equipment / Furniture	2,600
Telephone	800
Technology	2,000
Student Testing & Assessment	-
Field Trips	-
Transportation (student)	-
Student Services - other	-
Office Expense	1,500
Staff Development	-
Staff Recruitment	10,000
Student Recruitment / Marketing	10,000
School Meals / Lunch	-
Travel (Staff)	1,000
Fundraising	-
Other	-
TOTAL SCHOOL OPERATIONS	**30,900**
FACILITY OPERATION & MAINTENANCE	
Insurance	4,000
Janitorial	-
Building and Land Rent / Lease / Facility Finance Interest	-
Repairs & Maintenance	-
Equipment / Furniture	-
Security	-
Utilities	-
TOTAL FACILITY OPERATION & MAINTENANCE	**4,000**
DEPRECIATION & AMORTIZATION	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-
TOTAL EXPENSES	**204,842**
NET INCOME	**0**

HAVEN CHARTER HIGH S
PROJECTED BUDGET / OPERATING PLAN FIERIOD
July 1, 2024 - June 30,

***NOTE:** Please enter financial data on "6) FYear."*
The pre-opening budget will be for a 1-Year Period as s :hool Information.

	DESCRIPTION OF ASSUMPTIONS
Total Revenue	
Total Expenses	
Net Income	
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	205K for start-up, 295K for year 1
Other	
Other	
TOTAL REVENUE FROM FEDERAL SOURCES	
LOCAL and OTHER REVENUE	
Contributions and Donations	
Fundraising	
Erate Reimbursement	
Earnings on Investments	
Interest Income	
Food Service (Income from meals)	
Text Book	
OTHER	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	
TOTAL REVENUE	

HAVEN CHARTER HIGH S
PROJECTED BUDGET / OPERATING PLAN FIERIOD
July 1, 2024 - June 30,

***NOTE:** Please enter financial data on "6) fYear."*
The pre-opening budget will be for a 1-Year Period as s :hool Information.

		DESCRIPTION OF ASSUMPTIONS
Total Revenue		
Total Expenses		
Net Income		

EXPENSES

	FTE No. of Positions	
ADMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management	-	Executive Director (0.5 FTE)
Instructional Management	-	Principal starting in April (0.13 FTE)
Deans, Directors & Coordinators	-	Director of Student Support Services (0.5 FTE)
CFO / Director of Finance	-	
Operation / Business Manager	-	Director of Operations starting in May (0.17 FTE)
Administrative Staff	-	
TOTAL ADMINISTRATIVE STAFF	-	
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	-	
PAYROLL TAXES AND BENEFITS		
Payroll Taxes		9% of total salaries
Fringe / Employee Benefits		12% of total salaries
Retirement / Pension		
TOTAL PAYROLL TAXES AND BENEFITS		
TOTAL PERSONNEL SERVICE COSTS	-	
CONTRACTED SERVICES		
Accounting / Audit		Initial Audit Statements, CSP Audit, and 990 filing
Legal		501c3 and other filings
Management Company Fee		
Nurse Services		
Food Service / School Lunch		
Payroll Services		$100 per month ($25 per staff)
Special Ed Services		
Titlement Services (i.e. Title I)		
Other Purchased / Professional / Consulting		School Consulting design (6K), E-Rate Consulting (1K)
TOTAL CONTRACTED SERVICES		

HAVEN CHARTER HIGH S

PROJECTED BUDGET / OPERATING PLAN FIERIOD

July 1, 2024 - June 30,

***NOTE:** Please enter financial data on "6) fYear."*

The pre-opening budget will be for a 1-Year Period as s :hool Information.

	DESCRIPTION OF ASSUMPTIONS
Total Revenue	
Total Expenses	
Net Income	
SCHOOL OPERATIONS	
Board Expenses	Board training and development
Classroom / Teaching Supplies & Materials	
Special Ed Supplies & Materials	
Textbooks / Workbooks	
Supplies & Materials other	
Equipment / Furniture	
Telephone	Cell phones and internet
Technology	desktops, printer and software
Student Testing & Assessment	
Field Trips	
Transportation (student)	
Student Services - other	
Office Expense	Supplies, postage, printing
Staff Development	
Staff Recruitment	Job fairs and postings
Student Recruitment / Marketing	Student mailings and marketing supplies
School Meals / Lunch	
Travel (Staff)	
Fundraising	
Other	
TOTAL SCHOOL OPERATIONS	
FACILITY OPERATION & MAINTENANCE	
Insurance	Directors & Officers 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 / CONTIGENCY	
TOTAL EXPENSES	
NET INCOME	

PRE-OPENING CASH FLOW 1-YEAR	HAVEN CHARTER HIGH SCHOOL												
*NOTE: Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2024 - June 30, 2025												
Total Revenue	-	-	-	-	-	-	40,968	-	81,937	-	81,937	-	204,842
Total Expenses	-	-	-	-	-	-	22,546	21,779	36,929	32,288	49,533	41,767	204,842
Net Income	-	-	-	-	-	-	18,423	(21,779)	45,008	(32,288)	32,403	(41,767)	0
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	18,423	(3,357)	41,651	9,364	41,767	-
Net Income	-	-	-	-	-	-	18,423	(3,357)	41,651	9,364	41,767	0	0

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE													
REVENUES FROM STATE SOURCES													
Grants													
Stimulus	-	-	-	-	-	-						-	-
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING													
Grants													
Charter School Program (CSP) Planning & Implementation	-	-	-	-	-	-	40,968	-	81,937	-	81,937	-	204,842
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	-	-	-	-	-	-	40,968	-	81,937	-	81,937	-	204,842
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	-	-	-	-	-	-	40,968	-	81,937	-	81,937	-	204,842

PRE-OPENING CASH FLOW 1-YEAR

HAVEN CHARTER HIGH SCHOOL

*NOTE:
Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION
July 1, 2024 - June 30, 2025

Total Revenue	-	-	-	-	-	-	**40,968**	-	**81,937**	-	**81,937**	-	**204,842**	
Total Expenses	-	-	-	-	-	-	**22,546**	**21,779**	**36,929**	**32,288**	**49,533**	**41,767**	**204,842**	
Net Income	-	-	-	-	-	-	**18,423**	**(21,779)**	**45,008**	**(32,288)**	**32,403**	**(41,767)**	**0**	
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	
Beginning Cash Balance	-	-	-	-	-	-	-	**18,423**	**(3,357)**	**41,651**	**9,364**	**41,767**	-	
Net Income	-	-	-	-	-	-	**18,423**	**(3,357)**	**41,651**	**9,364**	**41,767**	**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	-	-	-	-	-	-	-	10,833	10,833	10,833	10,833	10,833	10,833	65,000
Instructional Management	-	-	-	-	-	-	-	-	-	-	2,500	2,500	2,500	7,500
Deans, Directors & Coordinators	-	-	-	-	-	-	-	7,083	7,083	7,083	7,083	7,083	7,083	42,500
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	-	-	-	-	-	-	-	-	-	-	-	7,083	7,083	14,167
Administrative Staff	-	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	-	-	-	-	-	-	-	17,917	17,917	17,917	20,417	27,500	27,500	129,167
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	-	-	-	-	-	-	-	17,917	17,917	17,917	20,417	27,500	27,500	129,167
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		-	-	-	-	-	-	1,613	1,613	1,613	1,838	2,475	2,475	11,625
Fringe / Employee Benefits		-	-	-	-	-	-	2,150	2,150	2,150	2,450	3,300	3,300	15,500
Retirement / Pension		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	3,763	3,763	3,763	4,288	5,775	5,775	27,125
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	21,679	21,679	21,679	24,704	33,275	33,275	156,292
CONTRACTED SERVICES														
Accounting / Audit		-	-	-	-	-	-	-	-	-	-	-	1 000	1 000
Legal		-	-	-	-	-	-	-	-	-	-	5,000	-	5,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		-	-	-	-	-	-	100	100	100	100	125	125	650
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	-	-	-	1,000	6,000	7,000
TOTAL CONTRACTED SERVICES		-	-	-	-	-	-	100	100	100	100	6 125	7 125	13 650

PRE-OPENING CASH FLOW 1-YEAR

HAVEN CHARTER HIGH SCHOOL

NOTE:
Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.

PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION
July 1, 2024 - June 30, 2025

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	-	-	-	-	-	-	**40,968**	-	**81,937**	-	**81,937**	-	**204,842**
Total Expenses	-	-	-	-	-	-	**22,546**	**21,779**	**36,929**	**32,288**	**49,533**	**41,767**	**204,842**
Net Income	-	-	-	-	-	-	**18,423**	**(21,779)**	**45,008**	**(32,288)**	**32,403**	**(41,767)**	**0**
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	**18,423**	**(3,357)**	**41,651**	**9,364**	**41,767**	-
Net Income	-	-	-	-	-	-	**18,423**	**(3,357)**	**41,651**	**9,364**	**41,767**	**0**	**0**
SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	250	-	500	250	1,750	250	3,000
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	1,950	-	650	-	2,600
Telephone	-	-	-	-	-	-	100	-	200	150	150	200	800
Technology	-	-	-	-	-	-	-	-	1,000	-	500	500	2,000
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	-	-	-	-	-	-	250	-	500	250	250	250	1,500
Staff Development	-	-	-	-	-	-	-	-	-	-	-	-	-
Staff Recruitment	-	-	-	-	-	-	-	-	3,333	3,333	3,333	-	10,000
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	3,333	3,333	3,333	-	10,000
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	167	-	333	167	167	167	1,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	-	-	-	-	-	-	767	-	11,150	7,483	10,133	1,367	30,900
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	-	-	-	-	4,000	-	-	-	4,000
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	4,000	-	-	-	4,000
DEPRECIATION & AMORTIZATION	-	-	-	-	-	-	-	-	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	-	-	-	-	-	-	**22,546**	**21,779**	**36,929**	**32,288**	**49,533**	**41,767**	204,842
NET INCOME	-	-	-	-	-	-	**18,423**	**(21,779)**	**45,008**	**(32,288)**	**32,403**	**(41,767)**	**0**

PRE-OPENING CASH FLOW 1-YEAR	HAVEN CHARTER HIGH SCHOOL												
*NOTE: Please enter Description of Assumptions on tab 4) Pre-Opening Period Budget.	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2024 - June 30, 2025												
Total Revenue	-	-	-	-	-	-	40,968	-	81,937	-	81,937	-	204,842
Total Expenses	-	-	-	-	-	-	22,546	21,779	36,929	32,288	49,533	41,767	204,842
Net Income	-	-	-	-	-	-	18,423	(21,779)	45,008	(32,288)	32,403	(41,767)	0
Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-
Beginning Cash Balance	-	-	-	-	-	-	-	18,423	(3,357)	41,651	9,364	41,767	-
Net Income	-	-	-	-	-	-	18,423	(3,357)	41,651	9,364	41,767	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	-	-	-	-	-	-	18,423	(21,779)	45,008	(32,288)	32,403	(41,767)	0
Beginning Cash Balance	-	-	-	-	-	-	-	18,423	(3,357)	41,651	9,364	41,767	-
ENDING CASH BALANCE	-	-	-	-	-	-	18,423	(3,357)	41,651	9,364	41,767	0	0

YEAR 1 BUDGET AND ASSUMPTION		HAVEN CHARTER HIGH SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue		**2,512,883**	**233,524**	**-**	**200,000**	**4,860**	**2,951,267**	
Total Expenses		**1,784,486**	**398,645**	**-**	**9,075**	**679,100**	**2,871,307**	
Net Income		**728,397**	**(165,121)**	**-**	**190,925**	**(674,240)**	**79,960**	
Budgeted Student Enrollment		**100**	**-**				**100**	
		PROGRAM SERVICES			**SUPPORT SERVICES**			
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue	Basic Tuition (2023-24)							
PRIMARY School District: New York City Department of Education	18,340	1,834,000					1,834,000	
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.)	18,340	1,834,000					1,834,000	
Special Education Revenue			197,414				197,414	Assumes 20% of total population is SPED, with 40% being 20-60% category and 30% at >60% category
NYC DoE Rental Assistance		288,000		-	-	-	288,000	assumes lesser of 30% Per Pupil
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Development)				-	-	-	-	
Other		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		2,122,000	197,414	-	-	-	2,319,414	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		-	14,000	-			14,000	Assumes 70% of the SPED population
Title I		30,750	10,000	-			40,750	Assumes 81.5% of population is FRPL
Title Funding - Other		2,460	800	-			3,260	Assumes 81.5% of population is FRPL
School Food Service (Free Lunch)		-	-	-			-	
Grants								
Charter School Program (CSP) Planning & Implementation		295,158	-	-	-	-	295,158	205K for start-up, 295K for year 1
Other		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		328,368	24,800	-	-	-	353,168	
LOCAL and OTHER REVENUE								
Contributions and Donations		-	-	-	-	-	-	
Fundraising		-	-	-	200,000	-	200,000	Funding from partnering organization ESH
Erate Reimbursement		56,157	9,720	-	-	4,860	70,737	ERATE assumes that the Federal Government will reimburse 90% of eligible technology expenses such as servers, wiring, phones, internet, etc. Assumptions in YR 1 include 75% of Technology (line 126 below) reimbursed at 90%.
Earnings on Investments		-	-	-	-	-	-	
Interest Income		-	-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	-	
Text Book		6,358	1,590	-	-	-	7,948	Assumes $79.48 per student

YEAR 1 BUDGET AND ASSUMPTION	HAVEN CHARTER HIGH SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	**2,512,883**	**233,524**	**-**	**200,000**	**4,860**	**2,951,267**	
Total Expenses	**1,784,486**	**398,645**	**-**	**9,075**	**679,100**	**2,871,307**	
Net Income	**728,397**	**(165,121)**	**-**	**190,925**	**(674,240)**	**79,960**	
Budgeted Student Enrollment	**100**	**-**				**100**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
OTHER	-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	62,515	11,310	-	200,000	4,860	278,685	
TOTAL REVENUE	**2,512,883**	**233,524**	**-**	**200,000**	**4,860**	**2,951,267**	

YEAR 1 BUDGET AND ASSUMPTION		HAVEN CHARTER HIGH SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue		**2,512,883**	**233,524**	**-**	**200,000**	**4,860**	**2,951,267**	
Total Expenses		**1,784,486**	**398,645**	**-**	**9,075**	**679,100**	**2,871,307**	
Net Income		**728,397**	**(165,121)**	**-**	**190,925**	**(674,240)**	**79,960**	
Budgeted Student Enrollment		**100**	**-**				**100**	
		PROGRAM SERVICES			**SUPPORT SERVICES**			
		REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of Positions							
Executive Management	1.00	93,960	23,490	-	4,050	13,500	135,000	72% GenEd / 15% SpEd / 3% Fund/ 10% M&G
Instructional Management	1.00	80,040	20,010	-	3,450	11,500	115,000	72% GenEd / 15% SpEd / 3% Fund/ 10% M&G
Deans, Directors & Coordinators	3.00	204,000	51,000	-	-	-	255,000	80% GenEd / 20% SpEd
CFO / Director of Finance	-	-	-	-	-	-	-	will be outsourced
Operation / Business Manager	1.00	-	-	-	-	72,000	72,000	100% M&G
Administrative Staff	1.00	-	-	-	-	45,211	45,211	100% M&G
TOTAL ADMINISTRATIVE STAFF	7.00	378,000	94,500	-	7,500	142,211	622,211	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	5.00	360,000	-	-	-	-	360,000	
Teachers - SPED	1.00	-	65,000	-	-	-	65,000	
Substitute Teachers	-	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	-	
Specialty Teachers	2.00	64,000	16,000	-	-	-	80,000	CTE Teachers
Aides	-	-	-	-	-	-	-	
Therapists & Counselors	3.00	132,000	33,000	-	-	-	165,000	Advisors and Social Workers
Other	-	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	11.00	556,000	114,000	-	-	-	670,000	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	
Custodian	1.50	-	-	-	-	75,000	75,000	1 full time, 1 part time Custodian
Security	1.00	-	-	-	-	45,000	45,000	
Other	-	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	2.50	-	-	-	-	120,000	120,000	
SUBTOTAL PERSONNEL SERVICE COSTS	20.50	934,000.00	208,500	-	7,500	262,211	1,412,211	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		84,060	18,765	-	675	23,599	127,099	9% of total salaries
Fringe / Employee Benefits		112,080	25,020	-	900	31,465	169,465	12% of total salaries
Retirement / Pension		-	-	-	-	2,500	2,500	402(b) starting in year 1, 3% match starting year 2. Yr 1 reflects plan admin costs
TOTAL PAYROLL TAXES AND BENEFITS		196,140	43,785	-	1,575	57,564	299,064	
TOTAL PERSONNEL SERVICE COSTS	20.50	1,130,140	252,285	-	9,075	319,775	1,711,275	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	135 000	135 000	Full outsource finance and audit
Legal		-	-	-	-	5,000	5,000	
Management Company Fee		-	-	-	-	91,700	91,700	5% of total PPA for Partnering Organization
Nurse Services		-	-	-	-	-	-	The school will apply for/ request that the NYC DOE provide a nurse services to the school at no cost.
Food Service / School Lunch		1,600	400	-	-	-	2,000	Snacks and fees for students @ full rate
Payroll Services		-	-	-	-	4,100	4,100	$200 per staff
Special Ed Services		-	-	-	-	-	-	
Titlement Services (i.e. Title I)		23,600	5,900	-	-	-	29,500	Title, Annual Reporting, CSP, and DYCD application services
Other Purchased / Professional / Consulting		68,800	17,200	-	-	-	86,000	35K Fit4Life (PE class), 15K (Art &Language classes), plus 36K CTE instructors
TOTAL CONTRACTED SERVICES		94,000	23,500	-	-	235,800	353,300	

YEAR 1 BUDGET AND ASSUMPTION	HAVEN CHARTER HIGH SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.*
Total Revenue	**2,512,883**	**233,524**	**-**	**200,000**	**4,860**	**2,951,267**	
Total Expenses	**1,784,486**	**398,645**	**-**	**9,075**	**679,100**	**2,871,307**	
Net Income	**728,397**	**(165,121)**	**-**	**190,925**	**(674,240)**	**79,960**	
Budgeted Student Enrollment	**100**	**-**				**100**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
SCHOOL OPERATIONS							
Board Expenses	-	-	-	-	5,000	5,000	2K for meeting supplies and 3K training
Classroom / Teaching Supplies & Materials	10,900	-	-	-	-	10,900	Year 1 - $75 per student plus cost of CTE course supplies
Special Ed Supplies & Materials	-	3,500	-	-	-	3,500	Year 1 - $175 per student
Textbooks / Workbooks	24,000	-	-	-	-	24,000	Year 1 - $200 per Student - Includes bulk purchases of workbooks and instructional material. Includes 4K for CTE curriculum books.
Supplies & Materials other	-	-	-	-	-	-	
Equipment / Furniture	28,500	4,000	-	-	5,000	37,500	5K per classroom/5K Admin. Includes 12.5K for CTE lab furniture & equipment
Telephone	10,800	2,700	-	-	1,500	15,000	90% Program Services/10% Mgmt
Technology	83,195	14,400	-	-	7,200	104,795	Tech costs to start school will be roughly $60,000, of which 75% will be ERATE-able (90%). Items included in this expense are laptops, software licenses, desktops, Smart Boards, servers, wiring, infrastructure, installation and annual maintenance. Year 1 also includes 20K student database and student technology expenses. 90% Prog Svcs/10% Mgmt Split
Student Testing & Assessment	20,400	5,100	-	-	-	25,500	$100 per student plus CTE certifications
Field Trips	2 000	-	-	-	-	2 000	$20 per student- assemblies & field trips
Transportation (student)	2,800	700	-	-	-	3,500	$35 per student, plan to use DOE transporation
Student Services - other	12,000	3,000	-	-	-	15,000	$150 per student (special events - career fair, workforce development)
Office Expense	-	-	-	-	10,000	10,000	
Staff Development	6,480	1,620	-	-	900	9,000	Based on Staff - $500 per staff member (includes conferences, workshops, professional texts, etc.).
Staff Recruitment	-	-	-	-	5,125	5,125	100% M&G
Student Recruitment / Marketing	4,000	1,000	-	-	-	5,000	$50 per student
School Meals / Lunch	5,411	-	-	-	-	5,411	$1.50/student for 18.5% ineligible for FRPL for 195 days
Travel (Staff)	720	180	-	-	100	1,000	90% Prog Services/10% Mgmt split
Fundraising	-	-	-	-	-	-	
Other	-	-	-	-	3,000	3,000	Subscriptions, Misc. Fees, Dues, etc.
TOTAL SCHOOL OPERATIONS	211,206	36,200	-	-	37,825	285,231	
FACILITY OPERATION & MAINTENANCE							
Insurance	13,680	3,420	-	-	1,900	19,000	90% Prog Svcs/10% Mgmt Split
Janitorial	7,200	1,800	-	-	1,000	10,000	90% Prog Svcs/10% Mgmt Split
Building and Land Rent / Lease / Facility Finance Interest	288,000	72,000	-	-	40,000	400,000	Based on $40/sqft per student; 90% Prog Svcs/10% Mgmt Split
Repairs & Maintenance	-	-	-	-	12,000	12,000	
Equipment / Furniture	-	-	-	-	-	-	
Security	-	-	-	-	-	-	
Utilities	34,560	8,640	-	-	4,800	48,000	12% of total facility lease expense
TOTAL FACILITY OPERATION & MAINTENANCE	343,440	85,860	-	-	59,700	489,000	
DEPRECIATION & AMORTIZATION	5,700	800	-	-	1,000	7,500	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	25,000	25,000	Year 1, 2, and 3 - $25,000 each year, total $75,000 kept in separate escrow account.
TOTAL EXPENSES	**1,784,486**	**398,645**	**-**	**9,075**	**679,100**	**2,871,307**	
NET INCOME	**728,397**	**(165,121)**	**-**	**190,925**	**(674,240)**	**79,960**	

YEAR 1 BUDGET AND ASSUMPTION	HAVEN CHARTER HIGH SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026						DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.
Total Revenue	**2,512,883**	**233,524**	**-**	**200,000**	**4,860**	**2,951,267**	
Total Expenses	**1,784,486**	**398,645**	**-**	**9,075**	**679,100**	**2,871,307**	
Net Income	**728,397**	**(165,121)**	**-**	**190,925**	**(674,240)**	**79,960**	
Budgeted Student Enrollment	**100**	**-**				**100**	
	PROGRAM SERVICES			**SUPPORT SERVICES**			
	REGULAR EDUCATION	**SPECIAL EDUCATION**	**OTHER**	**FUNDRAISING**	**MANAGEMENT & GENERAL**	**TOTAL**	
ENROLLMENT - *School Districts Are Linked To Above Entries*							
PRIMARY School District: New York City Department of Education	100					100	
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	**100**					**100**	
REVENUE PER PUPIL	**25,129**					**29,513**	
EXPENSES PER PUPIL	**17,845**					**28,713**	

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

HAVEN CHARTER HIGH SCHOOL
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2025 - JUNE 30, 2026

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
Total Revenue	586,569	386,569	-	386,569	67,834	-	479,708	-	465,708	7,948	465,708	104,653	2,951,267
Total Expenses	242,041	286,189	243,564	229,492	232,959	216,084	229,492	217,584	256,617	224,459	239,367	253,459	2,871,307
Net Income	344,528	100,380	(243,564)	157,077	(165,125)	(216,084)	250,216	(217,584)	209,091	(216,511)	226,341	(148,805)	79,960
Cash Flow Adjustments	-	-	20,625	-	18,750	1,875	-	-	1,875	-	-	1,875	45,000
Beginning Cash Balance	-	344,528	444,908	221,969	379,046	232,671	18,462	268,678	51,094	262,060	45,549	271,890	-
Ending Cash Balance	344,528	444,908	221,969	379,046	232,671	18,462	268,678	51,094	262,060	45,549	271,890	124,960	124,960

*** Totals (Column U) for all lines above Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."**

	Basic Tuition (2023-24)	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE														
REVENUES FROM STATE SOURCES														
Per Pupil Revenue														
PRIMARY School District: New York City Department of Education	18,340	305 667	305 667	-	305 667	-	-	305 667	-	305 667	-	305 667	-	1 834 000
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.)	18,340	305,667	305,667	-	305,667	-	-	305,667	-	305,667	-	305,667	-	1,834,000
Special Education Revenue		32,902	32,902		32,902			32,902		32,902		32,902	-	197,414
NYC DoE Rental Assistance		48,000	48,000		48,000			48,000		48,000		48,000	-	288,000
Grants														
Stimulus		-	-	-	-	-	-	-	-	-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		386,569	386,569	-	386,569	-	-	386,569	-	386,569	-	386,569	-	2,319,414
REVENUE FROM FEDERAL FUNDING														
IDEA Special Needs		-	-	-	-	-	-	14 000	-	-	-	-	-	14 000
Title I		-	-	-	-	8,150	-	9,508	-	9,508	-	9,508	4,075	40,750
Title Funding - Other		-	-	-	-	652	-	761	-	761	-	761	326	3,260
School Food Service (Free Lunch)		-	-	-	-	-	-	-	-	-	-	-	-	-
Grants														
Charter School Program (CSP) Planning & Implementation		-	-	-	-	59,032	-	68,870	-	68,870	-	68,870	29,516	295,158
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
Other		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	-	-	-	67,834	-	93,139	-	79,139	-	79,139	33,917	353,168
LOCAL and OTHER REVENUE														
Contributions and Donations		-	-	-	-	-	-	-	-	-	-	-	-	-
Fundraising		200,000	-	-	-	-	-	-	-	-	-	-	-	200,000
Erate Reimbursement		-	-	-	-	-	-	-	-	-	-	-	70 737	70 737
Earnings on Investments		-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book		-	-	-	-	-	-	-	-	-	7,948	-	-	7,948
OTHER		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		200 000	-	-	-	-	-	-	-	-	7 948	-	70 737	278 685
TOTAL REVENUE		586,569	386,569	-	386,569	67,834	-	479,708	-	465,708	7,948	465,708	104,653	2,951,267

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*	HAVEN CHARTER HIGH SCHOOL PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2025 - JUNE 30, 2026												
Total Revenue	**586,569**	**386,569**	**-**	**386,569**	**67,834**	**-**	**479,708**	**-**	**465,708**	**7,948**	**465,708**	**104,653**	**2,951,267**
Total Expenses	**242,041**	**286,189**	**243,564**	**229,492**	**232,959**	**216,084**	**229,492**	**217,584**	**256,617**	**224,459**	**239,367**	**253,459**	**2,871,307**
Net Income	**344,528**	**100,380**	**(243,564)**	**157,077**	**(165,125)**	**(216,084)**	**250,216**	**(217,584)**	**209,091**	**(216,511)**	**226,341**	**(148,805)**	**79,960**
Cash Flow Adjustments	**-**	**-**	**20,625**	**-**	**18,750**	**1,875**	**-**	**-**	**1,875**	**-**	**-**	**1,875**	**45,000**
Beginning Cash Balance	**-**	**344,528**	**444,908**	**221,969**	**379,046**	**232,671**	**18,462**	**268,678**	**51,094**	**262,060**	**45,549**	**271,890**	**-**
Ending Cash Balance	**344,528**	**444,908**	**221,969**	**379,046**	**232,671**	**18,462**	**268,678**	**51,094**	**262,060**	**45,549**	**271,890**	**124,960**	**124,960**
	JUL	**AUG**	**SEP**	**OCT**	**NOV**	**DEC**	**JAN**	**FEB**	**MAR**	**APR**	**MAY**	**JUN**	**TOTAL**
EXPENSES													
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions												
Executive Management	1.00	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	135,000
Instructional Management	1.00	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	115,000
Deans, Directors & Coordinators	3.00	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	21,250	255,000
CFO / Director of Finance	-	-	-	-	-	-	-	-	-	-	-	-	-
Operation / Business Manager	1.00	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	6,000	72,000
Administrative Staff	1.00	3,768	3,768	3,768	3,768	3,768	3,768	3,768	3,768	3,768	3,768	3,768	45,211
TOTAL ADMINISTRATIVE STAFF	7.00	51,851	51,851	51,851	51,851	51,851	51,851	51,851	51,851	51,851	51,851	51,851	622,211
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular	5.00	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	30,000	360,000
Teachers - SPED	1.00	5 417	5 417	5 417	5 417	5 417	5 417	5 417	5 417	5 417	5 417	5 417	65 000
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	2.00	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	80,000
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors	3.00	13 750	13 750	13 750	13 750	13 750	13 750	13 750	13 750	13 750	13 750	13 750	165 000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	11.00	55,833	55,833	55,833	55,833	55,833	55,833	55,833	55,833	55,833	55,833	55,833	670,000
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian	1.50	6 250	6 250	6 250	6 250	6 250	6 250	6 250	6 250	6 250	6 250	6 250	75 000
Security	1.00	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	3,750	45,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	2.50	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	120,000
SUBTOTAL PERSONNEL SERVICE COSTS	20.50	117,684	117,684	117,684	117,684	117,684	117,684	117,684	117,684	117,684	117,684	117,684	1,412,211
PAYROLL TAXES AND BENEFITS													
Payroll Taxes		10,592	10,592	10,592	10,592	10,592	10,592	10,592	10,592	10,592	10,592	10,592	127,099
Fringe / Employee Benefits		14,122	14,122	14,122	14,122	14,122	14,122	14,122	14,122	14,122	14,122	14,122	169,465
Retirement / Pension		208	208	208	208	208	208	208	208	208	208	208	2,500
TOTAL PAYROLL TAXES AND BENEFITS		24,922	24,922	24,922	24,922	24,922	24,922	24,922	24,922	24,922	24,922	24,922	299,064
TOTAL PERSONNEL SERVICE COSTS	20.50	142,606	142,606	142,606	142,606	142,606	142,606	142,606	142,606	142,606	142,606	142,606	1,711,275
CONTRACTED SERVICES													
Accounting / Audit		11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	11,250	135,000
Legal		417	417	417	417	417	417	417	417	417	417	417	5 000
Management Company Fee		15,283	15,283	-	15,283	-	-	15,283	-	15,283	-	15,283	-	91,700
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	200	200	200	200	200	200	200	200	200	200	2,000
Payroll Services		342	342	342	342	342	342	342	342	342	342	342	4,100
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		-	9,000	-	-	-	-	-	-	15,000	-	-	-	5,500	29,500
Other Purchased / Professional / Consulting		-	-	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	8,600	86,000
TOTAL CONTRACTED SERVICES		27 292	36 292	20 808	36 092	20 808	20 808	36 092	20 808	51 092	20 808	36 092	26 308	353 300

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

HAVEN CHARTER HIGH SCHOOL
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2025 - JUNE 30, 2026

Total Revenue	**586,569**	**386,569**	**-**	**386,569**	**67,834**	**-**	**479,708**	**-**	**465,708**	**7,948**	**465,708**	**104,653**	**2,951,267**
Total Expenses	**242,041**	**286,189**	**243,564**	**229,492**	**232,959**	**216,084**	**229,492**	**217,584**	**256,617**	**224,459**	**239,367**	**253,459**	**2,871,307**
Net Income	**344,528**	**100,380**	**(243,564)**	**157,077**	**(165,125)**	**(216,084)**	**250,216**	**(217,584)**	**209,091**	**(216,511)**	**226,341**	**(148,805)**	**79,960**
Cash Flow Adjustments	**-**	**-**	**20,625**	**-**	**18,750**	**1,875**	**-**	**-**	**1,875**	**-**	**-**	**1,875**	**45,000**
Beginning Cash Balance	**-**	**344,528**	**444,908**	**221,969**	**379,046**	**232,671**	**18,462**	**268,678**	**51,094**	**262,060**	**45,549**	**271,890**	**-**
Ending Cash Balance	**344,528**	**444,908**	**221,969**	**379,046**	**232,671**	**18,462**	**268,678**	**51,094**	**262,060**	**45,549**	**271,890**	**124,960**	**124,960**

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	417	417	417	417	417	417	417	417	417	417	417	417	5 000
Classroom / Teaching Supplies & Materials	2,543	2,543	2,543	363	363	363	363	363	363	363	363	363	10,900
Special Ed Supplies & Materials	-	1,750	1,750	-	-	-	-	-	-	-	-	-	3,500
Textbooks / Workbooks	5,600	5,600	5,600	800	800	800	800	800	800	800	800	800	24,000
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	18 750	-	18 750	-	-	-	-	-	-	-	37 500
Telephone	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
Technology	-	52 398	5 240	5 240	5 240	5 240	5 240	5 240	5 240	5 240	5 240	5 240	104 795
Student Testing & Assessment	-	-	-	-	-	-	-	-	6,375	6,375	6,375	6,375	25,500
Field Trips	-	-	-	-	-	-	-	-	500	500	500	500	2,000
Transportation (student)	-	-	350	350	350	350	350	350	350	350	350	350	3,500
Student Services - other	-	-	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	1,500	15,000
Office Expense	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Staff Development	3,000	3,000	-	-	-	-	-	-	-	-	3,000	-	9,000
Staff Recruitment	-	-	-	-	-	-	-	1 708	1 708	1 708	-	-	5 125
Student Recruitment / Marketing	-	-	-	-	-	-	-	1,667	1,667	1,667	-	-	5,000
School Meals / Lunch	-	-	541	541	541	541	541	541	541	541	541	541	5 411
Travel (Staff)	83	83	83	83	83	83	83	83	83	83	83	83	1,000
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	250	250	250	250	250	250	250	250	250	250	250	250	3,000
TOTAL SCHOOL OPERATIONS	13 977	68 124	39 108	11 628	30 378	11 628	11 628	15 003	21 878	21 878	21 503	18 503	285 231
FACILITY OPERATION & MAINTENANCE													
Insurance	19,000	-	-	-	-	-	-	-	-	-	-	-	19,000
Janitorial	833	833	833	833	833	833	833	833	833	833	833	833	10,000
Building and Land Rent / Lease / Facility Finance Interest	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	33,333	400,000
Repairs & Maintenance	1 000	1 000	1 000	1 000	1 000	1 000	1 000	1 000	1 000	1 000	1 000	1 000	12 000
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	4,000	48,000
TOTAL FACILITY OPERATION & MAINTENANCE	58,167	39,167	39,167	39,167	39,167	39,167	39,167	39,167	39,167	39,167	39,167	39,167	489,000
DEPRECIATION & AMORTIZATION	-	-	1,875	-	-	1,875	-	-	1,875	-	-	1,875	7,500
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	25,000	25,000
TOTAL EXPENSES	**242,041**	**286,189**	**243,564**	**229,492**	**232,959**	**216,084**	**229,492**	**217,584**	**256,617**	**224,459**	**239,367**	**253,459**	2,871,307
NET INCOME	**344,528**	**100,380**	**(243,564)**	**157,077**	**(165,125)**	**(216,084)**	**250,216**	**(217,584)**	**209,091**	**(216,511)**	**226,341**	**(148,805)**	**79,960**
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	-	-	1,875	-	-	1,875	-	-	1,875	-	-	1,875	7,500
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	1,875	-	-	1,875	-	-	1,875	-	-	1,875	7,500
INVESTMENT ACTIVITIES													
Example - Subtract Property and Equipment Expenditures	-	-	18,750	-	18,750	-	-	-	-	-	-	-	37,500
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	18,750	-	18,750	-	-	-	-	-	-	-	37,500
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	**-**	**-**	**20,625**	**-**	**18,750**	**1,875**	**-**	**-**	**1,875**	**-**	**-**	**1,875**	**45,000**
NET INCOME	**344,528**	**100,380**	**(222,939)**	**157,077**	**(146,375)**	**(214,209)**	**250,216**	**(217,584)**	**210,966**	**(216,511)**	**226,341**	**(146,930)**	**124,960**
Beginning Cash Balance	**-**	**344,528**	**444,908**	**221,969**	**379,046**	**232,671**	**18,462**	**268,678**	**51,094**	**262,060**	**45,549**	**271,890**	**-**
ENDING CASH BALANCE	**344,528**	**444,908**	**221,969**	**379,046**	**232,671**	**18,462**	**268,678**	**51,094**	**262,060**	**45,549**	**271,890**	**124,960**	**124,960**

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS			HAVEN CHARTER HIGH SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					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			**2,951,267**	**4,768,476**	**6,901,741**	**8,934,617**	**8,978,619**	
Total Expenses			**2,871,307**	**4,404,366**	**6,025,333**	**7,518,171**	**7,663,208**	
Net Income (Before Cash Flow Adjustments)			**79,960**	**364,109**	**876,408**	**1,416,446**	**1,315,411**	
Budgeted Student Enrollment			**100**	**190**	**275**	**356**	**356**	
			Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
REVENUE			**Per Pupil Revenue Percentage Increase**					
REVENUES FROM STATE SOURCES			**0.0%**	**0.0%**	**0.0%**	**0.0%**	**0.0%**	
Per Pupil Revenue		Basic Tuition (2023-24)						
PRIMARY School District:	New York City Department of Education	18,340	1 834 000	3 484 600	5 043 500	6 529 040	6 529 040	
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.)	18,340	1,834,000	3,484,600	5,043,500	6,529,040	6,529,040	
Special Education Revenue			197,414	375,087	542,889	702,794	702,794	Assumes 20% of total population is SPED, with 40% being 20-60% category and 30% at >60% category
NYC DoE Rental Assistance			288,000	782,800	1,133,000	1,466,720	1,510,722	Facility Funding- the lesser of 30% of PPA or annual rent
Grants								
Stimulus			-	-	-	-	-	
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-	
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES			2,319,414	4,642,487	6,719,389	8,698,554	8,742,555	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs			14,000	26,600	38,500	49,840	49,840	Assumes $1k per student receiving services over 20% of time
Title I			40 750	77 425	112 063	145 070	145 070	Assumes 81.5% FRPL, $500 per FRPL student
Title Funding - Other			3,260	6,194	8,965	11,606	11,606	Assumes 81.5% FRPL, $40 per FRPL student
School Food Service (Free Lunch)			-	-	-	-	-	
Grants								
Charter School Program (CSP) Planning & Implementation			295,158	-	-	-	-	205K for start-up, 295K for year 1
Other			-	-	-	-	-	
Other			-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES			353,168	110,219	159,528	206,516	206,516	
LOCAL and OTHER REVENUE								
Contributions and Donations			-	-	-	-	-	
Fundraising			200,000	-	-	-	-	Funding from partnering organization ESH in yr 1
Erate Reimbursement			70,737	-	-	-	-	
Earnings on Investments			-	-	-	-	-	
Interest Income			-	-	-	-	-	
Food Service (Income from meals)			-	-	-	-	-	
Text Book			7,948	15,770	22,825	29,548	29,548	Assumes $83 per student
OTHER			-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			278,685	15,770	22,825	29,548	29,548	
TOTAL REVENUE			**2,951,267**	**4,768,476**	**6,901,741**	**8,934,617**	**8,978,619**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	HAVEN CHARTER HIGH SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					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		**2,951,267**	**4,768,476**	**6,901,741**	**8,934,617**	**8,978,619**	
Total Expenses		**2,871,307**	**4,404,366**	**6,025,333**	**7,518,171**	**7,663,208**	
Net Income (Before Cash Flow Adjustments)		**79,960**	**364,109**	**876,408**	**1,416,446**	**1,315,411**	
Budgeted Student Enrollment		**100**	**190**	**275**	**356**	**356**	
		Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
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	1.00	135,000	139,050	143,222	147,518	151,944	Executive Director
Instructional Management	1.00	115,000	118,450	122,004	125,664	129,434	Prinicipal
Deans, Directors & Coordinators	3.00	255,000	262,650	355,530	366,195	377,181	Dir of Curriculum & Instruction (FTE 1), Director of Student Support Services (FTE 1), Director of CTE (FTE 1), SPED Coordinator starting in yr3 (FTE 1)
CFO / Director of Finance	-	-	-	-	-	-	will be outsourced
Operation / Business Manager	1.00	72,000	74,160	76,385	78,676	81,037	Dir of Operations
Administrative Staff	1.00	45,211	46,567	93,175	95,971	98,850	School Secretary (FTE 1 yrs1-5), Office Manager (FTE 1 starting yr3)
TOTAL ADMINISTRATIVE STAFF	7.00	622,211	640,877	790,315	814,024	838,445	
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular	5.00	360,000	730,800	1,112,724	1,506,106	1,551,289	
Teachers - SPED	1.00	65,000	131,950	135,909	204,986	211,135	in yr 3 a SPED teacher will be promoted to SPED Coordinator and a new replacement hired.
Substitute Teachers	-	-	-	-	-	-	
Teaching Assistants	-	-	-	-	-	-	
Specialty Teachers	2.00	80,000	122,400	166,072	211,054	217,386	CTEs (2 FTEs yr1, 3 yr2, 4 yr 3, and 5 yrs4-5)
Aides	-	-	30,000	60,900	62,727	64,609	
Therapists & Counselors	3.00	165,000	279,950	453,349	576,949	594,257	1 Social Workers & 2 advisors Year 1; 1-SW & 4 advisors Year 2; 2 SW & 6 Advisors Year 3; 2 SW & 8 advisors Year 4
Other	-	-	-	-	-	-	
TOTAL INSTRUCTIONAL	11.00	670,000	1,295,100	1,928,953	2,561,822	2,638,676	
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	
Custodian	1.50	75,000	102,250	155,318	209,977	216,276	2 Custodians in yr1 (1FTE and 0.5FTE); 3 in yr2 (1FTE, two at 0.5FTE); 4 in yr3 (2 at 1FTE and 2 at 0.5 FTE), and 6 in yrs 4-5 (2 at 1FTE and 4 at 05.FTE). Supervisor position will start yr4.
Security	1.00	45,000	91,350	94,091	141,913	146,171	
Other	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	2.50	120,000	193,600	249,408	351,890	362,447	
SUBTOTAL PERSONNEL SERVICE COSTS	20.50	1,412,211	2,129,577	2,968,676	3,727,736	3,839,568	
PAYROLL TAXES AND BENEFITS							
Payroll Taxes		127,099	191,662	267,181	335,496	345,561	9% of total salaries
Fringe / Employee Benefits		169,465	255,549	356,241	447,328	460,748	12% of total salaries
Retirement / Pension		2,500	50,415	69,295	86,374	88,890	403(b) plan starting Yr1 with a 3% match starting upon 2nd anniversary of staff's start date. 2.5K annual plan administrative fees.
TOTAL PAYROLL TAXES AND BENEFITS		299,064	497,627	692,717	869,199	895,200	
TOTAL PERSONNEL SERVICE COSTS	20.50	1 711 275	2 627 204	3 661 393	4 596 935	4 734 768	
CONTRACTED SERVICES							
Accounting / Audit		135,000	75,000	25,000	25,000	25,000	Yr 1 Full Outsourced Finance team, Yr 2 partial support from Finance Consultant, year 3 all handled internally. 25K annually for audit.
Legal		5,000	6,000	7,000	8,000	9,000	
Management Company Fee		91,700	174,230	252,175	326,452	326,452	5% of total Gen Ed Per Pupil Allocation annually with no increase.
Nurse Services		-	-	-	-	-	The school will request that the NYC DoE provide a nurse/nursing services to the school at no cost.

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	HAVEN CHARTER HIGH SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					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	**2,951,267**	**4,768,476**	**6,901,741**	**8,934,617**	**8,978,619**	
Total Expenses	**2,871,307**	**4,404,366**	**6,025,333**	**7,518,171**	**7,663,208**	
Net Income (Before Cash Flow Adjustments)	**79,960**	**364,109**	**876,408**	**1,416,446**	**1,315,411**	
Budgeted Student Enrollment	**100**	**190**	**275**	**356**	**356**	
	Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
Food Service / School Lunch	2,000	3,800	5,500	7,120	7,120	Snacks and fees for students @ full rate
Payroll Services	4,100	6,400	9,000	11,200	11,200	$200 per staff
Special Ed Services	-	-	-	-	-	
Titlement Services (i.e. Title I)	29,500	10,500	-	-	-	Yr 1 includes Titles, Annual Report, CSP & DYCD. Yr2 only include Titles & Annual Report. Yrs 3-5 allwill be done in-house.
Other Purchased / Professional / Consulting	86,000	122,000	144,950	163,780	163,780	Phys Ed services (Fit4Life), Art & Language, CTE instructors
TOTAL CONTRACTED SERVICES	353,300	397,930	443,625	541,552	542,552	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	HAVEN CHARTER HIGH SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					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	**2,951,267**	**4,768,476**	**6,901,741**	**8,934,617**	**8,978,619**	
Total Expenses	**2,871,307**	**4,404,366**	**6,025,333**	**7,518,171**	**7,663,208**	
Net Income (Before Cash Flow Adjustments)	**79,960**	**364,109**	**876,408**	**1,416,446**	**1,315,411**	
Budgeted Student Enrollment	**100**	**190**	**275**	**356**	**356**	
	Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
SCHOOL OPERATIONS						
Board Expenses	5,000	5,150	5,305	5,464	5,628	3K for meeting supplies and training, 3% annual increase
Classroom / Teaching Supplies & Materials	10,900	20,650	27,025	33,100	33,100	Year 1 - $75 per student plus cost of CTE course supplies
Special Ed Supplies & Materials	3,500	6,650	9,625	12,460	12,460	Year 1 - $175 per SPED student
Textbooks / Workbooks	24,000	46,000	59,400	78,200	71,200	Year 1 - $200 per Student - Includes bulk purchases of workbooks and instructional material. Includes 4K for CTE curriculum books.
Supplies & Materials other	-	-	-	-	-	
Equipment / Furniture	37,500	22,000	52,000	43,620	26,000	5K per classroom/5K Admin yr 1; yrs 2-5 includes 5K per additional classroom/2K Admin plus CTE lab furniture & equipment
Telephone	15,000	15,450	15,914	16,391	16,883	3% COLA increase annually
Technology	104,795	57,995	69,995	91,545	71,400	Tech costs to start school will be roughly $60,000, of which 75% will be ERATE-able (90%). Items included in this expense are laptops, software licenses, desktops, Smart Boards, servers, wiring, infrastructure, installation and annual maintenance. Year 1 also includes 20K student database and student technology expenses. Years 2 - 5 based on $300 per new student, $150 per existing student plus $5k for annual admin. expenses.
Student Testing & Assessment	25,500	36,900	64,845	80,045	80,045	$100 per student plus CTE certifications
Field Trips	2,000	3,800	5,500	7,120	7,120	$20 per student- assemblies & field trips
Transportation (student)	3,500	6,650	9,625	12,460	12,460	$35 per student, plan to use DOE transporation
Student Services - other	15,000	28,500	41,250	53,400	53,400	$150 per student (special events - career fair, workforce development)
Office Expense	10,000	12,000	14,000	16,000	16,000	2K incremental increase annually yrs 2-4
Staff Development	9,000	16,000	22,500	28,000	28,000	Based on Staff - $500 per staff member (includes conferences, workshops, professional texts, etc.).
Staff Recruitment	5,125	8,000	11,250	14,000	14,000	$250 per new staff
Student Recruitment / Marketing	5,000	9,500	13,750	17,800	17,800	$50 per student
School Meals / Lunch	5,411	10,281	14,881	19,264	19,264	$1.50/student for 18.5% ineligible for FRPL for 195 days
Travel (Staff)	1,000	1,030	1,061	1,093	1,126	3% COLA increase annually
Fundraising	-	-	-	-	-	
Other	3,000	3,090	3,183	3,278	3,377	Subscriptions, Misc. Fees, Dues, etc.
TOTAL SCHOOL OPERATIONS	285,231	309,646	441,108	533,239	489,261	
FACILITY OPERATION & MAINTENANCE						
Insurance	19,000	19,950	20,948	21,995	23,095	5% increase per year
Janitorial	10,000	19,000	27,500	35,600	35,600	$100 per student for supplies
Building and Land Rent / Lease / Facility Finance Interest	400,000	782,800	1,133,000	1,466,720	1,510,722	$40/sqft times 100sqft per student, includes 3% COLA increase annually
Repairs & Maintenance	12,000	17,000	22,000	27,000	32,000	5K increase annually
Equipment / Furniture	-	-	-	-	-	
Security	-	-	-	-	-	
Utilities	48,000	93,936	135,960	176,006	181,287	12% of total facility lease expense
TOTAL FACILITY OPERATION & MAINTENANCE	489 000	932 686	1 339 408	1 727 321	1 782 703	
DEPRECIATION & AMORTIZATION	7,500	11,900	14,800	19,124	13,924	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	25,000	125,000	125,000	100,000	100,000	Year 1, 2, and 3 - 25K each year, total 75K kept in separate escrow account. Additional 100K for contingency starting year 2.
TOTAL EXPENSES	**2,871,307**	**4,404,366**	**6,025,333**	**7,518,171**	**7,663,208**	
NET INCOME	**79,960**	**364,109**	**876,408**	**1,416,446**	**1,315,411**	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	HAVEN CHARTER HIGH SCHOOL PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					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	**2,951,267**	**4,768,476**	**6,901,741**	**8,934,617**	**8,978,619**	
Total Expenses	**2,871,307**	**4,404,366**	**6,025,333**	**7,518,171**	**7,663,208**	
Net Income (Before Cash Flow Adjustments)	**79,960**	**364,109**	**876,408**	**1,416,446**	**1,315,411**	
Budgeted Student Enrollment	**100**	**190**	**275**	**356**	**356**	
	Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**	
ENROLLMENT - *School Districts Are Linked To Above Entries*						
PRIMARY School District: New York City Department of Education	100	190	275	356	356	
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	**100**	**190**	**275**	**356**	**356**	
REVENUE PER PUPIL	**29,513**	**25,097**	**25,097**	**25,097**	**25,221**	
EXPENSES PER PUPIL	**28,713**	**23,181**	**21,910**	**21,118**	**21,526**	
CASH FLOW ADJUSTMENTS						
OPERATING ACTIVITIES						
Example - Add Back Depreciation	7,500	11,900	14,800	19,124	13,924	
Other	-	-	-	-	-	
Total Operating Activities	7,500	11,900	14,800	19,124	13,924	
INVESTMENT ACTIVITIES						
Example - Subtract Property and Equipment Expenditures	37,500	22,000	52,000	43,620	26,000	
Other	-	-	-	-	-	
Total Investment Activities	37,500	22,000	52,000	43,620	26,000	
FINANCING ACTIVITIES						
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	
Other	-	-	-	-	-	
Total Financing Activities	-	-	-	-	-	
Total Cash Flow Adjustments	**45,000**	**33,900**	**66,800**	**62,744**	**39,924**	
NET INCOME	**124,960**	**398,009**	**943,208**	**1,479,190**	**1,355,335**	
Beginning Cash Balance	-	124,960	522,969	1,466,177	2,945,368	
ENDING CASH BALANCE	**124,960**	**522,969**	**1,466,177**	**2,945,368**	**4,300,703**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: New York City Department of Education							
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 New York City Department of Education School District	Projected Impact (% of District's Total Budget)
Year 1 (2025-26)	100	18,340	1,834,000	-	1,834,000	22,300,000,000	0.008%
Year 2 (2026-27)	190	18,340	3,484,600	-	3,484,600	22,300,000,000	0.016%
Year 3 (2027-28)	275	18,340	5,043,500	-	5,043,500	22,300,000,000	0.023%
Year 4 (2028-29)	356	18,340	6,529,040	-	6,529,040	22,300,000,000	0.029%
Year 5 (2029-30)	356	18,340	6,529,040	-	6,529,040	22,300,000,000	0.029%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	https://comptroller.nyc.gov/reports/spotlight-school-budget-allocations/#looking-forward-fy-2024-school-funding
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 (2025-26)	-	-	-	-	-	-	#DIV/0!
Year 2 (2026-27)	-	-	-	-	-	-	#DIV/0!
Year 3 (2027-28)	-	-	-	-	-	-	#DIV/0!
Year 4 (2028-29)	-	-	-	-	-	-	#DIV/0!
Year 5 (2029-30)	-	-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

July 25th, 2023

Board of Managers

[redacted]

Dear [redacted]

East Side House, Inc seeks to partner with the proposed Haven Charter High School to ensure young people are prepared to enter the medical field post high school. To this end, if the school is approved, Eat Side House is committed to covering salaries in year one up to $200,000. We believe a solid foundation year will bring about a strong implementation.

Should you require any additional information or insight on East Side House, please do not hesitate to reach out to me a[redacted]

Sincerely,

[redacted]

R21g - Non-SUNY Financials

This response is not applicable.

R22 – Action Plan

Provide a detailed action plan outlining the steps the founding group will undertake to ensure a successful start-up. In a well-organized chart, the action plan should include:

- **All projected key steps in the pre-opening period (from SUNY approval through the commencement of instruction) including, but not limited to, hiring personnel, setting up organizational, legal and financial structures, securing funding, and selecting or developing critical aspects of the school's academic program including the curriculum;**
- **The start date and projected completion date of each task; and,**
- **The person(s) responsible for each task.**

Action	**Dates**	**Responsibility**
Sign Charter Agreement	Immediately	Chair, Board of Trustees
File for 501c3 and state tax exempt status	Upon approval	Board of Trustees
Ratify bylaws and Code of Ethics, Elect Board Officers, Establish Committees and Membership.	The Board will meet within the first 30 days to ratify the bylaws	Board of Trustees
Adopt Board Meeting Calendar	By May 2024	Board of Trustees
Recruit Board members and advisors with necessary skill sets	Ongoing	Board of Trustees
Obtain Tax ID Number	June 2024	East Side House Settlement Staff
Develop comprehensive support plan with East Side Settlement House to plan pre-opening activities	Upon approval	Board of Trustees and ESH staff
Finalize and sign partner agreement with East Side House Settlement	Upon approval/finalized by June 2024	Board of Trustees and ESH staff
Recruit and Hire Executive Director	June-Jan. 2025	Board of Trustees and ESH staff
Finalize Principal Job Posting and Recruit	Fall 2024	Executive Director
Screen and Interview Principal Candidates	Fall 2024	Executive Director and ESH staff
Hire Principal	January/Feb. 2025	Executive Director
Finalize Agreement with Financial Consultant	January 2025	Board of Trustees and Executive Director
Approve Fiscal Policies and Procedures	Upon approval	Board of Trustees
Establish bank accounts, accounting procedures, payroll systems	Fall 2024	Board of Trustees, Executive Director and CSBM
Recruit and hire Director of Operations	Spring 2025	Executive Director and Principal, with Chair of Financial Committee
Recruit and hire Director of Instruction, Director of CTE	January 2025	Executive Director, Principal and Member of Academic Committee

Recruit 1st year staff, fingerprint and background check as hired	January 2025-June 2025 (ongoing)	Executive Director and Principal
Finalize HR policies	February 2025	Principal and Director of Operations, Board approval
Develop, review, and adjust curriculum plans, materials, pacing maps	Spring 2025	Principal, Instructional Staff
Identify facility, negotiate, finalize terms	July-November 2024	East Side House Settlement Staff
Purchase planning year technology	October 2024	Director of Operations
Finalize CTE partnerships and plans	January 2025-April 2025	Director of CTE
Develop Marketing Materials and Recruitment plans, translate materials into languages other than English	September-October 2024	Executive Director, Principal
Begin Recruiting for first lottery	November 2024	Executive Director, Principal, Board of Trustees
Implement full recruitment plan	November 2024-April 2025	Executive Director, Principal
Develop Year 1 Technology Plans	January 2025	Director of Operations
Apply for grants	Ongoing	Executive Director and Director of Operations
Secure Lottery site and technology	February 2025	Principal and Director of Operations
Hold lottery	April 2025	Principal and Director of Operations
Ensure remaining policies finalized and approved	Spring 2025	Executive Director, Board of Trustees, Director of Operations
Finalize budget for 2025-26 School Year	June 2025	Board of Trustees, CSBM, Director of Operations
Revise 5 Year budget	June 2025	Board of Trustees, CSBM, Director of Operations
Finalize and obtain Insurance Coverage	Spring 2025	Director of Operations
Finalize Food Service Plans	Spring 2025	Director of Operations
Finalize Transportation Plans	Spring 2025	Director of Operations
Develop Professional development plans	January 2025-April 2025	Principal and Instructional Leaders
Finalize Nursing Services w/ DOE	Spring 2025	Director of Operations
Finalize Related Services Providers Agreements	June 2025	Principal

Secure IEPs	April 2025-June 2025	Director of Instruction and Principal
Home Visits	April 2025-August 2025	All Staff
Install software, hardware and finalize operations	By June 2025	Principal, Director of Operations
Secure SUNY approval to open - Pre-Opening Visit	July 2025	Executive Director, Principal
Conduct Summer PD	July 2025-August 2025	All staff
Administer NYSITELL	August 2025	Director of Instruction
Lesson planning	August 2025	Director of Instruction and Principal
Finalize class lists, schedules, and disseminate information to staff and families	July 2025	Principal, Director of Instruction, Teachers
Administer Initial Diagnostic Assessments	August 2025	Director of Instruction
New Students arrive	August 2025	All Staff

23. Supplemental Information

A. Supplemental Narrative

If there is any additional information that would help the Institute and SUNY Trustees evaluate the proposal, please describe it here and provide a rationale for its inclusion. If no supplementary information is necessary, please indicate that this Request is not applicable.

East Side Settlement House is a long-standing, respected, and very successful not-for-profit community based organization. As the established partner for the proposed Haven Charter High School (HCHS), and as some of the founders of HCHS are associated with East Side Settlement House (ESH), the founding team thought it relevant to thoroughly describe the educational programs and outcomes already established, as further evidence and proof for the Institute to consider when evaluating the capacity of the founding team and associated partner organization.

Founded in 1891, ESH is one of NYC's oldest community service organization, reaching the Bronx and northern Manhattan through approximately 600 full and part-time teachers, social workers and other services experts. Each year, ESH reaches an estimated 10,000 residents in 29 different locations.

Educational programs offered span the entirety of a resident's life, beginning with early childhood and continuing through workforce development and senior programs. ESH's major efforts, organized by the point in time the services are offered, are summarized below.

Early Childhood and Elementary School Programs (Birth to age 8): ESH works to develop a strong foundation for lifelong learning at an early age. Major efforts include:

- Serving as the anchor agency in United Way of NYC's ReadNYC initiative. This includes a rigorous summer program, *Once Upon A Summer*. In 2018, 120 students were engaged in this program. These students received over 240 hours of academic and enrichment time over the summer, while parents were simultaneously engaged in literacy activities. Outcome measures showed the program helped 89 percent of participating students from suffering summer learning loss.
- Each year, ESH serves over 1,000 students in 6 after-school and expanded day programs and summer camps.
- ESH has a dual-language certified Early Learn/Head Start and Day Care program. This provides comprehensive preschool education and social services to children and families and reaches an estimated 200 plus children each year.

Middle School Programs (Grades 6 to 8): ESH provides afterschool program services to nearly 400 students at 4 schools through the School's Out NYC (SONYC) initiative. The program offers academic, recreational and cultural activities designed to promote leadership and academic achievement, and STEM themes and activities are embedded throughout the program.

Community Schools: As part of the Mayor's effort to support achievement through community resources, ESH serves as the lead Community Based Organization in 5 different Community Schools. ESH works tirelessly to cultivate relationships with community resources, improve parent engagement strategies, and provided intensive support for students who have a history of absenteeism.

High School Programs (Grades 9-12) and Young Adult Education (Ages 16-24): ESH is a leader in working with urban, at-risk youth and has a longstanding partnership with the NYC DOE to provide academic

intervention, attendance improvement services, college and career preparatory programming and social service support. ESH reaches 5,000 students so they can earn a diploma and create pathways to employment and higher education. The Young Adult initiative allows ESH to work with 250 young adults annually to obtain a High School Equivalency (HSE) diploma, enter the workforce and/or other post-secondary options.

College Retention Program (Post 12th Grade): ESH has a college retention focus as well, designed to increase college persistence and retention rates among alumni by providing on-campus support and educational advocacy. Through this support, ESH students remain in college at a rate of 71 percent, compared to NYC's rate of 52 percent.

Workforce Development (Age 16+): In 2017, ESH launched a Post-Secondary Pathways Program (more below) to provide students the opportunity to earn credentials in growing industries and pursue viable career paths. ESH also has a Job-Plus Program at Mill Brook Community Center, which is an evidence-based employment program targeting public housing residents in the Mill Brook complex. Residents receive job training and placement, financial counseling, HSE classes, computer training and support services. The program reaches 2,200 adults.

The Post-Secondary Pathways Program is a key component of the effort to expand workforce skills training within secondary education programs. Focusing on a school-to-work pipeline in the medical field, the PSP worked with students from 6 high schools in year one. These students received ESH's foundational core of social services, and also received Individual Post-Secondary Counseling (goal planning), job readiness and soft skills classes (interviewing, professional communication, decision making workplace attire and behavior), internship experiences, and supporting social services. PSP students are placed into training programs to earn stackable certifications (CPR, EKG/Phlebotomy, Pharmacy Technician, OSHA, etc.) in the medical field. Once trainings are completed and credentials earned, ESH works with students to place them in related jobs and follows-up for a year with support. Early results show 67 percent of students placed in a certification program completed the credential, exceeding the initially established goal of 65 percent. Partner organizations for this effort include: CUNY Lehman College, Bronx Lebanon Hospital, New York Presbyterian Hospital, and Local 1199 SEIU United Healthcare Workers Union.

Senior Programs (Age 60+): Finally, ESH has three Senior Centers in the Mott Haven neighborhood. The centers provide hot lunches to nearly 200 people a day, and offer various activities such as cultural events, trips, case management services, technology training, and physical fitness to about 300 seniors a year.

The ESH has an annual budget in excess of $19 million, fabulous community relationships, and enthusiastic support from a wide variety of stakeholders. The ESH looks forward to supporting HCHS and leveraging these successes for the students enrolled in the charter school.

B. Supplemental Attachments

Submit attachments, documents, etc., discussed in response to part (a) above. If no supplemental documents are necessary, please indicate that this request is not applicable.

The attachment includes program data on the Post-Secondary Pathways Program, which is likely the most closely related program ESH runs that is directly relevant to Haven Charter High School's design and mission. The attachment is included as R-23b-Supplemental Attachments.

EAST SIDE HOUSE
Table 2- PROGRAM PERFORMANCE

Program	Average Daily Attendance*	Student Attrition Rates	Senior Graduation Rates**	High School Graduation Rate	College Acceptance and Enrollment Rates	Continuing Education Institutions	College Persistence and Graduation Rates***	Program Goals
Bronx Haven High School	SY18: 60%	Available February 2019	SY18: 70% (38/54)	4, 5, 6 year graduation not tracked by DOE, below includes graduation rates published by DOE. 2011: 56.8% 2010: 54.0% 2009: 46.1%	SY18 Placement: 100% 38/38 Enrollment: 68% (26/38)	CUNY Hostos CUNY BCC CUNY BMCC CUNY Guttman Community College SUNY Dutchess Community College SUNY Mohalk Community College George Washington University SUNY Albany	75% (18/24)	65-70% attendance rate 65% graduation rate 75% apply to college 70% of accepted students enroll in college 60% college persistence rate Provide 50 paid internships
Mott Haven Community High School	SY18:68%	Available February 2019	SY18: 65% (74/115)	4, 5, 6 year graduation not tracked by DOE, below includes graduation rates published by DOE.	SY18 Placement: 77% (57/74) Enrollment:	CUNY Hostos CUNY BCC CUNY BMCC Dutchess Community College	58% (23/39)	65-70% attendance rate 65% graduation rate 75% apply to college 70% of accepted students enroll in college

*SY19 attendance rate will be available in November 2018
** "Senior" is defined as having entered the school year "on track to graduate" having 33 credits, and passed 2 Regents
*** Data is for the persistence rate of the graduating Class of 2017; Graduation rates are not tracked

EAST SIDE HOUSE
Table 2- PROGRAM PERFORMANCE

Program	Average Daily Attendance*	Student Attrition Rates	Senior Graduation Rates**	High School Graduation Rate	College Acceptance and Enrollment Rates	Continuing Education Institutions	College Persistence and Graduation Rates***	Program Goals
				2011: 58.6% 2010: 59.8% 2009: 53.2%	68% (39/57)	SUNY Stony Brook SUNY New Paltz Universal Technical Institute US Navy Jobs Corps		60% college persistence rate Provide 75 paid internships
(Mott Haven Educational Campus- Student Success Center) *Bronx Leadership Academy II*	SY18: 84%	Available February 2018	SY18: 73% (125/171)	Cohort 2011 4 year: 53.3% 5 year: 64.7% 6 year: 67.7%	SY18 Placement: 100% (125/125) Enrollment: 56% (70/125)	SUNY Potsdam SUNY Plattsburg SUNY Albany SUNY New Paltz Monroe College Ithaca College Mercy College College of New Rochelle	N/A- New partnership. First data set will be available in Fall 2020	100% of seniors have post-secondary plan 95% of seniors will complete a college application Coordinate 20 college visits
(Mott Haven Educational								

*SY19 attendance rate will be available in November 2018
** "Senior" is defined as having entered the school year "on track to graduate" having 33 credits, and passed 2 Regents
*** Data is for the persistence rate of the graduating Class of 2017; Graduation rates are not tracked

EAST SIDE HOUSE
Table 2- PROGRAM PERFORMANCE

Program	Average Daily Attendance*	Student Attrition Rates	Senior Graduation Rates**	High School Graduation Rate	College Acceptance and Enrollment Rates	Continuing Education Institutions	College Persistence and Graduation Rates***	Program Goals
Campus- Student Success Center) *Careers in Sports High School*	SY18: 77%	Available February 2020	SY18:72% (79/109)	Cohort 2011 4 year:74.5% 5 year: 79.7% 6 year: 79.9%	SY18 Placement: 100% (79/79) Enrollment: 74% (59/79)	University of New Haven		
High School for Excellence and Innovation	SY18:69%	Available November 2018	SY18: 58% (45/78)	4, 5, 6 year graduation not tracked by DOE, below includes graduation rates published by DOE. 2011: 62.7% 2010: 65.9% 2009: 63.6%	SY18 Placement: 100% (45/45) Enrollment: 51% (23/45)	CUNY Hostos CUNY BCC CUNY BMCC Dutchess Community College St. John's University College of Staten Island	66% (30/45)	65-70% attendance rate 65% graduation rate Provide 75 paid internships

*SY19 attendance rate will be available in November 2018
** "Senior" is defined as having entered the school year "on track to graduate" having 33 credits, and passed 2 Regents
*** Data is for the persistence rate of the graduating Class of 2017; Graduation rates are not tracked

EAST SIDE HOUSE
Table 2- PROGRAM PERFORMANCE

Program	Average Daily Attendance*	Student Attrition Rates	Senior Graduation Rates**	High School Graduation Rate	College Acceptance and Enrollment Rates	Continuing Education Institutions	College Persistence and Graduation Rates***	Program Goals
Smith Young Adult Borough Center	SY18:62%	Available November 2018	SY18: 62% (62/100)	Graduation rates not provided by DOE	SY18 Placement: 100% (62/62) Enrollment: 64% (40/62)	CUNY Hostos CUNY BCC CUNY BMCC CUNY Guttman Community College SUNY Dutchess Community College SUNY Mohawk Community College SUNY Herkimer Community College	63% (32/52)	Graduate 100 students 65% of graduates will apply to college 50% of accepted students enroll in college 60% college persistence rate Provide 50 paid internships.
George Washington Young Adult Borough Center	SY18: 51%	Available November 2018	SY18:77% (122/159)	Graduation rates not provided by DOE	SY18 Placement: 68% (83/122) Enrollment:	CUNY Hostos CUNY BCC CUNY BMCC Broome Community College SUNY Albany School of Visual Arts Dutchess Community College	67% (39/59)	Graduate 100 students 65% of graduates will apply to college 50% of accepted students enroll in college 60% college persistence rate

*SY19 attendance rate will be available in November 2018
** "Senior" is defined as having entered the school year "on track to graduate" having 33 credits, and passed 2 Regents
*** Data is for the persistence rate of the graduating Class of 2017; Graduation rates are not tracked

EAST SIDE HOUSE
Table 2- PROGRAM PERFORMANCE

Program	Average Daily Attendance*	Student Attrition Rates	Senior Graduation Rates**	High School Graduation Rate	College Acceptance and Enrollment Rates	Continuing Education Institutions	College Persistence and Graduation Rates***	Program Goals
					60% (49/83)	Tompkins Cortland CC Mercy College Berkley College		Provide 65 paid internships.
Arturo Schomburg Satellite	SY18: 67%	Available November 2018	SY18: 67% (33/49)	4, 5, 6 year graduation not tracked by DOE, below includes graduation rates published by DOE. 2011: 56.1% 2010: 47.1% 2009: 54.9%	SY18 Placement: 100% (33/33) Enrollment: 15% (5/33)	CUNY Hostos CUNY BCC CUNY BMCC US Marines Co-op Tech	N/A- New partnership. First data set will be available in Fall 2020	65-70% attendance rate 65% graduation rate 75% apply to college 70% of accepted students enroll in college 60% college persistence rate Provide 45 paid internships
School for Tourism and Hospitality						CUNY Hostos CUNY BCC		65% graduation rate

*SY19 attendance rate will be available in November 2018
** "Senior" is defined as having entered the school year "on track to graduate" having 33 credits, and passed 2 Regents
*** Data is for the persistence rate of the graduating Class of 2017; Graduation rates are not tracked

EAST SIDE HOUSE
Table 2- PROGRAM PERFORMANCE

Program	Average Daily Attendance*	Student Attrition Rates	Senior Graduation Rates**	High School Graduation Rate	College Acceptance and Enrollment Rates	Continuing Education Institutions	College Persistence and Graduation Rates***	Program Goals
	SY18: 77%	Available November 2018	SY18: 80% (33/41)	Cohort: 2011 4 year: 72% 5 year: 76% 6 year: 60%	SY18 Placement: 93% (40/43) Enrollment: 68% (27/40)	CUNY BMCC New York City College of Technology College of Staten Island Brooklyn College Guttman Community College SUNY Plattsburgh Monroe College Hunter College Alfred State Onondaga Community College	60% (21/35)	65% of graduates will be placed in college and other postsecondary options

*SY19 attendance rate will be available in November 2018
** "Senior" is defined as having entered the school year "on track to graduate" having 33 credits, and passed 2 Regents
*** Data is for the persistence rate of the graduating Class of 2017; Graduation rates are not tracked

EAST SIDE HOUSE
Table 2- PROGRAM PERFORMANCE

Program	Average Daily Attendance*	Student Attrition Rates	Senior Graduation Rates**	High School Graduation Rate	College Acceptance and Enrollment Rates	Continuing Education Institutions	College Persistence and Graduation Rates***	Program Goals
Youth and Adult Education Services (YAES) *High School Equivalency Program*	35 students	Data not collected	76% (36/50) TASC pass rate	N/A	SY18 Placement: 100% (450/50) Enrollment: 80% (40/50)	CUNY Hostos CUNY BCC CUNY BMCC	63% (21/33)	Achieve a 70% pass rate for HSE certification Place 35 new students in college Enable a 65% first-year college retention rate. Place 55 students in meaningful employment or internship experience. Enable an 80% 3-month job retention rate and a 60% 1-

*SY19 attendance rate will be available in November 2018
** "Senior" is defined as having entered the school year "on track to graduate" having 33 credits, and passed 2 Regents
*** Data is for the persistence rate of the graduating Class of 2017; Graduation rates are not tracked

EAST SIDE HOUSE
Table 2- PROGRAM PERFORMANCE

Program	Average Daily Attendance*	Student Attrition Rates	Senior Graduation Rates**	High School Graduation Rate	College Acceptance and Enrollment Rates	Continuing Education Institutions	College Persistence and Graduation Rates***	Program Goals
								year job retention rate.
Herbert A. Lehman High School				Cohort 2011	SY18	CUNY Hostos CUNY BCC		65% of students receiving attendance

*SY19 attendance rate will be available in November 2018
** "Senior" is defined as having entered the school year "on track to graduate" having 33 credits, and passed 2 Regents
*** Data is for the persistence rate of the graduating Class of 2017; Graduation rates are not tracked

EAST SIDE HOUSE
Table 2- PROGRAM PERFORMANCE

Program	Average Daily Attendance*	Student Attrition Rates	Senior Graduation Rates**	High School Graduation Rate	College Acceptance and Enrollment Rates	Continuing Education Institutions	College Persistence and Graduation Rates***	Program Goals
	SY18: 85%	Available November 2018	54% (114/211)	4 year: 34.5% 5 year: 54.3% 6 year: 57.9%	Placement: 76% (84/114) Enrollment: 59% (59/84)	CUNY BMCC CUNY Lehman College SUNY Polytech Florida A&M NYC College of Technology		services will improve attendance Provide 50 paid internships
Lehman Young Adult Borough Center	SY18: 56%	Available November 2018	SY18: 60% (104/173)	Graduation rates not provided by DOE	SY18 Placement: 30% (31/104) Enrollment: 32%(10/31)	Onondaga Community College Mohawk Valley Community College CUNY BMCC CUNY BCC CUNY Hostos Baricua College Empire Beauty School ACCES-VR NYPD Explorers	57% (8/14)	Graduate 100 students 65% of graduates will apply to college 50% of accepted students enroll in college 60% college persistence rate Provide 65 paid internships.

*SY19 attendance rate will be available in November 2018
** "Senior" is defined as having entered the school year "on track to graduate" having 33 credits, and passed 2 Regents
*** Data is for the persistence rate of the graduating Class of 2017; Graduation rates are not tracked

EAST SIDE HOUSE
Table 2- PROGRAM PERFORMANCE

Program	Average Daily Attendance*	Student Attrition Rates	Senior Graduation Rates**	High School Graduation Rate	College Acceptance and Enrollment Rates	Continuing Education Institutions	College Persistence and Graduation Rates***	Program Goals
						ESH Post-Secondary Program US Army		
Bronx Regional High School	SY18: 36%		SY18: 37% (33/90)	4, 5, 6 year graduation not tracked by DOE, below includes graduation rates published by DOE.	SY18 Placement: 94%(31/33) Enrollment: 16%(5/31)	Bronx Community College Marines Coop Tech ESH Post-Secondary Program	N/A- New partnership. First data set will be available in Fall 2020	65-70% attendance rate 65% graduation rate 75% apply to college 70% of accepted students enroll in college

*SY19 attendance rate will be available in November 2018
** "Senior" is defined as having entered the school year "on track to graduate" having 33 credits, and passed 2 Regents
*** Data is for the persistence rate of the graduating Class of 2017; Graduation rates are not tracked

EAST SIDE HOUSE
Table 2- PROGRAM PERFORMANCE

Program	Average Daily Attendance*	Student Attrition Rates	Senior Graduation Rates**	High School Graduation Rate	College Acceptance and Enrollment Rates	Continuing Education Institutions	College Persistence and Graduation Rates***	Program Goals
		Available November 2018		2011:37.7% 2010: 45.5% 2009: 43.1%				60% college persistence rate Provide 50 paid internships
A. Philip Randolph High School- Student Success Center	New School Partnership							100% of seniors have post-secondary plan 95% of seniors will complete a college application Coordinate 20 college visits

*SY19 attendance rate will be available in November 2018
** "Senior" is defined as having entered the school year "on track to graduate" having 33 credits, and passed 2 Regents
*** Data is for the persistence rate of the graduating Class of 2017; Graduation rates are not tracked

Haven Charter High School

		A
	Proposal Request	Are you incorporating by reference?
		Select Yes or No from the dropdown menu.
	Sample Response	Yes
00(a)	Transmittal and Summary Form	*All applicants must*
00(b)	Statistical Overview Form	*All applicants must*
00(c)	Replicator Checklist	*All applicants must*
1(a)	Community Description and Need	*All applicants must*
1(b)	Programmatic Impact	*All applicants must*
1(c)	Fiscal Impact	*All applicants must*
2(a)	Mission	Yes
2(b)	Key Design Elements	Yes
3(a)	Applicant Information	Yes
3(b)	Proposal History	Yes
3(c)	List of Founding Team Members	Yes
3(d)	Withdrawn, Rejected and Concurrent Proposals (SUNY and/or other authorizers)	Yes
3(e)	Letter of Justification for Previously Denied Applications	Yes
3(f)	Founding Team Resumes	*All applicants must*
3(g)	Probationary Status of Affiliated Charter School(s)	*All applicants must*
4(a)	Description and Analysis of Community Outreach Efforts	*All applicants must*
4(b)	Description and Analysis of Community Suppport	*All applicants must*
4(c)	Description and Analysis of Student Demand	*All applicants must*
4(d)	Evidence of Community Outreach	*All applicants must*
4(e)	Evidence of Community Support	*All applicants must*
4(f)	Evidence of Student Demand	*All applicants must*
5(a)	Enrollment Plan	Yes
5(b)	Target Population Enrollment	Yes
5(c)	Student Enrollment Table	Yes
5(d)	Admissions Policy	Yes
6(a)	Curriculum Selection Processes	Yes
6(b)	Assessment System	Yes
6(c)	Instructional Methods	Yes
6(d)	Course or Subject Overview	Yes
6(e)	Promotion and Graduation Policy	Yes
6(f)	Programmatic Audits	Yes
6(g)	Draft Accountability Plan	Yes
7(a)	School Calendar	*All applicants must*
7(b)	Sample Student Schedule	Yes
7(c)	Sample Teacher Schedule	Yes
8(a)	Struggling Students	Yes
8(b)	Students with Disabilities	Yes

Supplemental Academic Program Narrative

1) Explain how the general education academic program will identify gaps caused by interrupted instruction and support students to address those gaps. Please reference any specific sources and/or resources referenced in developing your response. The response should address, at a minimum, the following elements of your proposed academic program:

- **Curriculum selection**
- **Assessment systems**
- **Instructional methods**
- **Instructional leadership systems**

East Side House Settlement (ESH) operates programs designed to serve some of the most vulnerable communities in the nation. The Bronx has some of the direst statistics relating to educational attainment, employment, literacy rates, and attendance rates. This was true even before COVID-19 hit. East Side House is a trusted community resource center that offers a continuum of programs ranging from early childhood programs to programs for senior citizens. Through its daily work, ESH is a major services provider for high school students and young adults. Haven Charter High School (HCHS) will be created in partnership with ESH and will build upon the successful high school programming that has been cultivated throughout the years, including customized student support services and skill-building opportunities that lead to graduation, college enrollment, and/or career opportunities.

During COVID-19 lockdown restrictions East Side House remained a leader in working with urban, at-risk youth and has maintained its longstanding partnership with the New York City Department of Education providing academic intervention, attendance improvement services, college and career preparatory programming and social service support for 2,800 students so that they can earn a diploma and create pathways to employment and higher education. East Side House uses a model, which will be replicated at HCHS, that is unique in today's services: staff provide two layers of individualized support to ensure students succeed. Each student is connected with a Primary Person, a caring adult who builds a relationship with the student, helps them build an academic and post-secondary plan, and supports and encourages students through challenges. Students are offered further support by a robust Social Services Department which addresses more serious barriers to our students' success. HCHS will use the Primary Person Model as a key strategy to support students, and students will have access to all of ESH's wrap-around services, which includes the Social Services Department. Additionally, HCHS will build on ESH's experience with post-secondary pathways. In today's economy, a high school diploma (or equivalency) is no longer sufficient to secure employment that allows for economic independence. While study beyond high school has become necessary for economic security, evidence confirms that the "college for all" mantra ignores meaningful alternatives for graduates. To address this, East Side House provides students the opportunity to explore careers in the health and technology sectors and earn certificates in growing industries while they pursue their high school diploma. ESH is an experienced operator of post-secondary programs, and currently offers certification pathways in

EKG/Phlebotomy, Home Health Aide, CPR, Pharmacy Technician, OSHA 10/30, Microsoft Office Specialist, and CISCO Networking.

HCHS is designed to ensure students earn a traditional Regents diploma as well as at least one Career and Technical Education (CTE) certification. Importantly, the founders of HCHS also recognize that the learning loss associated with COVID-19 disruptions have exacerbated achievement gaps that must be identified and addressed. The HCHS leadership team and staff will utilize a suite of assessments, including a rigorous approach to diagnostic assessments and ongoing progress monitoring for both academic and social-emotional learning. These assessments will allow staff to identify needs and use the results to drive instruction. Please see the full discussion related to assessments that follows the description of the curriculum.

CURRICULUM: The founding team anticipates that many students will enter 9th grade below proficiency. It is reasonable to anticipate that two-thirds – or more – of incoming students will need remediation in reading. All courses will have a shared focus on developing content knowledge *and* developing literacy skills in reading, writing, and speaking. A student at HCHS will read a variety of texts, write in subject-specific formats, and will engage in lively discussions in all classes. As a CTE high school, the curriculum and instructional resources will align to the New York State Next Generation Learning Standards. HCHS will ensure the curriculum and instruction directly address the 21st century skills needed for success in college and the workforce. At the foundation of HCHS's design is providing all students a rigorous STEM (Science, Technology, Engineering and Math) education. All core classes will utilize materials and experiences where appropriate that will make visible the role of STEM in all areas of modern life. Students will make connections and develop critical thinking skills that will seamlessly transfer to everyday experiences both in and outside of the classroom. Haven Charter High School will utilize a high-quality curriculum which will enable students to gain meaningful content knowledge in the core subjects while developing essential reading, writing, and speaking skills. Students will have opportunities in all classes to engage in rigorous problem- and project-based learning opportunities. The union of a high-quality curriculum with opportunities to make connections through problem- and project-based learning will help to develop critical thinking skills necessary for life during and after high school.

HCHS will utilize the open-source, high-quality curricular materials from New Visions for English language arts, math, social studies, and science. These materials, which are designed to be ready for wholesale adoption or adjusted to meet the specific needs of a school or classroom, are free to use and grounded in knowledge and experience. HCHS intends to use the New Visions curriculum as the foundation and will make evidence-based adjustments in response to data to meet the needs of individual students. As a long-time partner and friend of New Visions, East Side House has extensive experience using these materials, which were implemented throughout the various stages of the pandemic, and teachers overwhelmingly give the curriculum framework a strong recommendation. New Visions has been working in New York City to improve public schools since 1989 and has done so with an emphasis on evidenced-based practices and the development of high-quality talent and resources to support the belief that a child's ZIP code does not pre-determine destiny. Utilizing the New Visions curriculum as a

foundation will lead to strong Regents and graduation outcomes. Multiple research studies have documented the effectiveness of the work done by New Visions, including independent evaluations.[1] Additionally, HCHS will require CTE courses in order to satisfy diploma requirements and industry requirements for credentialing. The curriculum used to teach students the skills necessary to accomplish CTE certification will be created by the leadership during the pre-opening year. Students will be provided classes leading to certification credentials in the key areas of medical and technology fields and will receive basic skills training for entry level certified positions. The partner organization, East Side House Settlement, currently offers these programs through a Post-Secondary Pathways program and will leverage this experience to ensure success at the charter school. The curriculum will align with the Career Technical Education Model Curriculum Standards. These were created with assistance from more than 300 representatives from business, industry, postsecondary and secondary education and were reviewed by approximately 1,000 individuals, including members of the general public. The standards are rigorous, evidence-based, and relevant. They offer clear guidelines for course content development and expectations for student achievement. HCHS plans to offer multiple different professional certifications available to students in healthcare and technology, such as CPR/First Aide, EKG & Phlebotomy, Pharmacy Tech, Certified Nurse Assistant, Home Health Aide, Microsoft Office Specialist, Cisco Networking, and QuickBooks.

As outlined in response 6, HCHS will offer instruction in Spanish, the arts, and physical education, and each course will be designed in accordance with the commitment to helping students develop critical thinking skills. Leaders and teachers will collaboratively develop curriculum for courses that build student literacy skills by providing opportunities for reading, writing, and speaking. These courses will emphasize problem and project-based learning and will incorporate results from assessments to ensure students' needs are being met. Throughout the pre-opening period a leadership team will be assembled, and time will be devoted to creating detailed curriculum maps aligned to standards, lesson plan templates and exemplars, and pacing guides. Time will be devoted annually to ongoing curriculum review and revision both during summer professional development and embedded throughout each school year.

ASSESSMENT SYSTEM: Now more than ever it is imperative to implement an assessment system that is capable of identifying students' needs. Like many charter schools, HCHS's founders believe deeply in the benefits of continuous improvement and constant evaluation. From day one, practices of reflection and programmatic evaluation will be instilled in all stakeholders to ensure effective and consistent implementation of the curricula and entire academic program, including the social and emotional support components. HCHS will implement diagnostic, formative, and summative assessments that address both academics and social-emotional circumstances, and faculty will use results to drive instructional decisions and identify trends that must be addressed, including for individual students, various subgroups of students, and the school as a whole. HCHS is committed to using an effective Response to Intervention approach (please see below) to ensure each student can succeed. To be strong and effective, frequent and high-quality data collection is paramount.

[1]A comprehensive list and summary of these publications can be found on the organization's website. www.newvisions.org/pages/our-impact.

To evaluate academic needs, HCHS will administer the NWEA Measures of Academic Progress (MAP) assessment three times annually, with the first administered as a diagnostic at the start of the school year. MAP will be used to evaluate reading and numeracy skills and measure growth through the winter and spring, and results will be compared from year to year. Results will be complemented by data from interim assessments which will be administered quarterly in core subjects to monitor mastery of learning targets. Teachers will also use formative assessment strategies and these results will be immediately incorporated directly into lesson planning. Multiple data points will be used to establish and/or adjust plans for individuals or subgroups of students and will be used to inform analysis of the curriculum including alignment and pacing. Additionally, HCHS will administer assessments such as the NYSESLAT/NYSITELL, practice Regents exams and official Regents exams, Advanced Placement exams, assessments to measure progress toward college readiness such as the SAT and ACT, and assessments that are designed to provide data to support progress monitoring. To determine social-emotional needs, HCHS will use an evaluative tool that aligns with the principles captured in the CASEL Framework for Systemic Social and Emotional Learning. ESH uses a social-emotional screener for students who are enrolled in the organization's school-based programs, and the value of such data cannot be overstated in these post-pandemic times. The exact tool to be used is to be determined; the leadership team in consultation with various staff will decide if the school will use the existing ESH social-emotional tool, DESSA, Panorama Education, or if the team will need or want to create something new. Students' social-emotional status will be assessed at least twice a year. The founding team knows data must be actionable to be impactful in a school. To that end, HCHS will establish Professional Learning Communities (PLCs), in alignment with John Hattie's research and conclusions in support of organizing teachers into collaborative teams. Robert Marzano came to a similar conclusion when he described the PLC concept as "one of the most powerful initiatives for school improvement I have seen in the last decade." HCHS's PLCs will collaborate on an ongoing basis to support students.

INSTRUCTIONAL METHODS: HCHS will address students' needs through a variety of time-tested methods that blend the importance of academic content knowledge with real-world application opportunities. The founders' intention is to provide some flexibility for staff to adopt instructional strategies to best meet students' needs while honoring the following foundational strategies.

Project Based Learning for Mastery/Problem-Based Learning: HCHS will infuse problem-based learning and project-based learning into all classes, in an approach that is healthy for the targeted student population and effective at ensuring students build the skills they need. According to the Buck Institute for Education, the High-Quality Project Based Learning (HQPBL) Framework provides a distinction from the many varieties of project-based learning and offers a shared basis for designing and implementing projects. The HQPBL framework referenced in the research contains six criteria: Intellectual Challenge and Accomplishment, Authenticity, Public Product, Collaboration, Project Management and Reflection.[2] Projects that are the most memorable, and that have the greatest impact on student learning and

[2] John R. Mergendoller, Buck Institute for Education, *Defining High Quality PBL: A Look at the Research*

development, will be those that fully realize each criterion.[3] The criteria from the HQPBL framework will guide the incorporation of problem and project-based learning approaches.

STEM Focus: Core courses and electives will be heavily STEM-focused, which aligns with the intention to ensure students leave high school with a meaningful credential that can lead to either college or career. The school will blend traditional instruction with a standard Regents diploma sequence and a CTE pathway to career, therefore STEM makes sense as an organizing focus for staff as they plan and develop lessons, units, and themes even in classes that are not math- or science-based.

Critical Thinking Pedagogy: Critical thinking is the reason project- and problem-based learning and STEM succeed. As Dr. Lance Grigg stated, "When students realize they can engage in critical thinking, they begin believing more deeply in themselves. They feel self-empowered, and this gives them the self-confidence to be successful beyond the walls of the classroom". The founders of the school understand that self-confidence and empowerment are critical for the students of the Bronx – and in this post pandemic world this is more important than ever.

Performance/Standards Based Grading: It is critically important for educators in the Bronx to help students navigate school after experiencing disrupted learning and immense personal challenges that the pandemic heightened. The founders continue to be committed to an approach that allows students time and opportunity to keep working until they succeed.

Workshop Model (for STEM/CTE): Workshop is a style that allows the student to be at the center of the work. Through this approach, opportunities arise for collaboration and participation with the lesson content, including working through difficult and sometimes frustrating problems.

Block Scheduling: HCHS will use block scheduling, with longer blocks designed to allow for fewer administrative distractions and ample time for students to grapple with content. This allows students and teachers opportunities to fine-tune work in line with standards-based grading policies and gives the workshop model and project-based learning time to flourish.

Primary Person Model: The Primary Person is a caring adult who builds a relationship with the student, helps them build an academic and post-secondary plan, and provides support and encouragement through challenges. Students will review their data in partnership with their trusted primary person and will set goals to help themselves improve.

Work-Readiness Opportunities: In junior and senior year, students will have access to learning opportunities. Each of the following entities have an existing relationship with ESH and have committed to providing supports to HCHS.

- CUNY Lehman College will partner with HCHS to provide Allied Health Sciences trainings including EKG/Phlebotomy, Home Health Aide, Pharmacy Technician, and Cisco networking training. Lehman College will provide classes specifically for HCHS students and will work closely with school staff to monitor student and program progress.
- Bronx Lebanon Hospital will work with HCHS in designing the CTE program and providing internship placements for students to gain hands-on, real-world experience in the medical field.
- New York Presbyterian Hospital entered this partnership to identify itself as a main employer of students who graduate from HCHS. This collaboration will allow graduates to earn a living wage to better support their families and enter a career path.

[3] John Hattie, *Visible Learning* (New York, Routledge, 2009).

- Local 1199 SEIU United Healthcare Workers Union acts as a consultant, providing industry insight into program design, necessary skills, and development for jobs in high demand.

INSTRUCTIONAL LEADERSHIP SYSTEMS: The leadership structure is anticipated to remain consistent with the staffing plan outlined in response 9. This includes an Executive Director, Principal, Director of Curriculum and Instruction, Director of Career and Technical Education, Director of Student Support Services, and Director of Operations. This team will be responsible for progress monitoring in a holistic manner, which includes program effectiveness as well as progress for individual students. The leadership team will work on an ongoing basis, under the guidance of the Principal, to analyze and discuss student data on a school-wide, grade-level, classroom, and individual student level to identify needs, trends, gaps, and opportunities for improvement. This will happen weekly during the school year. It will include specific attention to the needs of students who have special learning needs, and those who are significantly at-risk to ensure effective coordination of services. The Executive Director will be responsible for overall monitoring, quality assurance, and program effectiveness and will support the Principal and leadership team as necessary.

The leadership team will evaluate data in alignment with internal goals, the Accountability Plan, and progress toward graduation and CTE certification completion. A particular emphasis will be placed on diagnostic exam data, Regents exam data, and indicators of student success such as attendance. Data will regularly be disaggregated by grade, subject, teacher, demographic factors, at-risk status, and special learning needs. This data disaggregation and reporting is led by the Director of Curriculum and Instruction, supported by key instructional and/or social-emotional support staff as-needed; and includes compilation and sharing in a variety of ways, most importantly the creation of reports using a variety of data points and the review of case notes by advisors, teachers, and staff, including actionable tracked data relevant to the school's climate and culture, such as disciplinary data. In addition to data monitoring, and under the supervision of the Principal, the leadership team will review the following components of program implementation, and will report through the various required channels to ensure the Principal and ED have all relevant and proper information and recommendations, such as:

- Observing professional development activities and seeking and reviewing feedback from instructional staff on whether such sessions are adequately meeting their needs.
- Observing staff common planning time (either departmental, grade level, or whole staff) and looking for indicators of effectiveness and appropriate communication.
- Observing the delivery of instruction in the classroom, evaluating the strength of lesson planning and design, and the delivery of instruction and appropriate management of classroom learning.
- Aligning staff evaluation results against data and seeking out trends across the school, departments, or grades.
- Closely analyzing results from any formal or informal feedback tools that allow staff, students, or families the opportunity to provide information, which will occur at least annually in a formal way for each stakeholder group.

The leadership team will also be responsible for ensuring results are shared with families and that parents are engaged as partners in their child's success. Frequent communication strategies will be employed, including parent-teacher conferences, an easily navigated online portal, and multiple modes of two-way communication to ensure parents/guardians are honored as partner educators. Additionally, the instructional leadership system includes a comprehensive approach to teacher support, supervision, and evaluation, with ongoing coaching and feedback embedded into daily routines. Teacher support and supervision will primarily be provided by the Principal, Director of Curriculum and Instruction, and when appropriate the Director of CTE. Please note that the Danielson's Group Framework for Teaching will be used because of the positive experiences the founding team has had with Danielson, including the flexibility and applicability the team has observed while working in other schools in the Bronx.

2) Explain how the at-risk academic program will identify gaps caused by interrupted instruction and support students to address those gaps, specifically for struggling students, students with disabilities, and English Language Learners. Please reference any specific sources and/or resources referenced in developing your response. The response should address, at a minimum, the following elements of your proposed academic program:

- **Curriculum selection**
- **Assessment systems**
- **Instructional methods**
- **Instructional leadership systems**

CURRICULUM: As outlined in response 8, HCHS has designed an academic program specifically to address the needs of at-risk students. The founders are committed to providing an effective, personalized learning environment and daily opportunities for remediation, counseling, and intensive academic support. A strong intervention-based approach will ensure staff are able to identify and address the needs of each student. The program will support students who are at-risk because they struggle academically or socially/emotionally, or because they have a special educational need due to a disability or as an English Language Learner. The leadership team will uphold and honor the mindset that with appropriate and effective supports every student can and will thrive. A range of interventions will be available and implemented, including one ICT classroom in each grade, the use of small groups, and push-in/pull-out services by certified special education staff or other providers.

The curriculum itself will be meaningfully differentiated to provide each student access to the general learning program. The lesson plan structure will include specific attention to differentiation, including finding on-ramps for each student, with concrete strategies articulated by teachers (with the support of the leadership team) for every lesson and unit. Teachers will specifically be provided professional development and coaching from certified special populations staff members to further support their efforts at providing effective differentiation. Teachers will be trained on best practices in differentiated and personalized instruction and effective strategies for engaging at-risk students, and on curriculum design practices to support mapping activities that produce modifications, scaffolding, and extensions for each unit and lesson. To the maximum extent possible and appropriate, students will be educated

alongside their peers even if a disability is present or when they are English language learners. The leadership team and teachers will consider and adopt additional curricular programs or instructional resources to meet the needs of students. These decisions should be made strategically, in response to data when possible, and standards-alignment will always be a consideration. It is the intention of the founding Board of Trustees to ensure the budget is managed in a manner that always prioritizes the instructional program and has enough funds readily available to support the acquisition of whatever additional instructional resources are necessary to help students succeed.

ASSESSMENTS: HCHS will utilize a proactive approach Response to Intervention (RTI) to identify and address the needs of struggling students. The RTI program will be coordinated by the Principal and the Director of Curriculum and Instruction, and training will be provided each year on the specific processes and procedures HCHS will use to support a data-driven implementation of the process. The assessments outlined above (please refer to prompt 1) will be implemented, and additional progress monitoring assessments will be used within the various Tiers to generate additional data. Final decision-making on the specific assessments and processes will be the responsibility of the leadership team. However, the following strategies are recommended by the founding team, and the leadership team will need to ensure the system deployed is sufficiently rigorous.

Assessments for Literacy and Math

Universal Screens/Benchmarks (2-3 times a year)	**Progress Monitoring/Diagnostic Tools (*Daily, weekly, bi-weekly)***
ELA PSAT 8/9 PSAT/NMSQT SAT Interim Assessments Vocabulary-weekly NWEA MAP **Math** Interim Assessments NWEA MAP	**ELA** Spelling Running Records Computer-based Learning Tools Vocabulary-weekly **Math** Formative Assessments Computer-based Learning Tools

Assessment Strategies for Behavior & Social/Emotional Support

Universal Screening	**Progress Monitoring**
Attendance Data Behavior Data	Attendance data Check in/Check out system

SE Evaluative Tool (e.g., DESSA)	Student Observation through Behavior Tracking Form(s) Behavior Support Plan Home/School Communication Log Work Samples/Grades

INSTRUCTIONAL METHODS: Within each RTI Tier, the HCHS approach to curriculum and instruction is research-based, standards-aligned, focused on desired student outcomes, differentiated, culturally responsive, and inclusive of a comprehensive system of social-emotional learning and behavior supports.

Tier 1- High Quality Classroom instruction: Teachers use varied instructional strategies, materials, and assessments within their classrooms to ensure all students' academic needs and learning styles are met and will establish personalized data-driven learning environments that will address individual student needs and progress. Within Tier 1, content is differentiated using flexible small groups and appropriate instructional materials matched to students needs and abilities.

Tier 2- Targeted interventions: Certified Special Education teachers and literacy specialists provide push-in/pull out, both one-on-one and in small groups, for students who require Tier 2 attention. Teachers and/or instructional staff provide tutoring for students based on the individual academic plans of the student. Within Tier 2, interventions will be short-term and based on SMART goals that are matched to students' specific academic, social-emotional, and/or behavioral needs. Small groups are homogeneous and often in groups with a teacher to student ratio as small as 1:4.

Tier 3- Intensive interventions: Instructional and social service staff meet students' needs based on individual student assessments and include the assistance and support of wrap around services. Certified special education staff, literacy specialists, and social services staff members work closely to ensure student needs are identified, met, modified, and continually assessed. Within Tier 3, interventions continue to be implemented in accordance with SMART goals, and small homogenous groups, up to 1:3, are used.

Students with Disabilities (SWDs): The program provides instruction for SWDs in the least restrictive environment and will employ an inclusion model, with one ICT classroom in each grade. Either direct or indirect Special Education teacher support services (SETSS) are provided to individual students or small groups within or outside of the classroom. Related services such as speech, occupational therapy or counseling will be provided on site. Haven Charter High School recognizes the importance of addressing the social and emotional needs of SWDs and is committed to addressing them – notably through the integration of the Primary Person Model (PPM). The PPM holistically support SWDs as they gain the knowledge, attitudes, and skills needed to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations appropriately.

English language learners (ELLs): Staff use structured English language immersion to help ELLs achieve English language proficiency as quickly as possible. Research indicates that successful performance on

ELA assessment is based upon the development of both oral proficiencies, including the language skills required for literacy, and complex thinking such as reading comprehension, writing mechanics, critical thinking skills, study skills, and academic vocabulary. Strategies that promote the acquisition of cognitive academic language proficiency include bilingual education and Sheltered Instruction Observation Protocol (SIOP) instructional methods to make content comprehensible. According to Short, Hudec and Echevarria (2002), Sheltered English Immersion is "a means for making grade-level academic content more accessible for English language learners while at the same time promoting their English language development." For students who require more intensive interventions, staff provide push-in support and/or intensive pull-out instruction. Instruction and interventions will build background knowledge using strategies such as visual cues, relia (real objects), modeling, repetitive language, extra think time, and gestures. Additionally, students participate in activities and receive explicit instruction in phonological awareness, vocabulary development, and comprehension strategies. ELL students will not be excluded from the general curriculum and extra-curriculars based on language acquisition and will not be assigned to Special Education because of their lack of English proficiency.

INSTRUCTIONAL LEADERSHIP SYSTEMS: The leadership and staffing model was developed with the needs of students with additional risk factors in mind. As noted, the leadership team includes an ED, Principal, Director of Curriculum and Instruction, Director of Student Support Services, and Director of Operations. The Director of Curriculum and Instruction is responsible for implementation of all services and programs for SWDs, and HCHS will have two certified special education teachers for each grade. The Director of Curriculum and Instruction along with Special Education Teachers work cooperatively with general education teachers and other school administrators to ensure that services and assessments for SWDs are integrated effectively into inclusive classrooms and that general education teachers, in coordination with Special Education teachers, can identify and address the needs of SWDs. Full time social workers and social work interns will be hired in the first year of the program. In the case of students with IEPs that require the provision of related services not available at the school (such as speech, occupational therapy, physical therapy, vision therapy), HCHS will contact the CSE of the school district of residence to arrange for services to be provided by the NYC DOE or contract with external partners. HCHS's leaders will evaluate the enrolled student population prior to opening and will decide exactly what staffing should look like for certified English as a New Language staff. The HCHS model ensures school leaders regularly assess the RTI approach, Special Education program, and English language learner program by aggregating and disaggregating student performance data in various ways and by reviewing progress toward the individual goals of students with IEPs. Modifications will be made as necessary to improve effectiveness, in collaboration with the Board of Trustees when necessary, with student outcomes the highest priority.

Haven Charter High School

		A
	Proposal Request	Are you incorporating by reference?
8(c)	English Language Learners	Yes
8(d)	Gifted and Advanced Students	Yes
9(a)	Instructional Leadership Roles	Yes
9(b)	Teacher Support and Supervision	Yes
9(c)	Professional Development	Yes
9(d)	Teacher Evaluation and Accountability	Yes
10(a)	School Culture	Yes
10(b)	Discipline Policy	Yes
10(c)	Special Education Discipline Policy	Yes
10(d)	Dress Code Policy	Yes
11(a)	Organizational Chart	Yes
11(b)	School Leadership and Management Structure	Yes
12(a)	Staffing Chart and Rationale	Yes
12(b)	Qualifications and Responsibilities	Yes
12(c)	Staff Recruitment and Retention	Yes
12(d)	Personnel Policies	Yes
13(a)	Partner Information	Yes
13(b)	Partner Commitment	No
14(a)	Board Members	No
14(b)	EdCorp Board Roles & Responsibilities	Yes
14(c)	Education Corporation Board Design	Yes
14(d)	Stakeholder Participation	Yes
14(e)	By-laws	Yes
14(f)	Code of Ethics	Yes
14(g)	Complaint Policy	Yes
14(h)	Board Member Resumes	*All applicants must*
14(i)	Board Member Request for Information Forms	*All applicants must*
15(a)	Relationship Strategies	Yes
15(b)	School Partnerships	Yes
16(a)	Facility Needs	*All applicants must*
16(b)	Facility Selection	*All applicants must*
16(c)	Facility Related Conflicts of Interest	*All applicants must*
16(d)	Additional Facility Information	*All applicants must*
17	Food Services	Yes
18	Health Services	Yes
19	Transportation	Yes
20	Insurance	*All applicants must*
21(a)	Budget Narrative	*All applicants must*
21(b)	Financial Planning	*All applicants must*
21 (c)	Fiscal Audits	Yes
21(d)	Dissolution Procedures	Yes
21(e)	Budget Template	*All applicants must*

Haven Charter High School

	Proposal Request	A Are you incorporating by reference?
21(f)	Letters of Commitment	*All applicants must*
21(g)	Non-SUNY Financials	*All applicants must*
22	Action Plan	*All applicants must*
23(a)	Supplemental Narrative	Yes
23(b)	Supplemental Attachments	Yes
24	Full Merged Application	*All applicants must provide a response to this Request.*
	Supplemental Academic Program Narrative	*This is a specific additional request for which all applicants must provide a response*
	Business Plan (if applicable)	*All applicants must provide a response to this Request.*

BPA S08c – Consolidated Financial Reports

This is not applicable.

BPA S08d – Audited Financial Statements

This is not applicable.

BPA S08e – Form 990s

This is not applicable.

BPA S09e – Litigation

This is not applicable.