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SUNY Charter Schools Institute
The State University of New York

2024 TRANSMITTAL AND SUMMARY FORM

Please refer to the 2024 SUNY Request for Proposals document available at https://www.newyorkcharters.org/resource-center/applicants/ when completing this form. Contact charter.newapp@suny.edu with any questions.

Proposed School Information
(note: if proposing multiple schools, a separate Transmittal is required for each one)

Proposed Charter School Name: (Must include words "Charter" and "School"	Queens Hebrew Public Charter School		
Education Corporation Name (if different than proposed charter school name):			
		Ed. Corp Status:	New Ed Corp
Proposed Opening Date (Month/Year):	9/2025	School District of Location (or NYC CSD):	NYC CSD 28

Proposed Grades to be Served and Enrollment

Charter Year	Grades	Enrollment
Year 1	K-1	112
Year 2	K-2	168
Year 3	K-3	224
Year 4	K-4	280
Year 5	K-5	336

Proposed Affiliations (if applicable)

Charter Management Organization ("CMO"):	Hebrew Public
CMO Contact Info (Name, Phone):	Jon Rosenberg, [redacted]
Partner Organization:	NA
Partner Contact Info (Name, Phone):	NA

NOTE: A CMO provides a majority of educational management services at a school, a partner organization is a non-profit entity that provides space or support to the school but is does not provide a majority of educational management services.

Lead Applicant(s) Contact Information

Lead Applicant Name:	Jane V. Tuv					
Applicant is a (check all that apply):	☑ Parent	☐ Teacher	☐ School Administrator	☑ District Resident	☐ SUNY Ed Corp/Charter School	
Organization Name (if applicable):						
Applicant Mailing Address:	[redacted]					
Phone Number (direct line):	[redacted]	Secondary Phone Number:	None	Email Address:	[redacted]	

Secondary Applicant Name (if applicable):						
Applicant is a (check all that apply):	☐ Parent	☐ Teacher	☐ School Administrator	☐ District Resident	☐ SUNY Ed Corp/Charter School	
Organization Name (if applicable):						
Applicant Mailing Address:						
Phone Number (direct line):		Secondary Phone Number:		Email Address:		

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Media/ Public Contact Information (Note: this information will be publicly posted on the Institute's website)					
Name:	Valerie Khaytina	Phone #:	718-496-4574	Email:	valerie@hebrewpublic.org

Program Design

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

Queens Hebrew Public Charter School inspires and prepares students for advanced studies through a rigorous K – 5 curriculum, instruction in Modern Hebrew, and the integration of global citizenship competencies. Students will be empowered to reach their full potential and to achieve personal growth as ethical and informed global citizens.

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

QHP's mission and core values are anchored in the fundamental belief that all students are capable of achieving at high academic levels when provided with the appropriately supportive learning environments that allow them to thrive. Our vision is to create an academically excellent instructional program for all students. To do so, we rely on five key design elements:

Differentiated instruction. We use different sources of information to ensure that each child is provided with challenging educational content regardless of their current academic level. Our model provides significant amounts of small-group instruction as well as customized academic support to struggling learners.

Social and Emotional Learning (SEL) and Support. Children cannot succeed academically if they struggle socially or emotionally in ways that impede learning. Our SEL commitment includes the Responsive Classroom model and the work of our social work and school culture teams, and the training and support that all staff receive to identify and address student SEL needs.

Professional Development (PD) & Career Pathways. Staff receive ongoing, intensive training/support including PD during the summer and every Friday afternoon. This supports high levels of student achievement by ensuring all staff have time to hone their practice, review data, and collaborate with peers. All staff receives one-on-one coaching and leadership opportunities to stretch their professional practice.

Diversity, Equity and Inclusion. Our commitment to serve children from all backgrounds and promote diversity within our educator workforce means we ensure all QHP students and adults feel the authentic sense of belonging that allows connections to be made and learning to occur. Our curriculum and staff development represent diverse stories and lived experiences.

World Language Instruction. QHP is part of a growing movement of linguistically-diverse charter schools, teaching languages as varied as Modern Hebrew, Greek, Mandarin, and Arabic. This movement is based on a wide body of research showing the benefits of learning foreign languages: improved school performance; problem-solving skills; cross-cultural communication; and understanding different perspectives.

Relationship with Hebrew Public as CMO. QHP will be part of the Hebrew Public CMO network of schools. Hebrew Public will provide a comprehensive array of supports to QHP from its Program, Talent/HR, External, Finance, and Operations teams. Hebrew Public will also provide critical start-up support to the Board, including financial support during the school's pre-opening period.

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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.)**

Queens Hebrew Public Charter School (QHP) is a proposed K-5 charter school to be located in CSD 28 in Queens, NYC. Core to achieving QHP's mission is creating a school where children of different racial, socioeconomic and cultural backgrounds learn and grow together. Research shows that all students, especially those from low-income families, benefit academically from attending diverse schools; they also derive additional benefits in terms of social capital, cross-cultural communication skills, empathy and the appreciation of people's differences and shared humanity. This not only provides tangible benefits for students as they progress to college and careers but for society as a whole. As our country becomes more polarized, the urgency to foster in younger generations a deeper understanding and respect for people different from themselves could not be greater.

If authorized, QHP will become part of the network of schools managed by the CMO Hebrew Public (HP). QHP will adopt HP's inclusive academic model that prioritizes developing students as global citizens who will become multilingual, empathetic and cross-cultural communicators and problem-solvers on the local, national and global stages. HP's instructional program is rooted in research-backed pedagogy and curricula proven to accelerate progress towards proficiency for all learners. It provides students with a rich program of study in ELA, Math, Social Studies, Science, Modern Hebrew, Physical Education, Music, and Art. Substantial instructional time is devoted to core academic subjects to ensure student mastery of the Next Generation Learning Standards. The instructional program includes comprehensive services designed to meet the needs of special student populations and a significant focus on social and emotional learning.

HP's instructional model is designed to meet each student's learning needs through data-driven student-centered pedagogical strategies delivered in a mix of whole class, small group, and individualized settings. Common-branch teachers provide instruction to their classroom students in English, Math, Science, and Social Studies. At every grade there will be at least one Integrated Co-Teaching classroom (with one common-branch teacher and one special education teacher) to support students with disabilities. Modern Hebrew language classes will be taught through immersion using the proficiency-based approach to language acquisition. This methodology aims to enhance inter-cultural communication by exploring the intricate relationship between language and culture.

QHP's social-emotional framework will be rooted in the Responsive Classroom model as the foundation to support the social-emotional development of students. Responsive Classroom is a school-wide approach to how we will build positive, engaging learning communities with our children.

As a member of the HP network, QHP will implement a robust professional development program where teachers are engaged in ongoing trainings beginning in the summer and continuing throughout the school year to ensure that all teachers have the requisite skills and expertise to support student growth and achievement.

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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 five 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.

Proposed QHP Board members (Please note at this stage decisions have not been made regarding who will serve as Officers of the Board)

Vivek Baird

Vivek Baid has been a Vice President at Metropolitan Commercial Bank in New York City in its Commercial Real Estate division since 2017 where he has been responsible for the origination, structuring and closing of commercial real estate loans ranging in size between $5 million and $75 million and has successfully originated approximately $2 billion in loans across portfolios and individual assets nationwide. Previously, Vivek was an Acquisitions Associate at AVS Properties for 6 years where he sourced, underwrote and assisted in overall financial/operational analysis of potential acquisition opportunities in multifamily residential, commercial and hospitality sectors. Vivek has a BS in Hotel and Tourism Management with a concentration in Hotel Management, Casino Management, Food & Beverage Management from the University of Massachusetts-Amherst, Isenberg School of Management. He has his Real Estate Certification in Commercial Property Management and Resident Property Management from Pace University. He is fluent in Hindi and Urdu and has a basic command of Spanish. Vivek serves as Chair of the youth board for the Rajasthan Association of North America where he is involved in numerous cultural events along with philanthropic efforts. Additionally, Vivek mentors other young professionals in the real estate industry and college.

Jane Eddy, PhD

Jennifer Eddy, Ph.D., is an Associate Professor and Program Director of World Language Education at Queens College, CUNY where she has served on the faculty since 2003. Her program certifies teachers in several languages including Arabic, Chinese, Hebrew, Korean, Russian, and Spanish. She teaches coursework in world language curriculum, assessment, and instructional design. Her research and practice focus on teacher as designer of curriculum and assessment for transfer and intercultural competence. Her recent book, Designing World Language Curriculum for Intercultural Communicative Competence highlights 24 curricular exemplars for 16 languages from K-16 global educators. Her book Sonidos, Sabores, y Palabras, featured world music as culturally authentic material in performance assessment tasks. She was a consultant for Authentic Education (Wiggins and McTighe, Understanding by Design) and an author for their publication, Big Ideas. For over 30 years, she has directed seminars and professional learning projects nationally and internationally for schools/universities/conferences on World Language, Heritage, and Indigenous curriculum design. She is a member of the Advisory Council of the Northeast Conference on the Teaching of Foreign Languages. She has a PhD in Spanish and Education from Columbia University, an MSEd from Teachers College, and a BA in Language and Culture from SUNY Purchase.

Michelle Galeotti

Michelle Galeotti is the Managing Director of Operations of Hebrew Public, the proposed charter management organization for Queens Hebrew Public Charter School. In her role, Michelle oversees the operational systems and performance of the charter schools managed by HP and supervises school-based operations leaders. She is responsible for maximizing the network schools' operational performance by developing and refining operational systems, designing and executing short-term and long-term strategies and serving as an operations expert. Prior to her appointment to this position in 2022, she served for four years as HP's Network Director of School Operations where she had the lead role in overseeing network schools in their compliance with health and safety laws, charter contracts, state education mandates, teacher certification and federal and state workplace regulations. Michelle began her career in 2009 as the Operations Associate at Hebrew Language Academy Charter School (HLA), the first Hebrew-language charter school to open in New York City. After four years, she was promoted to Director of Operations of HLA, a position she held until 2018. Michelle received an Associates Degree in Early Childhood Education from the University of Phoenix

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Lead Applicant Signature	
Signature:	[redacted]

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 or physically signed scanned copies. Please do NOT submit typed signatures. Please contact the Institute directly if you have questions

Charter Sc
The State Univers

GENERAL INSTRUCTIONS FOR COMPLI

Only applicants with currently operating pub

1- General Information

All information on the Enrollment and Retention tabs should
reflect BEDS day information. Please refer to footnotes for ac
this form to charter.accountability@suny.edu. Complete the f
form with data for each school in the education corporation (

2- Enrollment

All enrollment data should reflect BEDS day information.

All students who received mandated services at some point o
Disabilities ("SWD") count even if they no longer receive servi

Any student identified as an English language learner ("ELL") a
regardless of their current English language proficiency status

3- Retention

All retention data should reflect students enrolled in school o

4- Discipline

Distinguish the total number of suspensions (occurrences) fro
students).

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sity of **New York**

ETING THE STATISTICAL OVERVIEW FORM

olic or private schools should complete this form.

align to data available in the state's Level 2 Reporting Portal. All data should
dditional clarifying information. Send any questions about how to complete
form for the academic years 2020-21, 2021-22, and 2022-23. Complete the
or network) for replicated schools.

f enrollment in the school should be included in the Students with
ices.

at any point of enrollment in the school should be included in the ELL count
.

n previous BEDS day who remained in the school the following BEDS day.

m the total number of students that were suspended at least once (unique

School Name	School Year	Total Enrollment[1]	Number of Students with Disabilities[2]	Number of English language learners[3]	Number of Economically Disadvantaged Students
Hebrew Language Academy Charter School	2020-21	595	127	53	397
Hebrew Language Academy Charter School	2021-22	540	115	48	341
Hebrew Language Academy Charter School	2022-23	610	120	106	469
Harlem Hebrew Language Academy Charter School	2020-21	505	126	36	376
Harlem Hebrew Language Academy Charter School	2021-22	483	101	45	402
Harlem Hebrew Language Academy Charter School	2022-23	410	92	45	361
Hebrew Language Academy Charter School 2	2020-21	330	94	87	233
Hebrew Language Academy Charter School 2	2021-22	300	93	80	288
Hebrew Language Academy Charter School 2	2022-23	319	79	122	248
Philadelphia Hebrew Public Charter School	2020-21	272	76	17	200
Philadelphia Hebrew Public Charter School	2021-22	334	94	26	257
Philadelphia Hebrew Public Charter School	2022-23	417	114	32	316
Staten Island Hebrew Public Charter School	2022-23	83	18	19	53

Notes:

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

[2]All SWD numbers should include students who received mandated services at some point of enrollment in the school even if that student is no longer receiving

[3]All ELL numbers should include current students receiving ELL services and any student ever identified as an ELL at the school.

**The enrollment data was secured from the New York State Report Cards for each school, retention data was secured from analysis of student enrollment from each school's internal PowerSchool system on each BEDs date and comparing which eligible students remained in the school from one BEDS date to the next. It should be noted that the process to compare actual students from one BEDS date to the next, in the aggregate and by disaggregated subgroups, is a complicated and time-consuming process. While we endeavored to be as accurate as possible, there was room for error in cross referencing which students were retained from one BEDS date to the next. To the best of our ability, we have endeavored to ensure that the data contained on the *Statistical Overview* for each Hebrew Public school is as accurate as possible but acknowledge the room for potential error.

Network/Ed Corp	School Year	Total Number of Students Eligible to Return from Previous Year[1]	Total Number of Eligible Students Who Returned from Previous Year	Number of Students with Disabilities Eligible to Return from Previous Year[2]	Number of Students with Disabilities Who Returned from Previous Year	Number of English language learners Eligible to Return from Previous Year[3]	Number of English language learners Who Returned from Previous Year	Number of Economically Disadvantaged Students Eligible to Return from Previous Year	Number of Economically Disadvantaged Students Who Returned from Previous Year
Hebrew Language Academy Charter School	2020-21	652	481	113	82	30	20	352	261
Hebrew Language Academy Charter School	2021-22	536	432	118	90	51	39	305	245
Hebrew Language Academy Charter School	2022-23	481	412	98	75	45	38	254	211
Harlem Hebrew Language Academy Charter School	2020-21	501	414	120	101	37	34	346	285
Harlem Hebrew Language Academy Charter School	2021-22	475	412	96	74	36	33	348	302
Harlem Hebrew Language Academy Charter School	2022-23	439	289	78	43	33	19	361	236
Hebrew Language Academy Charter School 2	2020-21	274	224	82	70	64	56	159	133
Hebrew Language Academy Charter School 2	2021-22	330	251	94	79	87	66	207	159
Hebrew Language Academy Charter School 2	2022-23	265	214	80	57	72	65	160	129
Philadelphia Hebrew Public Charter School	2020-21	156	108	41	36	8	7	119	81
Philadelphia Hebrew Public Charter School	2021-22	272	234	76	71	17	15	200	181
Philadelphia Hebrew Public Charter School	2022-23	334	288	94	84	26	23	257	219
Staten Island Hebrew Public Charter School*	2022-23	NA	NA	NA	NA	NA	NA	NA	NA

*Staten Island Hebrew Public Charter School's first year of operations was 2022-23 so retention data is NA for the school.

Notes:

All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day.

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

[2]All students who received mandated services at some point of enrollment in the school should be included in this count even if no longer

[3]All ELL numbers should include current students receiving ELL services and any student ever identified as an ELL while at the school.

Bedscode	Network/Ed Corp	School Name	School Year	Number of In-School Suspensions (Occurrences)	Number of In-School Suspensions (unique students)	Number of Out of School Suspensions (Occurrences)	Number of Out of School Suspensions (unique students)	Number of Expulsions
332200860955	Hebrew Language Academy Charter School	Hebrew Language Academy Charter School	2020-21	0	0	6	6	0
332200860955	Hebrew Language Academy Charter School	Hebrew Language Academy Charter School	2021-22	3	3	129	58	0
332200860955	Hebrew Language Academy Charter School	Hebrew Language Academy Charter School	2022-23	5	5	183	64	0
310300861034	Harlem Hebrew Language Academy Charter School	Harlem Hebrew Language Academy Charter School	2020-21	1	1	0	0	0
310300861034	Harlem Hebrew Language Academy Charter School	Harlem Hebrew Language Academy Charter School	2021-22	123	89	88	49	0
310300861034	Harlem Hebrew Language Academy Charter School	Harlem Hebrew Language Academy Charter School	2022-23	180	87	106	39	0
332100861123	Hebrew Language Academy Charter School 2	Hebrew Language Academy Charter School 2	2020-21	0	0	0	0	0
332100861123	Hebrew Language Academy Charter School 2	Hebrew Language Academy Charter School 2	2021-22	12	9	14	8	0
332100861123	Hebrew Language Academy Charter School 2	Hebrew Language Academy Charter School 2	2022-23	4	4	34	13	0
NA	Philadelphia Hebrew Public Charter School	Philadelphia Hebrew Public Charter School	2020-21	0	0	0	0	0
NA	Philadelphia Hebrew Public Charter School	Philadelphia Hebrew Public Charter School	2021-22	1	1	2	2	0
NA	Philadelphia Hebrew Public Charter School	Philadelphia Hebrew Public Charter School	2022-23	2	2	41	26	0
353100861159	Staten Island Hebrew Public Charter School	Staten Island Hebrew Public Charter School	2022-23	2	2	7	3	0

SCHOOL ESTABLISHMENT

1. Community Need and Proposed School Impact

a. Community Description and Need

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

- **A description of the community from which the proposed school intends to draw students. Applicants should consider the "community" as those areas from which the school intends to recruit a majority of its students, which may or may not be the school district (or in NYC, the CSD) of location, above, *and***
- **A description of the community demographics, including the demographic statistics of the student populations (e.g. race/ethnicity, poverty, students with disabilities and ELLS, as well as an analysis of demographic trends).**

Queens Hebrew Public Charter School (QHP) intends to be situated in and draw students from New York City's Community School District (CSD) 28 in central Queens. The neighborhoods within CSD 28 include Briarwood, Forest Hills, Jamaica, Kew Gardens, Rego Park, Richmond Hill and South Ozone Park. New York City's Community District 6 is located entirely within CSD 28, along with parts of Community Districts 9, 10 and 12. The neighborhoods that comprise CSD 28 are very diverse racially, ethnically and socio-economically, and as is the case throughout New York City, the neighborhoods are often segregated across these lines. CSD 28 is shaped like a bowtie. The neighborhoods south of the bowtie knot are comprised of low income communities while those to the north of the knot are more middle to upper income communities. Using the 10 zip codes that represent the various neighborhoods in CSD 28, we have sought to build a profile of CSD 28 that encompasses such factors as employment, household income and poverty, household characteristics, educational attainment, racial/ethnic composition, home languages spoken and crime and safety drawing on multiple valid and reliable sources including but not limited to the US Census Bureau (including reports built from the 2022 American Community Survey One-Year Estimates and the 2018-2022 American Community Survey Five Year Estimates from the U.S. Census Bureau) [1], Community Board District Needs Reports and Budget Requests[2] and the New York Police Department[3]. In addition, we drew demographic data specifically for CSD 28 public school students that is available on the New York City Department of Education and the New York State Education Department websites.

Economic Profile: According to data secured from reports built from 2022 American Community Survey One-Year Estimates, in 2022 the average unemployment rate among the population 16 years and older in the zip codes that are contained within CSD 28 was 5.3%. Three of the zip codes which are for Jamaica, Queens (located to the south of the bowtie knot) had the highest unemployment rate of 9.4% (zip code: 11433), 7.7% (11435) and 6.0% (11434). Forest Hills (11375) and Rego Park (11374), both located to the north of the bowtie knot, had the lowest unemployment rate of 3.1% each. The average unemployment rate for neighborhoods in CSD 28 as a whole, and particularly within specific neighborhoods, is higher than the average unemployment rate in New York State for 2022 which was 4.1% according to the Bureau of Labor Statistics.

American Community Survey data indicate that the 2022 median household income in the neighborhoods of CSD 28 was on average $83,991; Forest Hills' median household income is an outlier among the neighborhoods that comprise CSD 28 at $103,995—as it is a much more affluent community, whereas the Jamaica neighborhood's median household income was less than $74,000. Furthermore, 30% of the families living in CSD 28 had an annual household income of ranging from $0 to $49,999, with

[1] https://www.census.gov/programs-surveys/acs/news/data-releases/2022/release.html

[2] https://communityprofiles.planning.nyc.gov/

[3] https://www.nyc.gov/site/nypd/stats/crime-statistics/borough-and-precinct-crime-stats.page

11% of families with children 17 years of age or younger seeing their income fall below the poverty line at some point during 2022. Single female households with children 17 years of age or younger struggled even more economically during this period with 21% of these households seeing their income fall below the poverty line at some point during 2022. According to the American Community Survey, in 2022 an average of 21% of households in the neighborhoods of CSD 28 received SNAP/Food Stamp benefits and cash public assistance. In the 11433 and 11435 zip codes of Jamaica that percent was 40% and 30%, respectively and the 11419 zip code of Richmond Hill, that percent 27%.

Student demographic data for CSD 28 from the New York State Education Department website confirm that the majority of families in this district suffer economic hardship. Data from the 2022-23 school year indicates that 70%[4] of K-12 students were classified as economically disadvantaged.

Educational Attainment: Table 1 below provides data from a report built from the 2018-2022 American Community Survey 5-Year Estimates on the Educational Attainment of adults 25 years and older in the zip codes that represent communities comprising CSD 28.

	Table 1: Educational Attainment (Population 25 years and older) by Zip Code									
	11432	**11433**	**11434**	**11435**	**11415**	**11418**	**11419**	**11420**	**11374**	**11375**
Less than 9th grade	11.2%	12.0%	5.1%	11.6%	6.8%	11.2%	16.7%	12.8%	5.2%	3.8%
9th-12th Grade, no diploma or equivalency	7.8%	9.9%	7.9%	8.0%	5.0%	8.8%	9.7%	9.0%	4.3%	2.3%
Total No Diploma or Equivalency or Less than 9th Grade	**19.0%**	**21.9%**	**13.0%**	**19.6%**	**11.8%**	**20.0%**	**26.4%**	**21.8%**	**9.5%**	**6.1%**
Bachelors Degree or higher	36.8%	17.4%	22.1%	33.4%	50.8%	29.9%	20.1%	21.4%	52.2%	62.2%

From an educational standpoint, on average, 17% of adults (25 years and older) in the neighborhoods that comprise CSD 28 do not have a high school diploma or equivalency and 10% have less than a 9th grade education. The data reveal much lower educational attainment in Jamaica (11432, 11433, 11435), Richmond Hills (11418 and 11419) and South Ozone Park (11420) with between 20% and 25% of adults have either less than a 9th grade education or have some high school education but did not graduate or receive an equivalency. These communities also have the lowest percent of adults with at least a Bachelor's degree with just 17% of adults in Jamaica having at least a college degree as their highest level of education attained versus an average of 35% of adults in the neighborhoods that comprise CSD 28.

The educational attainment of the adults in these communities has a direct correlation on their economic status as Table 2 below illustrates using data from a report built from the 2018-2022 American Community Survey 5-Year Estimates.

	Table 2: Poverty Rate of Population by Educational Attainment of Adults 25 years and over										
	11432	**11433**	**11434**	**11435**	**11415**	**11418**	**11419**	**11420**	**11374**	**11375**	**Average**
Less than High School graduate	21.0%	27.3%	23.9%	16.6%	21.7%	18.8%	14.0%	14.9%	20.3%	12.7%	**19.1%**
High school graduate or equivalency	16.6%	13.0%	11.7%	14.7%	14.8%	11.5%	12.0%	9.6%	19.9%	10.2%	**13.4%**
Bachelors Degree or higher	6.0%	5.6%	7.2%	9.4%	4.3%	5.6%	5.1%	5.4%	6.8%	4.1%	**6.1%**

The average poverty rate of individuals in communities that comprise CSD 28 who have less than a high school diploma or GED is 19% and the average poverty rate of individuals with a high school diploma or GED is 13.4%; whereas the poverty rate of individuals with at least a Bachelor's degree is 6%, less than half the rate of those with only a high school diploma. Poverty rates of individuals without at least a college degree are significantly higher in Jamaica (11432, 11433, 1144) and Richmond Hills (11415), similar to other economic indicators noted previously, as well as Rego Park (11374).

[4] https://data.nysed.gov/enrollment.php?year=2023&instid=800000042781

Racial/Ethnic Makeup: CSD 28 is very ethnically diverse with a high proportion of immigrant populations. The 2022-23 New York State District Report Card for CSD 28[5] indicate that the district's K-12 population was 13% English Language Learners (ELL). The percent of ELL among CSD 28 elementary school grades (K-5) was higher at 16%. The most recent ELL breakdown by CSD is contained in the *2019-20 English Language Learner Demographic Report*[6] published by the Division of Multilingual Learners of the NYCDOE and showed that in the 2019-20 school year the top five home languages of ELLs in CSD 28 were Spanish, Bengali, Russian, Arabic and Uzbek followed by 53 other home languages. The influx of immigrants is resulting in a growing population of households where English is not spoken at home. Table 3 below illustrates the percentage of the population, 5 years and older, who speak a language other than English and the extent to which the specific language speakers feel they speak English "less than very well" according to a report built from the 2018-2022 American Community Survey 5-Year Estimates.

Table 3: Immigrant Representation in Neighborhoods Comprising CSD 28

Zip Code (Neighborhoods)	% Speaking a Language Other than English	% Speaking English less than "very well"
11432 (Jamaica)	65.5%	33.9%
11433 (Jamaica)	30.1%	19.9%
11434 (Jamaica)	16.1%	7.1%
11435 (Jamaica, Briarwood)	56.0%	33.0%
11415 (Kew Gardens)	50.6%	18.4%
11418 (Richmond Hill)	59.3%	26.3%
11419 (Richmond Hill)	38.2%	18.8%
11420 (South Ozone Park)	31.6%	12.5%
11374 (Rego Park)	72.6%	31.2%
11375 (Forest Hills)	53.8%	20.5%

The majority of the foreign languages spoken at home in these neighborhoods is Spanish, however, there is a growing percentage of Asian and Pacific Island languages and Indo-European languages reflecting the diversity of the immigrant population in these communities.

Community Safety: Table 4 below compares the percent change in specific crime complaints from 2022 to 2023 in New York City as a whole and the five police precincts within CSD 28 from data secured from year-to-date (as of 12/31/23) NYPD CompStat 2.0 data available on the NYPD website[7].

	Table 4: Percent Change in Indicated Crime Complaints from 2022 to 2023					
		Precincts and Neighborhoods				
	NYC	102nd	103rd	106th	112th	113th
	NYC	Kew Gardens, Richmond Hill	Briarwood	South Ozone Park	Rego Park, Forest Hills	Jamaica
Murder	-11.9	**40.0**	-81.8	-80.0	-100.0	-11.1
Rape	-10.5	-15.0	-14.7	**15.8**	-60.0	-23.7
Robbery	-3.1	-10.6	**-2.1**	-7.3	-18.2	**6.2**
Felony Assault	6.4	-3.2	**14.9**	**8.5**	**22.6**	-7.8
Burglary	-13.1	**-9.7**	-23.9	**-4.7**	**-5.8**	-34.3
Hate Crimes	1.8	**40.0**	-45.5	**25.0**	**75.0**	0.0

[5] https://data.nysed.gov/enrollment.php?year=2023&instid=800000042781
[6] https://infohub.nyced.org/docs/default-source/default-document-library/2019-20-ell-demographic-report.pdf
[7] https://www.nyc.gov/site/nypd/stats/crime-statistics/borough-and-precinct-crime-stats.page#queens

For the most part, the precincts within the communities that QHP will serve followed the overall trend in New York City of decreasing major crime from 2022 to 2023. However, there are some exceptions in which the change in the crime rate in the precincts exceeded the change in New York City overall (figures in red bold): the 102nd Precinct had a 40% increase in murder versus 11.9% decline citywide, the 106th Precinct that had a 15.8% increase in rape versus a 10.5% decline citywide, the 113th Precinct had a 6.2% increase in robbery versus a 3.1% decline citywide and felony assault increased in the 103rd, 106th and 112th precinct at a greater rate than the 6.4% increase citywide. Notably and in a sign of the times, hate crimes increased significantly in the 102nd (40%), 106th (25%) and 112th (75%) precincts which is well over that in the city as a whole (1.8%).

CSD 28 Student Demographics: QHP expects to serve a population of students that is reflective of the student demographic in CSD 28. As is evident from the community data previously discussed, we expect our student population to be racially, ethnically and linguistically diverse, majority low-to-moderate income based and academically at-risk given the poverty and home language characteristics of the community. The demographic data from New York State 2022-23 Report Card for CSD 28 confirms this expectation. During the 2022-23 academic year, the CSD 28 K-12 student population was 13% ELL, 17% students with disabilities (SWD), and 70% economically disadvantaged (ED). The majority of students in CSD 28 are students of color with 31% Hispanic or Latino, 31% Asian/Native Hawaiian/Other Pacific Islander and 18% Black or African American, another 14% are White. As has been the case across the New York City School District, CSD 28 has experienced a decrease in student enrollment as a result of the pandemic. 2022-23 K-12 enrollment (34,329 students) was an 11% decrease from 2019-20 K-12 enrollment (38,378 students). Although the district has lost over 4,000 students, the proportion of students representing at-risk populations as well as the racial/ethic breakdown has remained consistent over the four years as is evident by Table 5 below:

Table 5: CSD 28 Enrollment Demographics 2019-20 to 2022-23

	2019-20	2020-21	2021-22	2022-23
K-12 Total Enrollment	38,378	37,339	34,911	34,329
% ELL	11%	12%	12%	13%
% SWD	17%	16%	17%	17%
% ED	69%	70%	69%	70%
% Black	19%	18%	18%	18%
% Hispanic	29%	29%	30%	31%
% Asian	30%	31%	31%	31%
% White	16%	15%	14%	14%

The ELL population has ticked up 2 percentage points during this four year span (as has percentage of Hispanic/Latino students) and may likely be due to the influx of migrant families into the City. Of note, according to the NYC Mayor and Schools Chancellor[8], student enrollment in 2023-24 has increased 1% over the previous year. However, this is largely due to the influx of migrant children[9]. It would follow that

[8] https://www.nyc.gov/office-of-the-mayor/news/870-23/mayor-adams-chancellor-banks-celebrate-first-increase-nyc-public-school-enrollment-eight#:~:text=For%20the%202023%2D2024%20school,the%20nation's%20largest%20school%20district.

[9] https://www.chalkbeat.org/newyork/2023/11/15/public-school-enrollment-increases-with-migrant-student-influx/

with the surge in migrant children, ELL enrollment has likely also increased this school year across many of the CSDs in New York City. The increase in enrollment and in the number of ELL students may be transitory, however, given the current policy only allowing migrant families to stay in temporary housing for a maximum of 60 days before having to reapply for shelter. This scenario is likely to result in families being transferred to new locations in the City which may cause migrant families to withdraw their children from the schools they are currently attending, re-enroll their children at a school closer to their new shelter or potentially cause them to be discouraged from re-enrolling their children elsewhere given they will have to likely move again in 2 months-time. Should the temporary housing crisis for migrant families persist, we expect that QHP will also be serving a population of homeless children. In 2022-23, 6% of CSD 28's total K-12 student enrollment was comprised of homeless children. The three charter schools in CSD 28 serving the elementary and/or middle school grades had between 4% and 14% homeless students last academic year.

As a comparison with the charter schools in CSD 28, Table 6 provides the 2022-23 student demographic of the three elementary and middle charter schools in the district.

Table 6: 2022-23 Student Demographic Data for CSD 28 Charter Schools

	GUGCS II (K-8)	Rochdale (K-8)	Valence (5-8)
ELL	9%	0%	22%
SWD	27%	13%	19%
ED	76%	74%	87%
Black/African American	51%	89%	3%
Hispanic/Latino	29%	7%	90%
Asian/Native Hawaiian/Other Pacific Islander	14%	1%	2%
White	2%	0%	3%

GUGCS II: Growing Up Green Charter School II (Jamaica); Rochdale: Rochdale Early Advantage Charter School (Jamaica); Valence: Valence College Prep Charter School (Jamaica)

Both GUGCS II and Rochdale are located in Jamaica while Valence is located in Rego Park. GUGCS II is a K-8 school while Rochdale serves PreK-8. GUGCS II and Rochdale are approaching or exceeding the proportions of ELL, SWD and ED in CSD 28 in their student bodies and serve a greater proportion of Black and Hispanic students and a smaller proportion of Asian and White students than represented in the district. GUGCS II is a replication of the original GUGCS in CSD 30 in Queens. REACS is also located in Jamaica offers an ELL preference

- **Performance of local schools in meeting the community's needs, including discussion of the strengths and weaknesses of the public and nonpublic school options in the intended community of location;**

As QHP will be an elementary school serving Grades K-5 in its first charter term, if approved, we have chosen to focus our evaluation of the performance of elementary school students in CSD 28. Using data from the New York State District Report Cards for the school years 2018-19, 2021-22 and 2022-23 for which NYS ELA and math performance data is available, the following table provides the percent of students scoring Proficient (at least a Level 3) on the NYS ELA and math test for all students and broken down by the following disaggregated subgroups: General Education (GE), Students with Disabilities (SWD), non-English Language Learners (non-ELL), English Language Learners (ELL), non-Economically Disadvantaged (non-ED), Economically Disadvantaged (ED), Asian, White, Black and Hispanic students.

Table 7: CSD 28 Grade 3-5 Proficiency on 2019, 2022 and 2023 NYS ELA and Math Assessments: All Students and Disaggregated Subgroups

	ELA			MATH		
	2019	**2022**	**2023**	**2019**	**2022**	**2023**
All Students	53%	50%	57%	56%	51%	60%
GE	60%	57%	64%	63%	56%	65%
SWD	19%	21%	26%	26%	27%	36%
non-ELL	58%	56%	63%	62%	56%	67%
ELL	13%	17%	15%	23%	21%	22%
non-ED	67%	69%	74%	72%	69%	78%
ED	46%	41%	48%	49%	40%	51%
Asian	65%	65%	70%	72%	68%	75%
White	58%	59%	66%	67%	65%	72%
Black	40%	32%	42%	38%	29%	43%
Hispanic	42%	37%	44%	42%	34%	43%

For a number of reasons including the 2023 recalibration of cut scores and changes to performance standards and 2023 assessments being aligned with Next Generation Learning Standards, we are unable to make year to year comparisons for the above three years of data. However, we can evaluate CSD 28 student performance in each year against the cut scores and performance standards to which they were aligned that constituted at least a Level 3 for that particular year. We see that at least 50% to 60% of all CSD 28 students in Grades 3-5 were proficient in ELA and math in each of the three years. Their performance is stronger than that of their citywide peers. Table 8 provides a comparison of the percent of all Grade 3-5 students citywide who scored at least a Level 3 on the NYS ELA and math assessment in 2019, 2022, and 2023 with that of CSD 28 and the differential between CSD 28 and the City. CSD 28 students in the aggregate have consistently outperformed their citywide peers, most recently on the 2023 by 7 points on each assessment.

Table 8: Grade 3-5 Proficiency on 2019, 2022 and 2023 NYS ELA and Math Assessments: Citywide versus CSD 28

	ELA			MATH		
	2019	**2022**	**2023**	**2019**	**2022**	**2023**
Citywide	48%	44%	50%	50%	43%	53%
CSD 28	53%	50%	57%	56%	51%	60%
Differential	+5	+6	+7	+6	+8	+7

While CSD 28 on average has stronger performance than the citywide averages, individual school performance within CSD 28 varies. *Response 1(b) Programmatic Impact* contains Table __ which lists of all the traditional and public charter schools in CSD 28 along with the 2023 NYS ELA and math proficiency rates for the Grade 3-5 for all schools which have elementary school grade spans. Of the 29 individual schools, 14 of the schools—almost half—had proficiency rates ranging from 33% to 50% on the ELA assessment (the CSD 28 average is 57%) and ten of the schools (more than 1/3) had between 31% and 50% of their students achieve proficiency on the Math assessment (the CSD 28 average was 60%). It should be noted that 3 of the 29 CSD 28 elementary schools are Gifted or Talented schools and another 3 are located in the more affluent sections of Forest Hills where ¼ or less of each of their student bodies are ED. These schools skew the CSD 28 average proficiency in ELA and math upwards as they comprise 20%

of the total students in the district and their proficiency rates range from 75%-93% in ELA and 77% to 98% in Math.

Furthermore, as the disaggregated data shows in Table 7 above, CSD 28 public schools have remained unable to meaningfully close the achievement gap between at-risk groups (ED, SWD and ELLs) and their non-at-risk counterparts (non-ED, GE and non-ELL). In 2019, the percent of SWD scoring at least a Level 3 on the NYS ELA assessment was 41 percentage points less than the percent of General Education students at proficiency, in 2023 the gap was 38 points. In math, the difference was 37 percentage points in 2019 versus 29 points in 2023. Similarly, the percent of ELLs at proficiency in ELA in 2019 was 45 percentage points less than English proficient students and 39 percentage points less in math and the gap widened in 2023 to 48 points and 45 points in ELA and math, respectively. The gap between ED and non-ED students was 21 percentage points and 23 percentage points in ELA and math, respectively in 2019 and again widened in 2023 to 26 points and 27 points in ELA and math, respectively. The achievement gap between racial groups in CSD 28 has remained persistently wide, with White and Asian students significantly outperforming their Black and Hispanic peers in each of the three years. Where consistently greater than 65% to over 70% of Asian students and between 58% and 72% of White students were proficient on the ELA and math assessments in each of the three years examined, proficiency rates for Black and Hispanic students were about 40 percentage points and 30 percentage points lower than their White and Asian peers.

Because nonpublic schools do not have to administer the NYS assessments and when they do, do not have to make the results publicly available, we are unable to provide an assessment of the strengths and weaknesses of the academic programs offered by each school. However, on the list is the Key Forest School which is an independent day school serving PreK-12th grade. A member of the National Association of Independent Schools, it is a highly selective college preparatory school whose student population includes students from other New York City boroughs as well as international students and with school tuition and fees in excess of $40,000 annually. Further, the primary options for families in CSD 28 are within the public system. Less than 20% of children in the K-5 grade span attend schools outside of public and charter schools and among the nonpublic schools are faith-based schools like Yeshivas and Islamic schools which families are likely to choose for their children because they also offer instruction in their respective religious traditions.

- **The applicants' rationale for selecting the community**

For the applicant group, the profile of the communities that make up CSD 28 and the student demographics and academic performance data of the students who attend CSD 28 public schools formed a strong basis not only for bringing a new charter school of choice to CSD 28 families, but for the particular charter school that QHP will be. If authorized, QHP will become part of the network of schools managed by the charter management organization (CMO), Hebrew Public (HP), and will adopt HP's school design. Core to achieving QHP's mission as well as an integral part of HP's mission and school design is creating a learning community in which children of different racial, socioeconomic and cultural backgrounds are given an opportunity to learn and grow together. The QHP founding team (which includes the HP leadership team among its members) believes that students learn best in a context of diversity, equity and inclusion (DEI), surrounded by clear, consistent systems of support while engaged in rigorous, standards-aligned, student-centered and culturally-responsive learning experiences. As such, CSD 28 was specifically identified by HP as an ideal district of location in which to site QHP because not only is it a district that is in need of additional public school options that can address the learning needs of all students, particularly those from educationally at-risk groups, CSD 28's inherent diversity will allow QHP to build a school community that is diverse by design where all students can thrive—a hallmark of the HP model. While CSD 28 is diverse, individual elementary schools lack meaningful diversity as neighborhoods, for the most part, are segregated by race/ethnicity and/or income. As will be discussed in *Response 16ac-*

Facilities, if approved, QHP will be located in a building at the epicenter of CSD 28—right at the bowtie knot as described previously—making it equally accessible to the families who live in neighborhoods to its north and south. That combined with the fact the school's educational program, key design elements and unique mission will also be attractive to families on either side of the bow-tie knot will mean we will truly be able to create our model's desired diverse learning community.

As is evident from the discussion in *Response-04abc Community Outreach, Support and Demand, Response-04d Evidence of Support and Response 04f-Evidence of Demand,* there is tremendous parental and community interest in seeing QHP come to the community and support of its academic program and school model.

- **Describe the founding team members' connections and ties to the proposed community of location.**

In addition to the leadership team of Hebrew Public who are members of the founding team, there are five other individuals who are also members of the founding team and who will continue on as members of the Board of Trustees should QHP be authorized. Two of these members have direct ties to CSD 28 as residents of the district, while two others live and/or work in the borough of Queens. More detail on the founding team members is provided in *Response-03ad Proposal History.* Both Jane Tuv the lead applicant and proposed Board Chair and Vivek Baid who is the proposed Board Treasurer are residents of CSD 28, Jane in Rego Park and Vivek in Forest Hills. Both also are parents of school-age children. Corey Graham is a licensed real estate broker and developer who lives and works in Queens and Jennifer Eddy, PhD is an Associate Professor and Program Director of World Language Education, Queens College, CUNY. Importantly, these members of the QHP Founding Team and proposed Board of Trustees are representative of the racial, cultural, ethnic and linguistic diversity of the community.

- **How the proposed school would provide a needed alternative for the community, including discussion of any existing charter schools in the area and how the proposed school's program is different and would provide greater educational benefit to students who would attend the proposed school *and* Provide evidence demonstrating that the proposed school would provide an educational program aligning with the goals and needs of the community (In other words, explain why this school and why this place)**

With QHP, children will be able to be a part of a diverse school community that seeks to prepare children to grow to be ethical and informed global citizens through a rigorous curriculum that includes as part of the core curriculum world language and the integration of global citizenship competencies. Bringing QHP to CSD 28 will provide a unique and important alternative to the existing options in the community, particularly given the challenges that the district schools attended by children from underserved and under-resourced neighborhoods in CSD 28 have had in meeting their academic and personal needs (as discussed earlier in this *Response*). QHP will bring to CSD 28 the Hebrew Public school design and model that will attract a diverse student learning community as its other managed charter schools in CSD 21 (Hebrew Language Academy Charter School (HLA)), CSD 22 (Hebrew Language Academy Charter School 2 (HLA 2)) and CSD 31 (Staten Island Hebrew Public Charter School (SIPH)) as the following table[10] illustrates:

[10] Data is this table was secured from the 2023 Enrollment data for each school and each district available at https://data.nysed.gov/.

Table 9

2022-23 Student Demographics of NYC Hebrew Public-Managed Schools Versus CSD of Location						
	HLA	**CSD 22**	**HLA 2**	**CSD 21**	**SIPH**	**CSD 31**
Grade Configuration	**K-8**	**K-8**	**K-5**	**K-5**	**K-2**	**K-5**
Total Enrollment	610	18832	319	11842	83	24447
% ELL	17%	19%	31%	30%	23%	12%
% SWD	20%	21%	23%	20%	22%	29%
% ED	77%	73%	78%	78%	64%	62%
% Black	68%	26%	14%	7%	13%	1%
% Latino	7%	16%	23%	27%	19%	30%
% Asian	2%	22%	3%	29%	12%	17%
% White	21%	32%	60%	35%	54%	39%

As will be discussed in *Response 02-Addressing the Need,* there is a significant evidence base that supports the fact that all students, particularly low-income students, benefit academically from attending diverse schools. In addition, there is an array of additional benefits for all students in terms of social capital, cross-cultural communication, empathy and appreciation of people's difference as well as our shared humanity which will not only provide tangible benefits for students as they progress to college and careers but for society as a whole. As our country becomes more polarized, the urgency to foster in our younger generations a deeper understanding and respect for people different from themselves could not be greater. As noted in earlier in this *Response*, precincts within CSD 28 experienced a surge in hate crimes from 2022 to 2023. Where hate crimes increased by 1.8% citywide in this period, Kew Gardens and Richmond Hill experienced a 40% increase, South Ozone Park a 25% increase and Rego Park and Forest Hills a 75% increase (see Table 4). There is no question that the diversity of these neighborhoods, from an ethnic, cultural, racial and religious perspective makes their residents targets of such hate crimes. Our goal to create a diverse school and have a community where children of all different backgrounds learn, grow and play together and become friends is an important step in eliminating the hatred, prejudice and discrimination in our society, in our country and in our world.

Given the economic status and linguistic diversity of families from many of the communities that comprise CSD 28 as discussed at the start of this response, QHP must be and will be prepared to address the gaps children will bring in terms of school readiness in the academic, social and emotional realms so that they will be able to achieve their potential. The Hebrew Public instructional model, inclusive of the instructional intervention supports and staffing for special populations, that QHP will implement has demonstrated success in raising the achievement levels of all students in HLA and HLA 2, including special populations, all of which have outperformed their district, citywide and state peers on the 2023 NYS ELA and math assessments. As the data in Table 10 below show, economically disadvantaged students, SWD and ELLs in HLA and HLA 2 have outperformed their district, citywide and statewide peers with just two exceptions.

	Table 10: Comparison of Hebrew Public Charter Schools' Aggregate and Disaggregated Performance on 2023 NYS ELA and Math Assessments with that of their CSD, NYC and NYS Peers								
		ELA				**Math**			
		School	**CSD**	**NYC**	**NYS**	**School**	**CSD**	**NYC**	**NYS**
HLA	**ALL**	**54%**	52%	52%	48%	52%	**53%**	50%	52%
	SWD	**28%**	24%	22%	17%	17%	**29%**	24%	21%
	ELL	**46%**	11%	11%	10%	**46%**	28%	21%	20%
	ED	**50%**	47%	45%	38%	**49%**	47%	43%	39%

HLA 2	**ALL**	**64%**	50%	50%	46%	**58%**	56%	53%	52%
	SWD	**50%**	23%	22%	18%	**50%**	33%	28%	24%
	ELL	**53%**	16%	15%	14%	**52%**	33%	25%	24%
	ED	**59%**	45%	42%	36%	50%	**51%**	45%	41%

The correlation between educational attainment and economic security discussed earlier in this *Response* (see Tables 1 and 2) speaks to the need for schools in the community to not only stress the link between a college degree and the multitude of opportunities that will exist for children in the future but more importantly the need for schools to inculcate in children the love of continual learning so that the pursuit of learning in post-secondary education is a natural next step for children. That is the environment our school will foster. Our learning community will be a joyful one for children. It will celebrate the diversity of their cultures, languages, heritages and our common humanity within the context of a rigorous academic curriculum which attends to building their social emotional competencies. QHP teachers will effectively address each student's individual learning needs so that they can grow and advance as learners. Of note, the original Hebrew language charter school, Hebrew Language Academy Charter School in CSD 22, has had six graduating 8th grade classes. The high schools that they matriculated into include a range of public high schools throughout New York City, including Urban Assembly New York Harbor School, Urban Assembly Academy of Government and Law, James Madison High School, Brooklyn College Academy, Edward R. Murrow High School, Leon M. Goldstein High School, Midwood High School, Medgar Evers High School, Bedford Academy and the specialized high school Brooklyn Tech. In addition, there are now two HLA 8th grade graduating classes who are now attending college. The colleges include schools within the CUNY and SUNY system, including Brooklyn College and and SUNY Farmingdale, as well as in-state and out-of-state private colleges ranging from St. John's University, Long Island University, Morgan State University, the Culinary Institute of America, Carnegie Mellon University and Harvard University.

Establishing QHP in CSD 28 will also serve to bring needed capacity to the district. In their *Statement of Community and District Needs and Community Board Budget Requests Fiscal Year 24*[11] published in February 2023, three of the four Community Boards which comprise CSD 28, Community Boards 6, 9 and 10 reported a critical need for additional elementary school capacity:

- Queens CB 9: "CB9Q is also in desperate need for the construction of new schools in District 27, 28 and 24 as many of our children who live in the district go to schools in Dist[rict] 24."
- Queens CB 10:
  - "One new school was constructed in our district in recent years. It opened in Sept, 2017. However, additional school seats are still needed. Additional sites for new school construction must be located and construction must be expedited to ensure adequate educational facilities for our children. Over 20% of our population is under age 18. The influx of families with school age children continues… Many of the school buildings are overcrowded and parents see a diminished range of what is being offered to the students at the elementary school level. More art and music programs are needed."
  - Request: "Provide a new or expand an existing elementary school. Within Community District 10's area, serious overcrowding has created a desperate need for additional classrooms in new schools. Expansion of PreK programs add to the need for additional school buildings and seats."
- Queens CB 6:

[11] Community District Needs Reports for every NYC Community District can be accessed from this link: https://communityprofiles.planning.nyc.gov/

- "Our youth population continues to increase and we do not need parents to relocate for better educational opportunities."
- "Provide a new or expand an existing elementary school. Build more new schools to accommodate new residential development. This request is to prioritize the construction of new schools to provide the community infrastructure to support increased affordable residential development. An initial focus on at least 1 new Elementary School."

The need for additional capacity in CSD 28 identified by these three Community Boards is backed up by the New York City Independent Budget Office[12] which examined 2021-22 school building utilization rates and found that 38% of CSD 28 students were attending school in over-utilized buildings and that 35% of the school buildings in CSD 28 were over-utilized. Of note is the class size reduction law that was passed by the New York State Legislature that requires a reduction in class size across all New York City public elementary, middle and high schools over the next five years. As class size reduction phases in, the need for additional school capacity will become exacerbated across the system. The establishment of QHP will bring additional elementary school capacity in what clearly the community deems is currently needed but also will be needed as a matter of fact as the full effect of class size reduction on building utilization rates becomes a reality. If authorized, QHP will secure its own school building and add an additional 336 elementary school seats to CSD 28.

Further many of public elementary and elementary/middle schools in CSD 28 also have very large student bodies—losing the intimate community where children feel personally connected to the adults who work there. Almost 60% of these schools have from 56% to 129% more students than QHP will have at capacity (see Table 11). This is in contrast to the small school community QHP would create with a maximum of 336 students in K-5, and a maximum of 504 students at full capacity as a K-8 school in its second charter term should it be initially authorized and subsequently renewed with approved expansion.

While we were unable to secure information from Rochdale, Matthew Greenberg, founder and Executive Director of the Growing Up Green Charter Schools network, has informed us that GUGCS II enrollment continues to be robust even with the post-pandemic decline in students across the New York City school district (including CSD 28 which as discussed earlier has lost 10% of its student body from 2019-20 to 2022-23). GUGCS II's experience reflects the desire CSD 28 families continue to have for other options aside from district schools for their children. CSD 28, unlike many other CSDs in Queens (for instance CSDs 24, 27 and 30), is not saturated with charter schools. There are only four charter schools, one of which is a Transfer Charter High School for over-aged and under-credited high school students and another a middle school to high school model. GUGCS II and Rochdale are the only two charter schools that begin with elementary school in the district. Further they are located in Jamaica proper while QHP will be located at the epicenter of the district as stated previously, allowing the school to more easily draw families from many of the CSD 28 neighborhoods to its north and south.

(b) Programmatic Impact

- **A table listing the existing educational options and grades served available to the target population including all district, charter, and private schools in the same geographic area;**

Table 11 which follows provides a listing of all the K-5 options available in CSD 28 neighborhoods. The public school enrollment data and ELA and math proficiency rates are 2022-23 data available on each school's NYSED School Report Card available on the NYSED website. Nonpublic school enrollment data was the current available public information secured predominantly from the online resource www.niche.com, school websites to the extent they existed and provided information, and US World News and Report school data.

[12] https://ibo.nyc.ny.us/iboreports/building-utilization-2023.html

Table 11: Public and Nonpublic Schools in CSD 28

	Name of School	Type	Grade Span	Neighborhood	2022-23 Data		
					Enrollment (Not Including PreK for Public and Charter Schools)	% ELA Proficiency (3-5)	% Math Proficiency (3-5)
1	PS 40, Samuel Huntington School	Public Elementary	PreK-5	Jamaica	283	69%	76%
2	PS 48, David N. Dinkins School	Public Elementary	3K, PreK-5	Jamaica	361	50%	49%
3	PS 50, Talfourd Lawn Elementary School	Public Elementary	3K, PreK-5	Jamaica	748	49%	53%
4	PS 54, Hillside Avenue School	Public Elementary	K-5	Richmond Hill	440	53%	46%
5	PS 55, Magnet School of Communication Arts, Technology and Multimedia	Public Elementary	K-5	Richmond Hill	401	50%	57%
6	PS 80, Thurgood Marshall School	Public Elementary	3K, PreK-5	Jamaica	321	35%	28%
7	PS 82, Hammond School	Public Elementary	K-5	Jamaica	582	38%	31%
8	PS 86	Public Elementary	PreK-5	Jamaica	600	52%	56%
9	PS 99, Kew Gardens School	Public Elementary	K-6	Kew Gardens	699	67%	77%
10	PS 101, The School in the Gardens	Public Elementary	PreK-5	Forest Hills	567	85%	94%
11	PS 117, Joyce Keld/Briarwood School	Public Elementary	PreK-5	Jamaica	700	54%	57%
12	PS 121	Public Elementary	PreK-5, Gifted and Talented	South Ozone Park	681	88%	92%
13	PS 139, Rego Park School	Public Elementary	K-5, D75	Rego Park	565	66%	67%
14	PS 140, Edward K Ellington School	Public Elementary	3K, PreK-5	Jamaica	325	46%	59%
15	PS 144, Colonel Jeromus Remsen School	Public Elementary	3K, PreK-5, Gifted and Talented	Forest Hills	732	75%	85%
16	PS 160, Walter Francis Bishop School	Public Elementary	3K, PreK-5	Jamaica	524	42%	49%
17	PS 161, Arthur Ashe, Jr. School	Public Elementary	K-5, Gifted and Talented, D75	S. Richmond Hill	464	49%	58%
18	PS 174, William Sidney Mount	Public Elementary	K-5, Gifted and Talented	Rego Park	538	75%	77%
19	PS 175, Lynn Gross Discovery School	Public Elementary	PreK-5	Rego Park	616	61%	64%
20	PS 182, Samantha Smith School	Public Elementary	3K, PreK-5, D75	Jamaica	591	38%	30%
21	PS 196, Grand Central Parkway School	Public Elementary	PreK-5	Forest Hills	769	93%	98%
22	PS 206, Horace Harding School	Public Elementary	PreK-5	Rego Park	470	56%	52%
23	PS 220, Edward Mandell School	Public Elementary	PreK-5	Forest Hills	539	47%	53%
24	PS 303, The Academy for Excellence through the Arts	Public Elementary	PreK-5	Forest Hills	401	83%	95%
25	PS 312, Jamaica Children's School	Public Elementary	K-5	Jamaica	234	39%	33%
26	PS 349, The Queens School for Leadership and Excellence	Public Elementary	PreK-5, D75	Jamaica	549	46%	43%
27	PS 354, The Jermaine L. Green STEM Institute of Queens	Public Elementary	3K, PreK-5	Jamaica	434	33%	34%
28	Growing Up Green Charter School II	Charter Elementary/Middle	K-8	Jamaica	682	41%	36%
29	Rochdale Early Advantage Charter School	Charter Elementary/Middle	PreK-8	Jamaica	418	52%	48%
30	The Kew Forest School	Independent Day School	Preschool-12	Forest Hills	185		
31	St. Nicholas of Tolentine Catholic Academy	Catholic Elementary/Middle	PreK-8	Jamaica	337		
32	Our Lady Queen of Martyrs Academy	Catholic Elementary/Middle	3K, PreK-8	Forest Hills	346		
33	Our Lady of Mercy School	Catholic Elementary/Middle	3K, PreK-8	Forest Hills	306		
34	Al Iman School	Islamic Elementary, Middle, High School	3K, PreK-12	Jamaica	20		
35	Bnos Malka Academy	Jewish Elementary/Middle	PreK-8	Forest Hills	406		
36	Bais Yaakov Academy	Jewish Elementary/Middle	PreK-8	Kew Gardens	738		
37	Yeshiva Tifereth Moshe	Yeshiva Elementary/Middle	PreK-8	Kew Gardens	509		
38	Sha'arei Zion Ohel Bracha	Yeshiva Elementary/Middle	3K, PreK-8	Forest Hills	482		
39	Our Saviour Lutheran School	Lutheran Elementary/Middle	PreK-8	Rego Park	187		
40	Sutphin Blvd Christian School	Christian Elementary/Middle	PreK-8	Jamaica	NA		
41	Jamaica Montessori School	Private	PreK-3	Jamaica	23		

- **Information demonstrating a thorough analysis of existing educational options for the community and target population that considers ongoing demographic changes and trends and attempts to project their impact on enrollment at nearby public and nonpublic schools.**

The previous discussion in this response includes an analysis of the public and nonpublic educational option (included in the table above) available in CSD 28 for children who comprise our target population. Further, as addressed earlier, the pandemic has resulted in an exodus of families from New York City which has shrunk student enrollment across the NYC school district by 10% since 2019-20. CSD 28 has also lost 10% of its student enrollment over this time period. While school enrollment ticked up this school year citywide by 1% over the previous year, it has been in large part due to geopolitical factors, specifically the influx of migrant families into New York City as they enroll their children in New York City public schools.

It remains to be seen what the long term impact migrant families will have on school enrollment. Due to policies in New York City regarding migrant families access to temporary housing, this population may be a transient one for individual schools as families are forced to leave their temporary housing after 60 days in order to re-apply for housing and in doing in all likelihood seek another school for their children closer to their new housing situation. As NYC Comptroller Brad Landers wrote in a letter to Mayor Adams informing him of his office's investigation of this policy:

"*On October 16, 2023, your administration announced that migrant families with children staying in the City's shelters would begin receiving 60-day notices, informing them that they are required to find alternative shelter. It has since been clarified that these families would have the option to reapply for placement within the City's shelter system at this point; however, if accepted for an additional placement, they would likely be transferred to a different shelter, which could be much farther from the public school in which their children have been placed.*"[13]

Further, much uncertainty remains in this country as it relates to the economy and the social and political environment which will have local impacts. The city's unaffordability for moderate and low-income families have contributed to people leaving the city. Positive economic changes over time in terms of lower prices, lower interest rates (and, thus mortgage rates), increased investment in affordable housing could prompt a return of families to the City. The political environment elsewhere in this country with bans on abortion and transgender care, bans on teaching about race, gender identity, LGBTQ history, DEI, multiculturalism, black history and what books can be in school libraries, and so many other issues have made blue states like New York, Minnesota, Washington and California sanctuaries for individuals and families who want to live their lives free of such oppression. This may result in not only families returning to New York but new families leaving states that enact these laws for refuge in New York and other blue states. And 2024 is an election year, the results of which are not yet known, but the stakes could not be higher for what is in store for the future. All of this will likely have trickle down impacts on New York City's population and thus public school enrollment.

There is so much uncertainty to know how enrollment in public schools and nonpublic schools will be impacted this year or a year from now if QHP is approved to open in 2025-26. But what is known is that the QHP founders believe their foremost responsibility is to the families of CSD 28. They believe they have an obligation to offer an option for families seeking opportunities for their children. And, the times we are living in call out loudly for a school like QHP with its conscious effort around diversity, equity, and inclusion a core part of its school design, so vital during this period of intense polarization. Our mission encompasses a belief in the critical importance of informed global citizenship. During a particularly fraught moment in time, global citizenship has never been more important. A global citizen—which we model in our work with children, families, and colleagues—is committed to discourse, is empathetic, can communicate across lines of difference and in more than one language, and is a critical thinker and problem-solver. As a founding team, we are dedicated to building a school that helps prepare children to wrestle with complexity, to forge community, to think critically, and to make the world a better place.

- **Analysis of how the proposed school's enrollment plan would impact the enrollment and programmatic viability of the public and non-public schools in the same geographic area; and,**

From a programmatic standpoint, we hope to have a positive impact on our district school neighbors. First from a capacity standpoint, as discussed previously by adding a new charter school in its own private

[13] https://comptroller.nyc.gov/reports/investigation-of-the-implementation-of-the-60-day-rule-for-migrant-families/#:~:text=On%20October%2016%2C%202023%2C%20your,required%20to%20find%20alternative%20shelter.

facility in the community we hope to add additional elementary school capacity that is desired by the community and will become more and more of a necessity as child size reduction phases in over the next five years. Ultimately, QHP's enrollment plan enrolling a maximum of 336 students in Grades K-5 will have little to not impact on the enrollment of CSD 28 public schools. QHP enrollment represents just 2% of total public and charter elementary school enrollment in the district. In addition to the public school options, there are 10 faith-based schools (Catholic, Christian, Islamic, Yeshiva/Jewish Day Schools), one private independent school and a Montessori. For families who send their children to faith-based schools for the additional instruction they will receive in their religious traditions, QHP would not be a school they consider. However, as has been the case with Catholic schools, charter schools across the city have been their direct competition. With the choice to receive a similarly rigorous academic education at a charter school that is free, families have opted to choose charter schools over the Catholic schools in their neighborhoods which has had a negative impact on their enrollment and has closed many throughout the Archdiocese of New York and the Diocese of Brooklyn. There is precedent, however, for a collegial relationship between the Diocese of Brooklyn (which includes Queens) and charter schools—the Diocese has leased former Catholic school buildings to many charter schools in Queens and Brooklyn. In fact, part of our community outreach involved reaching out to both the Diocese of Brooklyn and the Archdiocese of New York to inform them of our plans. The Diocese of Brooklyn appreciated the outreach and noted they would inform the Superintendent of Schools about our plans.

We are committed to working in partnership with the our CSD 28 district and charter school and nonpublic school counterparts so that the goal of openness and sharing best practices can be achieved across the system. We hope that we will be welcomed to work collaboratively with all schools, encouraging dialogue and the sharing of best practices so that our collective mission of serving the children in CSD 28 well will be realized. We hope to help shine light on exemplary practices both at our school and at schools currently operating in the community. Notably, in its *Statement of Community District Needs and Community Board Budget Request*[14], Queens Community District 6 which is one of the four Community Boards within CSD 28, wrote "Community Board 6 looks forward to working closely with District 28 as well as all the public, private and parochial schools. More importantly, the lines of communication between the board and the schools should be more transparent." If authorized, QHP will look to work with Community Board 6 to engage in these conversations—it is a potential opening for real dialogue and collaboration to occur among all schools in CSD 28.

- **If proposing to replicate and add a school to an existing education corporation, also discuss the programmatic impact on the existing school(s) within the education corporation including if the new school would facilitate or necessitate changes to the existing school(s)' academic program, enrollment or overall viability.**

Not Applicable

(c) Fiscal Impact

The Act requires an applicant to provide "an assessment of the projected programmatic and fiscal impact of the school on other public and nonpublic schools in the area." Complete the fiscal impact table included in the budget template and include a copy of it with this response. Discuss the fiscal impact of the school on other public and nonpublic schools in the area including:

- **Enrollment expectations;**
- **Per Pupil Allocation assumptions;**

[14] https://docs.google.com/viewer?url=https://github.com/NYCPlanning/labs-cd-needs-statements/raw/master//QN%20DNS%20FY%202024/FY2024_Statement_QN06.pdf

- **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 project to send at least 10 students).**

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)	112	18,707	2,095,162	789,396	2,884,558	37,500,000,000	0.008%
Year 2 (2026-27)	168	19,081	3,205,597	1,222,079	4,427,677	37,500,000,000	0.012%
Year 3 (2027-28)	224	19,463	4,359,612	1,674,697	6,034,309	37,500,000,000	0.016%
Year 4 (2028-29)	280	19,852	5,558,506	2,134,983	7,693,488	37,500,000,000	0.021%
Year 5 (2029-30)	336	20,249	6,803,611	2,624,030	9,427,641	37,500,000,000	0.025%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	New York City Dept of Education website: https://www.schools.nyc.gov/about-us/funding/funding-our-schools#:~:text=For%20the%202023%2D2024%20school,total%20budget%20is%20%2437.5%20billion.
OTHER NOTES:	

*Note that Column E "Other District Revenue" includes Special Education Revenue and Facilities funding from NYCDOE.

As is evident from the table above, QHP will have minimal fiscal impact on NYC school district. The number of students in the first year of the charter term will be 112 and the financial impact on the NYCDOE will be $2.9 million, or 0.008% of the total NYCDOE budget. In subsequent years, the financial impact remains minimal as the school grows to enroll 336 students. By year 5, the fiscal impact of the charter school on the NYC public schools continues to have a minor impact on the total NYC public school budget with $9.4 million of funding from the NYC school district flowing to QHP, representing just 0.025% of the NYC school district's total budget.

Regarding the impact on non-public schools, QHP will most likely appeal to families of students whose only current option is to send their children to the neighborhood's public schools. However, for families who may have otherwise chosen to send or are sending their children to low-tuition religious or other nonpublic schools, the option is available to instead apply to the QHP and, if accepted in the charter school, withdraw their children from those nonpublic schools. This would, of course, reduce enrollment in the nonpublic schools if there should be insufficient applicants to replace their lost students. In such a case, the nonpublic schools would be negatively impacted financially. While there may be a negative impact on these low tuition nonpublic schools in CSD 28 due to the opening of QHP, as stated previously, we believe our foremost responsibility is providing options and choice for families in their children's education.

2. Addressing the Need

a. Mission

Queens Hebrew Public Charter School inspires and prepares students for advanced studies through a rigorous K–5 curriculum, instruction in Modern Hebrew, and the integration of global citizenship competencies. Students will be empowered to reach their full potential and to achieve personal growth as ethical and informed global citizens.

b. Key Design Elements (KDE)

CSD 28 is a diverse community from a socio-economic, cultural, racial, ethnic, linguistic and education attainment perspective. As is the case throughout NYC, neighborhoods within CSD 28 are also segregated by these factors. Because children, especially those in elementary school, attend their zoned schools, public schools within CSD 28 are also highly segregated with children attending schools with classmates who are demographically just like them. As a result, schools in CSD 28 have very different outcomes depending on where they are located. And lost are the academic and social benefits that accrue to all children who learn with children who are different from themselves. The result is the perpetuation of a divide where people continue to live and work separated by their differences. As *Response-01ac Community Need and Proposed School Impact* makes clear, these lines of division create both actual and perceived limits on what people can achieve depending on what zip code they live in. The Hebrew Public (HP) school design and instructional model that QHP will implement, inclusive of its KDE, have been thoughtfully designed to serve as a model of how meaningful integration in public schools can boost academic outcomes and positively develop student skills and values so that, to quote Gary Orfield, co-director of The Civil Rights Project at UCLA, we prepare our students to ultimately "live and work better across lines of division, in a society where there will be no racial majority."[1]

QHP's mission and core values are anchored in the fundamental belief that all students are capable of achieving at high levels when provided with a supportive learning environment that allows them to thrive. Not only does our mission communicate high standards of academic achievement, but QHP's academic model is expressly designed to provide the essential academic, social-emotional, and cultural supports that allow all students in a diverse learning community to meet and exceed those rigorous expectations. To do so, our academic model relies on six KDE:

Differentiated instruction. In its diverse learning community, QHP will serve students with different learning needs in an inclusive environment, including students with disabilities (SWD), English Language Learners (ELL), economically disadvantaged students (ED), students who are not yet at grade level proficiency and students who are advanced learners. In order to meet the expectation that all students are engaged in rigorous, grade-level work and will achieve at high levels, we must provide students with the individualized support they need to succeed. The Inquiry-Based Learning pedagogical approach that teachers will implement supports a high degree of instructional differentiation as it requires teachers to use comprehensive and ongoing assessment data to identify students' needs, tailor instruction and determine flexible small group composition for targeted instruction. There is intensive, consistent scaffolding and flexible hands-on, fluency-building opportunities built into QHP's academic program and curricular choices. We use different sources of information to ensure that each child is provided with challenging educational content regardless of their current academic level. Through frequent and centrally-supported systems of data analysis, teachers will identify students whose needs are not being met by the core curriculum and then use the additional multiple opportunities built into the daily schedule to provide targeted and differentiated instruction. Our model provides significant amounts of small-group

[1] https://www.civilrightsproject.ucla.edu/news/press-releases/2021-press-releases/report-shows-school-segregation-in-new-york-remains-worst-in-nation

instruction as well as customized academic support including from a robust team of instructional interventionists to special populations of learners both in a push-in and pull-out model.

Social and Emotional Learning (SEL) and Support. Our mission encompasses a belief in the critical importance of ethical and informed global citizenship. Building our students' social emotional competencies is fundamental to this goal. QHP's social-emotional framework is rooted in best practices established by the Collaborative for Academic, Social and Emotional Learning (CASEL)[2]. While QHP leaders, teachers and staff will be cognizant about building students' social emotional competencies throughout their daily interactions with our students including modeling these competencies in their own interactions with them and with their colleagues, there are two important structures that QHP will implement that provide the framework around which we will support our students' social emotional growth and development. They are Responsive Classroom (RC) and our schoolwide OLAM Values.

RC is a school-wide approach to building positive, engaging learning communities with our children. RC's rituals, group agreements and activities will cultivate our students' social emotional competencies and metacognitive skills—resilience, self-efficacy, cooperation, assertion, empathy and self-control, provide them with healthy ways to express their feelings and encourage persistence, all of which will are necessary for them to achieve personal and academic growth. OLAM is the Hebrew word for "world" and provides the acronym for our OLAM Values: **O**utstanding Problem Solvers, **L**ifelong Learners, **A**ware Communicators, and **M**aking a Difference. These values help students and staff think critically, demonstrate empathy, communicate clearly, listen well and value learning. OLAM values are introduced and regularly explored at each grade level with developmentally appropriate practices including service-learning projects, kindness projects, and daily reflection opportunities. They leverage the work of RC and support efforts to build a positive school culture providing a structure in which students and staff put their social emotional competencies into action for the greater good.

***Professional Development (PD) & Career Pathways*.** A 2019 Rand Corporation research study stated that "Teachers matter more to student achievement than any other aspect of schooling. … When it comes to student performance on reading and math tests, teachers are estimated to have two to three times the effect of any other school factor, including services, facilities and even leadership."[3] Thus, building an effective teaching staff through PD that enhances teacher expertise to support student growth and achievement is an integral part of QHP's school design. QHP will support its instructional staff with extensive and continuous PD in order to refine their existing skills and acquire new skills and implement new practices that will lead to school improvement and increased student achievement. Importantly, as its CMO, HP will provide QHP with extensive support in PD, coaching and leadership capacity building, including facilitating opportunities for leaders, teachers and staff in its network schools to participate in shared learning experiences. Aligned with building a high quality staff will be QHP's focus on providing them with leadership opportunities to stretch their practice. Creating a career ladder within QHP for staff and teachers to take on opportunities of increased responsibility and leadership provides a significant benefit by supporting staff retention and allowing QHP to grow and develop a leadership pipeline from within with individuals who are grounded in and committed to QHP's mission, culture and values. This underpins QHP's efforts to grow effective and high quality leaders from its own ranks who can lead QHP's continued growth and development.

Diversity, Equity and Inclusion. As part of its mission, QHP is committed to developing students as global citizens who by definition must understand, appreciate and respect people different from themselves. Thus, QHP is committed to creating a culturally, ethnically, racially and socio-economically diverse school community where adults and children from all different backgrounds will come together

[2] https://casel.org/fundamentals-of-sel/

[3] Opper, Isaac M., Teachers Matter: Understanding Teachers' Impact on Student Achievement. Santa Monica, CA: RAND Corporation, 2019. https://www.rand.org/pubs/research_reports/RR4312.html.

within one community which celebrates both our shared values and our unique individual identities. Our commitment to serve children from all backgrounds and promote diversity within our educator workforce means we ensure all students and adults feel the authentic sense of belonging that allows connections to be made and learning to occur. Such a diverse student body supports the inclusion and equity aspects of our work by helping our children to develop caring and sensitivity toward different cultures and socioeconomic classes. By exposing young children to peers from diverse socio-economic backgrounds, QHP has an opportunity to advance some of the academic and social benefits of school integration.

World Language Instruction. QHP is part of a growing movement of linguistically diverse charter schools, teaching languages as varied as Modern Hebrew, Greek, Mandarin, French, and Arabic. This movement is based in part on a wide body of research showing the benefits of learning a foreign language: improved school performance; problem-solving skills; cross-cultural communication; and understanding of different perspectives.[4] Learning Modern Hebrew, which is a language undergoing a contemporary revival, offers students the opportunity to learn and understand another language and witness its growing use across varied communities. It is taught using the Proficiency Approach which the American Council for the Teaching of Foreign Languages considers the pedagogical gold standard for language acquisition.

Relationship with Hebrew Public as Charter Management Organization (CMO). QHP will be managed by an experienced CMO which will support the delivery of its academic program. HP is a national not-for-profit organization which provides select Hebrew-language charter schools with supportive services, including curriculum development, PD and coaching, leadership capacity building, technical assistance, start-up and other programmatic grant opportunities. QHP will benefit from opportunities among member schools to participate in shared learning experiences as well as inter-school collaboration to support the sharing of best-practices and collective problem-solving at the leadership and staff levels.

In addition to the research cited within the overviews above, the following provides the research and evidence-based that supports our selection:

Differentiated Instruction. Researchers at the National Center on Accessing the General Curriculum define differentiated instruction as a "process to approach teaching and learning for students of differing abilities in the same class. The intent is to maximize each student's growth and individual success by meeting each student where he or she is…rather than expecting students to modify themselves for the curriculum."[5] Research shows that when instructional differentiation is done well in an inclusive learning environment, the entire class benefits. A study published in 2004 in the American Secondary Education journal confirms that differentiated instruction can enable students with a wide range of abilities—from gifted students to those with mild or even severe disabilities—to receive an appropriate education in inclusive classrooms.[6]

Diversity, Equity and Inclusion. According to a 2021 report published by The Civil Rights Project at UCLA[7], school segregation in NY remains the worst of all 50 states: the most segregated state for Black students and the second most segregated for Latino students. According to the report, in 2018, 90% of Black students and 84% of Latino students in NY attended predominantly nonwhite schools. In NYC, the statistics on segregation is stark, the report found that in 2018, 85% of black students and 75% of Latino

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[4] *See, e.g.,* Mårtensson, J., et al. (2012). Growth of language-related brain areas after foreign language learning. *NeuroImage, 63*(1), 240–244; Gold, B. T., Kim, C., Johnson, N. F., Kryscio, R. J., & Smith, C. D. (2013). Lifelong bilingualism maintains neural efficiency for cognitive control in aging. *Journal of Neuroscience, 33*(2), 387–396.

[5] Hall, T. (2002). Differentiated Instruction. Effective Classroom Practices Report, National Center on Accessing the General Curriculum, Office of Special Education Programs, U.S. Department of Education.

[6] Lawrence-Brown, Diana. "Differentiated Instruction: Inclusive Strategies for Standards-Based Learning That Benefit The Whole Class." *American Secondary Education*, vol. 32, no. 3, 2004, pp. 34–62. *JSTOR*, http://www.jstor.org/stable/41064522. Accessed 23 Jan. 2024.

[7] Cohen, D. (2021). NYC School Segregation Report Card: Still Last, Action Needed Now!. *UCLA: The Civil Rights Project / Proyecto Derechos Civiles*. Retrieved from https://escholarship.org/uc/item/5fx616qn

students attend intensely segregated schools (90% or more nonwhite enrollment) while only 11% of white students and 43% of Asian students did so. NYC charter schools are even more intensely segregated for Black and Latino student than traditional public schools. Gary Orfield, the co-director of the Civil Rights Project and Professor of Education, Law, Political Science and Urban Planning at UCLA said in the report: "*Racial segregation denies equal opportunity and creates a false path of inferior educational preparation that perpetuates inequality across generations. Segregation is a self-sustaining system based on a history of failure and a fear of change. It will not transform without a serious and thoughtful goal and policies to make it happen.*"

Further, there is a wide body of research that has concluded that the poverty level of the school is negatively related to standardized achievement scores. In a study entitled *Prospects: Final Report on Student Outcomes,* the social scientist Professor Michael J. Puma cited a 1997 congressionally authorized longitudinal study of 40,000 students and concluded that "the poverty level of the school (over and above the economic status of an individual student) is negatively related to standardized achievement scores."[8] A 1999 U.S. Department of Education study noted that "poor students in high-poverty schools are doubly at-risk, with lower achievement levels than poor students in low-poverty schools."[9]

Despite integration's myriad benefits, and even as the U.S. has grown more diverse, today's public schools are more segregated than in the 1970s.[10] They silo students with those who are demographically like them, forfeiting the benefits of diversity described at length in this application. Charter schools are singularly positioned to promote school diversity. They can offer districtwide enrollment rather than drawing from a local zone, do not have selective admissions, and enjoy increased autonomy and opportunities to innovate. A 2021 report published by Columbia University's Teachers College found that diverse-by-design charter schools have generally helped "students learn at higher levels than they might otherwise have achieved if they had attended their local district school, especially in English language arts, and with far fewer chronic absences and suspensions."[11]

World Language Instruction. World language instruction correlates with higher academic achievement on standardized tests and benefits both monolingual English speakers and ELLs in bilingual and two-way immersion programs. There are correlations between a world language learning and increased attention,[12] memory[13], brain growth[14], increased cognitive flexibility[15], and increased linguistic awareness; between foreign language learning and students' ability to hypothesize in science; between children's language development and the development of print awareness; and between early language study and higher scores on the SATs and ACTs. There is a correlation between bilingualism and attention control on cognitive tasks, intelligence, meta-linguistic skills, memory skills, and problem-solving ability. The benefits of learning a foreign language are numerous, and yet American K–12 schools lag in the

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[8] Puma, Michael J., Final Report on Student Outcomes, Cambridge, MA, ABT Associates, 1997, pp. 73 and 12.

[9] Stullich, Stephanie, et al, "Targeting Schools: Study of Title I Allocations within School Districts," U.S. Department of Education, 1999.

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

[11] Teachers College, Columbia University (2021). Moving the needle on desegregation: Performance outcomes and implementation lessons from diverse-by-design charter schools.
https://www.tc.columbia.edu/media/news/images/2021/august/TC-Diverse-by-Design_Final.pdf.

[12] Krizman, J., Marian, V., Shook, A, Skoe, E., & Kraus, N. (2012). Subcortical encoding of sound is enhanced in bilinguals and relates to executive function advantages. *Proceedings of the National Academy of Sciences of the United States of America, 109*(20, 7877–7881.

[13] Morales, J., Calvo, A., & Bialystok, E. (2013). Working memory development in monolingual and bilingual children. *Journal of Experimental Child Psychology, 114*(2), 187–202.

[14] Mårtensson, J., et al. (2012). Growth of language-related brain areas after foreign language learning. *NeuroImage, 63*(1), 240–244.

[15] Gold, B. T., Kim, C., Johnson, N. F., Kryscio, R. J., & Smith, C. D. (2013). Lifelong bilingualism maintains neural efficiency for cognitive control in aging. *Journal of Neuroscience, 33*(2), 387–396.

teaching of foreign languages, putting U.S. students at a competitive disadvantage. Our focus on foreign language learning will be a springboard for our students to have more facility in their pursuit of additional languages in the future. Studying foreign languages also helps foster a greater depth of understanding of the English language with reinforcement of concepts such as grammatical construction, noun-verb agreement, and vocabulary expansion. Through the study of Hebrew, students are better able to appreciate and navigate the diversity of our world.

SEL and Support. It is well documented that engagement in social emotional learning leads to improved academic and life outcomes. According to CASEL, "the benefits of social emotional learning (SEL) are well-researched, with evidence demonstrating that an education that promotes SEL yields positive outcomes for students, adults and school communities."[16] Research on SEL has found SEL leads to improved academic achievement, including: Students participating in SEL at school have higher levels of school functioning, as reflected by their grades, test scores, attendance and homework completion[17]; SEL builds social and emotional skills that increase student engagement and lead to improved academic performance[18]; and the positive impact on academics is long term with students, years after they participated in SEL, having academic performance an average of 13 percentage points higher than students who did not participate in SEL[19].

Effective implementation of each KDE is fundamental to achieving QHP's mission. Thus, all QHP performance data, reporting and associated metrics are viewed through by the QHP Board and school leadership regularly and through the lens of our mission, KDE and the benchmarks against which we will be evaluated by our authorizer for renewal. QHP's KDE are tied to multiple metrics that are reviewed by QHP leadership and by the Board including as part of the data dashboard that is reviewed and discussed at each Board meeting. For instance, aggregate and disaggregated student performance data will tell us if teachers are effectively differentiating instruction, if our PD is effectively meeting teacher need and if our classrooms are equitable and inclusive with every student having equal access to learning. Analysis of student and enrollment and retention data including disaggregated by special populations and demographic characteristics will tell us if we are successful in creating the diverse learning community we desire. Teacher retention data and PD survey data will tell us if we are providing teachers with a supportive environment that includes meaningful opportunities to grow their practice and gain leadership experiences. Student disciplinary data will reveal the effectiveness of our SEL supports. Analysis of the staff and family data from the NYC School Survey will reveal their perceptions of how well we are implementing our KDE particularly that of differentiated instruction; world language; diversity, equity and inclusion; SEL and support; and PD and career pathways. Finally, the Board and school leadership team will evaluate the services delivered by HP to determine if it is delivering their management services in a manner resulting in an academically successful, operationally viable and financial sustainability school.

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[16] https://casel.org/fundamentals-of-sel/what-does-the-research-say/#:~:text=SEL%20contributes%20to%20healthy%20well%2Dbeing%20and%20safe%20schools&text=SEL%20enhances%20young%20people's%20coping,anxiety%20in%20the%20short%20term.

[17] Cipriano, C., Strambler, M. J., Naples, L., Ha, C., Kirk, M. A., Wood, M. E., … Durlak, J. (2023, February 2). Stage 2 Report: The State of the Evidence for Social and Emotional Learning: A Contemporary Meta-Analysis of Universal School-Based SEL Interventions. https://doi.org/10.31219/osf.io/mk35u

[18] https://learningpolicyinstitute.org/media/3977/download?inline&file=Evidence_for_SEL_REPORT.pdf

[19] Rebecca D. Taylor, Eva Oberle, Joseph A. Durlak, Roger P. Weissberg, *Promoting Positive Youth Development Through School-Based Social and Emotional Learning Interventions: A Meta-Analysis of Follow-up Effects*, Child Development, July/August 2017, pp. 1156-1171. https://srcd.onlinelibrary.wiley.com/doi/10.1111/cdev.12864

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 of an existing SUNY-authorized education corporation, indicate "Education Corp./Charter School." Provide a brief biographical description for the applicant(s) including relevant background experience and educational background. Provide a description of the applicant's knowledge of and relationship to the community in which the proposed school would be located.

Jane V. Tuv is the lead applicant for the Queens Hebrew Public Charter School (QHP). Jane is a parent and resident of CSD 28 in Queens, NY, the proposed district of location of QHP. She has resided in CSD 28 for almost 9 years. Given her familiarity with the CSD 28 community, she has been extensively engaged with Hebrew Public's External Team in supporting the community outreach activities related to the QHP charter application.

Jane devoted the last 15 years of her career serving the Russian-speaking Jewish community through cultural arts experiences centered on children and families. She is currently a self-employed consultant supporting nonprofit organizations in developing family engagement/community outreach strategies to increase attendance and membership; conceptualizing, curating and creating unique cultural arts- and STEAM-focused family programming; and creating donor engagement strategies. Previously, Jane was an engagement officer at PJ Library of the Harold Grinspoon Foundation for four years in North America before being promoted to Family Programming Lead focusing on cultural institutions in NYC. For 10 years, Jane was the Director of Programs for Russian-speaking Children and Families at the Marlene Myerson JCC Manhattan and was the founding director and drama instructor at a performing/fine arts program serving Russian-speaking children in the Tri-State area. Jane has a BA in Communications and Media Studies from Fordham University and Executive Masters in Jewish Educational Leadership from Hebrew Union College. Jane was a volunteer for 6 years at Gigi's Playhouse NYC: The Down Syndrome Achievement Center where she led a pre-literacy program for children with Down Syndrome ages 18-36 months. She is fluent in Russian and has a working command of French.

b. Proposal History

Describe the genesis of the proposal, 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. If the proposed school is similar to or a replication of an existing school inside or outside of New York State, the response should address how the founding group made the decision to replicate the school and address any changes proposed from the original school model.

In connection with its mission to expand Hebrew-language education within the public school sector both inside and outside of New York City by replicating its Hebrew language school model, Hebrew Public, the charter management organization (CMO) that would manage QHP, identified CSD 28 in Queens as a prime location in which to site a fourth Hebrew-language charter school in its New York City network (and what would be the fifth charter school in its network nationally). The profile of the neighborhoods that make up CSD 28 and the student demographics and academic performance data of the students who attend CSD 28 public schools (described previously in *R-01ac-Community Need and Proposed School Impact*) formed a strong basis for Hebrew Public's identification of CSD 28 as the school district in which to establish a new network school. Creating charter schools that are "diverse by design"—ones that are racially and economically integrated with significant linguistic and learner diversity—is core to mission of Hebrew Public, and CSD 28's student and community demographic would allow a charter school to achieve levels of integration and diversity that are difficult for district schools to achieve.

In anticipation of the opportunity for applicant groups to eventually be able to apply to open a new charter school in New York City, the Hebrew Public CEO, Jon Rosenberg and Chief External Officer Valerie Khaytina have been working with Queens community leaders since Spring 2023 to (1) determine if there

would be a strong interest and demand for a Hebrew-language charter school in CSD 28 and (2) identify individuals who lived and/or worked in CSD 28 and/or in the borough of Queens who supported the Hebrew Public mission and vision, and thus, would be eager and active participants in shepherding the establishment of a Hebrew Public charter school in CSD 28 and ultimately being on the founding Board. Through that process, Jon Rosenberg and Valerie Khaytina were able to assemble an initial group of four individuals (including three from Queens) to join the applicant team and who are among the six proposed QHP board members (see *Response 14ad-Governance* for complete list of Board members and their backgrounds) if the school is approved. These four individuals are:

- Jane Tuv is a resident of CSD 28 for almost 9 years and she is also a parent of a school-age child. Her professional career has included serving the Russian speaking Jewish community through cultural arts experiences centered on children and families, supporting nonprofit in developing family engagement and outreach strategies to increase membership/attendance as well as an early childhood educator for children with special needs;
- Vivek Baid is also a resident of CSD 28 and a parent of school-age children whose career has been focused in the real estate sector, currently as a Vice President at a NYC commercial bank in its real estate division and previously in residential, commercial and hospitality acquisitions for a real estate acquisitions firm;
- Corey Graham is a resident of Queens and is a licensed real estate broker and developer focused on the residential and commercial real estate sectors within the Queens market.
- Jennifer Eddy, PhD, who is an Associate Professor and Program Director of World Language Education, Queens College, CUNY, came to join the QHP applicant group (and is also a proposed QHP Board member) through Hebrew Public's partnership with the World Language Education Program at Queens College which was forged in 2023. Through this partnership, Hebrew teachers at Hebrew Public managed charter schools will enroll in Queens College's Master of Arts in Teaching (MAT) program in order to become certified Hebrew teachers which will be funded by the Steinhardt Foundation and is a program in collaboration with the Consortium for the Teaching of Hebrew Language and Culture at Brandeis University. Dr. Eddy's knowledge and scholarship in the field of second language curriculum, instruction and assessment is an important addition to the growth and development of QHP.

In addition to their shared interest in seeing QHP open in CSD 28 and their belief in and commitment to the mission of and ideals behind both QHP and Hebrew Public, these four members of the QHP Applicant Team (and proposed Board of Trustees) also represent the racial, cultural and ethnic diversity of the community.

All these members had the opportunity to visit Hebrew Language Academy Charter School in Brooklyn to see the model first hand, spending time observing classrooms and meeting with the school leadership team. Further, since each of these members will also be on the founding board, they have engaged in the first of a series of working sessions with Hebrew Public's legal counsel to understand what it means to be a Trustee of a charter school.

Rounding out the QHP Applicant Team are five members of the Hebrew Public leadership team:

- Jon Rosenberg, Chief Executive Officer
- Elyse Castellano, Chief Financial Officer/Chief Operating Officer
- Valerie Khaytina, Chief External Officer
- Emily Fernandez, Chief Schools Officer
- Jennice Hyde, Chief Talent Officer

Since QHP, if authorized, would become a charter school in the Hebrew Public network and adopt Hebrew Public's school model, the responsibility to develop this charter application fell primarily to Hebrew Public-affiliated applicant team members, and key staff members of their respective

Departments: Program, Talent, External, Finance/Operations who took the lead in either providing information that was responsive to the various sections of the charter application to the consultant[1] that Hebrew Public engaged to produce the application or developed various responses themselves.

With regard to the relationships among the Applicant Team, all the individuals who work at Hebrew Public have professional relationships with each other. Jon Rosenberg and Jennifer Eddy met in 2023 through the previously described partnership between Hebrew Public and Queens College and Valerie Khaytina and Jane Tuv had been colleagues in the nonprofit sector earlier in their careers. All the non-Hebrew Public applicant team members had no prior relationship with each other and only came to know each other through this application process.

c. List of Founding Team Members

Provide a table that lists all key individuals involved in developing the application, along with a brief biography (approximately one paragraph) for each founding team member. Founding team members include individuals who would play significant roles in the development and launch of the proposed school. This response should also identify the overall leader(s) of the effort to develop the proposal and primary author(s) of the proposal. Do not include proposed Board members on this list (applicants will submit board member information as part of Request 14-Governance).

In addition to the members of the proposed Board members referenced in *b. Proposal History* of this Response who are also members of the Founding Team (including the Lead Applicant) and who will be described further in *Response 14-Governance*, the individuals from Hebrew Public listed in the table below who round out the QHP Founding Team were primarily responsible for developing the application. Jon Rosenberg is the overall leader of the effort to develop the proposal and all the individuals listed below were the primary authors of the proposal (along with members of their department teams) working with the external consultant who was engaged to produce the application.

Name	Biography
Jon Rosenberg, President and CEO	Jon is an experienced social sector leader, education program developer, and civil rights lawyer. He has served as CEO of Repair the World, as executive director of Roads to Success, and in senior staff roles at Edison Schools Inc., The Children's Aid Society, and the U.S. Department of Education's Office for Civil Rights. Jon began his legal career as a public defender at The Legal Aid Society. He is an active volunteer in the Montclair School District, where he and his family live, and has served on the boards of Ascend Learning, the Center for Learner Equity, and the National Coalition of Diverse Charter Schools. He is a past-chair of the New York City Bar Association's Committee on Education and the Law. A graduate of Columbia Law School, he holds a bachelor's degree from the University of Pennsylvania.
Elyse Castellano, Chief Finance and Operating Officer	Prior to Hebrew Public, Elyse was the business operations manager at Success Academy Charter Schools. She opened three of the organization's middle schools. As a school leader, she oversaw all daily operations, which included budget oversight, parent communication, supply procurement and team management. Prior to Success, Elyse earned an MBA in strategic marketing and finance from the University

[1] The consultant Hebrew Public engaged had previously worked on the original Hebrew Language Academy Charter School application as well as that of Harlem Hebrew Language Academy Charter School and Hebrew Language Academy Charter School 2.

	of Connecticut in 2012. Prior to business school, she worked in various entrepreneurial and nonprofit settings. In her role at Hebrew Public, she advises and supports network school in the operational and financial realms of opening and running a school.
Valerie Khaytina, Chief External Officer	Valerie is an experienced leader in fundraising, marketing, strategic partnerships and Israel experiences. Prior to joining Hebrew Public, she worked at an international educational organization, World ORT, and the Jewish Federations of North America. She holds a bachelors and graduate degrees from the City University of New York and is currently pursuing her second graduate degree in foreign language acquisition in the Middlebury College School of Hebrew.
Jennice Hyde, Chief Talent Officer	Jennice is an experienced educator having been a teacher, dean of students and school leader in the Houston Public School District from 2007 to 2018 and then serving as Assistant Head of School and then Interim Head of School at Hebrew Language Academy Charter School for one year before being appointed as the Director of Recruitment and Strategic Initiatives at Hebrew Public. From 2019-2022, Jennice rose to become Managing Director of Talent and in 2022 was appointed to its Chief Talent officer. In her role, she is responsible for leading the strategic development and implementation of comprehensive talent management initiatives encompassing leader and staff recruitment, selection and retention. She has a BS from Stephen F. Austin State University, an MA in counseling from Prairie View A&M University and a Masters in Education, Educational Administration Specialization from Letourneau University.
Emily Fernandez, Chief Schools Officer	Emily has extensive experience as a school leader, instructional leader and teacher leader in high-performing New York City charter schools. She began her career as a Corps Member of Teach for America, teaching 4th grade from 2005-2007. For the next five years she was a Mentor Teacher, Reading Chair and Grade Team Lead at KIPP AMP Academy Charter School. Emily was with the Ascend Charter School network for 7 years, first as Dean of Instruction at Brooklyn Ascend Charter School and then School Director at Brownsville Ascend Middle School. In 2019 she was appointed Chief Schools Officer at Hebrew Public where she is coaches and supervises the network's schools' Head of Schools, is responsible for coaching and developing structures for leaders, and developing and implementing evaluation tools and systems.

d. Withdrawn, Rejected and Concurrent Proposals

Indicate whether this proposal, or any substantially similar proposal, was previously withdrawn from consideration or rejected by the SUNY Trustees and/or any other charter authorizer in any state or location.

Neither the QHP lead applicant nor the same or similarly constituted QHP applicant team have previously submitted a proposal for, or substantially similar proposal to, the Queens Hebrew Public Charter School. However, in the spirit of transparency, Hebrew Public has in the past supported other applicant groups in connection with other applications that were proposed to be Hebrew-language charter schools and in some cases, to be managed by Hebrew Public, that were ultimately withdrawn by

the applicant group from authorizer consideration. The following provides information on those withdrawn applications and the justification letters from the authorizers are included in *Response 03e-Letters of Justification* with the exception of Hebrew Language Academy Charter School 2 that we are unable to locate.

- *Sosúa Hebrew Language Academy Charter School*: This application was for a Hebrew-language charter school to be located in CSD 6 in Washington Heights/Inwood, New York City. The application was submitted to the Charter Schools Institute in 2011. Hebrew Public (which at that time was D/B/A Hebrew Charter School Center) was not yet a CMO and therefore Sosúa Hebrew was proposed to be a self-managed charter school. Hebrew Public, however, supported the applicant team in developing the charter application and some staff members of Hebrew Public were both on the applicant team and the founding Board. Additionally, should the school have been authorized, Hebrew Public was proposed to provide support in the development of the Hebrew language and culture curriculum and ongoing professional development to the Hebrew language instructional staff in the Proficiency Approach as well as to the general studies instructional staff particularly in the areas of literacy and math. These supportive services were to be provided to the charter school free of charge. Hebrew Public was also committing to provide philanthropic support. The application was ultimately withdrawn and the applicant team did not re-apply for this charter school.
- *Harlem Hebrew Language Academy Charter School:* This application was for a Hebrew-language charter school to be located in CSD 3 in Harlem, New York City. The application was submitted to the New York State Board of Regents in 2011. As was the case with Sosúa Hebrew, Hebrew Public (which at that time was D/B/A Hebrew Charter School Center) was not yet a CMO and therefore Harlem Hebrew was proposed to be a self-managed charter school. Hebrew Public, however, supported the applicant team in developing the charter application and some staff members of Hebrew Public were both on the applicant team and the founding Board. Additionally, should the school have been authorized, Hebrew Public was proposed to provide support in the development of the Hebrew language and culture curriculum and ongoing professional development to the Hebrew language instructional staff in the Proficiency Approach as well as to the general studies instructional staff particularly in the areas of literacy and math. These supportive services were to be provided to the charter school free of charge. Hebrew Public was also committing to provide philanthropic support. This application was ultimately withdrawn. The same applicant team, again along with support from Hebrew Public, reapplied for Harlem Hebrew in 2012 again to the New York State Board of Regents and it was subsequently authorized.
- *Hebrew Language Academy Charter School 2*: This application was for Hebrew Language Academy 2 in CSD 21 Brooklyn. The application was submitted to the Charter Schools Institute in January 2016. Members of Hebrew Public's leadership and Board Chair were invited to meet with Susan Miller Barker, the Institute's Executive Director at the time, and other Institute staff to discuss HLA 2 in more detail. The application was subsequently withdrawn by the applicant team. While the applicant team received positive feedback on the submission with regard to the instructional model and dual language approach, they felt Hebrew Public's human capital strategy needed time to prove how it would support the hiring of teachers and leaders and their subsequent growth and development. We do not have in our files a copy of the justification letter that was sent; however, this feedback was memorialized in internal e-mails based on phone conversations that the Lead Applicant had with the I Susan Miller Barker and Heather Wendling.
- *New Haven Hebrew Public Charter School:* This application was for a Hebrew-language charter school to be located in New Haven, CT. The application was submitted to the Connecticut State Department of Education in 2022 by Hebrew Public which was to be the proposed CMO of the charter school. Hebrew Public ultimately withdrew the application from consideration.

Indicate whether the applicant and/or founding team is currently applying for a charter from a charter entity other than the SUNY Trustees. This includes applications to charter entities in other states.

Not applicable. Neither the applicant and/or founding team (nor Hebrew Public) are currently applying for a charter school from a charter entity other than the SUNY Trustees.

Indicate if any of the lead applicants have ever had a charter school application granted by any charter authorizing entity in any state or location, but that school is no longer in existence.

Not applicable. Jane Tuv, the lead applicant, has not previously applied for a charter school in any state or location. However, as discussed in the *Business Plan*, one of the charter schools managed by Hebrew Public, Harlem Hebrew Language Academy Charter School, was dissolved at the end of the 2022-23 school year as a result of enrollment challenges due to COVID which put significant strain on the school's ability to maintain financial stability and sustainability.

3. Proposal History

e. Letters of Justification

The following includes the Letters of Justification from:

The Charter Schools Institute for Sosua Hebrew Language Academy Charter School (p. 1)

The New York State Education Department for Harlem Hebrew Language Academy Charter School (p. 5)

The Connecticut State Department of Education for the New Haven Hebrew Public Charter School (p. 14)

Charter Schools Institute
The State University of New York

May 31, 2011

VIA ELECTRONIC AND FIRST CLASS MAIL

[redacted]

Re: Proposal to establish the Sosúa Hebrew Language Academy Charter School

Dear Dr. Nossel and Mr. Benedek:

Let me begin by thanking you for the time and effort that you and your planning team devoted to the proposal to establish the Sosúa Hebrew Language Academy Charter School ("Sosúa Hebrew"). The Charter Schools Institute recognizes that this is a challenging endeavor and commends you for the work that you did on the proposal.

As you know, after a thorough review by both Charter Schools Institute (the "Institute") staff and a panel of external educational experts, the Institute determined that there were significant areas of concern regarding the Sosúa Hebrew proposal that prevented us from moving it forward in our process or recommending it for approval. We are in receipt for your email dated April 21, 2011 withdrawing the application from consideration and appreciate your communication with Institute staff regarding this matter.

What follows is further detail regarding the rationale for the Institute's decision for your information and for you to share with the other members of your planning team and the school's proposed board of trustees. The following list of concerns noted by the Institute and external reviewers is not exhaustive, but captures many of the shortcomings identified during the review process.

School Establishment

- The proposal lacks sufficient empirical evidence to suggest that the proposed dual language program would result in increased proficiency in English language arts (ELA) and mathematics as measured by the New York State Testing Program, the primary accountability measure used by the Institute to evaluate schools authorized by the SUNY Trustees.

- While the proposal demonstrates an understanding on the part of the planning team that a significant proportion of students in the proposed Community School District (CSD) are native Spanish speakers who would likely be English language learners, the plans to serve those students were deemed inadequate. In fact, despite some basic staffing plans

to include an English as a Second Language teacher in year 1 the proposal did not adequately address how the unique needs of these students would be met, particularly within the context of the proposed dual language program.

Key Design Elements/Academic Program

- The proposal contained conflicting information about the proposed school's admissions practices. Attachment 3(a) indicated that the school would enroll students in every grade that has open seats at any time during the year to, "avoid the negative impact even one unfilled seat can have on the school's budget." This is in contrast to the assertion later in the same Attachment that, "It is also critical for Sosúa Hebrew to begin instruction at Grade K in order to introduce a foreign language at the Kindergarten level. Sosúa Hebrew is a dual language school and in order to be able to meet its additional goal of producing students with a high degree of Hebrew language proficiency by the end of Grade 8, instruction in the foreign language needs to begin in Kindergarten."

- Assessment strategies for Hebrew language appear much more refined and intensive than the ELA assessment plans. Reviewers also noted that there appears to be a lack of structured writing assessments identified in the proposal.

- The proposed promotional policy appears in some respects to lack rigor (identifying level 2 on state exams as adequate for example, which is inconsistent with the expectations of the SUNY Trustees).

- While a Response to Intervention program is referenced, there is a lack of specific details regarding "tiers," performance indicators for tiers and documentation efforts for ongoing monitoring/review.

- A detailed process by which the curriculum for additional grades the school would serve beyond the first year of operation did not appear to be provided in the proposal.

- Some inconsistencies were noted regarding the extent of curricular development preceding each year. For example, Attachments 10(a) and 10(c) reference that "each teacher and all additional support staff will have the year's curriculum laid out in a scope and sequence, curriculum map and pacing guide." However, Attachment 10(a) also states that "the scope and sequence for the first two quarters of year 1 only will be developed by the Director of Curriculum and Instruction and the Director of Hebrew Curriculum and Instruction and provided to teachers at the beginning of the first school year during the pre-opening professional development period (the scope and sequence for the second semester and each semester of each school year thereafter, will be a shared responsibility between instructional leaders and instructional staff)."

Organizational Viability and Fiscal Soundness

- As a whole, reviewers were concerned about the proposed school's ability to meet enrollment and retention targets for English language learners and potentially students that qualify for federal free and reduced priced lunch program given the combination of

the intended target community, lack of enrollment preferences, overall school design and 3-1 weighted preference for New York City CSD 6.

- There appeared to be several organizations, as well as individuals associated with those entities, that would maintain significant relationships with the proposed school, including the Friends of Hebrew Academy Charter Schools, the Hebrew Charter School Center and the Steinhardt Foundation for Jewish Life, whose exact relationships (financial and otherwise) to the school were somewhat unclear to reviewers.

  - The large amount of financial support and extent of said support over time of the Friends of Hebrew Academy Charter Schools suggests a formal partner organization, yet no such partner was identified within the relevant section of the proposal.

  - Reference is made in several areas of the proposal regarding the school's affiliation with the Hebrew Charter School Center, that the proposed school would become part of its "national network of Hebrew language charters schools," and that the Hebrew Charter School Center would support "curriculum implementation through its staff members that include the Director of Educational Services, Director of Hebrew Educational Services, math expert and its History of World Jewish Communities and Israel (HWJCI) expert" once again suggesting a formal partner relationship that was not identified in the proposal. Given this relationship, reviewers were also concerned that the Hebrew Charter School Center was not represented in the organization chart included in Attachment 19.

  - It appeared as though one member of the proposed board of trustees may provide professional development services to the school in her role as a representative of the Hebrew Charter School Center. While it was unclear whether or not there would be an associated fee for these services, reviewers were concerned that there may be at minimum an appearance of a conflict of interest.

- Reviewers were concerned about the likelihood that the proposed school would be able to recruit and hire the large number of Hebrew Teachers that would be appropriately certified and/or highly qualified according to the No Child Left Behind Act as stated in the applicable job description, particularly given the lack of an extensive discussion within the proposal regarding the availability of these teachers and specific recruitment strategies that would be employed to attract sufficient numbers as planned.

- Reviewers were unclear how many students the school expected to serve during its proposed summer academic intervention program and therefore the extent to which the proposed staffing for that program would be sufficient.

- The following concerns were noted with respect to the proposed budgets:

  - The proposal does not appear to include evidence of a formal commitment to support the assumption for a start-up grant provided by the Department of Youth and Community Development. As such, it should not be included in the budget.

- Notwithstanding the formal commitment of the Friends of Hebrew Academy Charter Schools, the proposal is void of evidence to support the fiscal viability of this organization. Reviewers were concerned about the reliance on this organization for the fiscal and organizational viability of the proposed school.

- Reviewers were concerned that the proposal does not provide sufficient detail regarding when and at what levels the no-interest loans and deferred rent provided by the Friends of Hebrew Academy Charter Schools would be repaid in a subsequent charter term.

The Institute's intent in providing this information is to communicate some, but not all of its deliberations during the review process as well as concerns of the external review panel. SUNY's ongoing experience approving, monitoring and ultimately evaluating schools for charter renewal continues to inform our understanding of what it takes to open and run a successful charter school, and provides an increasingly critical lens through which we evaluate new proposals. While the school design and content of your proposal is ultimately up to you, it still must meet SUNY's standards and demonstrate a strong likelihood of achieving a high level of student performance.

The Institute truly recognizes and appreciates the effort that went into the development of the proposal to establish the Sosúa Hebrew Language Academy Charter School, and we hope that the information herein provides you with a better understanding of our requirements and expectations. If you have any questions regarding the review process, please do not hesitate to contact Jason Sarsfield, Director of Applications, at: (518) 433-8277 or jason.sarsfield@suny.edu.

NEW YORK STATE EDUCATION DEPARTMENT CHARTER SCHOOL APPLICATION REVIEW SUMMARY AUGUST 2011	
Proposed School Name:	Harlem Hebrew Language Academy Charter School
Grades Served At Full Capacity:	Grades K through 5
Number of Students At Full Capacity:	450
Proposed School Location:	NYC CSD 3
Lead Applicant	Sara Berman and David Gedzelman
Capacity Interview:	This applicant group was not invited to participate in a capacity interview due to a determination by NYSED staff that written application materials submitted did not sufficiently meet application criteria as outlined below.

Mission Statement:

"Harlem Hebrew Language Academy Charter School (Harlem Hebrew) will provide its students with the academic and personal foundation necessary to successfully pursue advanced studies and achieve continued personal growth as ethical and informed global citizens."

Projected Enrollment (first charter term):

Projected Enrollment					
Grades	**2012-13**	**2013-14**	**2014-15**	**2015-16**	**2016-17**
K	75	75	75	75	75
1	75	75	75	75	75
2		75	75	75	75
3			75	75	75
4				75	75
5					75
Total	**150**	**225**	**300**	**375**	**450**

I. EDUCATION PLAN

I.A. Curriculum and Instruction

Primary Strengths

- As part of the planned Professional Development (PD), teachers will have an opportunity to review the school's charter, with specific emphasis on expectations for student achievement. This will provide an opportunity for all staff to develop a common understanding of the expectations outlined in the school charter.

Primary Concerns

- The education design is based on Hebrew Language Academy Charter School in Brooklyn, which has been operation for less than two years (founded in 2009). There is not yet an established record of success for this model.
- The applicant did not describe a process to ensure that curriculum is aligned to Common Core State Standards.

	• Though existing curricula are discussed, the plan for developing the partial immersion language program is not fully presented. • There is a lack of clarity on how the curriculum and Hebrew language focus will be integrated across subject areas. • The applicant states that the proposed school will maintain strict compliance with separation of church and state and will not encourage nor discourage religious devotion in any way (pg 4). The description of the school-wide social studies/history curriculum could be perceived as religious in nature (e.g. "History of World Jewish Communities and Israel). • It is not clear whether and how English Language Learners (ELL) students will benefit from simultaneous Hebrew language partial immersion. The application does not cite research that supports this instructional approach for the target populations. • The proposal does not provide a detailed plan for serving the academic needs of Students with Disabilities (SWD) and ELLs. • It is unclear how remediation or differentiation of instruction will take place in the education plan that is presented. • The application does not adequately describe how ELLs will be served during the first two years of the charter. There does not appear to be designated staff for this population. • The application does not tie the education design/program to CSD 3, in particular to the area of Harlem, for which the school is named and, it is assumed, will be located.
I.B. School Calendar and Daily Schedule	
Primary Strengths • Note noted.	**Primary Concerns** • The schedule includes generous teacher planning time (one hour and 45 minute planning time daily; 45 minutes while students are in physical education class

	and one hour at the end of the day from 4:00 p.m. - 5:00 p.m.). However, it is unclear how the planning time will be structured and utilized by teachers. • The sample schedule provided does not include timeframes for remediation or extra curricular activities.
I.C. Target Population	
Primary Strengths • None noted.	**Primary Concerns** • Reviewers were unclear about the intended target population. CSD 3 includes the neighborhoods of Lincoln Square, the Upper West Side, Morningside Heights and a small section of Harlem (Central Harlem South). • The school intends to accept students into the upper grades and acknowledges in the written application that these students may need additional support to learn the Hebrew language or core skills, however intervention strategies to address these needs are not clearly presented.
I.D. Assessment	
Primary Strengths • Assessment data will be utilized to inform professional development opportunities for instructional staff.	**Primary Concerns** • The application states that assessment will be used to tailor instruction but it does not include a description of how the school plans to use assessment data to modify and improve the education program. • The promotion standards for grades 1 and 5 (chart on pg.5) do not fully align with the assessment chart listed on pgs. 11-12.
I.E. School Climate and Discipline	
Primary Strengths • The proposed school plans to approach "disciplinary matters as an opportunity to engage in reflective practice." The applicant defines discipline as "helping children develop self-control and self-motivation in a school community that is safe for all members."	**Primary Concerns** • The proposal lacks a comprehensive plan for parent engagement. • The application assumes that all parents will have access to technology (e.g. computer w/ internet connection for the web portal); this may not be true for all families in the community. • A parent representative is not part of the Board of Trustees, yet parents

	may be members of "certain" Committees. Reviewers felt that additional information was needed about parent involvement in school governance.

EDUCATIONAL PLAN REVIEW SUMMARY

The educational plan does not provide a convincing rationale for a Hebrew language immersion program in an urban, high-need community, nor does it present a clear and detailed plan for serving the academic needs of students with disabilities or English language learners.

The co-teaching model, if implemented well, would provide additional supports to the intended population. However, there is only general reference to the positive features of second language acquisition, nothing specific to the Hebrew language or how learning the Hebrew language would benefit students from Harlem. It is not clear how Hebrew will be integrated into the education program in conjunction with the 'off-the-shelf' programs that are proposed. The educational model is stated to be based on Hebrew Language Academy Charter School in Brooklyn, which has been in operation for only two school years and does not yet possess a sufficient track record to confidently indicate success for the Harlem Hebrew Language Academy Charter School.

There are additional gaps in the information presented about instructional strategies/practices, details of how curriculum/instruction needs are reflected in professional development plans and the plan for developing the partial immersion language program.

II. ORGANIZATIONAL PLAN

II.A. Governing Body

Primary Strengths

- The board understands its role as oversight and policy stewards of the school (pg. 19).
- The board of trustees plans to use data in order to make informed decisions.
- The founding board has experience with the school design.

Primary Concerns

- Neither Attachment 5 nor the narrative on page 19 includes the proposed structure of the board of trustees. Also lacking is an explanation of how the board will fulfill its governance responsibilities and a description of the roles and responsibilities of each position.
- Pages 18-19 list the qualifications required for board membership. However, there appears to be no clear board recruitment plan.

II.B. Founding Group Composition

Primary Strengths

- None noted.

Primary Concerns

- Proposed board members are affiliated with other organizations that have a fiscal

	relationship with the proposed school. There are issues of perceived, potential, or actual conflicts of interest among founding board members and affiliated organizations which are not clearly addressed. • Though the Director of Curriculum and Instruction will be involved with the education committee, there is no mention of the Director of Hebrew Curriculum and Instruction (DHCI) and Head of School's involvement in academic decisions or data reporting. • The description of how the proposed school will promote parent participation is general and lacks specific details.
II.C. Management and Operation	
Primary Strengths • The application provides a clear outline of roles and responsibilities for the key school positions (pg. 22-24).	**Primary Concerns** • The Director of Curriculum and Instruction will serve as the Special Education Coordinator for Year 1, in addition to a Special Education teacher. Reviewers were unclear how this would work in practice and what credentials candidates would possess.
II.D. Staffing and Human Resources	
Primary Strengths • The plan to implement a data driven decision making process is clear.	**Primary Concerns** • More information is needed to understand the English Language Arts program for struggling students. • The application states that no ELL specialists will be hired for the first two years of operations and that ELL needs could be met through the Workshop Model. There is no evidence presented to support that this model alone will lead to ELL success and achievement. • There is reference to summer program staff; however the program time frame is not included in the proposed school calendar and there is only a brief mention of a four week summer academic intervention program for a limited number of students.

II.E. Student Recruitment, Enrollment and Evidence of Demand

Primary Strengths

- A fulltime staff member will be devoted to recruitment.

Primary Concerns

- The applicant understands the need for an outreach plan, however what is proposed is generic and not specific to CSD 3 (pgs 29-30).
- The applicant states that they are relying on parents for recruitment in specific neighborhoods. The purpose and plan for this was not described.
- The applicant group has provided no evidence of demand, need or community support for this type of school in Harlem. There is no evidence provided that outreach has begun.
- The application includes waiting list numbers for only two of the seven existing charter schools in the South Harlem section of CSD 3. It is difficult to determine if the same applicant pool would be interested in the academic program the proposed school intends to offer, as it is very different than the program at the two schools mentioned with waiting lists.
- Reviewers felt that there was a lack of clarity regarding the school's plan to recruit ELLs. The application did not identify the other languages represented in the community.

II.F. Community Involvement

Primary Strengths

- None noted.

Primary Concerns

- The description of how the proposed school will promote parent participation is very general and does not give reviewers a clear picture.
- A potential partnership with Teacher College is in consideration but it is not clear if Teachers College has actually been approached. Costs for this partnership were not included in the budget.
- Reviewers felt that additional information was needed to better understand the parent survey mentioned on page 30.

ORGANIZATIONAL PLAN REVIEW SUMMARY

Overall there are areas of major concern around the organizational plan, which are outlined above. Major concerns include an over reliance and potential conflict of interest with the FOHLA/HCSC. Without the fiscal support and facility space from the organization the school is not viable as proposed. The relationship with FOHLA/HCSC is not clearly defined. There appears to be no clear board recruitment plan, and, although most board members are residents of CSD 3, it is not clear if they actually represent/reflect the intended student population. There appears to be a lack of diversity on the proposed board and on "partner" boards and there are proposed Board members who are affiliated with or work for the other organizations mentioned in the application, which could pose potential conflicts of interest.

III. FINANCIAL PLAN

III. A. Budget and Cash Flow

Primary Strengths

- Application proposes to provide transportation on the days that NYC DOE will not be in session and has budgeted amounts that increase annually in accordance to size of student population.

Primary Concerns

- The application references CSD 6 instead of CSD 3, which is the proposed district of location. (pg. 32).
- The number of special education teachers for the grade spans referenced on page 32 differs from the table provided on page 24. The budget reflects information on page 24.
- Having a balanced budget is dependent on the loan from FOHLA. Reviewers question what the repayment provisions would be if the proposed school is not able to make all the payments or if the school operates for only a few years.
- There is no contingency or reserve budget. Although revenue estimates are conservative, the need for a $600,000 loan for operating costs is a major concern.
- The budget narrative states that the school will assume that their special needs population enrollment percentages will be similar to CSD 6 (pg. 32). It is unclear why the CSD 6 is referenced and not CSD 3, which is the proposed district of location.

III.B. Financial Management

Primary Strengths

- None noted.

Primary Concerns

- On p. 23, the applicant states that the financial management functions would be outsourced to FOHLA, which will hire an accounting professional to manage the financial operations of the school. It is unclear who will be directly responsible and held accountable for the day to day responsibility of managing the school finances.
- HHLA will outsource financial management services to FOHLA for an annual fee as delineated in the budget and Letter of Commitment. The budgeted amount is higher then the fees stated in the letter.
- The Financial Consultant is a contracted employee from a firm that is offering to lend funds to the proposed school. Reviewers are concerned about perceived and/or potential conflicts of interest.
- FOHLA will outlay over $1.7 million to support the school. Evidence was not included in the application to determine that the organization has the fiscal resources to support the proposed school.
- Reviewers found that the application lacks specific details about the financial arrangement with FOHLA.

III.C - F. Facility, Transportation, Food Service and Insurance

Primary Strengths

- None noted.

Primary Concerns

- The application does not specify potential locations that are under consideration and does not discuss the process and time line for selecting, acquiring, renovating (if appropriate), and taking occupancy of a suitable facility. The narrative does not include facility cost figures.
- The applicant does not describe a contingency plan if FOHLA does not secure a private facility for the school. The budget does not support any rental expenses until years four through five.
- The application does not include a proposed budget which reflects revenues

	and costs associated with the school's food service program.

III. G. Pre-Opening Plan

Primary Strengths	Primary Concerns
• Meets required criteria for the most part.	• No primary weaknesses were identified.

FINANCIAL PLAN REVIEW SUMMARY

Overall there are areas of major concern around the fiscal plan, which are outlined above. An area of particular concern to the reviewers is the over reliance on FOHLA to financially support the school for almost the entirety of the school's charter, including the no-interest loan and the facility (though the school is paying for financial services and sending funds back to the FOHLA). It appears that it would be virtually impossible for the school to break from FOHLA if it were to be considered necessary by the board of trustees, because of the financial ties. The budget doesn't include facilities costs, which are proposed to be deferred for the first five years and supported by FOHLA.

OVERALL REVIEW SUMMARY

While there are concerns in several areas of the application, the overriding concerns are the educational plan and governance. The founding group plans to model the proposed school after a school that has been in operation for only two years and does not have a proven track record of success. Although existing curricula were discussed, the plan for developing the partial immersion language program is not fully presented. The written application lacks clarity on how the curriculum and a Hebrew language focus would be integrated across subject areas. The discussion of services for students with disabilities, English language learners, and at risk students lacks a detailed cohesive plan and supporting research. Additional questions surface around the demand in the Harlem community for the proposed model. The application does not include evidence of community outreach or community support. Finally, questions remain about the composition of the proposed Board with regard to conflicts of interest with partner organizations, particularly FOHLA, and the fiscal viability of the proposed school.

STATE OF CONNECTICUT

DEPARTMENT OF EDUCATION

January 27, 2023

Mr. Jon Rosenberg
Hebrew Public
729 7th Avenue, 9th Floor
New York, NY 10019

Dear Mr. Rosenberg:

On March 15, 2022, the State Board of Education (SBE) requested applications for state and local charter schools. In accordance with the application requirements, each section of the written application was carefully evaluated against the criteria detailed in the Application Rubric, Appendix G. A team of Connecticut State Department of Education (CSDE) staff reviewed the application for the potential establishment of a state charter school in New Haven, Connecticut. The New Haven Hebrew Public Charter School application scored 34.84 points out of a possible 57. Based on this summary rating, your application does not meet the criteria needed to operate a successful charter school at this time.

Your application is entitled to: (a) A public hearing in the school district where the proposed charter school is to be located; and (b) A public vote on approval or disapproval of the charter school application at a future SBE meeting.

Please know, however, that the CSDE would not recommend approval of your application to the SBE because your application does not meet the criteria needed to operate a successful charter school. Therefore, you may wish to reconsider proceeding with your application at this time.

By Friday, February 3, 2023, you will need to provide written notification to the Turnaround Office of your intentions to withdraw your application or move forward with the process. No response by the 3rd will result in an automatic withdrawal of your application. To that end, I have included a summary of your application scores. Please utilize the Summary Evaluation to decide on your next step. If you have any questions, please contact me via e-mail at: robert.kelly@ct.gov or 860-713-6574.

We look forward to hearing from you.

[redacted]

REK:fc
cc: Charlene M. Russell-Tucker, Commissioner of Education
Laura J. Stefon, Chief of Staff
Irene E. Parisi, Chief Academic Officer
Felicia Canty, Charter School Liaison

Enclosure

Evaluation Summary

Proposed Charter School Name: New Haven Hebrew Public Charter School **Date:** 01/20/2023

I. School Vision and Design		
1. Mission and Vision Statements	Score:	2.17
2. Educational Philosophy	Score:	2.00
3. Curriculum	Score:	1.00
4. Instruction	Score:	2.00
5. Student Assessment	Score:	1.00
II. Strength of Organizational Effort		
1. Experience and Expertise of Founders	Score:	2.33
2. School Governance and Management	Score:	1.88
3. School Leader	Score:	3.00
4. Evidence of Support	Score:	2.00
III. Student Composition, Services, and Policies		
1. School Demographics	Score:	1.25
2. Special Education	Score:	1.50
3. English Learners	Score:	1.00
4. Admission Policy and Criteria	Score:	1.75
5. Student Discipline Policies	Score:	1.33
6. Human Resource Policies	Score:	2.00
IV. School Viability		
1. Building Options	Score:	2.00
2. Financial Plan	Score:	1.88
3. Self-Evaluation and Accountability	Score:	1.75
4. Timetable	Score:	3.00
	Total Score:	34.84

Response 03f-Founding Team Resumes

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Emily Fernandez	6
Jennice Hyde	8
Valerie Khaytina	11

JON ROSENBERG

[redacted]

[redacted]

Elyse Castellano

Emily Fernandez

[redacted]

[redacted]

Jennice D. Hyde

[redacted]

[redacted]

[redacted]

Valerie Khaytina

[redacted]

[redacted]

[redacted]

4. Community Outreach, Engagement, Support and Demand

a. Description and Analysis of Community Outreach and Engagement

Provide a narrative description describing efforts taken 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 of incorporating that feedback into the submitted proposal; and**
- **The extent to which, if at all, community input regarding the educational and programmatic needs of students was incorporated into the final proposal.**

The narrative should explain how comprehensive efforts were made to engage with community members that are fully representative of the overall community demographics described in Response 1. In addition to the narrative description, this response may also include a table, bulleted list, etc. with information about outreach efforts. Concrete artifacts and evidence related to community outreach and engagement should be submitted in response to R-04d-Evidence of Community Outreach and Engagement.

The QHP Applicant Group designed and implemented a comprehensive and thoughtful community engagement process to inform a wide variety of CSD 28 stakeholders about the plan to open Queens Hebrew Public Charter School in the district, gauge their interest and support and solicit their input and feedback. The efforts were led by the Hebrew Public Chief External Officer, Valerie Khaytina and her external team, with support from other Applicant Group members (including those who are also members of the founding board). Additionally, Hebrew Public engaged external political and media relations and communications consultants to serve as community organizing counsel to support our community engagement efforts. Evidence and artifacts of these community engagement efforts are contained in *Response-04d Evidence of Outreach*.

Our outreach included the following:

Public Information Sessions and Presentations

- The HQP Applicant Group publicized and hosted two public information sessions at the Rego Park Public Library (December 4, 2023) and the Forest Hills Public Library (December 16, 2023) where they made a presentation about QHP. At each session, a petition was available for people to sign, hard copies of the school survey were available as well as marketing materials on the school which included links to the school website and a QR code which would take them to the online version of the school survey. Families were given the opportunity to ask questions about the school and to share any feedback with the team at that time (or via the surveys).
- The HQP Applicant Group reached out to Vijah Ramjattan, the President of Community Educational Council (CEC) 28 to request the possibility of being on an upcoming CEC 28 meeting in order to inform them and the public about QHP and to be able to field questions and receive input on the school. CEC 28 declined to put the school on the agenda. However, President Ramjattan encouraged us to sign up to speak during the public comment segment of the December meeting and use that forum to share about QHP to the public. Jon Rosenberg, President and CEO of Hebrew Public, attended the CEC 28 December 7, 2023 virtually where he presented about QHP during the public comment period. Information was shared regarding how the public could provide feedback and input about the school through the online school survey.
- Ms. Latoya Legrand, the Chair of the Education Committee of Community Board 12 which covers the southern portion of CSD 28 (Jamaica and South Ozone Park) invited Hebrew Public to speak at the January 16, 2024 CB 12 Education Committee to share the vision and goals for the school and the

community. Jon Rosenberg attended and had the opportunity to make a presentation about QHP for more than an hour, including addressing questions members and the public had about the school and providing them with information about how to provide additional input and feedback about the school through the online survey

- QHP participated in a 1/21/24 community event at Maple Grove Cemetery sponsored by Hebrew Public and Friends of Maple Grove Cemetery, which runs community events for families, including families who reside in the Kew Gardens and Richmond Hill neighborhoods of CSD 28. The event combined fun activities for children with a presentation for families about QHP. Marketing materials (including links to QHP websites and QR codes to complete an online survey) and paper surveys were available for families to complete as were paper petitions to sign. The 90 minute event provided families with opportunities to engage with QHP and Hebrew Public representatives, ask questions and share their input.

Digital Strategies

QHP has a website, https://hebrewpublic.org/schools/queens/ that is available in English and, through an accessibility function, multiple languages that are dominant in the community. The website provides information about the plans for QHP and the Hebrew Public model including its mission and school design/academic model. The website also serves as the main repository of all information and news related to QHP, including notices of scheduled community meetings where QHP was presenting and events QHP was hosting. The website contains an online survey for stakeholders to provide input and feedback on the school as well as an online petition. All marketing material (including hard copies distributed in person at various forums and events) contain a link to the QHP website as well as QR codes to the online survey. All online outreach materials including the online survey, it should be noted, are available in English and other languages representative of the community's residents (paper surveys are available in English, Spanish, Russian, simple Chinese, Bengali and Hebrew)

Hebrew Public took further advantage of social media to get the word out about QHP. Through a targeted ad campaign on Facebook and Instagram, a variety of online ads blanketed social media accounts of residents of CSD 28. Depending on the default languages of residents' social media accounts and browsing history, QHP ads that were done in Spanish, simple Chinese, Bengali or Hebrew would be the ones that would appear on their Facebook and Instagram accounts. The ads included general ads about QHP with a link to the QHP website and online survey as well as ads about upcoming community information sessions (for example, the events at the public library and Maple Grove Cemetery).

In addition, Hebrew Public's External Team and members of the QHP Applicant Group have researched and identified relevant Facebook groups that would have an interest in QHP information. Among the Facebook groups that members of the QHP applicant team and Hebrew Public external team have joined are: Kinder Klub; Forest Hills, Rego Park, Kew Gardens "Our Communities"; Forest Hills Moms (NY); Forest Hills, New York; Rego Park Parents (Queens, NY); Forest Hills NYC; Rego Park Queens (NY); Friendly Neighbors of Forest Hills, Kew Gardens, Rego Park; Queens, NY Moms; Jamaica Queens NYC Working Parents; Forest Hills Parent; and Queens Mommies. As members of these groups, we have been able to post to the groups about QHP, including information on upcoming events, links to surveys, links to the QHP website, etc.

Petitions and School Survey

Blank copies of the petition and school survey (in English and multiple languages are contained in *Response-04d Evidence of Outreach;* copies of signed petitions and digital petitions are contained in *Response-04f Evidence of Demand* and aggregate survey results are contained in *Response-04e Evidence of Support).*

To gauge family/student demand for the school, QHP sought signatures on paper petitions and online digital petitions. We also created a school survey that was distributed in both paper copy as well as available to complete online (as noted previously the survey is accessible through the QHP website as well as through QR codes available on all marketing material (paper and digital) and targeted ads on social media). With our survey tool, respondents were given an opportunity to rank specific aspects of the model, including Hebrew instruction, global citizenship values, longer school day, support for ELLs, after school programming, academic rigor, commitment to diversity, among other areas. In addition, the surveys provided families with an opportunity to respond to open-ended questions regarding what else they felt was important in a school.

To keep lines of communication open with families who signed the petition or completed a survey (but not both), the Hebrew Public external team would e-mail them or contact via Facebook (including if necessary, in the language in which they completed the survey or the petition they signed) thanking them for taking the time to learn about us and to consider either signing the petition or completing a survey (whatever tool they had not previously completed). In this way, we also keep them engaged with us should QHP be authorized. (Copies of these e-mail communications are contained in *Response-04d Evidence of Outreach*).

Elected Officials

We have been proactive in reaching out to elected officials representing the various neighborhoods of CSD 28 in order to inform them of the plans for QHP and the Hebrews Public school model—particularly its focus on creating a diverse by design learning community (including a commitment to serve children representing special populations—ELL, SWD and ED), emphasis on global citizenship and world language and our intention to secure private space in which to operated and not ask for co-location—and also to address any questions or concerns they may have, particularly those elected officials who may not be as supportive of charter schools as others. To date Hebrew Public leadership (including Board Chair Sara Bloom) and/or our community organizing counsel has either spoken or met personally with:

- New York City Councilwoman Sandra Ung. NYC Councilwoman Ung was appreciative of our proactive efforts to inform her of our plans. She was encouraged that we would not co-locate and by the diverse-by-design model. She asked to be kept updated on our progress.
- U.S. Congresswoman Grace Meng. Representative Meng responded positively to the fact that we would not be seeking co-location. We will continue to keep her abreast of QHP's progress.
- NYS Assemblywoman Jenifer Rajkumar. Assemblywoman Rajkumar was especially interested in QHP's diverse by design model and focus on global citizenship. She has provided a letter of support for the school which is included in *Response-04e Evidence of Support*. We will continue to keep her informed of our progress.
- NYS Assemblywoman Nily Rozic. Assemblywoman Rozic asked to be invited to the ribbon cutting ceremony when the school opens should QHP be approved.
- Governor Kathy Hochul. Hebrew Public Board Chair and Hebrew Public's community organizing counsel Michael Tobman, met with the Governor in November 2023 at a private event for charter school operations and supporters. Sara and Michael spoke to her about Hebrew Public's diverse by design model, the study of world language as a lens through which to teach global citizenship and the joys of diverse students learning side-by- side with each other and about each other. They also shared the plans to submit a QHP application to SUNY. We were pleased in her address to the attendees at this private event, the Governor specifically mentioned learning through diversity and the value of promoting citizenship in diverse learning environments. We believe our discussions had an impact on her remarks.

- NYS Assemblyman Andrew Hevesi. Assemblyman Hevesi was very excited about our plans, particularly as QHP was not seeking co-location and thus would be a net-positive for the community. He felt CSD 28 and his district were ideal locations for the Hebrew Public diverse by design model. Assemblyman Hevesi has provided QHP with a letter of support which is contained in *Response-04e Evidence of Support*.
- NYS Senator Leroy Comrie. Senator Comrie indicated he was interested in charter schools with diverse school leadership. We informed him that the QHP board was a diverse one.
- NYS Assemblywoman Vivian Cook. Assemblywoman Cook was interested that QHP was not planning to seek co-location.
- U.S. Congressman Gregory Meeks. Representative Meeks was supportive of the plans to bring QHP to CSD 28.
- Queens Borough President Donovan Richards. Borough President Richards appreciated the chance to hear the plans for QHP and is supportive of our efforts including providing a letter of support that is included in *Response-04e Evidence of Support*.
- NYS Senator James Sanders, Jr. Senator Sanders was very supportive of our goal to bring QHP to CSD 28 which includes the neighborhoods he represents. He has provided QHP with a letter of support which is included in *Response-04e Evidence of Support*.
- NYC Councilmember James F. Gennaro has provided QHP with a letter of support expressing his strong support for children in his council district to have an educational option such as the one that QHP would offer.

Day Cares, Preschools, Community-Based Organizations (CBOs), and Other Community Entities and Institutions

The preschool community is a critical constituency for us. We have sent e-mails, marketing materials and links to the QHP school survey preschool directors throughout the district to inform them about QHP and request they provide us with feedback about the population they serve and their input on what an appropriate school design should include given their intimate knowledge of the children who would be attending our school if approved. We have also requested that they turnkey this information to their parent body. We have followed up by phone to these daycare centers with offers to make representatives available from Hebrew Public and QHP's Applicant Team to host parent meetings about QHP at their preschools.

Hebrew Public external staff has also gone directly to more than a dozen preschools in CSD 28 both at the beginning of the school day and at the end of the school day. They have set up a table outside the preschools in order to personally approach parents dropping off or picking up their children, providing them with information about QHP and sharing a quick "elevator pitch" about the school. Through these efforts, we have been able to share the school survey as well as secure signatures on our petitions from interested families. Similar outreach to additional preschools is planned over the next several weeks.

QHP has also targeted community-based organizations in CSD 28 particularly those which have programming that serve families and youth, immigrant populations and offer preschool programs as well as other community entities. Among the CBOs and community entities with which we have met and/or shared QHP materials are:

- Forest Hills Jewish Center (FHJC): FHJC offers an early childhood education program and they invited Hebrew Public's external staff to set up an information table outside of the preschool program in order to meet and greet families and children attending their program and share information about QHP (including school surveys, marketing material, petition).
- COJECO: COJECO serves the Russian-speaking Jewish community. Hebrew Public connected with its Executive Director to share information about QHP and turnkey that information to the Russian-

speaking families they serve with pre-school age children. COJECO provided QHP with a letter of support contained in *Response-04e Evidence of Support.*

- Commonpoint Queens (formerly Central Queens Y). Hebrew Public's Senior External Relations Manager communicated with Commonpoint leadership staff to inform them of the plans for QHP and the desire to reach out to their members with information about the school. Hebrew Public was invited to join Commonpoint's Chanukah Festival as a way to share information on QHP with the families in attendance. Hebrew Public did attend and was able to share information about the school with families, answer their questions and secure signed petitions and school surveys.
- Maple Grove Cemetery/Friends of Maple Grove Cemetery. Maple Grove Cemetery is an historic community landmark and is listed on the National Register of Historic Places. As described previously, Hebrew Public's outreach to Maple Grove Cemetery/Friends of Maple Grove Cemetery resulted in a community event for families inviting them to learn about QHP in the context of a fun-filled and child-centric event held at Celebration Hall in Maple Grove Cemetery.
- Woodhaven Business Improvement District: Hebrew Public's Chief External Officer met with John Perricone, Executive Director, Woodhaven BID in December 2023 and shared materials and our plans for Queens.
- Queens College: Queens College partners with Hebrew Public on a Master's degree program in critical languages. They are excited about the opportunity to partner with QHP if it gets approved. Queens College provided QHP with a letter of support contained in *Response-04e Evidence of Support*.

In addition to these CBOs and community entities, Hebrew Public's external team has also reached out to organizations referred to by members of QHP's proposed board who were personally involved with the organizations. These included First Shot Basketball, Ivy Day, Lana's Gymnastics, Parker Towers (an apartment complex), Work and Tot. We will continue to follow up with these organizations.

Faith Communities

Outreach also included reaching out to faith communities and organizations representing different religious groups in the community. Among them were the Pastor of Grace Lutheran Church in Forest Hills, the Deputy Press Secretary of the Diocese of Brooklyn (which serves both Brooklyn and Queens) and the Chancellor of the Archdiocese of New York and the Executive Director of the Chabad of Rego Park. All were appreciative of our proactive efforts to inform them of the plans to apply for a charter school in Queens/CSD 28. The Deputy Press Secretary of the Diocese of Brooklyn informed us that he will brief the Diocese's Catholic Schools Superintendent of Brooklyn and Queens on the plans for QHP. Rev. Kerstin Weidmann, the pastor of Grace Lutheran Church provided us with a letter of support included in *Response-04e Evidence of Support.* Further, Grace Lutheran Church shared the QHP materials with a number of civic groups that use their church for their meetings.

Advertisements in Local Media (Print and Digital) and Other

In addition to a targeted ad campaign on social media, Hebrew Public also placed half and full page ads in local papers and media including press targeting non-English speaking communities. Ads were placed to inform the community about the plans to open QHP and others to publicize QHP community information meetings and events. Our ads appeared in the paper copies of *Forest Hill Times, Rego Park Times, The Ledger Observer, Jamaica Times, El Diario* and *World Journal* as well as on their digital platforms. Of note *El Diario* published a full page article on Hebrew Public charter schools and the ad placement for QHP was on the facing page of the article. Ads provided links to the QHP website and in some cases the QR code to access the online survey. In addition to the ads in local media, Hebrew Public's Valerie Khaytina was interviewed on a local Russian-language radio station, RUSA, where she discussed

the proposed QHP. Copies of all the print advertisements (and *El Diario* article) are contained in *Response-04d Evidence of Outreach.*

Personal Approaches and On-the-Ground Efforts

Outreach in the community also included more personal approaches, including hosting more intimate information sessions at people's home for their close circle of friends (including some that arose from the Facebook groups that Hebrew Public and QHP Applicant Team members had joined). In addition, Hebrew Public's external team has engaged in on the ground efforts in various neighborhoods in CSD 28 dropping off marketing materials at local businesses, daycares and preschools, grocery stores and speaking with families they encounter at playgrounds, outside of schools and shopping centers. Contained in *Response-04d Evidence of Outreach* is a spreadsheet listing all the efforts that Hebrew Public and QHP's Applicant Group have been engaged in for the last few months.

b. Description and Analysis of Community Support

Provide a narrative description of the support for the proposal from the community stakeholders or others including a candid analysis of both the depth of support and opposition to the school from stakeholders such as community members, civic organizations and elected officials.

From community feedback we have received the comprehensive outreach that Hebrew Public and the QHP Applicant Group have been engaged in described above, we are confident there exists wide support for the establishment of QHP in CSD 28. There was no feedback that we received that suggested opposition to the school from any stakeholder group nor that a modification or addition to our model was necessary. We were very open to entertaining elements that would reflect the specific needs of the community as identified by community stakeholders; however, stakeholders overwhelmingly agreed with the direction of our model.

Feedback from Public Information Sessions

At the CEC 28 during which Jon Rosenberg spoke for his allotted two minutes during the public comment period, he was thanked for his remarks and there were no follow up questions nor discussion about his presentation. We viewed this as positive given that the meeting itself was very contentious around world events in Gaza/Israel which was spilling over into NYC high schools including high schools in CSD 28. That the CEC nor the public attending the meeting attempted to draw a Hebrew language charter school into the fray suggested to us that Jon's remarks on creating a diverse learning community where children of all different backgrounds learned, grew and played together and the teaching of a world language like Hebrew as a lens through which global citizenship skills are developed particularly during a fractious time locally, nationally and globally, resonated with those in attendance.

At the Community Board 12 meeting, two individuals raised questions about QHP's model. A special education teacher pressed hard on whether QHP would have self-contained classrooms. He and Jon had a meaningful exchange around the issue, and while the QHP model currently does not include self-contained classrooms, Jon noted that HLA 2 will be adding a self-contained setting in 2025-26 and the Philadelphia Hebrew Public Charter School does have the setting. Another individual asked if QHP would be unionized and if not why not. Jon also responded thoughtfully to this question noting that the staffing model that includes increasingly blended teacher/leader roles would not be a good fit for a typical union contract. The Chair of Community Board 12's Education Committee, Ms. Legrand, has been very collegial and open in her communications with Hebrew Public. After the Community Board 12 meeting at which Jon Rosenberg presented, she sent an email (included in *Response-04d Evidence of Outreach*) indicating she would "like to take a tour once the school is built." We intend to keep in close contact with her, and continuing to engage her especially if the school is authorized.

There were no negative comments or push back from attendees at the public library information sessions or the Maple Grove family event, instead we secured a number of signatures on our petitions from families that attended these events.

Feedback from Digital Strategies

The ad campaign run on Facebook and Instagram, targeting CSD 28, has shown strong engagement with our content. To date, the campaign has amassed 606,703 impressions, with 119,233 individuals viewing our ads five times on average. This initiative has effectively reached an average of 119,223 residents within CSD 28. Since the campaign's start on November 13, 2023, there have been 8,074 clicks from people seeking more information about QHP, and 5,304 engagements directly with our ads on both platforms. There have been 143 post shares and 783 likes on the ads. These figures indicate that our efforts to disseminate information about QHP through Facebook and Instagram have been successful, reflecting genuine community interest and support.

Feedback from School Survey Data

Our analysis of the 139 responses we have received from CSD 28 parents and other stakeholders to our community outreach and engagement efforts thus far, indicates we have their support to bring QHP to CSD 28. Notably, of the 139 respondents, 85% were parents, 97% indicated they wanted to receive information on the school's opening, 78% indicated they lived in CSD 28 (another 8% didn't know if they did) and of the families who had children born in 2019 or 2020 (children who would be age-eligible to attend QHP if it opened in 2025-26), 59% indicated they would apply to the school. None of the 16 features of QHP that stakeholders were asked to rank on a scale of 1 to 5 (with 5 being the most important) averaged less than a 4 ranking. The stakeholders who completed our survey clearly indicated that our academic model and school design resonated with them. Notably, a commitment to diversity ranked a 4.15, world language instruction (Modern Hebrew) ranked 4.2 and global citizenship values ranked 4.70.

On the free responses to the survey, some of the positive responses included:

- Diversity and tolerance are very important.
- I think diversity is most important and I am excited that they are opening a charter school in my area.
- I think the school brings a great opportunity for students and families seeking an education that also supports emotional intelligence development.
- I would love my child to attend a school of community and diverse multi-cultural audiences. I want my child to be exposed to and learn other languages at an early age.
- All of the above concepts above [the 16 features listed on the survey] help to develop a well-developed scholar.
- Es importante que dea una escuela Segura con respect a la diversidad de todos los ninos (It is important that it be a safe school with respect to the diversity of all children)
- Looking for a school where my child can be successful in all aspects and feel comfortably in a community.
- Saber qud mi hija este en un sitio donde aprenda, sea escuchada, valorada que le enseñen principios aprenda a respetar y comubicarse respetablemente. (Knowing that my daughter is in a place where she learns, is listened to, valued, that teach you principles, learn to respect and communicate respectfully)

When asked if there is anything they would like to add to build our school of excellence, families offered the following:

- Visual arts classes.

- A library is essential to student learning. Students should become familiar with using a library in order to seek out information.
- I think children on the spectrum and/or disabilities should be included as diversity.
- It would be nice if children have the opportunity to learn Spanish.
- Include Mandarin classes.
- I don't think Responsive Classroom is the best pedagogy currently in practice. Strict adherence to a single type of classroom for every teacher is a bit of a red flag for me when exploring school options for my 2021 child.

In response to this input, we offer that:

- QHP will have a visual arts program.
- While Spanish and Mandarin will not be offered in elementary school, if QHP were approved and then ultimately renewed and approved for expansion, as has been the case with Hebrew Language Academy Charter School, middle school students will have the opportunity to pursue a second world language that will be selected based on family and student input.
- QHP does include diverse learners (including ELLs, SWD and struggling students) in our definition of diversity in our community and QHP will serve children with disabilities to the extent that QHP has the settings required of a child's IEP.
- While the building we are securing will not have a space for a designated library, each classroom will have a robust book collection of both leveled-books and library books of all genres covering a wide variety of topics, ensuring we have a literature rich school. Further, with regard to research, increasingly research today involves internet research, including access to resources from online public libraries. Students will be developing these internet research skills (in addition to traditional library research skills) as part of their courses of study, including how to distinguish information that is secured from factual and reliable sources versus that which are not.
- We believe that Responsive Classroom is aligned with our desire to build social emotional competencies in our children and support a positive school climate and learning environment. We would welcome the opportunity to be able to share more information with families that have questions about Responsive Classroom.

When specifically asked if families had any concerns about the proposed school, there were none that were against the establishment of the school. The concerns ranged from wanting the location to have easy access to public transportation and that school bus transportation be provided to wanting to make sure the school would be financially stable given their perception of other charter schools having financial troubles to wondering how teachers would be selected.

The community was given multiple ways to access, complete and submit the survey (including in multiple languages). There was no feedback that we received that suggested a modification or addition to our model was necessary. We were very open to entertaining elements that would reflect the specific needs of the community as identified by community stakeholders; however, as described previously, stakeholders overwhelmingly agreed with the direction of our model. Even with open ended questions, the responses were aligned with our proposed model. The complete report on the survey responses is provided in *Response-04e Evidence of Support.*

Elected Officials

The elected officials who represent the people within CSD 28 with whom we met were all supportive of our plans to establish QHP. Almost to a one, they were very interested and supportive of the diversity by design approach of the Hebrew Public model and were pleased that QHP would occupy a private facility and not seek to co-locate in an existing public school. All have been asked to be kept abreast of our progress in this process. Among the elected officials who have provided us with letters of support and are

included in *Response 04e-Evidence of Support* are: Queens Borough President Donovan Richards, Jr.; NYS Assemblyman Andrew Hevesi, NYS Assemblywoman Jenifer Rajkumar and NYS Senator James Sanders, Jr.

Feedback from Preschools and CBOs, Faith Communities

Preschools, CBOs and other community organizations and the faith communities that we have engaged in our efforts have all been supportive of the proposed school. Many of the preschools and day cares that we have met with or sent information to have indicated that they would be happy to inform their families of the option to apply to QHP should QHP be approved. We have received support letters from preschools and community organizations which serve CSD 28 families and children as well as Grace Lutheran Church. None expressed any opposition to our work.

c. 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 the experience of how many waitlist entries it takes to fill a seat. Concrete artifacts and evidence related to student demand should be submitted in Response R-04f, Evidence of Student Demand.

In its first year, QHP will serve 56 1st graders and 56 Kindergartners. We believe that student demand exists in CSD 28 for us to meet our proposed enrollment. In addition to the positive responses we received from families described in the previously in this response, this assertion is based on the following evidence:

Petitions

We circulated petitions in the community, including a digital petition that was available on QHP's website and on its social media accounts. We received 133 people sign paper petitions and 46 people sign digital petitions. The following chart shows the breakdown of all signers' children's eligibility to enroll in our school.

# of students who will enter Kindergarten during the 2025-26 School Year (Born 2020)	# of students who will enter First grade during 2025-26 School Year (Born 2019)	# of students who will eventually qualify to enter QHP after the 2025-26 School Year (Born 2021 and after)
79	42	39

Of the 179 signers, a total of 145 were CSD 28 residents signing in favor of QHP coming to their district. Of the 145 CSD 28 parents who signed, they have a total of 72 children who would be age-eligible to attend Kindergarten in 2025-26 and 35 children who would be age eligible to attend 1st Grade in 2025-26. Additionally, these CSD 28 signers have a total of 30 children who would be eventually be age-eligible to attend the school after it opened. Copies of all signed paper petitions and a summary sheet of the digital signers is contained in *Response 04f-Evidence of Student Demand.*

Traffic on our Facebook Page

As discussed in the previous response, the engagement in our Facebook and Instagram ads from people in CSD 28 indicates interest in following our work. Even if just 0.1% of the almost 120,000 people who viewed our ads are parents with age eligible children who would likely apply to QHP should we be approved, we would have more than met our proposed enrollment for the first school year.

Response 04d-Evidence of Community Outreach

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Queens Hebrew Public Charter School

Queens HEBREW PUBLIC CHARTER SCHOOL

[redacted]

December 16, 10:30am

Queens Public Library

Forest Hills Branch, 108-19 71st Avenue, Queens, NY 11375

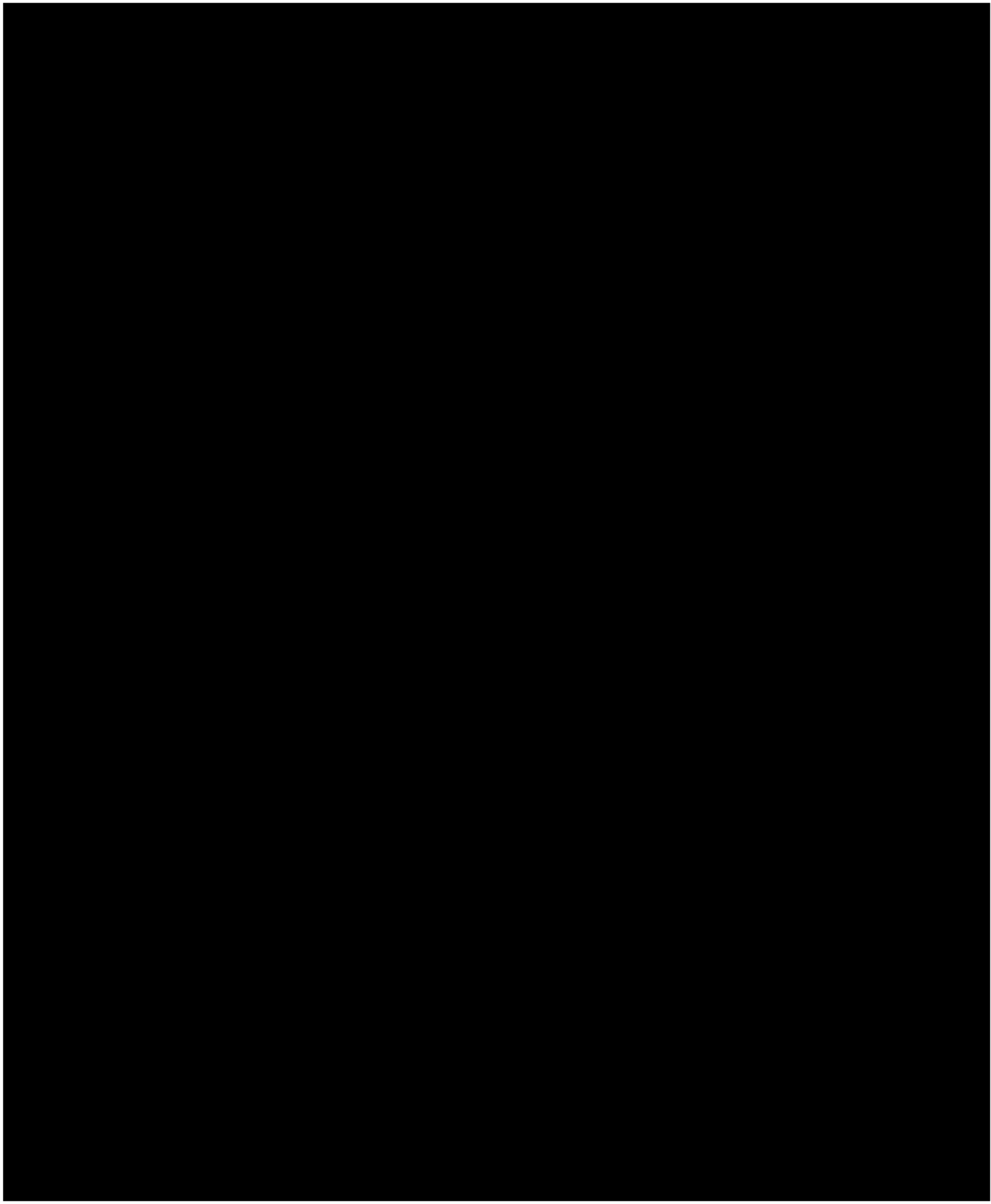
Join us for an info session and interactive activities for children ages 3-5!

Queens Hebrew Public is being planned to open in Community School [redacted] If approved, Queens Hebrew Public will be a free public charter school, **located in its own private facility**, serving students in grades K-1 its first school year. Each year, the school will grow by one grade until it spans K-5.

HEBREW

[redacted]

Response 04d-2



Queens HEBREW PUBLIC CHARTER SCHOOL

Queens Hebrew Public Charter School

[redacted]

A new Hebrew language Public Charter School, **Queens Hebrew Public** is being planned for the children of Central Queens!

Queens Hebrew Public is being planned to open in Community School District (CSD) 28 in Central Queens. If approved, Queens Hebrew Public will be a free public charter school serving students in grades K-1 its first school year. Each year, the school will grow by one grade until the school spans K-5.

After reaching Fifth Grade, permission to expand to Eight Grade will be sought. Queens Hebrew Public is modeled after Hebrew Language Academy Charter School (HLA), which opened in CSD 22 in 2009 and currently serves 656 students in Grades PreK-8.

The new school, **located in its own private facility**, will be open to all children eligible for Kindergarten and First Grade in 2025. Children living in CSD 28, which includes parts of Forest Hills, Rego Park, Jamaica, Kew Gardens, Richmond Hill, and Briarwood, will have preference for admission to the school.

Public Meeting

A public information meeting will be held to solicit comments regarding Queens Hebrew Public.

December 4 at the Queens Public Library, Rego Park Branch, 91-41 63rd Dr, Queens, NY 11374. 12pm

[redacted]

[redacted]

Response 04d-4

HEBREW PUBLIC Charter Schools for Global Citizens

Queens HEBREW PUBLIC CHARTER SCHOOL

Новая чартерная школа от Hebrew Public, Queens Hebrew Public, планирует своё открытие для детей Центрального Квинса!

[redacted]

16 Декабря, 10:30

Queens Public Library

[redacted]

Присоединяйтесь к нам на информационную презентацию и интерактивные игры для детей от 3 до 5 лет!

Школа Queens Hebrew Public планируется к открытию в 28-м Общественном Школьном Округе (Community School District - CSD) в Центральном Квинсе. Если решение будет принято, Queens Hebrew Public станет бесплатной чартерной школой, расположенной в собственном частном здании и обслуживающей учеников в классах К-1 в первый учебный год. Каждый год школа будет увеличиваться на один класс, пока не достигнет уровня К-5.

1600-06

HEBREW PUBLIC
Charter Schools for Global Citizens

Больше информации [redacted]

[redacted]

Celebrate the New Year of the Trees with us!

FREE EVENT

Sunday, 1/21, 4:00-5:30 PM

[redacted]

Modeled after Hebrew Public schools in Brooklyn and Staten Island, Queens Hebrew Public will offer rigorous instruction in English, math, Modern Hebrew, science, art, social studies, and sports. **Learn more at our event!**

- Make fruit stamp cards
- Interactive storytime
- Plant seeds
- Special performance by Ronit Asheri-Sandler

[redacted]

CELEBRATION HALL THE CENTER at MAPLE GROVE CEMETERY

[redacted]

RSVP HERE!

This program is made possible in partnership between Hebrew Public Charter and Friends of Maple Grove.

Response 04d-6

[redacted]

Celebrate the New Year of the Trees with us!

FREE EVENT

Sunday, 1/21, 4:00-5:30 PM

[redacted]

Modeled after Hebrew Public schools in Brooklyn and Staten Island, Queens Hebrew Public will offer rigorous instruction in English, math, Modern Hebrew, science, art, social studies, and sports. **Learn more at our event!**

- Make fruit stamp cards

- Interactive storytime

[redacted]

- Plant seeds

- Special performance by Ronit Asheri-Sandler

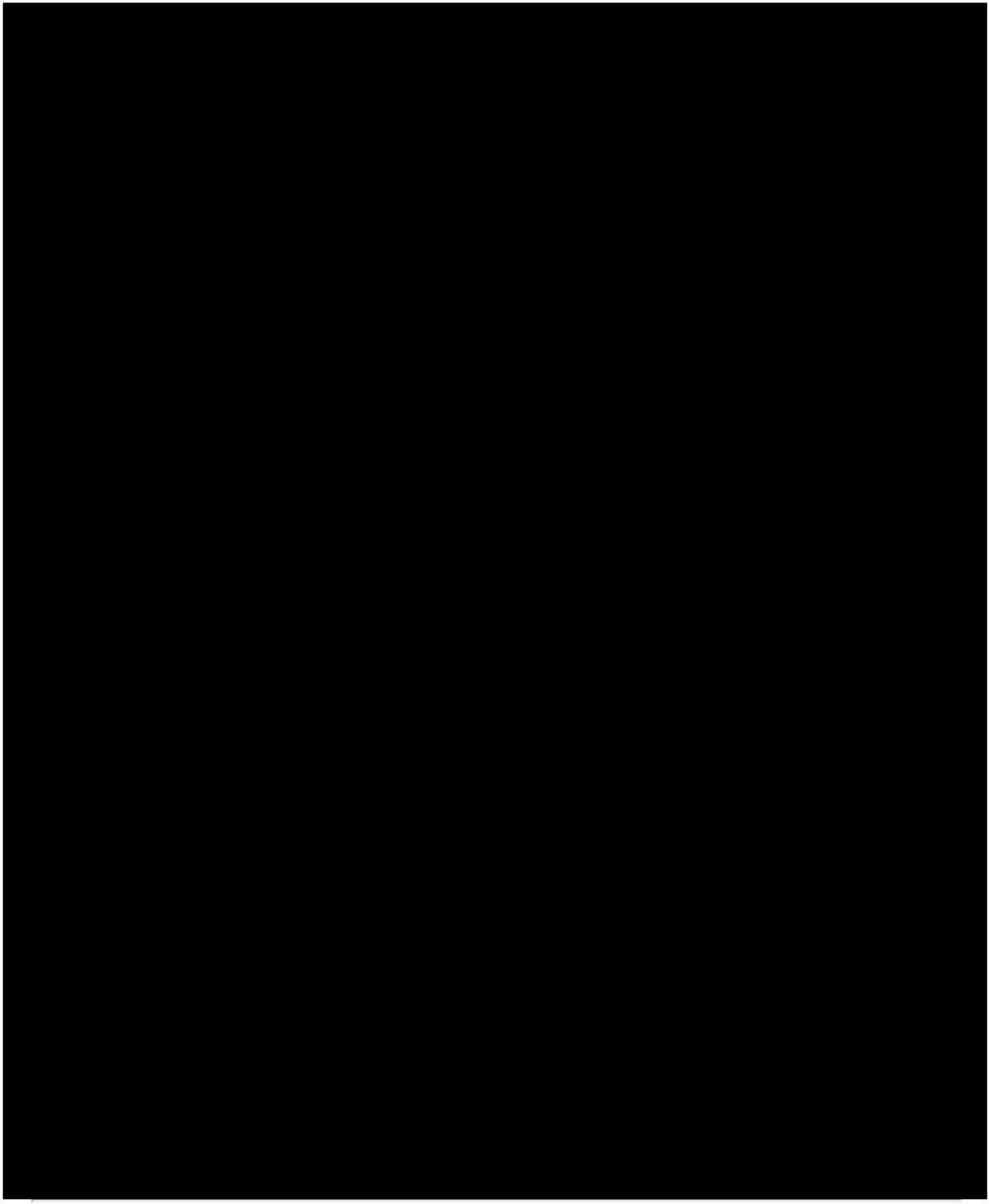
CELEBRATION HALL THE CENTER at MAPLE GROVE CEMETERY

[redacted]

RSVP at
hebrewpublic.org/maple-grove

This program is made possible in partnership between Hebrew Public Charter and Friends of Maple Grove.

Response 04d.7



[redacted]

Valerie Khaytina | Chief External Officer
ואלרי חייטינה | ראשת אגף קשרי חוץ

[redacted]

Apply for the 2023-24 school year at our schools!

[Quoted text hidden]

[redacted]

[redacted]

Queens Hebrew Public Charter School

[redacted]

[redacted]

[redacted] Queens Hebrew Publ[redacted]

[redacted]

[redacted]

[redacted]

[redacted]

[redacted] text hidden]
[Quoted text hidden]

[redacted]

Topic: Education Committee
Time: Jan 16, 2024 07:00 PM Eastern Time (US and Canada)
Every month on the Third Tue, until Mar 19, 2024, 3 occurrence(s)
Jan 16, 2024 07:00 PM
Feb 20, 2024 07:00 PM
Mar 19, 2024 07:00 PM
Please download and import the following iCalendar (.ics) files to your calendar system.
Monthly: https://us06web.zoom.us/meeting/tZUtd-GurzMtHNPKTIUN7giJacb4JAp6f64U/ics?icsToken=98tyKuGprjsiHNWdtx-ARpwcAoigWe7zmFxago1ttyvMNg4EZQrcN-FAZpheAI7W

Join Zoom Meeting
https://us06web.zoom.us/j/81008618767?pwd=HPwBzd7oXxD79UPslMbWxbBI9SbcbG.1

Meeting ID: 810 0861 8767
Passcode: CB12

One tap mobile
+19294362866,,81008618767#,,,,*801946# US (New York)
+16469313860,,81008618767#,,,,*801946# US

Dial by your location
• +1 929 436 2866 US (New York)
• +1 646 931 3860 US
• +1 305 224 1968 US
• +1 309 205 3325 US
• +1 312 626 6799 US (Chicago)
• +1 301 715 8592 US (Washington DC)
• +1 253 215 8782 US (Tacoma)
• +1 346 248 7799 US (Houston)
• +1 360 209 5623 US
• +1 386 347 5053 US
• +1 507 473 4847 US
• +1 564 217 2000 US
• +1 669 444 9171 US
• +1 669 900 6833 US (San Jose)
• +1 689 278 1000 US
• +1 719 359 4580 US
• +1 253 205 0468 US

Meeting ID: 810 0861 8767
Passcode: 801946

Find your local number: https://us06web.zoom.us/u/kdnEuKIfrb

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Forward suspect email to phish@oti.nyc.gov as an attachment (Click the More button, then forward as attachment).

[Quoted text hidden]

HEBREW PUBLIC
Charter Schools for Global Citizens

Queens Hebrew Public Charter School

Sasha Kogan <sasha@hebrewpublic.org>

FW: thank you!

1 message

[redacted]

[redacted]

www.hebrewpublic.org

Apply for the 2023-24 school year at our schools!

[redacted]

[redacted]

Thanks so much for attending and answering the communities concerns and questions.

I would like to take a tour once the school is built, and or if we can meet in person if your availability allows it.

Thanks again and be well.

Warm Regards,

[redacted]

On Tuesday, January 16, 2024 at 08:41:58 PM EST, Jon Rosenberg <jon@hebrewpublic.org> wrote:

[redacted]

Thanks again for the opportunity to present tonight, and to answer people's questions.

Happy to follow up in any way.

All my best,

[redacted]

[redacted]
ג'ון רוזנברג | נשיא ומנכ"ל

www.hebrewpublic.org

Apply for the 2023-24 school year at our schools!

Links to videos on Community Board 12's January 16th meeting

https://drive.google.com/drive/folders/1tv1KQVAKksLRLLL82lD9CK8WiC1ZA8a1

[redacted]

HEBREW PUBLIC
Charter Schools for Global Citizens

[redacted]

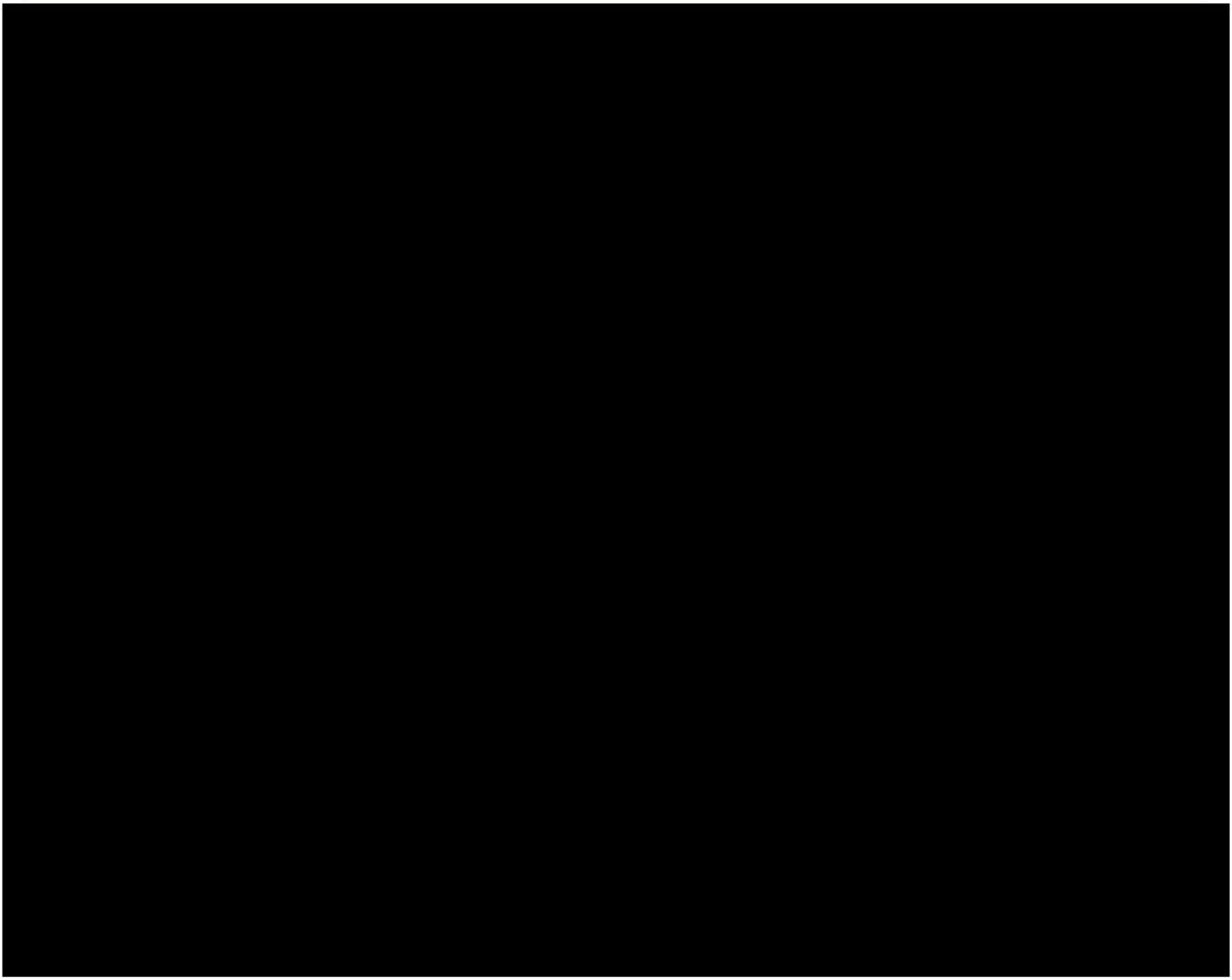
[redacted]

[redacted]

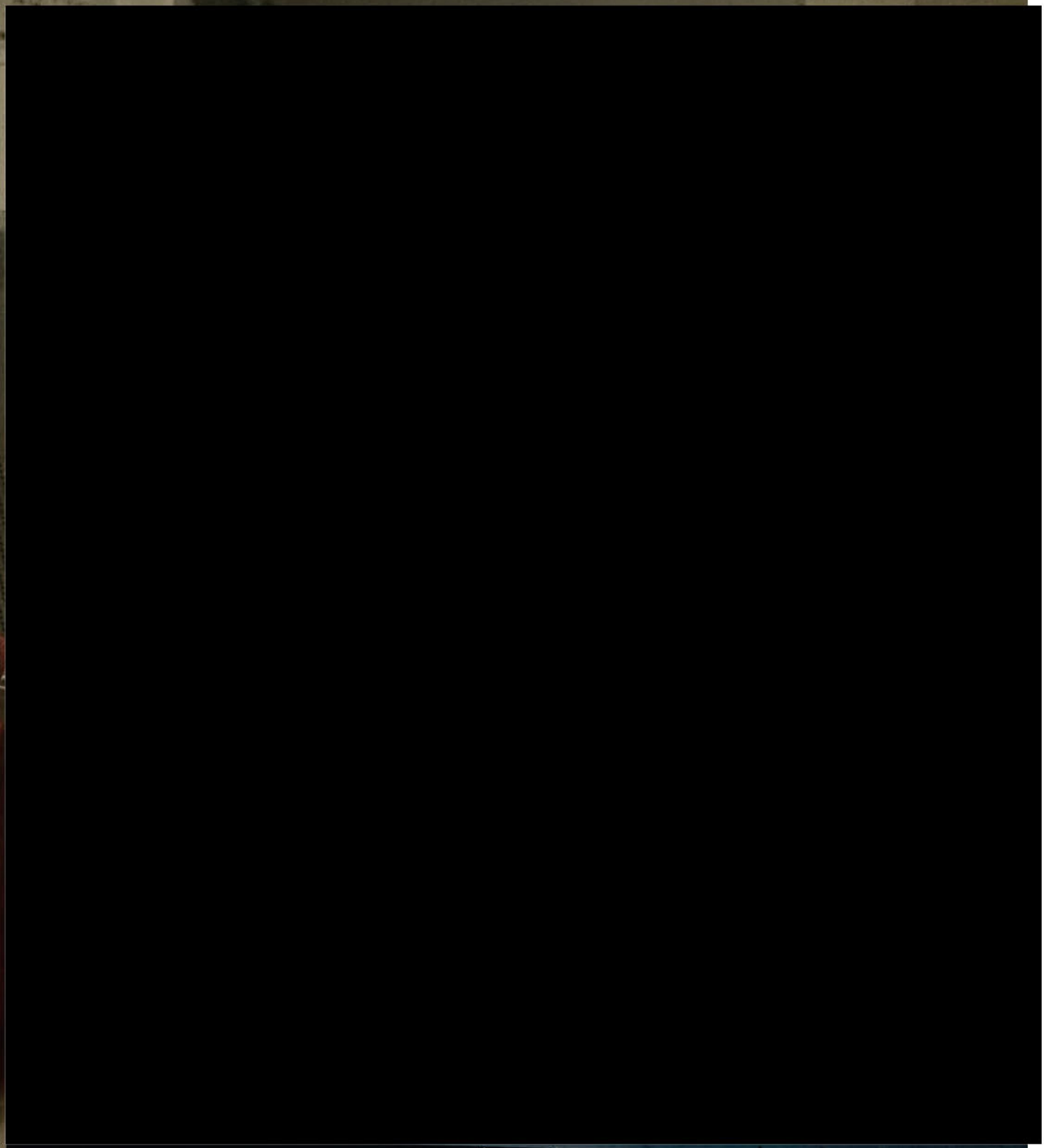
[redacted]

President, *Community Education Council District 28*
http://www.cecd28.org/
917-207-4655

Queens Hebrew Public Charter School



Unmute Me
Notes



Link to video from CEC 28's December 8th meeting

https://drive.google.com/file/d/1pIVaCWmUYU3j4dBsT_kodVyVDnHzYcZR/view?usp=sharing

Links to Social Media Ads

(English, Chinese, Spanish and Bengali versions)

https://drive.google.com/drive/folders/1Bjg4OTkpPf3LPB8Wmt8RYk6jgU4nIdVR

Links to Social Media Posts

https://drive.google.com/drive/folders/1Mvba6mMhlqwCrHVMg82nEmlJ-d2LRw0l

[redacted]

The Queens Hebrew Public Charter School, if approved, would open its doors in September, 2025 and serve children in Kindergarten and 1st grade that year. The school will eventually grow to serve K-5th grade in its first five year charter. If you have a child born in 2019 or 2020, your child will be eligible to apply to the Queens Hebrew Public Charter School in September 2025 when it opens!

By signing this petition, you are indicating (1) your personal support of the proposed free public Queens Hebrew Public Charter School to open in Community School District 28 in Queens and (2) your interest in applying for a seat in the charter school for all your children who would be eligible to attend.

Parent/Guardian Name	Signature	Street Address & Zip Code	CSD of Residence	Year(s) your Child(ren) Were Born

[redacted]

皇后区希伯来特许公立学校如果获批，将于2025年九月份开学为幼儿园和一年级生提供服务。学校最终将在头五年期间逐渐从幼儿园扩展到五年级. 如果您有孩子在2019或者2020 年间出生，您的孩子将有资格在2025年9月申请入学皇后区希伯来特许公立学校

通过签署该份请愿书， 您表明 （1）您本人支持在皇后区第28学区开设学费全免的皇后区希伯来特许公立学校提案 以及 （2）您有兴趣为您所有符合资格的孩子申请本特许学校）

家长/监护人姓名	签名	地址 & 邮政编码	居住的学区	您孩子出生年份

[redacted]

La Escuela Queens Hebrew Public, si se aprueba, abriría sus puertas en septiembre de 2025 y atendería a niños de kinder y primer grado ese año. La escuela eventualmente crecerá para atender a los grados K-5 en sus primeros cinco años. Si tiene un hijo nacido en 2019 o 2020, su hijo será elegible para postularse a la Escuela Pública Chárter Hebrea de Queens en septiembre de 2025, cuando abra.

Al firmar esta petición, usted indica (1) su apoyo personal a la propuesta de apertura de la Escuela Pública Chárter Hebrea de Queens, pública y gratuita, en el Distrito Escolar Comunitario 28 en Queens y (2) su interés en solicitar un asiento en la escuela chárter para todos sus hijos quiénes serían elegibles para asistir.

Nombre del padre/tutor	Firma	Dirección y código postal	Distrito Escolar Comunitario (CSD) de Residencia	Año(s) en que nacieron sus hijos

Interest form for Queens Hebrew Public

SCHOOL LOCATION
Queens Hebrew Public Charter School Academy will be located in Community School District 28, encompassing the diverse communities of Rego Park, Forest Hills, Briarwood, Jamaica, and Richmond Hill.

MISSION STATEMENT
Our mission is to create a racially and culturally diverse public elementary charter school for Queens. Located in Community School District 28, the school will provide students with a rigorous curriculum, supportive learning environment, daily instruction in Modern Hebrew, and a focus on global citizenship.

PURPOSE OF THIS FORM
Please help us design the school by telling us what is important to you. We will group together all of the responses from families and use the results to inform our design of the school.

SECTION 1

I live in Community School District (CSD) 28
- ☐ Yes
- ☐ No
- ☐ I don't know my CSD

Please check all of the boxes that best describe you
- ☐ Parent of school-aged child/ren
- ☐ Employed in the community
- ☐ A public or private school administrator or teacher
- ☐ Community leader
- ☐ Member of religious clergy
- ☐ Elected official
- ☐ Other (please specify) _____

SECTION 2

Information about you and your child(ren). All of the following questions are optional. The data will be used solely for the purposes of preparing a summary of interested families and students as part of the charter application process. No names, addresses or other personal data will be shared with any third party.

Name

Address
Street, City, State, Zip

Would you like to receive information about the school's progress (e.g. school opening, application process)?

- ¤ Yes
- ¤ No

What is your child's gender? (optional)

- ¤ Male
- ¤ Female
- ¤ Non-Binary

What is your ethnic background? (optional)

- ¤ Black/African-American/Afro-Caribbean
- ¤ Hispanic/Latinx
- ¤ Asian or Pacific Islander

- ⌑ White
- ⌑ Native American
- ⌑ Other: _____

If you have a child born in 2019 or 2020, they will be eligible to attend Queens Hebrew Public for Kindergarten or 1st grade. Do you think you will apply for your child to attend?

- ⌑ Yes
- ⌑ No
- ⌑ I don't know

Section 3 - How important are the following school features to you and your child?

How important are the following school features to you and your child? (1= Not at all; 3= Somewhat; 5= Most Important)

1. World language instruction every day (Modern Hebrew)
2. Global Citizenship values: helping students to become outstanding problem-solvers, lifelong learners, great communicators, who make a difference in their communities and in the world
3. Commitment to diversity
4. Longer school day (8am to 3:30pm)
5. Located in its own private facility (not sharing space with another school)
6. A school community in which students of all backgrounds feel comfortable
7. A school community that explores cultural diversity and promotes tolerance and mutual understanding
8. Instructional strategies and appropriate staffing to address the needs of English language learners
9. After-school programming
10. Academic rigor with high quality curriculum and high expectations for learning
11. A school that serves students from Kindergarten all the way through 8th grade
12. Outdoor play space
13. A separate cafeteria
14. A gymnasium

15. Safe, joyous, and engaged classrooms based on the Responsive Classroom model
16. Support for teachers through ongoing coaching and weekly professional development

Please use this space to expand upon any of your above ratings

What else is important to you?

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

What else would you like us to know?

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

কুইন্স হিব্রু পাবলিক জন্য ইন্টারেস্ট ফর্ম

স্কুলের অবস্থান

কুইন্স হিব্রু পাবলিক চার্টার স্কুল একাডেমি কমিউনিটি স্কুল ডিস্ট্রিক্ট 28-এ অবস্থিত হবে, যার মধ্যে থাকবে রেগো পার্ক, ফরেস্ট হিলস, ব্রায়ারউড, জ্যামাইকা এবং রিচমন্ড হিলের বৈচিত্র্যময় সম্প্রদায়গুলি।

মিশনের বিবৃতি

আমাদের লক্ষ্য হল কুইন্সের জন্য একটি জাতিগত এবং সাংস্কৃতিকভাবে বৈচিত্র্যময় পাবলিক প্রাথমিক চার্টার স্কুল তৈরি করা।কমিউনিটি স্কুল ডিস্ট্রিক্ট 28-এ অবস্থিত, স্কুলটি শিক্ষার্থীদের একটি কঠোর পাঠ্যক্রম, সহায়ক শিক্ষার পরিবেশ, আধুনিক হিব্রুতেপ্রতিদিনের নির্দেশনা এবং বিশ্বব্যাপী নাগরিকত্বের উপর জোর দেওয়া হবে।

এই ফর্মের উদ্দেশ্য

আপনার কাছে কী গুরুত্বপূর্ণ তা আমাদের জানিয়ে স্কুলটি সাজিয়ে তুলতে সাহায্য করুন। আমরা পরিবারের সমস্ত প্রতিক্রিয়া একত্রিতকরব এবং ফলাফলগুলিকে আমাদের স্কুলের ডিজাইনে ব্যবহার করব।

বিভাগ 1

আমি কমিউনিটি স্কুল ডিস্ট্রিক্ট (CSD) 28-এ থাকি

- ☐ হ্যাঁ
- ☐ না
- ☐ আমি আমার CSD জানি না

অনুগ্রহ করে সেই সমস্ত বাক্সে টিক চিহ্ন দিন যেগুলি আপনাকে সর্বোত্তম বর্ণনা করে

- ☐ স্কুল-বয়সী শিশু/বাচ্চাদের পিতামাতা
- ☐ সম্প্রদায়ে নিযুক্ত
- ☐ একজন সরকারি বা বেসরকারি স্কুলের প্রশাসক বা শিক্ষক
- ☐ সম্প্রদায়ের নেতা
- ☐ ধর্মীয় পাদরিদের সদস্য
- ☐ নির্বাচিত কর্মকর্তা

☐ অন্যান্য (অনুগ্রহ করে উল্লেখ করুন) _____

বিভাগ 2

আপনার এবং আপনার সন্তানের (দের) সম্পর্কে তথ্য। নিম্নলিখিত সবকটি প্রশ্নের উত্তর প্রদান ঐচ্ছিক মাত্র। এই সব ডেটা শুধুমাত্রচার্টার আবেদন প্রক্রিয়ার অংশ হিসাবে আগ্রহী পরিবার এবং শিক্ষার্থীদের একটি সারাংশ প্রস্তুত করার উদ্দেশ্যেই ব্যবহার করা হবে।কোনো নাম, ঠিকানা বা অন্যান্য ব্যক্তিগত তথ্য কোনো তৃতীয় পক্ষের সাথে শেয়ার করা হবে না।

নাম

ঠিকানা
স্ট্রিট, শহর, স্টেট, জিপকোড

আপনি কি স্কুলের অগ্রগতি (যেমন স্কুল খোলা, আবেদন প্রক্রিয়া) সম্পর্কে তথ্য পেতে চান?
☐ হ্যাঁ
☐ না

আপনার সন্তানের লিঙ্গ কী? (ঐচ্ছিক)

☐ পুরুষ
☐ মহিলা

☐ নন-বাইনারী

আপনার জাতিগত পটভূমি কি? (ঐচ্ছিক)

☐ কৃষ্ণাঙ্গ/আফ্রিকান-আমেরিকান/আফ্রো-ক্যারিবিয়ান
☐ হিস্পানিক/ল্যাটিনক্স
☐ এশিয়ান বা প্রশান্ত মহাসাগরীয় দ্বীপবাসী
☐ শ্বেতাঙ্গ
☐ নেটিভ আমেরিকান
☐ অন্যান্য: _____

আপনার কোনো সন্তান যদি 2019 বা 2020 সালে জন্মগ্রহণ করে, তাহলে তারা কিন্ডারগার্টেন বা 1ম গ্রেডের জন্য কুইন্স হিব্রু পাবলিকেযোগ দেওয়ার যোগ্য হবে। আপনি কি মনে করেন যে আপনি আপনার সন্তানের উপস্থিতির জন্য আবেদন করবেন?

☐ হ্যাঁ
☐ না
☐ আমি জানি না

বিভাগ 3 – নিম্নলিখিত স্কুলের বৈশিষ্ট্যগুলি আপনার এবং আপনার সন্তানের জন্য কতটা গুরুত্বপূর্ণ?

নিম্নলিখিত স্কুলের বৈশিষ্ট্যগুলি আপনার এবং আপনার সন্তানের জন্য কতটা গুরুত্বপূর্ণ? (1= একেবারেই নয়; 3= কিছুটা; 5= সর্বাধিকগুরুত্বপূর্ণ)

1. প্রতিদিন বিশ্বের নানাবিধ ভাষার নির্দেশনা (আধুনিক হিব্রু)
   1☐ 2☐ 3☐ 4☐ 5☐

2. বৈশ্বিক নাগরিকত্বের মূল্যবোধ: শিক্ষার্থীদের অসামান্য সমস্যা-সমাধানকারী, আজীবন শিক্ষার্থী, দারুণ যোগাযোগকারী হতেসাহায্য করা, যারা তাদের সম্প্রদায় এবং বিশ্বে একটি পার্থক্য তৈরি করে
   1☐ 2☐ 3☐ 4☐ 5☐

3. বৈচিত্র্যের প্রতি অঙ্গীকার
   1☐ 2☐ 3☐ 4☐ 5☐

4. দীর্ঘ স্কুল দিবস (সকাল ৪টা থেকে বিকাল ৩:৩০টা)
   1☐ 2☐ 3☐ 4☐ 5☐

5. নিজস্ব ব্যক্তিগত সুবিধায় অবস্থিত (অন্য স্কুলের সাথে স্থান ভাগ করে না)
   1☐ 2☐ 3☐ 4☐ 5☐

6. একটি স্কুল সম্প্রদায় যেখানে সমস্ত রকমের প্রেক্ষাপটের শিক্ষার্থীরাই স্বাচ্ছন্দ্য বোধ করে
   1☐ 2☐ 3☐ 4☐ 5☐

7. একটি স্কুল সম্প্রদায় যা সাংস্কৃতিক বৈচিত্র্য অন্বেষণ করে এবং সহনশীলতা এবং পারস্পরিক বোঝাপড়ার প্রচার করে
   1☐ 2☐ 3☐ 4☐ 5☐

8. ইংরেজি ভাষা শিক্ষানবিশদের চাহিদা মেটাতে নির্দেশমূলক কৌশল এবং উপযুক্ত কর্মী নিয়োগ
   1☐ 2☐ 3☐ 4☐ 5☐

9. আফটার স্কুল প্রোগ্রামিং
   1☐ 2☐ 3☐ 4☐ 5☐

10. উচ্চ মানের পাঠ্যক্রম এবং শেখার জন্য উচ্চ প্রত্যাশা সহ একাডেমিক কঠোরতা
    1☐ 2☐ 3☐ 4☐ 5☐

11. একটি স্কুল যেটি কিন্ডারগার্টেন থেকে ৪ম শ্রেণী পর্যন্ত ছাত্রছাত্রীদের পরিষেবা প্রদান করে।
    1☐ 2☐ 3☐ 4☐ 5☐

12. আউটডোর প্লে স্পেস
    1☐ 2☐ 3☐ 4☐ 5☐

13. একটি পৃথক ক্যাফেটেরিয়া
    1☐ 2☐ 3☐ 4☐ 5☐

14. একটি জিমনাশিয়াম
    1☐ 2☐ 3☐ 4☐ 5☐

15. রেসপন্সিভ ক্লাসরুম মডেলের উপর ভিত্তি করে নিরাপদ, আনন্দদায়ক এবং নিযুক্ত ক্লাসরুম
    1☐ 2☐ 3☐ 4☐ 5☐

16. চলমান কোচিং এবং সাপ্তাহিক পেশাদার বিকাশের মাধ্যমে শিক্ষকদের জন্য সমর্থন
    1☐ 2☐ 3☐ 4☐ 5☐

আপনার উপরোক্ত রেটিংগুলির যেকোনো একটিতে প্রসারিত করতে অনুগ্রহ করে এই স্থানটি ব্যবহার করুন

আপনার কাছে আর কি গুরুত্বপূর্ণ?

আমাদের স্কুল অফ এক্সিলেন্স তৈরিতে আপনি কি কিছু যোগ করতে চান?

আপনি আমাদের আর কি জানাতে চান?

প্রস্তাবিত স্কুল সম্পর্কে আপনার কোনো উদ্বেগ আছে কী?

Форма заявки на участие в программе Queens Hebrew Public

МЕСТОПОЛОЖЕНИЕ ШКОЛЫ

Queens Hebrew Public Charter School Academy будет располагаться в Community School District 28, включающем в себя разнообразные районы, такие как Rego Park, Forest Hills, Briarwood, Jamaica, и Richmond Hill.

МИССИЯ ОРГАНИЗАЦИИ

Наша миссия - создать в Queens государственную начальную чартерную школу с расовым и культурным разнообразием. Расположенная в Community School District 28, школа будет предоставлять учащимся строгую учебную программу, благоприятную среду обучения, ежедневное преподавание на современном иврите и ориентацию на глобальное гражданство.

ЦЕЛЬ ДАННОЙ АНКЕТЫ

Пожалуйста, помогите нам спроектировать школу, рассказав о том, что для вас важно. Мы объединим все ответы семей и используем полученные результаты при проектировании школы.

РАЗДЕЛ 1

Я живу в Community School District (CSD) 28:

- ⌑ Да
- ⌑ Нет
- ⌑ Я не знаю своего CSD

Пожалуйста, отметьте все пункты, которые лучше всего описывают Вас:

- ⌑ Родитель ребенка/детей школьного возраста
- ⌑ Работаю по месту жительства
- ⌑ Администратор или учитель государственной или частной школы
- ⌑ Общественный деятель
- ⌑ Член религиозного духовенства

- ⌑ Выборное должностное лицо
- ⌑ Другое (пожалуйста, укажите)

РАЗДЕЛ 2

Информация о вас и вашем ребенке (детях). Все следующие вопросы являются необязательными. Эти данные будут использованы исключительно для подготовки резюме заинтересованных семей и учащихся в рамках процесса подачи заявки на чартер. Никакие имена, адреса или другие персональные данные не будут передаваться третьим лицам.

Имя

Адрес
Улица, город, штат, почтовый индекс

Хотели бы Вы получать информацию о ходе работы школы (например, об открытии школы, о процессе подачи заявлений)?

- ⌑ Да
- ⌑ Нет

Каков пол вашего ребенка? (необязательно)

- ⌑ Мужской
- ⌑ Женский
- ⌑ Небинарный

Какова Ваша этническая принадлежность? (необязательно)

- ⌑ Черный/афро-американец/афро-карибский
- ⌑ Испаноязычный/латиноамериканский
- ⌑ Азиат или житель тихоокеанских островов
- ⌑ Белый
- ⌑ Коренной американец
- ⌑ Другое: _____

Если у вас есть ребенок, родившийся в 2019 или 2020 году, он будет иметь право посещать детский сад или 1-й класс школы Queens Hebrew Public. Как вы думаете, будете ли вы подавать заявление на обучение вашего ребенка?

- ⌑ Да
- ⌑ Нет
- ⌑ Я не знаю

РАЗДЕЛ 3

Насколько важны для Вас и Вашего ребенка следующие характеристики школы?

Насколько важны для Вас и Вашего ребенка следующие характеристики школы?
(1 = Совсем не важны; 3 = В некоторой степени; 5 = Очень важны)

School Feature	1	2	3	4	5
Ежедневное изучение мирового языка (современный иврит)					
Ценности глобальной гражданственности: помочь студентам стать выдающимися специалистами по решению проблем, обучающимися на протяжении всей жизни, прекрасными коммуникаторами,					

которые меняют жизнь в своих сообществах и во всем мире.					
Приверженность многообразию					
Удлиненный учебный день (с 8 утра до 15:30)					
Расположена в собственном частном здании (не делит помещение с другой школой)					
Школьное сообщество, в котором комфортно себя чувствуют ученики любого происхождения					
Школьное сообщество, изучающее культурное разнообразие и поощряющее толерантность и взаимопонимание					
Учебные стратегии и соответствующий штат сотрудников для удовлетворения потребностей учащихся, изучающих английский язык					
Программирование внеклассной работы					
Строгость академических требований, высокое качество учебных программ и высокие ожидания от обучения					
Школа, в которой учатся дети от детского сада до 8-го класса					

Открытое игровое пространство					
Отдельный кафетерий					
Спортивный зал					
Безопасные, радостные и увлекательные классы, работающие по модели Responsive Classroom					
Поддержка учителей посредством постоянного коучинга (тренинга) и еженедельного повышения квалификации					

Пожалуйста, воспользуйтесь этим местом, чтобы разъяснить любую из приведенных выше оценок

Что еще важно для Вас?

Есть ли что-то, что Вы хотели бы добавить к созданию нашей школы передового опыта?

Что еще Вы хотели бы, чтобы мы знали?

Какие у Вас есть опасения по поводу предлагаемой школы, если таковые имеются?

Formulario de interés para Queens Hebrew Public

UBICACIÓN DE LA ESCUELA

[redacted]

MISIÓN DE LA ESCUELA

Nuestra misión es crear una escuela primaria pública chárter de diversidad racial y cultural para Queens. Ubicada en el Distrito Escolar Comunitario 28, la escuela proporcionará a los estudiantes un plan de estudios riguroso, un entorno de aprendizaje de apoyo, instrucción diaria en hebreo moderno y un enfoque en la ciudadanía global.

PROPÓSITO DE ESTE FORMULARIO

Por favor, ayúdenos a diseñar la escuela diciéndonos qué es importante para usted. Agruparemos todas las respuestas de las familias y utilizaremos los resultados para informarnos sobre el diseño de la escuela.

SECCIÓN 1

Vivo en el Distrito Escolar Comunitario (CSD) 28

- ☐ Sí
- ☐ No
- ☐ No conozco mi CSD

Marque todas las casillas que mejor le describan

- ☐ Padre o madre de hijos en edad escolar
- ☐ Trabaja en la comunidad
- ☐ Administrador o profesor de escuela pública o privada
- ☐ Líder comunitario
- ☐ Miembro del clero religioso
- ☐ Funcionario electo
- ☐ Otro (especifique) _____

SECCIÓN 2

Información sobre usted y su(s) hijo(s). Todas las preguntas siguientes son opcionales. Los datos se utilizarán únicamente para elaborar un resumen de las familias y los alumnos interesados como parte del proceso de solicitud de la chárter. No se compartirán nombres, direcciones ni otros datos personales con terceros.

Nombre

Dirección
Calle, Ciudad, Estado, Código postal

Le gustaría recibir información sobre el progreso de la escuela (por ejemplo, apertura de la escuela, proceso de solicitud)?

- ⌑ Sí
- ⌑ No

¿Cuál es el sexo de su hijo? (opcional)

- ⌑ Masculino
- ⌑ Femenino
- ⌑ No binario

Cuál es su origen étnico? (opcional)

- ⌑ Negro/afroamericano/afrocaribeño
- ⌑ Hispano/Latino
- ⌑ Asiático o de las islas del Pacífico
- ⌑ Blanco
- ⌑ Indígena americano
- ⌑ Otros: _____

Si tiene un hijo nacido en 2019 o 2020, será elegible para asistir a Queens Hebrew Public al kindergarten o al primer grado. Cree que solicitará el ingreso para su hijo/a?

- ⌑ Sí
- ⌑ No
- ⌑ No sé

Sección 3 - ¿Qué importancia tienen las siguientes características del colegio para usted y su hijo?

Cómo de importantes son las siguientes características del colegio para usted y su hijo? (1= En absoluto; 3= Un poco; 5= Muy importante)

	1	2	3	4	5
Enseñanza diaria de idiomas del mundo (hebreo moderno)					
Valores de ciudadanía global: ayudar a los alumnos a convertirse en excelentes solucionadores de problemas, aprendices permanentes, grandes comunicadores, que marquen la diferencia en sus comunidades y en el mundo.					
Compromiso con la diversidad					
Jornada escolar más larga (de 8:00 a. m. a 3:30 p. m.)					
Ubicado en sus propias instalaciones privadas (no comparte espacio con otra escuela)					
Una comunidad escolar en la que los alumnos de todos los orígenes se sientan cómodos					
Una comunidad escolar que explora la diversidad cultural y promueve la tolerancia y el entendimiento mutuo					
Estrategias de enseñanza personal adecuadas para atender las					

necesidades de los alumnos que aprenden inglés					
Programación extraescolar					
Rigor académico con un plan de estudios de alta calidad y altas expectativas de aprendizaje					
Una escuela que atiende a alumnos desde kindergarten hasta el 8º grado.					
Espacio de juego al aire libre					
Una cafetería independiente					
Un gimnasio					
Aulas seguras, alegres y participativas basadas en el modelo Responsive Classroom.					
Apoyo a los profesores mediante formación continua y desarrollo profesional semanal					

Por favor, utilice este espacio para ampliar cualquiera de sus valoraciones anteriores

¿Qué más es importante para usted?

¿Hay algo que le gustaría que añadiéramos para construir nuestra escuela de excelencia?

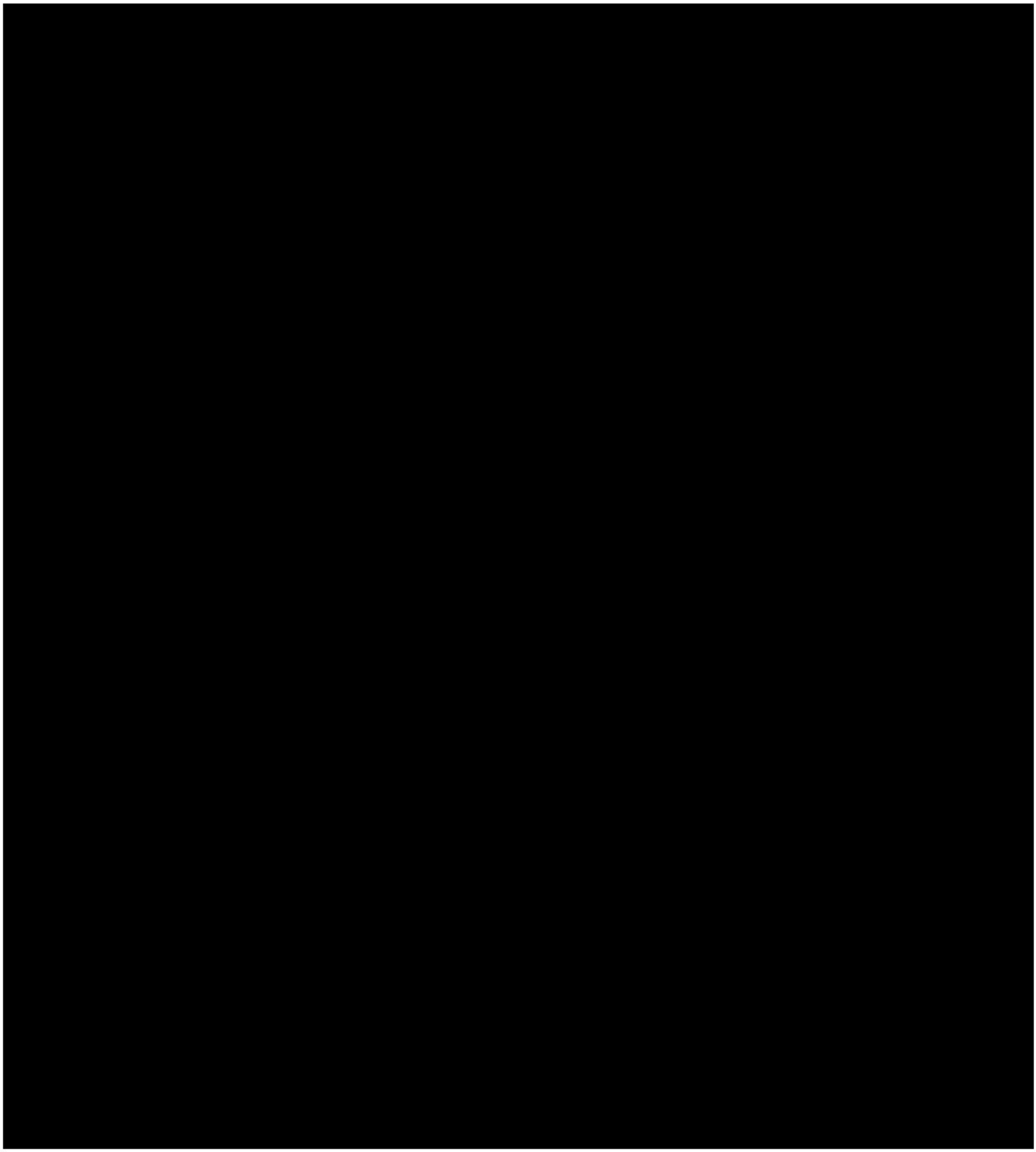
¿Qué más le gustaría que supiéramos?

¿Tiene alguna duda sobre la escuela propuesta?

[redacted]

HEBREW PUBLIC
Charter Schools for Global Citizens

[redacted]



WE'RE HIRING! Click here for opportunities with Hebrew Public

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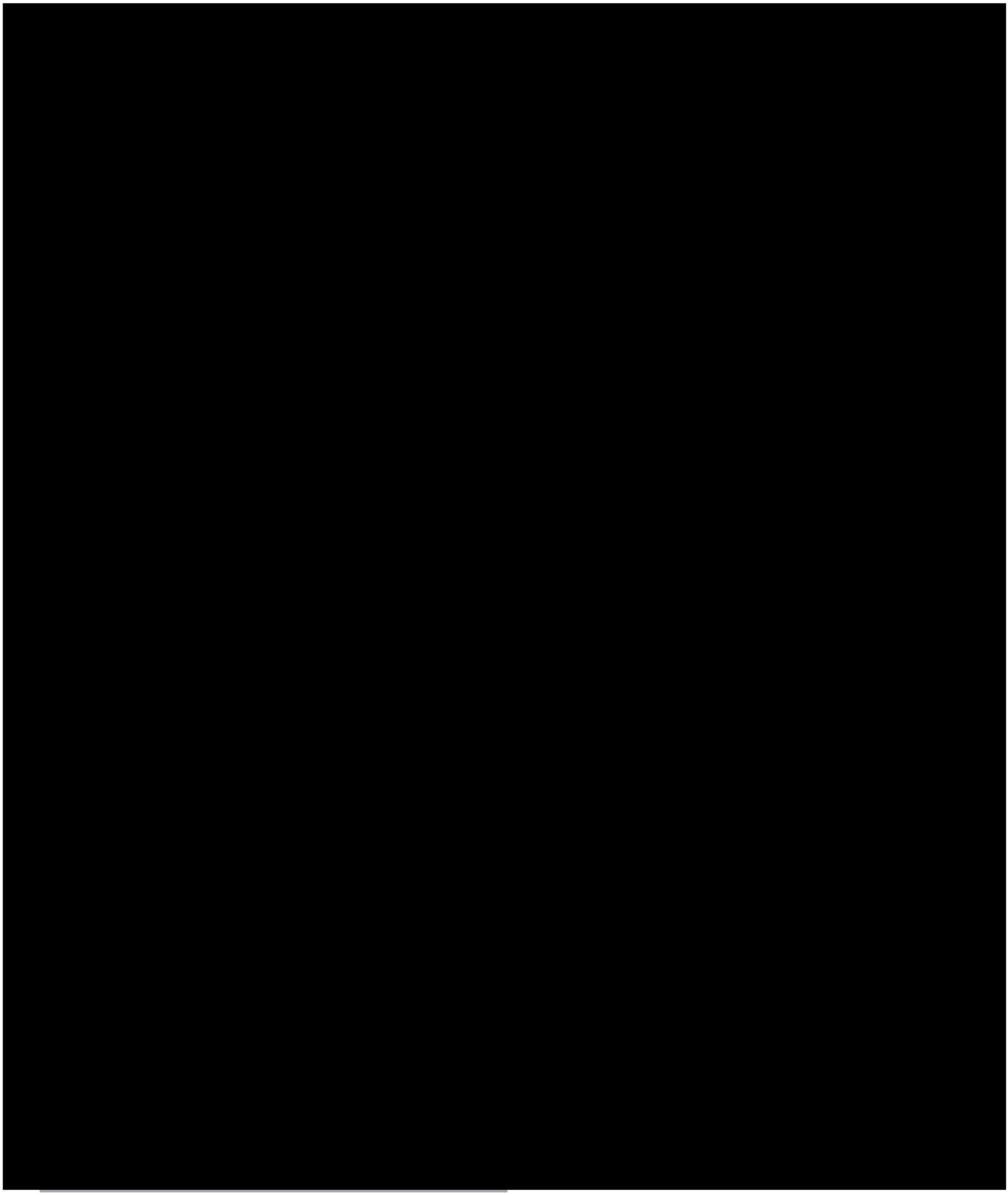

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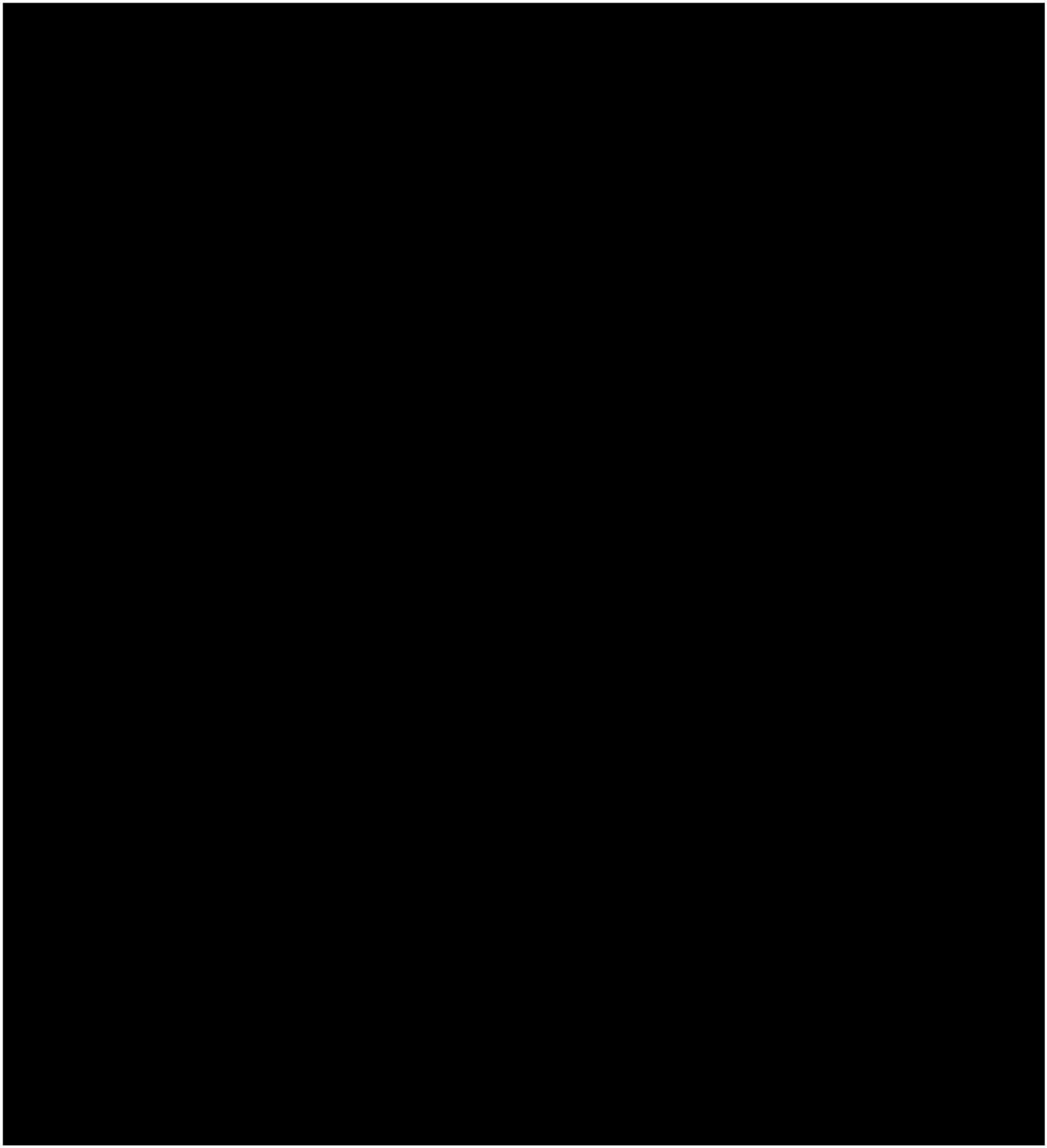

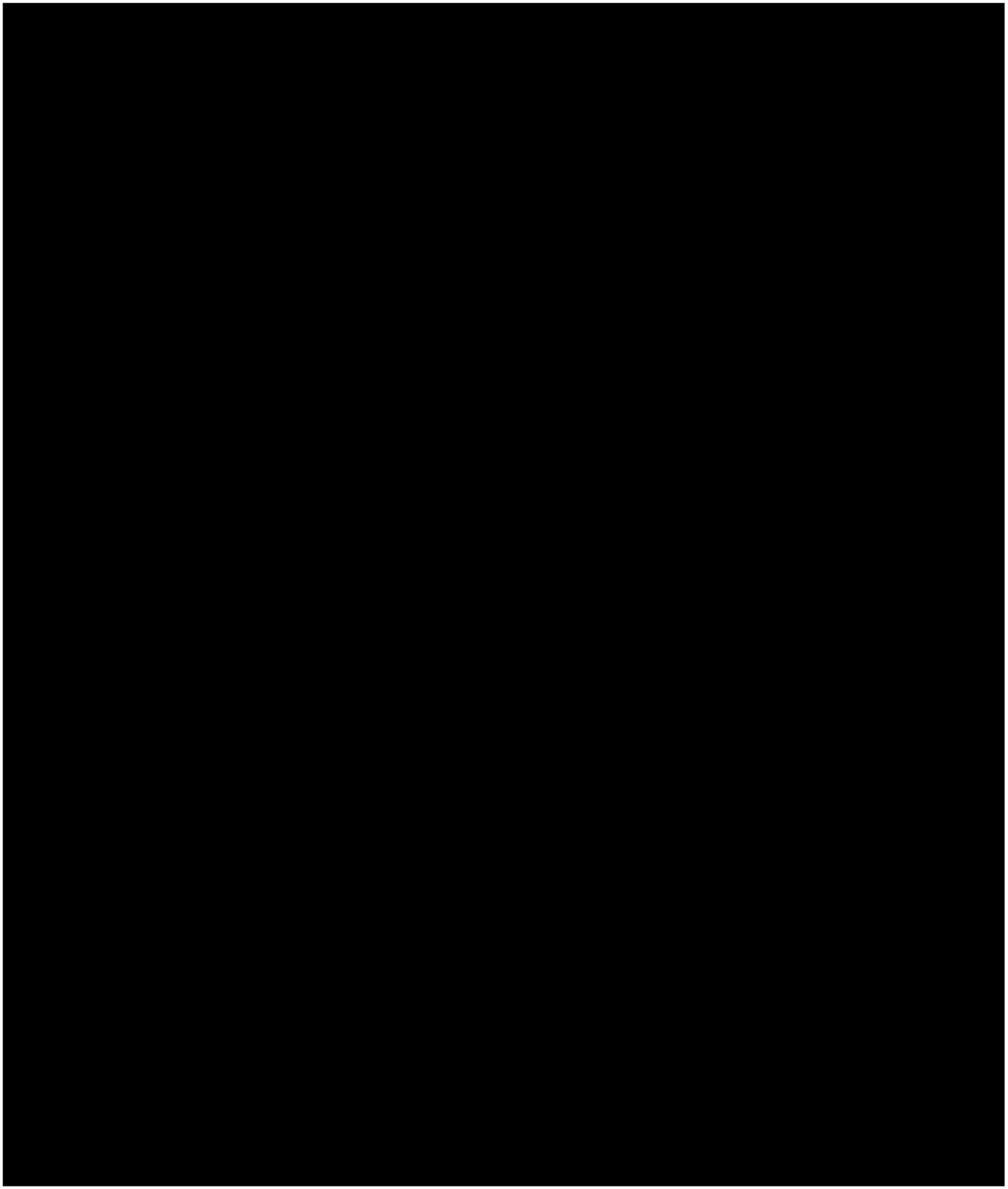

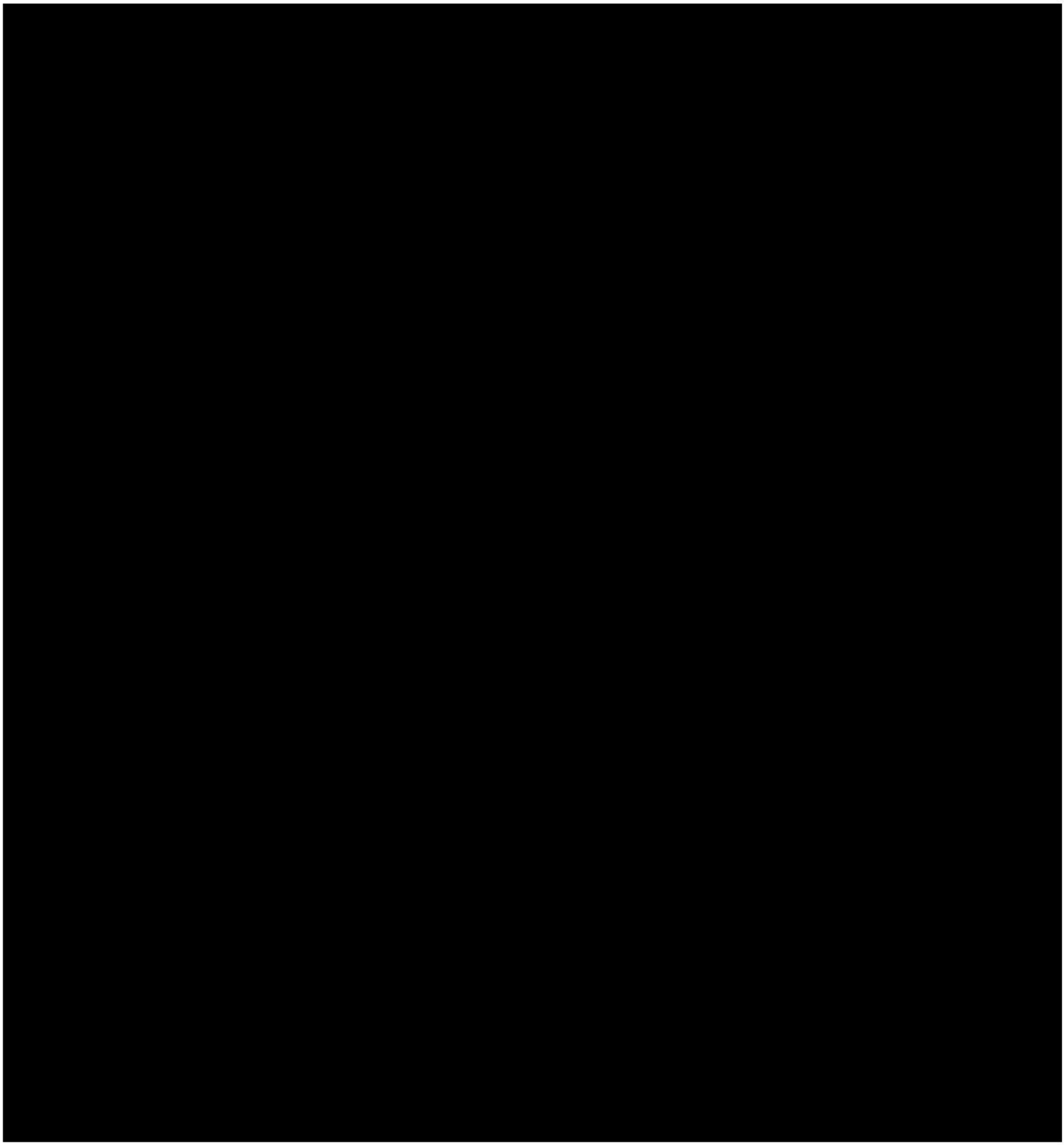

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Queens Hebrew Public Charter School

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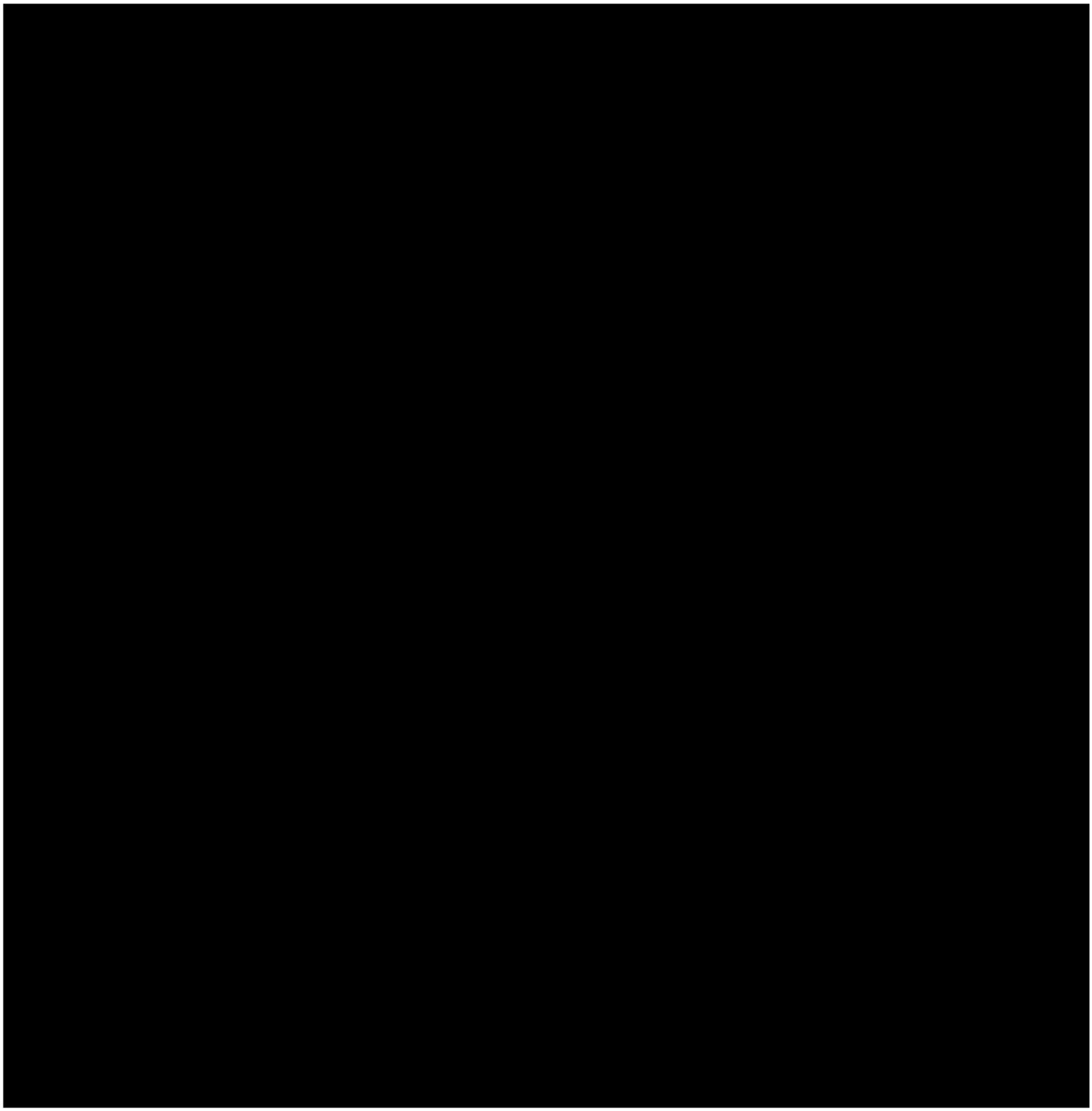

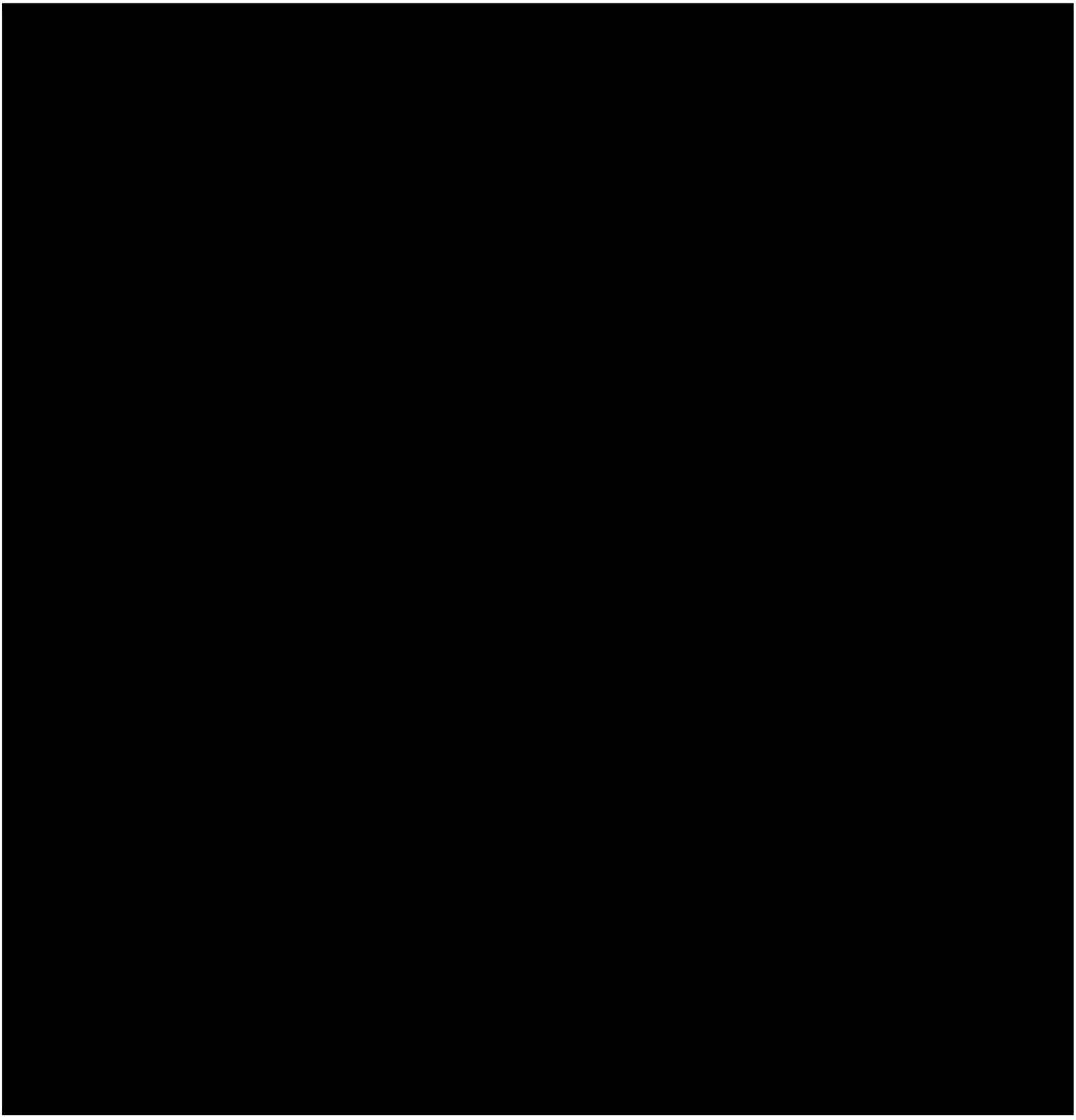

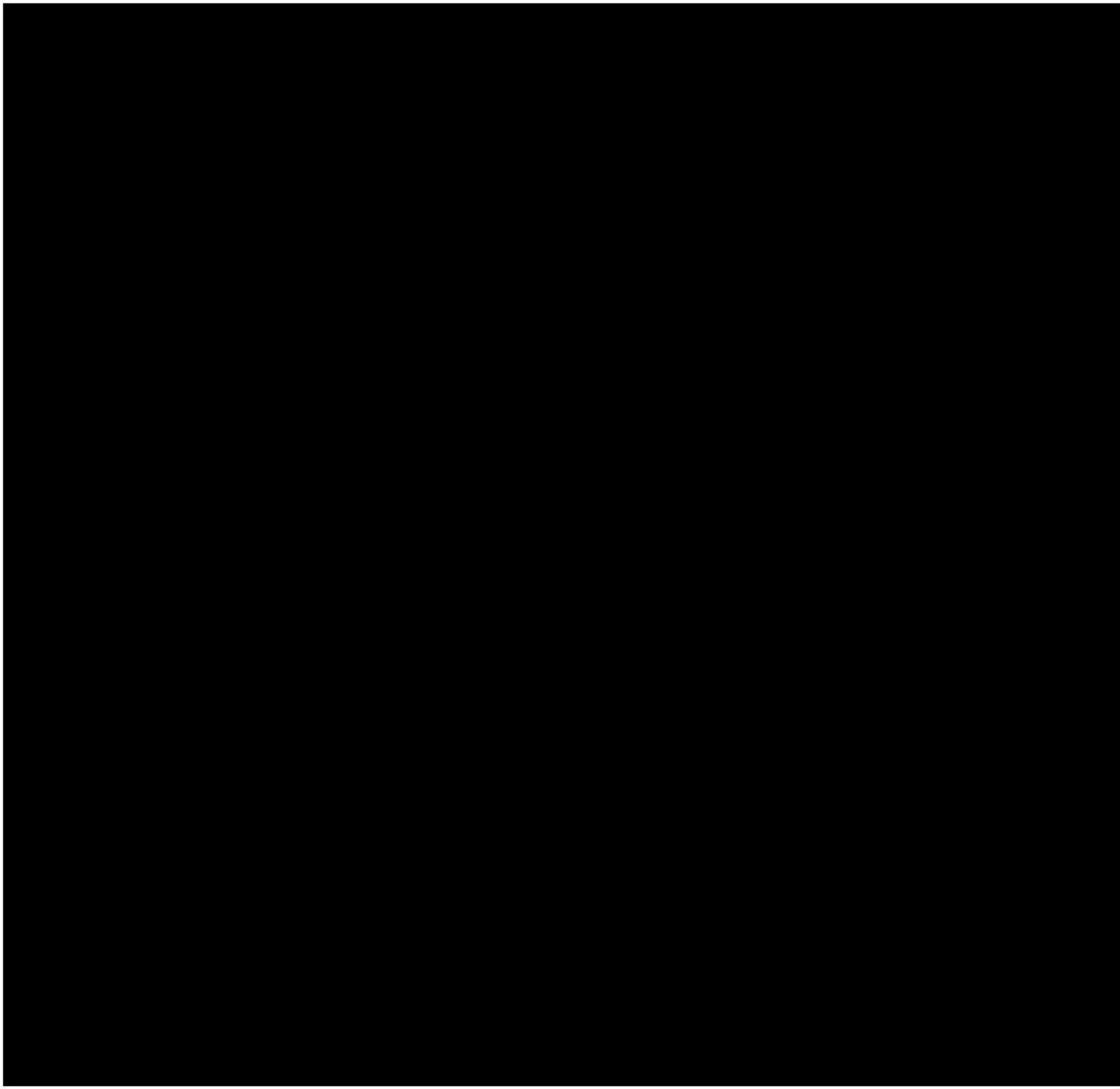

Educación

Escuelas charter: alumnos sobresalen en matemáticas, artes e inglés

En 2023 los resultados académicos de los estudiantes hispanos, muestran un rendimiento mucho más alto que sus pares de planteles públicos tradicionales

Fernando Martínez
✉ fernando.martinez@eldiariony.com

En 2023, las escuelas charter de la ciudad de Nueva York experimentaron tasas de competencia más altas que las escuelas públicas tradicionales, continuando una tendencia que no se ha detenido en los últimos 15 años, de acuerdo con un detallado balance numérico dado a conocer por el Centro Charter de NYC.

En los más recientes puntajes de evaluación del estado de Nueva York en 2022-23 para tercer grado y hasta octavo grado en artes, inglés y matemáticas, se muestra que los estudiantes de los centros educativos autónomos, siguen creciendo en sus rendimientos académicos.

Otro dato que sobresale, es que los alumnos de las charter en los distintos condados de la Gran Manzana, en general, sacaron 7 puntos de porcentaje más altos en el examen de artes e idioma inglés (59% versus 52%) y 13 puntos de porcentaje más altos en el examen de matemáticas (63% versus 50%), comparado con los estudiantes de las escuelas públicas tradicionales.

Además es de destacar que los estudiantes hispanos de estas instituciones, superaron a estudiantes de escuelas públicas tradicionales por 16 puntos de porcentaje (55% versus 39%) en artes e idioma inglés. Y por 25 puntos de porcentaje (61% versus. 36%) en matemáticas.

«Por 25 años, las familias de la ciudad de Nueva York han confiado en las escuelas charter con la preparación de sus hijos para el éxito dentro y fuera del aula...»

Los estudiantes afroamericanos de las charter también superaron a estudiantes del distrito por 19 puntos de porcentaje (59% versus 40%) en artes e idioma inglés y por 27 puntos de porcentaje (61% versus 34%) en matemáticas.

Brechas de competencia

"Por 25 años, las familias de la ciudad de Nueva York han confiado en las escuelas charter con la preparación de sus hijos para el éxito dentro y fuera del aula, y no es sorpresa el por qué: muchos de nuestros estudiantes vienen de comunidades históricamente desatendidas, estamos cerrando constantemente las brechas de competencia. Hoy demostramos que están sobresaliendo", dijo James Merriman, director ejecutivo del centro charter de la ciudad.

Durante los últimos 15 años, aproximadamente el 80% de los estudiantes atendidos en las escuelas charter de la Gran Manzana están en desventaja económica, cifra superior al promedio de los planteles del distrito en toda la ciudad (72%).

Otro aspecto que destaca en este momento es que los estudiantes multilingües/aprendices del idioma inglés (MLL) ahora representan el 9.6% de la matrícula en las escuelas públicas charter de la Ciudad de Nueva York. Las escuelas tradicionales del distrito inscriben al 14.8%.

Queens
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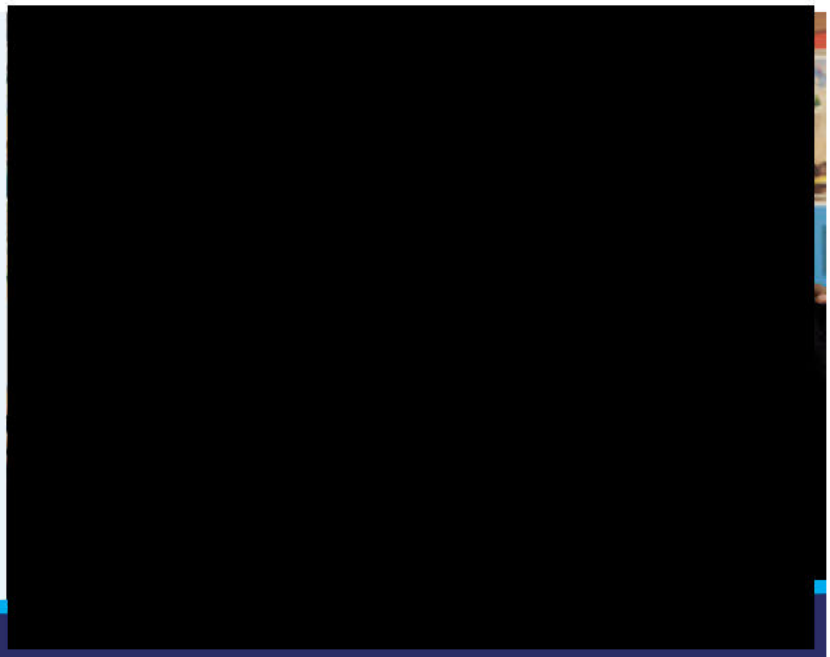

¡Se está planeando una nueva escuela pública chárter Queens Hebrew Public para los niños de Central Queens en otoño de 2025!

871-124197-1

Response 04d-66

Educación

Fernando Martínez
✉ fernando.martinez@eldiariony.com

Una red de escuelas enseña hebreo moderno a niños de todos los orígenes

Hebrew Charter Public School se empeña en la formación de ciudadanos globales, abriendo lo brazos a la diversidad de la Gran Manzana

Aunque en principio, el nombre podría estar asociado con una escuela exclusiva para niños de una religión y raza específica, nada más lejos de la verdad. Si algún valor define a Hebrew Public Charter Schools, sobre todas las cosas, es que se trata de una organización nacional que apuesta a la diversidad y a la enseñanza de hebreo moderno a niños de todos los orígenes.

Esta escuela autónoma fue inaugurada en 2009 en el Distrito Escolar Comunitario 22 de Brooklyn, siendo la primera semilla de esta red de escuelas autónomas que atiende a casi 700 estudiantes en sus dos campus: una escuela primaria PreK-4 y un campus de escuela intermedia de quinto a octavo grado.

La Escuela Charter 2 de la Academia de Idioma Hebreo (HLA2) brinda a los estudiantes la base académica para realizar con éxito estudios avanzados y lograr un crecimiento personal continuo como ciudadanos globales éticos e informados.

Para lograr esto, HLA2 ofrece un plan de estudios académicamente riguroso de PreK-5 que incluye instrucción inmersiva en hebreo moderno.

"Nuestro alumnado diverso también desarrollará un fuerte sentido de responsabilidad social y cívica, mediante la integración del aprendizaje-servicio en todo el plan de estudios", destaca la institución en sus postulados publicados en su página web.

Más recientemente en el 2022, abrió sus aulas la Hebrew Public en Staten Island que es la más nueva de la red. Actualmente, este plantel atiende a casi 100 estudiantes de jardín de infantes y primer grado. La proyección es que crecerá hasta convertirse en una escuela de jardín de infantes a quinto grado.

Una "escuela recompensa"

Esta institución ha sido reconocida como una "Escuela de Recompensa" por el Departamento de Educación del Estado de Nueva York por el crecimiento académico de sus estudiantes.

"La educación para la ciudadanía global es una gran parte del enfoque de ese sistema escolar. Incluye el desarrollo de las habilidades de los estudiantes en comunicación, incluido el aprendizaje de un idioma mundial, colaboración, pensamiento crítico y creatividad. También incluye un énfasis en la empatía y la inteligencia emocional", puntualizan en sus publicaciones digitales.

Como subrayan los fundadores de Hebrew Charter Public Schools están abiertos a estudiantes de todas las religiones y orígenes.

"No fomentamos, ni desalentamos, ninguna devoción religiosa. El hebreo es un idioma que se asocia naturalmente con el judaísmo, pero no es inherentemente religioso, de la misma manera que el griego no es sinónimo de griego ortodoxo, el árabe no es inherentemente musulmán, el italiano no es inherentemente católico romano o el inglés no es inherentemente anglicano", destacan.

El proceso de admisión

Como informa Sasha Kogan, gerente de relaciones externas de la institución, durante todo el año se organizan recorridos en cada una de las sedes de sus escuelas. Se tratan de visitas guiadas para que los padres y representantes puedan conocer los campus, resolver dudas sobre los pilares de este modelo de instrucción y observar la instrucción en el aula.

Como todas las escuelas públicas autónomas está abierta a todos, sin requisitos especiales de admisión ni exámenes de acceso. Si hay más solicitantes que cupos disponibles, los estudiantes son admitidos por sorteo.

Actualmente, hay 11 campus de este modelo escolar, desde jardín de infantes hasta octavo grado en todo el país. Hay escuelas autónomas hebreas en Nueva York, East Brunswick, Nueva Jersey, Filadelfia, Washington, DC, Minneapolis, San Diego y Los Ángeles.

Estas escuelas suelen tener un promedio de 25 estudiantes en cada salón de clases. Hay dos profesores en aulas de enseñanza integrada y dos profesores que imparten clases de hebreo moderno de forma conjunta.

A todos los niños se les enseñan las materias básicas de lengua y literatura inglesa, matemáticas, estudios sociales y ciencias, además de hebreo.

Además de estas asignaturas, los estudiantes tienen educación física regular. Las ciencias, el arte y la música también son partes importantes del plan de estudios y los niños reciben instrucción regular en estas materias durante la semana.

Más detalles:

Para conocer todos los detalles de la inscripción y el plan de estudios de esta red de escuelas autónomas visite: hebrewpublic.org

Response 04d-67

[redacted]

A new public charter school, Queens Hebrew Public, is being planned for the children of Central Queens in Fall 2025!

Modeled after Hebrew Public schools in Brooklyn and Staten Island, Queens Hebrew Public will offer rigorous instruction in English, math, Modern Hebrew, science, art, social studies, and sports.

• Transportation provided • Free and open to all • Diverse by design • After school programs • Free meals

Sign the petition to support our school!

[redacted]

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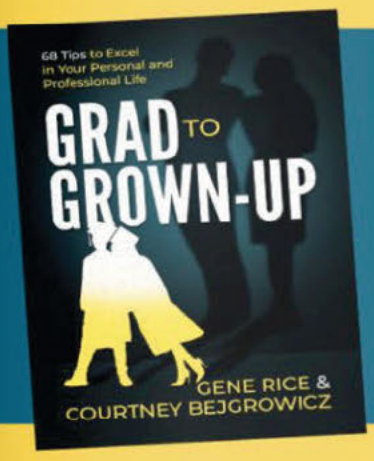

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Photo of Ad in a physical copy of World Journal 2/2/24

	Dates of Outreach (month/date/year)	Description of Outreach	Location of Outreach	Target Stakeholder Group or Name of Individual(s) met with and title(s)	Feedback Obtained / Notes	Action Taken on Feedback / Next Steps
1	10/2/23			Sandra Ung, NYC Councilwoman	MT spoke w Councilwoman on 10/2. She appreciates heads up, is encouraged to hear about not co-locating & diverse-by-design. She will let us know if hears anything from others about us. Asked to be kept updated.	None right now. If we face opposition, she'd be a person for Jon or Val to meet with. MT will monitor and stay in touch w Councilwoman.
2	10/3/23			Lena Katsnelson, UJA Fed NY, Lawyers Division	Leads to David Aronov, Sasha Krasny, Jane Tuv.	Send zip codes for CSD28 to Lena for more prospect research.
3	10/3/23			David Aronov, UJA Fed-NY, Community Organizer	Emailed on 10/3 to set up a meeting.	
4	11/6/23	Spoke with Gov Hochul in NYC on 11/6		Governor Kathy Hochul	Spoke w Gov personally at event in Midtown Manhattan on 11/6/23, shared info about HP schools, diverse-by-design model, global citizenship, embracing differences in early education, etc. Gov included these themes in her public remarks. We shared w Gov news of our plan to submit application for new school in Queens, and Sara raised her hand when Gov asked the crowd who was planning on applying for a new charter.	MT will think on how to approp follow-up w Gov's staff about the discussion
5	11/6/23	Reached out to join CEC28 December meeting		Community Education Council 28	Emailed on 11/6 to join upcoming December meeting/added to agenda. Admin assistant responded, adding President Ramjattan to the loop.	Will not be added to December's agenda- invited to speak during public comment segment for 3 min. Asked to be added to January's agenda. Waiting on reply
6	11/6/23	Reached out to make connection		Tom Grech, CEO, Queens Chamber of Commerce	Emailed on 11/6 to join upcoming meeting	Letter of support received from Scott
7	11/7/23	Reached out to see if we can schedule an info session for families		Rory Hersch- Director of Membership & Community Outreach at Commonpoint Queens	no response after a couple of attempts. Reached out to CEO and will try to swing by with materials nezt week	
8	11/7/23	coffee meeting with Zlata G, Jen R, Susanna Koen (parents of eligible children)	Forest Hills	families	shared materials for spreading the word further.	home-hosted gathering/connection with daycare
9	11/9/23	Reached out to see if we can schedule an info session for community		Queens Public Library at Rego Park	Connected with Joe, branch manager, who will connect with higherups and get back to me by EOD 11/9	Finalized a date and time for the info session (12/4 @ 12PM)
10	11/9/23	Jon to participate in CEC 28's monthly meeting on 12/7		Ed community + families	Jon joined 12/7 meet and spoke briefly for 90 seconds during public comments, shared our survey link + more info about who we are and what we do	
11	11/13	Reached out/emailed to see if we can schedule an info session for families		Queen Public Library at Forest Hills	Scheduled an info session on 12/16 @ 10:30am	
12	11/15/23	social media outreach for Rego Park parlor meeting`		families		connected with interested families individually
13	11/16/23			Grace Meng, Congresswoman		MT spoke w Congresswoman on 11/16/23. MT shared news and info about Hebrew Public & our schools, plans for applying for SUNY Charter, what we are and what we aren't. Shared w don't co-locate, to which Grace responded very positively. She's not opposed. Neutral.
14	11/16/23	new age-centric parent FB group outreach		families	shared materials for spreading the word further	invitation to parlor meeting

	Dates of Outreach (month/date/year)	Description of Outreach	Location of Outreach	Target Stakeholder Group or Name of Individual(s) met with and title(s)	Feedback Obtained / Notes	Action Taken on Feedback / Next Steps
15	11/17/23	meeting with Julia Malayeva		Director/Founder, Baby Steps Daycare in RP, FH, Briarwood	shared materials for spreading the word further	follow up via email with additional materials regarding info sessions
16	11/20/23	social media and email outreach/follow up with families post parlor meeting		families	shared petition sheets and info session update	follwed up via email with additional materials/picked up surveys and petition
17	11/21/23	Reached out to see if we can schedule an info session for families/ build relationships		Danielle Ellman, CEO Commonpoint Queens		no response. follow up sent
18	11/21/23			James McClelland, Community Board 9 District Member	CB 9 & CSD 28 do overlap	Jon and Tobman met w James for lunch on 11/21 in Forest Hills. James was intrigued by the school model and was encouraged to hear we do not colocate.
19	11/21/23			Jenifer Rajkumar, Assemblywoman		Jon and Tobman had bkfst w Assemblywoman and her Chief of Staff on 11/21 in district. Assemblywoman was especially excited to hear about diverse-by-design and focus on global citizenship. Talked about the geographic placement of the school in a sort of diverse neighborhood intersection. Invited to visit & tour HLA. Provided letter of support
20	11/24/23	conversation with Betty Yusupov, attorney		Bukharian community	Betty shared that she is a lead on helping HP move forward & obtain support from Bukharian community	connected to Sasha and Valerie
21	11/28/23	Reached out to set up meeting with John and Valerie		John Perricone- Executive Director @ Woodhaven BID	Meeting scheduled for 12/18 in Queens	Valerie met with John and shared materials and our plans for Queens
22	11/29/23	call with two Israeli families in separate daycare centers		Israeli community	shared materials for spreading the word further	picked up survey and petition signatures
23	11/30/23	Dropped off materials with Rory, shared info about who we are and what we're about. Would like to build relationship		Rory Hersch- Director of Membership & Community Outreach at Commonpoint Queens	He was excited to learn more. Said it shouldnt be a problem to share our info, bring us in to events, and build connections	We were present at Commonpoint Queens' Chanukah Festival on 12/10. Received 21 petition signatures and contacts for support to follow up
24	12/1/23	Call with Adam Semler, Sara Bloom and Robert Cornegy		Karen Koslovitz and Lynn Schulman	Robert to introduce Valerie to these council members	Valerie to follow up.
25	12/1/23	Email exchange with Betty Yusupov		Bukharian community		Valerie to follow up after 12/14.
26	12/1/23	Email exchange with Robin Natman		Community members	Shared materials for spreading the word further.	
27	12/1/23	handing out flyers to local businesses about HP		CBOs	shared materials for spreading the word further	many flyers were hung in local businesses
28	12/3/23	social media and personal outreach about info session on 12/4		families	shared flyer for spreading the word further	
29	12/4/23			Vjola Isufaj- Chief of Staff, NYS Assemblywoman Rajkumar	Reached out to build connections & asked to be part of any upcoming community events	"It's really nice connecting. We'll stay in touch regarding upcoming events."
30	12/4/23	MT was reconnected w Anna Pekerman at RUSA through a colleague via text, was invited to make connection w HP		Russian-language radio - RUSA, Anna Pekerman	MT made email introduction to Val and Sasha at Anna's suggestion.Goal is to have Val on one or two radio programs to discuss current schools and planned CSD 28 school. Will stay on scheduling.	Anna and Val scheduling call for 12/5 to discuss. Val on radio show 12/6. SHOW LINK: https://www.facebook.com/share/v/AAb9jv9jSDptozGa/?mibextid=WC7FNe

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31	12/4/23	MT connected w Marina at Russian Reklama (newspaper)		Marina (marketing / ad rep)	MT email introducing Sasha & Val w ad rep at Reklama	
32	12/4/23	info session with Jon at Rego Park Library	RP	families	shared petition, flyers, surveys with interested parent whose child attends Forest Hills Jewish Center preschool	followed up with parent regarding petition signatures
33	12/5/23	MT connected Sasha and Jino w Walte Sanchez, Publisher of Queens Ledger Newspaper Group.		Queens Ledger Newspaper Group		HP will be advertising in two papers - those covering Forest Hills / Rego Park Times AND Woodhaven / Richmond Hills. Promoting community event(s) and general marketing of proposed school. Will also discuss editorial content at later date.
34	12/5/23	Email exchange with Stephanie Branovan		Young families	Steph Branovan, formerly with Harlem Hebrew, volunteered to help. Valerie followed up with our materials.	
35	12/11/23	Email		David Jacobi	Adam Semlers lead, setting up a time to talk, [redacted]	
36	12/17/23			Families	Valerie & Jane held info session for Forest Hills families; got petition signatures, shared materials to spread word to other families	follow up with families individual families to be connected to their children's pre school directors
37	12/18/23			CBO	reached out to Rabbi Blokh, exec director of Chabad in Rego Park	shared info, requested letter of suport
38	12/18/23			CBO	emailed Queens Community House directors	shared info, requested letter of suport
39	12/20/23	Outreach for community event	Friends of Maple Grove	CBO & Families	finalized family community event for Jan 21	requested letter of support, organizing program
40	12/21/23	Dropped of materials, talked about our plans, asked for letter of support/sharing of our materials	103-15 Union Tpke, Queens, NY 11375	Grace Lutheran Church	Spoke with manager Bob Wilson, dropped of one pagers. Followed up with an email to him and pastor, shared additional collateral. They will speak and get back to me after the holidays	
41	12/21/23	Dropped of materials, talked about our plans, asked for letter of support/sharing of our materials	63-44 Wetherole Street, Rego Park NY 11374	Sholom Day Care	Spoke with Yana, dropped of one pagers. Followed up with an email, shared templates and additional collateral. We will connect after the holidays	
42	12/21/23	Dropped of materials, talked about our plans, asked for letter of support/sharing of our materials	99-39 66 Avenue, Rego Park	Kuei Luck Early Childhood Center	Spoke with director Tianna, dropped of one pagers. Followed up with an email to her and director, shared additional collateral. They will speak and get back to me after the holidays	
43	12/29	Reach out to add publication to El Diario	In print and social media	Spanish-speaking community through El Diario	Will be featured on 1/29 Charter School edition	Work with team to translate and put together 1/2 page and social media ads
44	1/4/24			Jake Adler, office of Governor Kathy Hochul	Tobman met Adler for lunch on 1/4/23, Queens Hbrew Public discussed, specicially the diverse-by-design model and languge as lens for global citizenship. Shared that our schools do not co-locate and that we are net-add to public schools community without imposition. Talked about changing nature of Queens public officials and increased diversity of policymakers in the boro and broader support for diverse public charter schools.	

	Dates of Outreach (month/date/year)	Description of Outreach	Location of Outreach	Target Stakeholder Group or Name of Individual(s) met with and title(s)	Feedback Obtained / Notes	Action Taken on Feedback / Next Steps
45	1/4/24	Connected with Vivek Baid about potential stakeholders in community to share about Queens Hebrew Public plans in hopes of obtaining signatures	Zoom		Suggested: first shot basketball, lana's gymnastics, Ivy Day, Parker Towers	
46	1/8	Reached out to add publication through World Journal	In print and social media	Chinese-speaking community through World Journal publications	Finalizing digital and print ads-- will be in digital and print on 2/3 and 2/4/24	
47	1/8	Reached out to First shot basketball to share info with families	Email	Families in neighbood	Office manager called me back-- wanted to know more about our plans for the community- she was excited to hear about it. Said she would speak with owner and get back to me.	
48	1/8	Reached out to Lana's gymnastics to share info with families	Email	Families in neighbood		
49	1/8	Reached out to Ivy Day to share info with families	Email	Families in D28		
50	1/8	Reached out to General manager, Samir, at Parker Towers to see if we can share flyers in and around apt. complex and/or mailboxes	Phone + email	Families in D28		
51	1/8	Reached out to Anna Gold Yu of Work & Tot for letter of support	Email/Text	Families in D28		following up by end of week
52	1/10	Will advertise upcoming community event in Forest Hills/Rego Park Times & Leader Observer	Email	Queens communities	Will be added to 1/18 publication	
53	1/10	social media outreach about Jan 21 event		Families	shared posts on various local parent groups sharing about Hebrew Public Charter and Jan 21 Tu Bishvat event	following up with individual families
54	1/11/2024	Table at daycare/preks to connect with families in hopes of collecting signatures	116-66 Park Ln S, Kew Gardens, NY 11418	Sholom Daycare	received 4 signatures	
55	1/11/2024	Table at daycare/preks to connect with families in hopes of collecting signatures	112-18 76th Road, Forest Hills, NY 11375	Baby Steps Daycare	Received 26 petition signatures	
56	1/11/2024	email		Families	exchanged emails with families interested to learn more about the Jan 21 event	
57	1/12/2024	Table at daycare/preks to connect with families in hopes of collecting signatures	83-78 Daniels St, Briarwood, NY 11435	Sholom Daycare		
58	1/12/2024	email and phone		Families	follow up with parent ambassadors to share on social media and on WhatsApp about Jan 21 event and Queens Hebrew Public Charter	continuing to follow up

	Dates of Outreach (month/date/year)	Description of Outreach	Location of Outreach	Target Stakeholder Group or Name of Individual(s) met with and title(s)	Feedback Obtained / Notes	Action Taken on Feedback / Next Steps
59	1/15	email		Daycares	follow-up emails about letters of support from Forest Hills Jewish Center, Shalom Daycare, Work & Tot	continuing to follow up
60	1/15	phone		Ronit Asheri Sandler	Discussed social media endorsement with actress and singer, Ronit Asheri (former Hebrew Public Charter parent and current resident in Kew Gardens)	Ronit will create a post
61	1/16/2024	Table at daycare/preks to connect with families in hopes of collecting signatures	64-11 Fleet St, Rego Park, NY 11374	Baby Steps Daycare	received 8 signatures	
62	1/16/24	Latoya LeGrand, Education Committee Chairperson CB 12, reached out to Hebrew Public to join the next Education Committee Meeting.	email	Latoya LeGrand, [redacted] Education Committee Chairperson CB 12 Chairperson	Jon attended meeting virtually and spoke about Hebrew Public's plans to open in Queens and answered questions for an hour	
63	1/17/2024	Table at daycare/preks to connect with families in hopes of collecting signatures	82-4 Lefferts Blvd, Queens, NY 11415	Sholom Daycare		
64	1/17/2024	Table at daycare/preks to connect with families in hopes of collecting signatures	63-44 Wetherole Street, Rego Park NY 11374	Sholom Daycare		
65	1/17/24	Reached out to inquire about publication within South East Asian communities	email	news@akhonsamoy.com		
66	1/17	social media outreach about Jan 21 event		Families	shared posts on various local parent groups about Hebrew Public Charter and Jan 21 Tu Bishvat event	
67	1/18/2024	Table at daycare/preks to connect with families in hopes of collecting signatures	106-06 Queens Blvd, Forest Hills, NY 11375	Forest Hills Jewish Center		
68	January 2024	emailed thru Diocese Communications Office - follow up call 1/18	email & call	John Quaglione - Diocese of Brooklyn, Serving Brooklyn & Queens	As with earlier Hebrew Public proposed school outreach, important to connect with faith community leaders in the borough to share news of the successful diverse-by-design model and our academic sucess. Quaglione appreciated heads-up and asked for updates as we proceed and he will brief the Queens Catholic Schools Superintendent.	
69	1/18/24	MT reconnected w NYC Archdiocese		John Cahill - Chancellor of the Archdiocese of New York. (The Chancellor is responsible for the overall operational management of the Archdiocese of New York, and related entities)	Informing diverse faith communities throughout NYC.	
70	1/19/24	Reached out to Schneps media to advertise in Jamaica Times	call	Celeste at Schneps 646-732-4029	She will email me pricing and sizing options by EOD to publish by next week. All items due to her by Tuesday 1/23	
71	1/19	social media and personalized outreach about Jan 21 event		Families	shared posts on various local parent groups about Hebrew Public Charter and Jan 21 Tu Bishvat event; reached out via email to new families	

	Dates of Outreach (month/date/year)	Description of Outreach	Location of Outreach	Target Stakeholder Group or Name of Individual(s) met with and title(s)	Feedback Obtained / Notes	Action Taken on Feedback / Next Steps
72	1/21	Tu Bishvat event at Maple Grove		Families & COB	created an arts, music, and planting program for families with children born in 2019 and 2020; Roger shared about the school	signed petitions
73	1/23/2024	Table at daycare/preks to connect with families in hopes of collecting signatures	82-02 Lefferts Blvd, Kew Gardens, NY 11415	Sholom Daycare		
74	1/23	in-person petition sheet signing		Daycares	visited Shalom Daycare preschool in Kew Gardens to meet with families	signed petitions
75	1/25/2024	Table at daycare/preks to connect with families in hopes of collecting signatures	84-15 Beverly Rd, Kew Gardens, NY 11415	Sholom Daycare		
76	11/15/23, 11/29/23, 11/30/23	MT emailed to schedule a call or Zoom, MT emailed again and called office....Assemblywoman called MT direct on 11/30	phone call on 11/30/23	Nily Rozic, Assemblywoman	Assemblywoman and MT spoke about the school, diverse-by-design model, that we do not co-locate, initial / prelim idea about location, who we are / who we aren't.	"Call to invite me to opening ribbon cutting." And we'll follow-up w invite to tour HLA in Bklyn 22.
77	11/29/23, 12/7/23	Requested 10 mins for a Zoom w Assemblyman		Assemblyman Andrew Hevesi	MT Zoom mtg w Assemblyman set up for 12/7 at 10am.	MT had 20 min talk w Assemblyman Hevesi. He's very excited about this, specifically b/c we do not co-locate and would be a net-positive for the community. Discussed diverse by design model, Assemblyman remarked that his district and CSD 28 are perfect fit for it. OFFERED TO WRITE A LETTER OF SUPPORT.**LETTER OF SUPPORT RECEIVED.**
78	Few brief conversations	Discussion regarding support letter		Senator Sanders		**LETTER OF SUPPORT RECEIVED.**
79	Multiple conversations	Discussion regarding support letter		Assembly Member Cook	Asked about co-location; leaning towards providing a letter	
80	Multiple conversations	Discussion regarding support letter		Congressman Meeks and District Director Nathaniel Hezekiah	Inclined to offer support; extremely busy as Ranking Member on Foreign Affairs Committee.	
81	Multiple conversations	Discussion regarding support letter		Borough President Richards/COS Michael Mallon	On fence; received requests for support from other applicants, trying to decide if he should do all or none	Received support letter
82	Outreach attempts	Discussion regarding support letter		Assembly Member Weprin		
83	Several outreach attempts	Discussion regarding support letter		Senator Liu		
84	Several, including 1/3/24	Discussion regarding support letter		Senator Comrie and COS Derrick Davis	open to further discussions; mentioned preference for diverse-led schools; I mentioned we have a diverse board. Likes that we have private space	might request Zoom w/ Jon
85				Arnold Franklin, Queens College, Prof. of History & Director of Jewish Studies		Zoom on 9/29.
86				Roman Shmulenson, CEO @ COJECO		Roman will introduce to Betty Yusupov, VK to contact David Aronov and Lena Katznelson at UJA-Fed, Menashe for eventual student recruitment outreach, if needed for letters of support from Bukharian community. COJECO will write a letter of support for the school. **LETTER OF SUPPORT RECEIVED**

	Dates of Outreach (month/date/year)	Description of Outreach	Location of Outreach	Target Stakeholder Group or Name of Individual(s) met with and title(s)	Feedback Obtained / Notes	Action Taken on Feedback / Next Steps
87				Jennifer Eddy, Queens College, Director of Critical Languages Department	Call on 10/3. Will talk with Nir about the roles they can play to be involved	Jennifer Eddy agreed to be a part of Applicant Group and founding Board
88				CBO	reached out to Carl Ballenas, president of Maple Grove Cemetery, which runs community events in Kew Gardens/Richmond Hill through Friends of Maple Grove	requested letter of support; followed up about outreach community event on January 21
89				Board Member, Forest Hills Jewish Center	reached out requesting letter of support; shared materials to send to community members	

Response 04e-Evidence of Support

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[redacted]

CITY OF NEW YORK
OFFICE OF THE
PRESIDENT OF THE BOROUGH OF QUEENS
120-55 QUEENS BOULEVARD
KEW GARDENS, NEW YORK 11424

718.286.3000
www.queensbp.org
info@queensbp.org

February 1, 2024

Kathryn Connell-Espinosa, Executive Director
Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246

Dear Ms. Connell-Espinosa,

As Queens Borough President, I write in support of the establishment of Queens Hebrew Public Charter School in Queens' Community School District (CSD) 28. If approved, the proposed school would help address the culturally-rich and highly diverse needs of many of the communities I represent by providing a fully inclusive school option to those residing in CSD 28.

Queens Hebrew Public Charter School is modeled after successful schools already in operation. Hebrew Language Academy, Hebrew Language Academy 2 in Brooklyn's Districts 22 and 21 respectively, and Staten Island Hebrew Public in Staten Island's District 31, have demonstrated a commitment to educational excellence and global citizenship, and a dedication to racial, economic, and ethnic diversity. Both schools serve significant numbers of students with special needs, recent immigrants, and children from refugee families.

I am pleased to support their request and urge your office to give full and fair consideration to Queens Hebrew Public Charter School's application to open a school that would provide high quality educational options for families in the community.

Sincerely,

[redacted]

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

ANDREW HEVESI
Assemblyman 28th District
Queens County

CHAIRMAN
Children & Families Committee

COMMITTEES
Banks
Codes
Health
Labor

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, New York 12246

12/21/2023

To whom it may concern,

As an Assemblyman representing neighborhoods within Queens Community School District 28, I write in support of the establishment of Queens Hebrew Public Charter School in our diverse community. If approved, this school would help address the culturally-rich needs and shared priorities of the neighborhoods I have the honor of representing.

Queens Hebrew Public is modeled after successful schools already in operation. Both Hebrew Language Academy and Hebrew Language Academy 2, in Brooklyn's Districts 22 and 21 respectively, have demonstrated a commitment to educational excellence and global citizenship. Both schools serve significant numbers of students with special needs, recent immigrants, English-language learners and children from refugee families.

As a "diverse by design" public school, the proposed Queens Hebrew Public embraces racial, ethnic, gender and language diversity, as well as that based on economics, housing situation and family educational attainment. This thoughtful approach impresses me, as does Hebrew Public's demonstrated commitment to develop their own building, which is to say they do not co-locate.

In my work as Chairman of the Assembly Committee on Children and Families, I am acutely aware of the vital importance a stable and enriching learning environment has in promoting the well being of children and families. This proposed school advances that foundational contribution.

I am pleased to support their request and urge for your offices to give full and fair consideration to Queens Hebrew Public's application to open a school that would provide a high quality educational option for families in the community.

Sincerely,

JENIFER RAJKUMAR
Assemblywoman 38th District
Queens County

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

CHAIR
Subcommittee on Diversity in Law

COMMITTEES
Aging
Consumer Affairs and Protection
Judiciary
Small Business
Veterans' Affairs

February 2, 2024

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, New York 12246

Dear SUNY Authorizers,

It gives me great pleasure to submit this letter endorsing the application of Queens Hebrew Public to establish a new public charter school in Queens Community School District 28. As a representative of CSD 28, I am proud to support the school's mission to combine academic excellence with global citizenship for the diverse student population.

I recently met with the CEO of Hebrew Public, the national network of charter schools, and I was impressed by their unwavering dedication to educating students with diverse needs. Their commitment to including special needs students and English language learners truly stood out. Taking inspiration from the successful Hebrew Public schools in Brooklyn, as well as a newly established school in Staten Island, the proposed school in CSD 28 would undoubtedly be another fine addition to the Nation's largest public school system.

Bringing Hebrew Public to my home of Queens would be warmly welcomed. They will be a good neighbor, not seeking to co-locate with existing district schools but instead obtain its own independent space. Moreover, it will contribute to the increasing number of educational opportunities available to students from diverse backgrounds residing in our vibrant neighborhoods.

I sincerely hope that your office will give Queens Hebrew Public's application a thorough review to recognize its preeminent qualifications.

Very truly yours,

[redacted]

[redacted]

VIVIAN E. COOK
32nd Assembly District
Queens County

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

Queens Hebrew Public Charter School

ASSISTANT SPEAKER

COMMITTEES
Codes
Corporations, Authorities and Commissions
Housing
Insurance
Majority Steering
Rules
Ways and Means

Task Force on Women's Issues

MEMBER
NYS Black and Puerto Rican Legislative Caucus
NYS Legislative Women's Caucus

February 2, 2024

Ms. Kathryn Connell-Espinosa
Executive Director
Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246

Dear Ms. Connell-Espinosa:

I write in support of the establishment of Queens Hebrew Public Charter School in Queens' Community School District (CSD) 28. If approved, the proposed school would help address the culturally-rich and highly diverse needs of many of the communities I represent by providing a fully inclusive school option to those residing in CSD 28.

Queens Hebrew Public Charter School is modeled after successful schools already in operation. Hebrew Language Academy, Hebrew Language Academy 2 in Brooklyn's Districts 22 and 21 respectively, and Staten Island Hebrew Public in Staten Island's District 31, have demonstrated a commitment to educational excellence and global citizenship, and a dedication to racial, economic, and ethnic diversity. Both schools serve significant numbers of students with special needs, recent immigrants, and children from refugee families.

I am pleased to support their request and urge your office to give every consideration to Queens Hebrew Public Charter School's application to open a school that would provide high quality educational options for families in the community.

Sincerely,

[redacted]

[redacted]

THE SENATE
STATE OF NEW YORK

JAMES SANDERS JR.
SENATOR, 10TH DISTRICT

CHAIRMAN
BANKS

MEMBER
COMMERCE, ECONOMIC DEVELOPMENT AND SMALL BUSINESS
INSURANCE
LABOR
PROCUREMENT AND CONTRACTS
RACING, GAMING AND WAGERING
VETERANS, HOMELAND SECURITY AND MILITARY AFFAIRS

ALBANY OFFICE:
711 LEGISLATIVE OFFICE BUILDING
ALBANY, NEW YORK 12247
(518) 455-3531
FAX (518) 426-6859

DISTRICT OFFICE:
142-01 ROCKAWAY BLVD.
S.OZONE PARK, NEW YORK 11436
(718) 523-3069
FAX (718) 523-3670

SATELLITE OFFICE:
1931 MOTT AVE., STE. 305
FAR ROCKAWAY, NY 11691
(718) 327-7017
FAX (718) 327-7970

January 22, 2024

Kathryn Connell-Espinosa, Executive Director
Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246

Dear Ms. Connell-Espinosa,

As the Representative for the 10th Senatorial District, I write in support of the establishment of the Queens Hebrew Public Charter School in Queens' Community School District (CSD) 28. If approved, the proposed school would help address the culturally rich and highly diverse needs of many of the communities I represent by providing a fully inclusive school option to those residing in CSD 28.

The Queens Hebrew Public Charter School is modeled after successful schools already in operation. Hebrew Language Academy, Hebrew Language Academy 2 in Brooklyn's Districts 22 and 21 respectively, and Staten Island Hebrew Public in Staten Island's District 31, have demonstrated a commitment to educational excellence and global citizenship, and a dedication to racial, economic, and ethnic diversity. Both schools serve significant numbers of students with special needs, recent immigrants, and children from refugee families.

I support their request and urge your office to consider the Queens Hebrew Public Charter School's application to open a school that would provide high quality educational options for families in the community.

Sincerely,

[redacted]

Queens Hebrew Public Charter School

CITY HALL OFFICE
250 Broadway, Suite 1773
New York, New York 10007
(212) 788-6956

DISTRICT OFFICE
180-32 Union Turnpike
Fresh Meadows, New York 11366
(718) 217-4969
jgennaro@council.nyc.gov

THE COUNCIL
OF
THE CITY OF NEW YORK

JAMES F. GENNARO
COUNCIL MEMBER
TWENTY-FOURTH DISTRICT, QUEENS

Chair
Committee on Environmental Protection, Resiliency, & Waterfronts

COMMITTEES
Education
Fire and Emergency Management
Governmental Operations, State and Federal Legislation
Health
Contracts
Sanitation

February 2, 2024

Dear Ms. Kathryn Connell-Espinosa

I am the current Councilmember for New York City Council District 24, which includes Community School District 28 and previously served in this role from 2002-2013, before being selected by then-Governor Cuomo to be the Deputy Commissioner for NYC Sustainability and Resiliency at the New York State Department of Environmental Conservation. Having been a long term public servant for the people of the City of New York and particularly the residents of Council District 24, I feel uniquely qualified to support programs that are in the best interest of my district's families.

As a firm supporter of all the diverse racial, ethnicities and languages of my constituents, I proudly write this letter to express my support for the expansion application for Hebrew Public Charter School for Global Citizens' ("HLA") to open and operate a new charter school in Community School District ("CSD") 28, Queens. CSD 28 falls within Council District 24 and houses some of the most diverse populations in my Council District. Based on the great success of HLA's Brooklyn educational program, serving CSD 22 children from Pre-K through 8th grade, I look forward to a similar successful educational opportunity for the children in CSD 28.

HLA has repeatedly shown great success in, among other things:

HIGH ACADEMIC SUCCESS: HLA's student's academic growth has resulted in it being recognized as a **"Reward School"** by the New York State Department of Education. This is the type of academic choice we want for the children in District 28.

GLOBAL CITIZENSHIP: In addition to the high academic standards, HLA incorporates "global citizenship" into its curriculum by developing student's communication skills, collaboration, critical thinking and creativity, with a strong emphasis on empathy and emotional intelligence. In these challenging times, I am impressed by HLA's commitment to global awareness while maintaining its commitment to educational innovation and excellent academic achievement. In these trying times, programs like HLA's can only serve to create our potential future world leaders.

DEI: Equally important is HLA's commitment to Diversity, Equity and Inclusivity ("DEI") in its Learning Environment. DEI has become the leading goal for public and private industries worldwide. The school serves students from all backgrounds, including children with special needs and those who are English Language Learners, and is a

member of the Coalition of Diverse Charter Schools. The importance of this type of academic programming in CSD 28 is supported by the fact that, in school year 2021-2022, 21% of CSD 28 students identified as having a disability. During the same academic year, CSD 28 had over 4,281 English Language Learners enrolled in its school's district wide, over fifty (50%) percent of that group were new arrivals to this Country. With the significant rise in migrants to the City of New York, HLA's opened and diverse program would be a welcomed addition to the existing academic programs in CSD 28.

Community Engagement: HLA is dedicated to actively involving parents and the community in the education process. This approach fosters collaboration and ensures that the school aligns with the needs and values of our district and greater community. This community involvement is consistent with my belief's as the Councilmember serving this district. It does, afterall, take a village.

Based on the foregoing established success of HLA's educational campus in Brooklyn, I believe authorizing the expansion of Hebrew Public Charter School for Global Citizens into CSD 28, will be a welcomed addition to the educational opportunities which exist in CSD28. Educational options only serve to improve the academic successes of our students by offering parents additional opportunities for a quality education in a diverse and welcoming environment.

For the foregoing reasons, I urge you to approve Hebrew Public Charter School for Global Citizenship's application for expansion into Community School District 28.

Please do not hesitate to reach out to me if you require any additional information or if there is anything I can do to assist in the effort to bring Hebrew Public to our community.

Thank you for your time and consideration.

Sincerely,

QUEENS COLLEGE | Secondary Education and Youth Services

CUNY

Monday January 22, 2024

Dear Ms. Connell-Espinosa,

I am writing to express my support for the application being filed for the proposed Queens Hebrew Public Charter School (Queens Hebrew Public). I believe the school will be an asset for children and families within Queens Community School District (CSD) 28 by augmenting and enhancing the educational landscape.

Having engaged with the charter school's leadership, I'm truly impressed by their unwavering dedication to offering high-quality educational options within the public school system. Their proposed academic program demonstrates a commitment to excellence that aligns with the needs of the district's children.

In my capacity as a faculty member for over twenty-six years in the Secondary Education Department at Queens College, CUNY, and now as Chair of that department, I've been fortunate to witness the transformative power of innovative educational initiatives. Our department produces among the largest number of NYS certified secondary teacher of anywhere in NYS, and our World Languages program is far and away the largest in NYS. Our size puts us in contact with many different schools in the area, giving us extensive experience with school leadership and a wide variety of academic programs. The innovative curriculum and structure proposed by Queens Hebrew Public Charter School hold immense promise for positively influencing public education. My area of expertise is middle and high school education, but as an educator I still believe that this proposal will enhance the quality of elementary school education in New York City. Based on my experience, I am impressed with the charter school leadership.

I understand that my colleague, Jennifer Eddy, Associate Professor and Program Director of World Languages Education at Queens College, will be on the Board should Queens Hebrew Public be authorized and that her expertise in world language curriculum, assessment, and instructional design will be of tremendous value in the growth and development of Queens Hebrew Public's Hebrew language program.

I am wholeheartedly supportive of this proposed charter school, and I look forward to helping the school in any way I can to achieve success. I hope you will give this charter application every possible consideration.

[redacted]

Queens Chamber of Commerce

January 4, 2024

Kathryn Connell-Espinosa, Executive Director
Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246

Dear Ms. Connell-Espinosa,

I am writing to express my support for the Queens Hebrew Public Charter School's (Queens Hebrew Public) application to open and operate a new charter school in Community School District ("CSD") 28, Queens.

As a long-time advocate for businesses in Queens, I have witnessed firsthand the positive impacts that charter schools have had on the diverse, multi-lingual, multicultural families who reside in Queens County.

Queens Hebrew Public is proposing to be a part of the Hebrew Public network of charter schools. Institutions like Hebrew Public, with its proven success rates, make Queens an even better place to live, work, raise a family and start a business.

Hebrew Public has an established history of success in its existing educational campuses in CSD 22 and 21 in Brooklyn, as well as CSD 31 on Staten Island, which presently serve students in Pre-K through Eighth Grade.

With the significant rise in migrants to the City of New York, Queens Hebrew Public's open and diverse program would be a welcomed addition to the existing academic programs in CSD 28. The importance of this type of academic programming in CSD 28 is supported by

[redacted]

the fact that, in school year 2021-2022, 21% of CSD 28 students identified as having a disability.

During the same academic year, CSD 28 had over 4,281 English Language Learners enrolled in its school's district wide, over fifty (50%) percent of that group were new arrivals to this Country.

I urge you to give careful consideration to Queens Hebrew Public Charter School's application for expansion and to recognize the potential impact it will have on the students and families in Community School District 28 and the greater Queens community. The Queens community desperately needs a workforce that is equipped with 21st century skills and Hebrew Public provides its students with the skills necessary to succeed in our global economy.

Thank you for your ongoing commitment to providing high-quality options of choice to the families in Queens and throughout New York State.

DIVERSE
CHARTER SCHOOLS
COALITION

January 9, 2024

Kathryn Connell-Espinosa, Executive Director
Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246

Dear Ms. Connell-Espinosa,

The Diverse Charter Schools Coalition is pleased to provide this letter of support in connection with the application to form the Queens Hebrew Public Charter School in Queens' Community School District 28.

Our work at the Diverse Charter Schools Coalition (DCSC), a national coalition of diverse-by-design schools, is to intentionally integrate one school at a time. To achieve this goal, we work to **train** educators to lead and launch diverse schools; **convene** leaders of diverse schools to learn with and from each other, allowing them to strengthen their craft and schools; and **educate** policymakers on the power and promise of diverse schools to enhance local education ecosystems to allow for more diverse by design charter school seats. DCSC's membership has grown from 14 founding member schools to 92 member schools and networks. Collectively, our members represent 242 individual schools serving over 100,000 students.

A charter member of the Coalition, Hebrew Public has long demonstrated an authentic commitment to educating all students, particularly those most in need of access to high-quality schools in underserved areas like CSD 28 in Queens. I hope the SUNY Charter Schools Institute and the SUNY Board of Trustees will look favorably on the Queens Hebrew Public Charter School application. If it is chartered, I look forward to welcoming this school into the Coalition.

Sincerely,

[redacted]

26 Broadway
8th Floor
New York, NY 10004
www.diversecharters.org

Growing Up Green
charter schools

Kathryn Connell-Espinosa, Executive Director
Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246

Dear Ms. Connell-Espinosa,

I am writing in full support of the establishment of Queens Hebrew Public Charter School (Queens Hebrew Public) in Queens Community School District (CSD) 28.

As the Founder and Executive Director of Growing Up Green Charter Schools in Queens, my overarching goal is to provide children with a strong foundation for learning and prepare them to become the leaders of tomorrow.

I believe there is a need in CSD 28 for families to have more high-quality public school choices and hope that Queens Hebrew Public will be able to join Growing Up Green and other charter schools in this CSD in providing more options to families.

I would look forward to collaborating with Queens Hebrew Public at both the leadership and teaching levels, having the opportunity to learn from each other, sharing best practices and challenges, and problem solving together.

I hope that the SUNY Charter Schools Institute and the SUNY Board of Trustees will view the Queens Hebrew Public Charter School application favorably.

Please feel free to contact me if additional details or support are needed.

I wholeheartedly support this initiative and am looking forward to the positive impact it will bring to our children's education.

[redacted]

[redacted]

cojeco

Council of Jewish Émigré Community Organizations

January 4, 2024

Kathryn Connell-Espinosa, Executive Director
Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246

Dear Ms. Connell-Espinosa,

I'm fully behind Queens Hebrew Public Charter School's proposal to be part of the Hebrew Public network of charter schools by opening a new school in Community School District (CSD) 28, Queens.

I am the CEO of COJECO (Council of Jewish Émigré Community Organizations), dedicated to the Russian-speaking Jewish community in the New York tri-state area. Our mission is to unite and engage this community by fostering collaborative leadership, innovative engagement, Jewish education, capacity building, and the preservation of our heritage.

Many of the Russian-speaking families who are engaged in COJECO's work send their children to New York City public schools. I am certain that Queens Hebrew Public Charter School will resonate with them because of Hebrew Public's exemplary track record of providing high-quality education that is focused on academic excellence, global citizenship, and diversity. I have closely followed their work, and I am impressed by their commitment to educational innovation and their history of success in other communities.

I believe that the addition of Queens Hebrew Public Charter school to District 28 will contribute to the overall improvement of the educational landscape, offering parents and students more options for quality education. I urge you to consider their proposal seriously and support the establishment of this charter school in CSD 28.

Please do not hesitate to reach out to me if you require any additional information or if there is anything I can do to assist in the effort to bring Queens Hebrew Public Charter School to our community. I can be reached at 212-566-2120 or at RomanS@cojeco.org. I wholeheartedly support this initiative and look forward to the positive impact it will have on the education of our children.

Thank you for your time and consideration.

Respectfully,

[redacted]

[redacted]

[redacted]

Kathryn Connell-Espinosa, Executive Director
Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246

Dear Ms. Connell-Espinosa,

I am writing to express my support for the Queens Hebrew Public Charter School's application to open a new charter school in Community School District 28, Queens. As the pastor of Grace Lutheran Church - a community of faith that has been ministering in and to the community for almost 100 years -, I firmly believe that the establishment of this charter school will bring significant benefits to the students and families in our district.

I understand that Queens Hebrew Public Charter School is proposing to be a part of the Hebrew Public network of charter schools. Hebrew Public has an exemplary track record of providing high-quality education that is focused on academic excellence, global citizenship, and diversity. I have closely followed their work, and I am impressed by their commitment to educational innovation and their history of success in other community school districts in New York City.

I believe that the addition of the Queens Hebrew Public Charter School to our district will contribute to the overall improvement of the educational landscape, offering parents and students more options for quality education. Queens Hebrew Public Charter School's commitment to high academic standards, cultural enrichment, parent and community engagement and diversity, equity and inclusion will especially resonate with families in our community. I urge you to consider their proposal seriously and support the establishment of this charter school in CSD 28.

Please do not hesitate to reach out to me if you require any additional information or if there is anything I can do to assist in the effort to bring this charter school to our community. I wholeheartedly support this initiative and look forward to the positive impact it will have on the education of our children. Thank you for your time and consideration.

[redacted]

Friends of *Maple Grove* Cemetery, Inc.

Where history comes alive…

[redacted]

December 27, 2023

Dear Ms. Connell-Espinosa,

This letter is sent in support of the application to form the Queens Hebrew Public Charter School (Queens Hebrew Public) in Queens' Community School District 28.

As President of the Friends of Maple Grove, Kew Gardens, which serves families in District 28, I truly believe that the establishment of this charter school will bring significant benefits to the students and families in our district.

I understand that Queens Hebrew Public Charter School is proposing to be a part of the Hebrew Public network of charter schools. I have had the opportunity to meet with Jane Tuv of the Queens Hebrew Public Applicant Group and I am impressed with the Hebrew Public model, particularly its commitment to create a diverse community and its focus on world language learning and global citizenship.

I hope the SUNY Charter Schools Institute and the SUNY Board of Trustees will look favorably on the Queens Hebrew Public Charter School application.

Feel free to contact me if you need more details or assistance in establishing this charter school in our community. I'm fully behind this effort and excited about the positive influence it'll have on our children's education.

Sincerely,

[redacted]

BABY STEPS
Daycare/Preschool

[redacted]

01/09/2024

Dear Ms. Connell-Espinosa,

I am writing in full support of the formation of the Queens Hebrew Public Charter School (Queens Hebrew Public) within Community School District (CSD) 28 of Queens. As the founder of Baby Steps Daycare/Preschool in CSD 28, we support and teach young learners life skills that go beyond reading, writing, and math, and I firmly believe that forming this charter school will greatly benefit both students and families in our district.

I understand that Queens Hebrew Public Charter School is proposing to be a part of the Hebrew Public network of charter schools, and I am truly inspired by the Hebrew Public model. Its dedication to nurturing a diverse community, emphasis on world language learning, and focus on global citizenship are just what our district needs as our programs here at Baby Steps reflect the diversity of the district including the different immigrant populations that have chosen our community as their home.

I'm confident that introducing Queens Hebrew Public to our district will elevate the educational environment, providing parents and students with a broader array of high-quality educational choices. I strongly encourage a serious consideration of their proposal and wholeheartedly support the establishment of this charter school within CSD 28.

I am hopeful that the SUNY Charter Schools Institute and the SUNY Board of Trustees will view the Queens Hebrew Public Charter School application favorably. If approved, Baby Steps will actively provide information about the school to families so they can apply and be part of the inaugural Kindergarten class!

Should you require further details or assistance in bringing this charter school to fruition within our community, please do not hesitate to reach out.

I am wholeheartedly supportive of this initiative and eagerly anticipate the positive impact it will have on our children's educational journey.

[redacted]

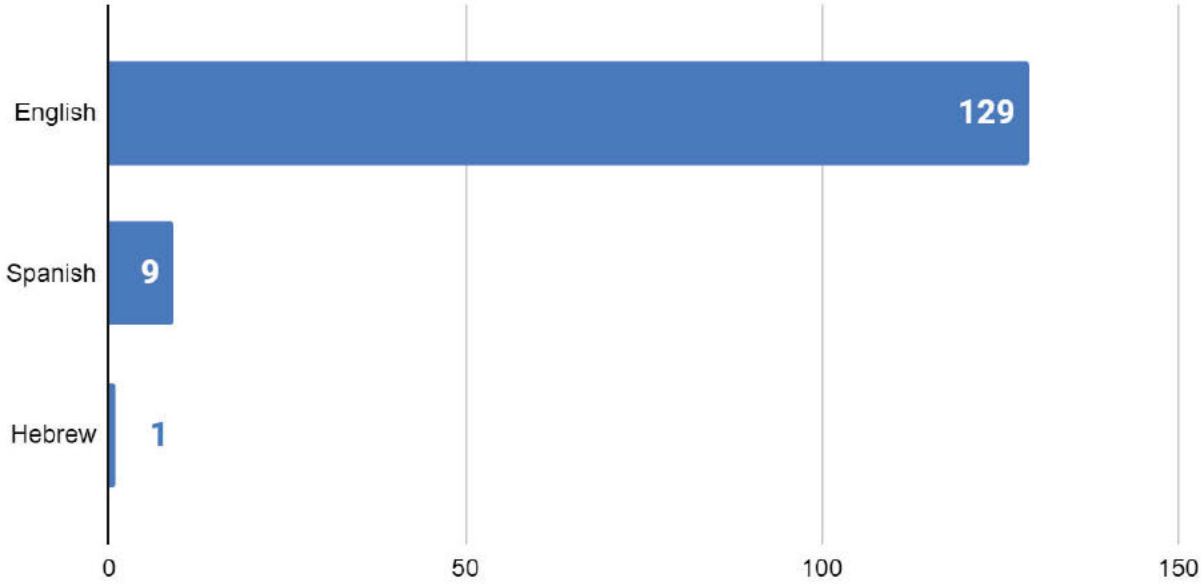
[redacted]

Queens Hebrew Public Survey

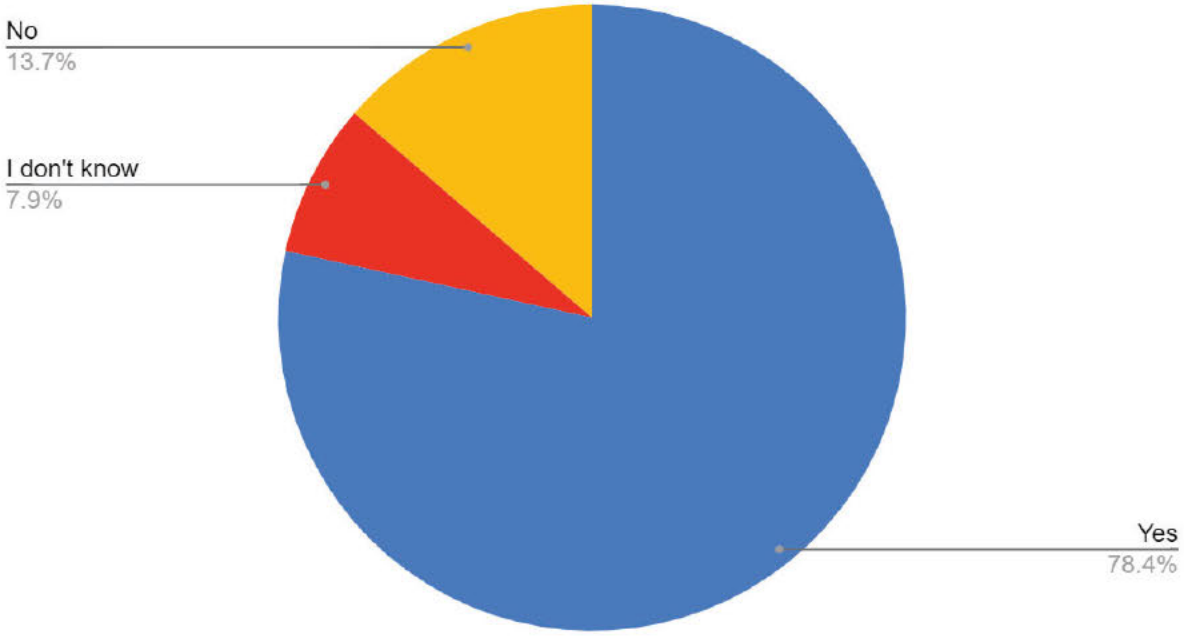
Based On 139 Responses

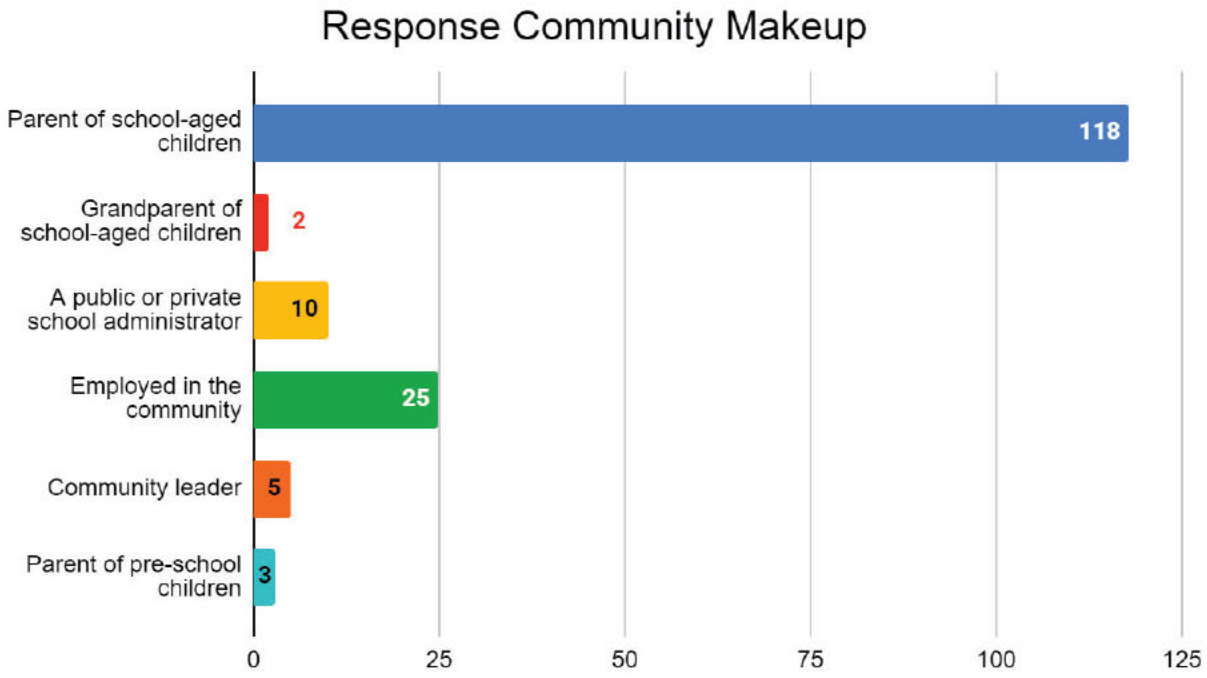
Responses by Language

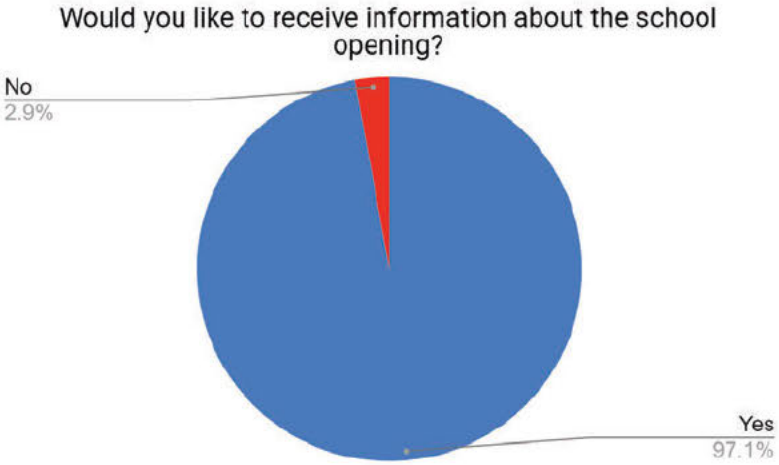
Based on 132 responses

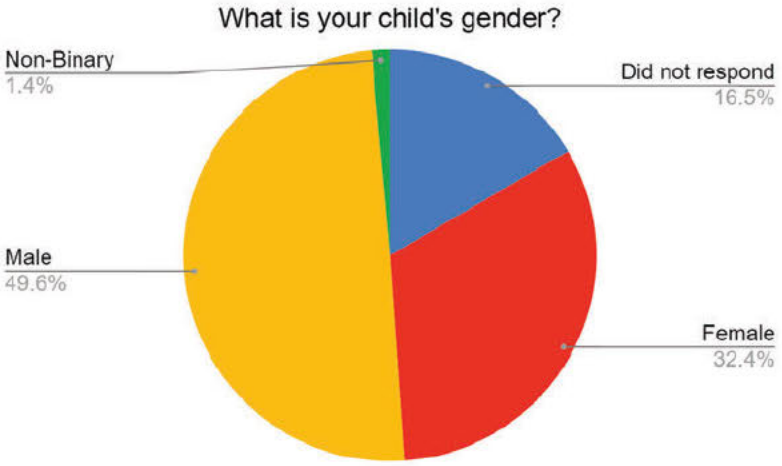


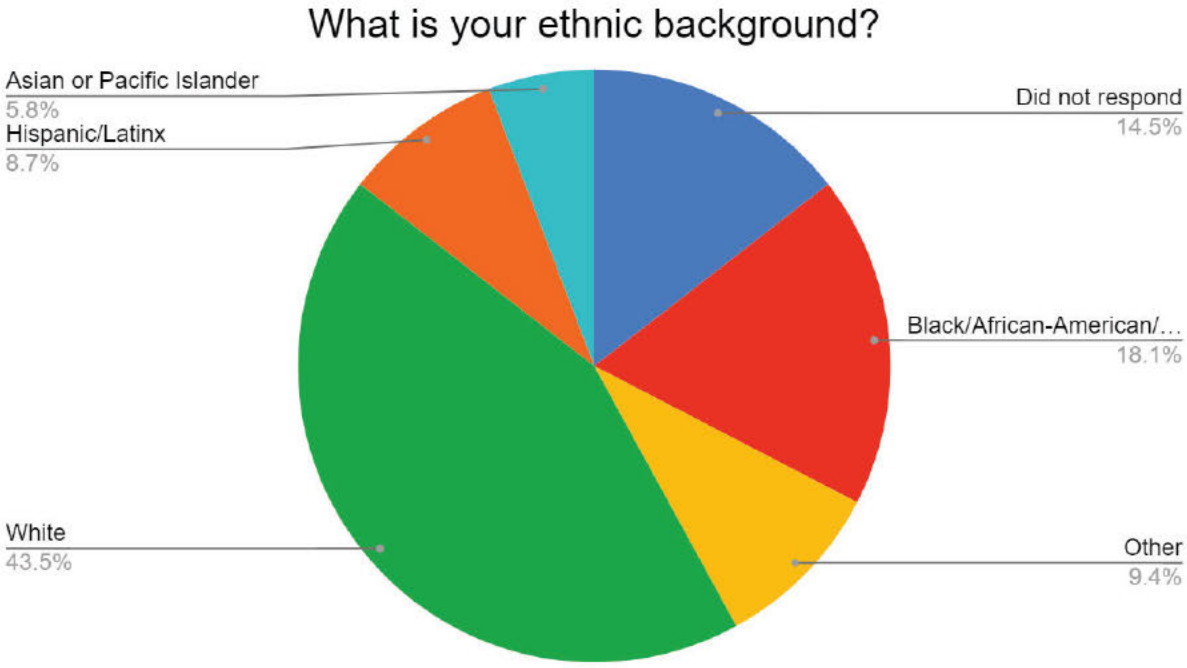
Percentage of Responders Who Live in (CSD) 28

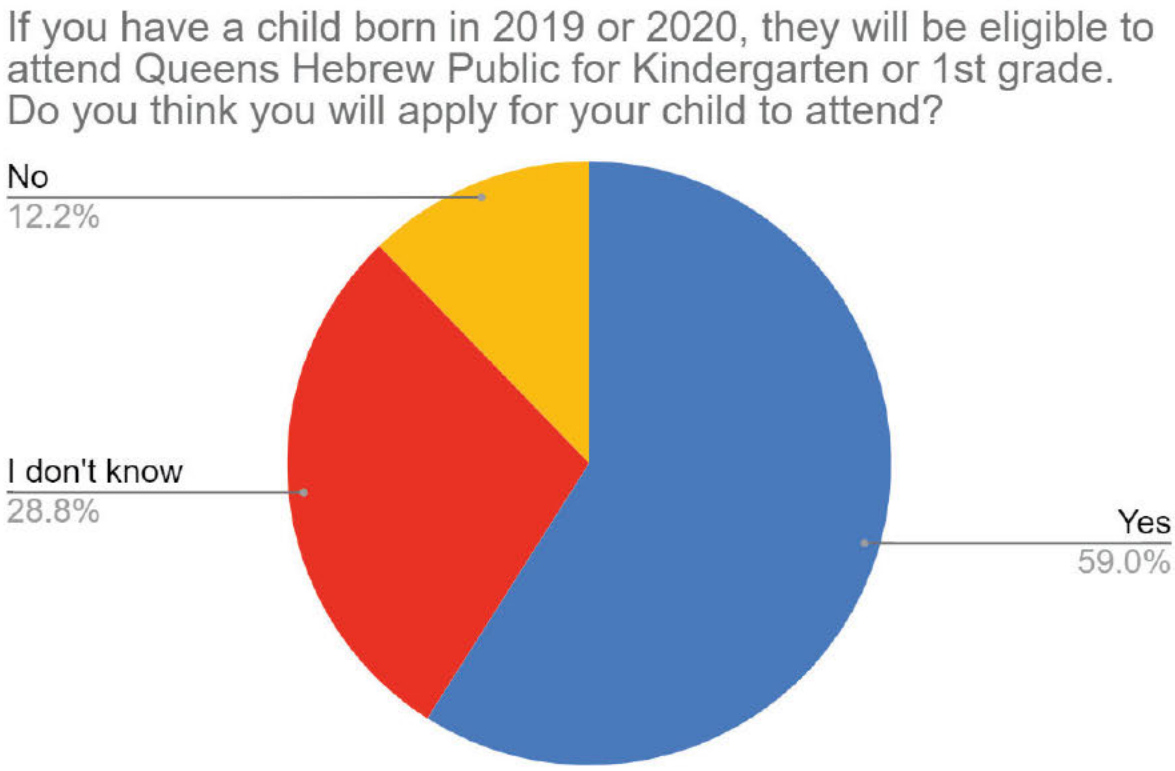



Response Community Makeup
Parent of school-aged children
118
Grandparent of school-aged children
2
A public or private school administrator
10
Employed in the community
25
Community leader
5
Parent of pre-school children
3
0
25
50
75
100
125

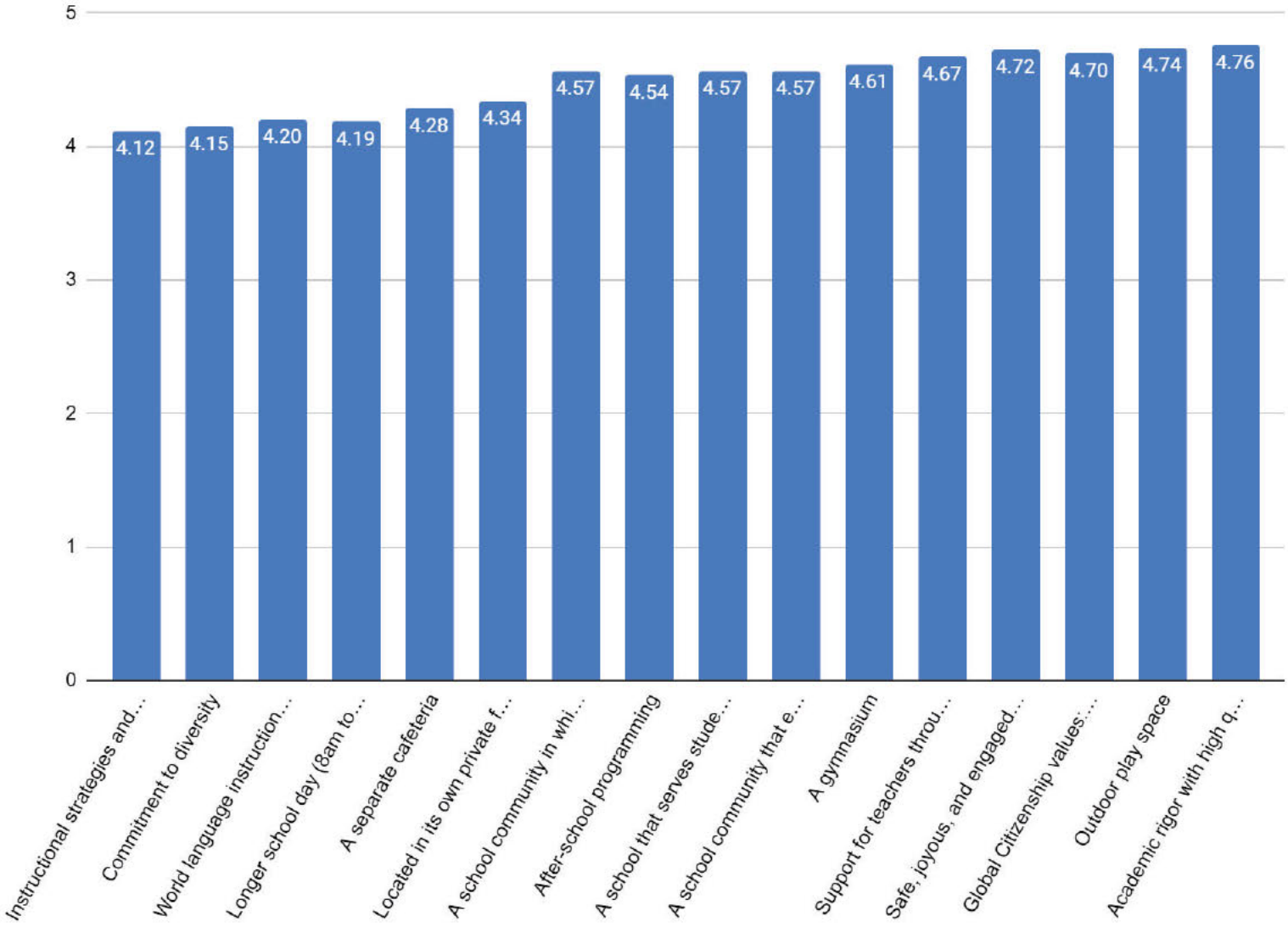

Would you like to receive information about the school opening?
No
2.9%
Yes
97.1%


What is your child's gender?
Non-Binary
1.4%
Did not respond
16.5%
Male
49.6%
Female
32.4%


What is your ethnic background?
Asian or Pacific Islander
5.8%
Hispanic/Latinx
8.7%
Did not respond
14.5%
Black/African-American/...
18.1%
White
43.5%
Other
9.4%


If you have a child born in 2019 or 2020, they will be eligible to attend Queens Hebrew Public for Kindergarten or 1st grade. Do you think you will apply for your child to attend?
No
12.2%
I don't know
28.8%
Yes
59.0%

Respondent Valuations



Most Valued	
Academic Rigor	4.76
Outdoor Play Space	4.74
Global Citizenship Values	4.70

Free Response

Please use this space to expand upon any of your above ratings:

- We in Queens could certainly use a school with this mission. There are many kids who would benefit from this type of education, environment, and also a school that places an importance on Hebrew.
- Teacher plays a big part in kids life to be on point school ! Becuse kids spend more of there time at school and as a parent you want the best for you kid
- Diversity and tolerance are very important
- I believe education our kids in a safe environment is very important.
- I have a rising 6th grader who is looking for a safe place to learn.
- I am looking for an educational experience that goes beyond what public school can offer. We want our son to be excited about learning, compassionate, and well-rounded. We would also like him to be in an environment that will further his Hebrew teachings. Ethan has a pure curiosity for learning and he needs a healthy environment that will allow his curiosity to blossom.
- Interested in offering my child the opportunity to experience a nontraditional learning experience.
- QCCN is always eager to cultivate community resources that better serve marginalized communities, promote diversity, and combat inequity in education.
- Include Mandarin classes
- So teachers and parents can be on the same page through the program. If any changes need to be made, they are made in a timely manner in a proper way.
- Cant wait to this school to be open!!! Finally school we can efford
- School safety, inclusivity, volunteering opportunities,
- Open space is very important for this age. And not sharing space with other schools to avoid bullying and to have more intimate environment is important. Cafeteria needs to serve real healthy food - fresh vegetables, non-sugared food, no junkfood, no ham, to promote healthy diet among students - whole wheat foods, no sugar, no sodas. Have salads, fruits.
Correct Hebrew with emphasis on pronunciation and reading and writing, not just talking.
- Hebrew immersion is most important. We are also two working parents, so anything to make it easier on us (later dismissal, numerous after school programs, etc) is appreciated.
- It is importan to have a school from kinder to 8 grade, that can help kids to feel confidence being at same school for more the 1 or 4 years and making one for long is the best thing ever !
- I want a school that is going to challenge my child to think critically and a place where my child feels comfortable in her skin.

- I dont thonk Reaponaive Classrooms is the best pedagogy currently in practice. Strict adherence to a single type of classroom for every teacher is a bit of a red flag for me when exploring school options for my 2021 child.
- I am looking for a strong education. Sucessful approach in reinforce my discipline I am proving at home.
- I have been an involved parent leader within district 28, on community education council and PA president in all of my kids schools. I now have a 2.5 year old daughter and wouod love to send her to either yeshivah provate school or hebrew charter public school and would volunteer to help make it successful for jewish kids.
- What I loved most about my own educational experience, which was non-public, was that all subjects pertaining to religious and cultural matters were taught in Hebrew (Ivrit b'Ivrit) from day one. Having lived in Israel during my late teens till age 20 enabled me to perfect my Hebrew language skills. It is important that children of all backgrounds feel comfortable regardless of their. background, which I believe can be achieved by teaching tolerance and having cultural diversity from early grades on.
- My son has a very diverse ethnic background and is also Jewish. I am very interested in this Charter school.
- Thanks for asking the opinion of others hearing out their advice, and the things that they want for their children to learn!
- I am a retired school principal.
- I think diversity is most important and i am excited that they are opening a charter school in my area
- All-inclusive learning is key.
- Academic excellence is most important. Small class sizes.
- Would be interested if you included jewish studies
- A jewish studies curriculum would be a fantastic addition to this school as well.
- I am looking into Jewish day schools for my son and eager to learn more about this option! Please include me on future outreach.
- I think the school brings a great opportunity for students and families seeking an education that also supports emotional intelligence development.
- Its important for us to have hebrew classes
- A bus to pick up from home and bring back home.
- Looking for a school where my child can be successful in all aspects and feel comfortable in a community
- Looking for rigoroise academic env
- This sounds like a great option for our community!
- I would love to send my son to this school. It sounds perfect.

- I would love my child to attend a school of community and diverse multi-cultural audiences. I want my child to be exposed to and learn other languages at an early age.
- I don't mind if the school shares space with another school
- Seeking diversed school & staff
- My daughter is currently in 7th grade - I am wondering when your school will be open.
- Diversity is a great concept to commit to but bring that Queens is already very diverse my primary focus as a parent is finding the best academic and community setting for my children, hence the ratings. Gym matters far less to me than rich afterschool programming, etc.
- I am very excited at a prospect of having a school like this for my son!
- All of the above concepts help to develop a well-developed scholar.
- Safety and high level of education is most important for me
- Please make it all the way to high school
- This place sounds like a dream school. Please make it happen.
- I would like a school that has balance of a public school and private school
- Hoping to het information on how the admission process will be chosen of the kids who apply.
- My concerns include seeing the same standards for all regular New York City public schools. I think that academic and disciplinary standards for public and charter schools should be identical.
- Outdoor play and community engagement are very important. Students should have the opportunity to move their bodies and learn how to cooperate and work in groups.
- Kosher food is important
- Es importante que dea una escula segura con respeto a la diversidad de todos los ninos
- I want a clean space where my kid will learn
- Me parece excelente esta idea siento que mi hija podria estar feliz, segura que es lo mas importante como padre de familia y aprender tener algo nuevo omo tal oportunidad que nos estan brindando a nuestra comunidad.
- Todos los valores son importantes tanto en la vida como en los estudios que los hagan personas que aporten a la sociedad que sean personas que busquen soluciones para tener mejor calidad de vida
- Un excelente avance seria tener una escuela donde pueda sentirme segura al llevar a mi hijo y que el se sienta en confianza estando ahi hasta aue caya a la secunfaria !
- לוודאות שהילד יילמד , בסביבה תומכת שתיהיה קשובה לצרכים שלו שאני יידע שהילד בידיים בטוחות לפחות לשעות שהו יהיה בגן

What else is important to you?

- Teaching the kids how to read in small groups
- My twins are Black and Jewish. An environment where they are represented and see other kids like them is ideal for us.
- Location
Adding events and programs that go beyond the school cirriculm.
Community involvement.
- Afterschool to 6pm, outdoor and i door sport space
- Safe enivorement with secuity
- sun-filled and clean environment; school safety; passionate, caring, knowledgable staff, time and space for physical activities outdoors whenever possible
- Inclusive, creative, and stimulating environment
- Encouraging creativity, different methods of learning and education
- SEL (esp mindset)
- music, kindness, social environment
- ease of commute. Positive supportive environment, strong academics, teaching at different levels
- after school programs, Native Hebrew teachers
- Some jewish studies too. Blessings. Parsha.
- That my child will grow up with isrseli community
- Spanish lessons.
- Nest program
- It's important that discipline is a priority.
- I dont believe that homework is appropriate as a given. I think it is only appropriate when the student has not finished their in class work or when the student needs extra practice with a certain topic. I'm looking for a school that shares these views and respects the value of family time being enjoyable instead of focused on homework.
- To have opportunities for jewish kids to learn to gether anout hewish history and studies while having rigor and high academic curriculum and staff.
- A gymnasium should be available to students so that they can exercise and take part in group play with others in order to develop social skills and achieve better fitness.
- A safe learning environment.
- I would love for my grandchild to learn a second language especially while young. I could learn with her. That would be a plus !
- High quality arts offerings
- Cultural sensitivity towards different ethnicities and academic and social emotional health

- Will there be cooks in the cafeteria that cook vegan? And how much will it cost?
- Community building through programs and events
- Culturally relevent curriculum
- Parental and community involvement.
- Additional languages including Spanish to be offered at the school.
- Saber qud mi hija este en un sitio donde aprenda, sea escuchada, valorada que le enseñen principios aprenda a respetar y comubicarse respetablemente
- Los valores que sean personas de bien con respeto anlos demas y con bases de enseñanza solidas para la vida en comunidad y universitaria
- Diversidad

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

- Advanced disability accommodations. Leading in ability inclusivity, not only cultural inclusivity.
- Adding events and programs that go beyond the school cirriculm.
Community involvement.
Civic classes about civic responsibilities.
- I'd love for school to offer martial arts and yoga to students
- Lots of outdoor time, opportunities for research-based education, exploration play and strong community
- As long as there is space to explore and learn, outdoor play time and place to be physically active to get some energy out.
- Is there busing
- I am here to help! Please reach out!
917-225-7157
Elena Aminova
- A library is essential to student learning. Students should become familliar with using a library in order to seek out information.
- Visual arts classes
- I would like more languages to be taught being that we are living in a diverse state. We need more languages to be taught at our early age. Reading writing in many lamguages will excel our scholars!
- I think children on the spectrum and/or with disabilities should be included as diversity.
- Middle School- It would be nice if the children have options to learn Spanish. Exposure to respected trades as well as college career professions.
General Student Population- exposure to arts and music.
Typing classes. Most students do not know how to type although they use tech devices.
- Stem classes and options to garden. Space for Neurodiverse kids
- Small classroom setting
- What extracurricular activities are planned?
- Indoor playground
3k programs
- I am here to help! Please reach out!
917-225-7157
Elena Aminova

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- Stem classes and options to garden. Space for Neurodiverse kids

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

- The quality of studies, as other schools in the area are top ranked
- Please think about easy access to public transportation
- Should be close to home or provide bus and after school program
- None! Lets do it in Forest Hills area!
- Selection of teachers should not be based on favoritism, or upon past performance in prior DOE evaluations from observations. Teaching in Hebrew as the main language of instruction requires a fresh set of skills that many, if not most monolingual instructors do not often possess.
- I was wondering if faculty have to be jewish in order to teach here.
- Will schoolbus service be offered?
This is very exciting!
I believe an education in this environment will be stellar.
I would be willing ro volunteer some of my time to the school
- Will there be Jewish instruction as well, or only Hebrew language?
- None please open here. Where do I sign up
- Have never heard of it so hard to tell but concerns for financial stability and student safety would some, given some common concerns raised over charter schools in this city.
- Safety should be of high concern due to growing antisemitism.
- Tengo 4 hijos trillizos que estan en 7mo y otro que va a 6to, quieronsaber hasta que grado va a tener la escuela
- ההתאקלמות בבית ספר
</ואיך אוכל להגיע לשם

Please use this space to expand upon any of your above ratings:

- After school program for everyone who wants to enroll.
- Excited abour hebrew - my in laws live in Israel, but dont think it has to be every single day. 3-4 days per week would probably be sufficient.
- Academic rigor is important but more important is focusing on how the child learns best and finding fun and unique ways to explore topics.

What else is important to you?

- Bus service walkable from our house.
- Creativity. What kind of creative programs will there be?

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

- Ways for parents to be involved. Also, other languages like Spanish or French. If the school's mission is to promote diversity maybe another language should be offered as part of a side or snaller curriculum.

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

- Location, experience of teachers and compliance with IEPs.

[redacted]

The Queens Hebrew Public Charter School, if approved, would open its doors in September, 2025 and serve children in Kindergarten and 1st grade that year. The school will eventually grow to serve K-5th grade in its first five year charter. If you have a child born in 2019 or 2020, your child will be eligible to apply to the Queens Hebrew Public Charter School in September 2025 when it opens!

By signing this petition, you are indicating (1) your personal support of the proposed free public Queens Hebrew Public Charter School to open in Community School District 28 in Queens and (2) your interest in applying for a seat in the charter school for all your children who would be eligible to attend.

Parent/Guardian Name	Signature	Street Address & Zip Code	CSD of Residence	Year(s) your Child(ren) Were Born
[redacted]				

Petition in Support of the Queens Hebrew Public Charter School

[redacted]

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4

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Petition in Support of the Queens Hebrew Public Charter School

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The Queens Hebrew Public Charter School, if approved, would open its doors in September, 2025 and serve children in Kindergarten and 1st grade that year. The school will eventually grow to serve K-5th grade in its first five year charter. If you have a child born in 2019 or 2020, your child will be eligible to apply to the Queens Hebrew Public Charter School in September 2025 when it opens!

By signing this petition, you are indicating (1) your personal support of the proposed free public Queens Hebrew Public Charter School to open in Community School District 28 in Queens and (2) your interest in applying for a seat in the charter school for all your children who would be eligible to attend.

Parent/Guardian Name	Signature	Street Address & Zip Code	CSD of Residence	Year(s) your Child(ren) Were Born
[redacted]				
		6715 102nd Rd. Queens		

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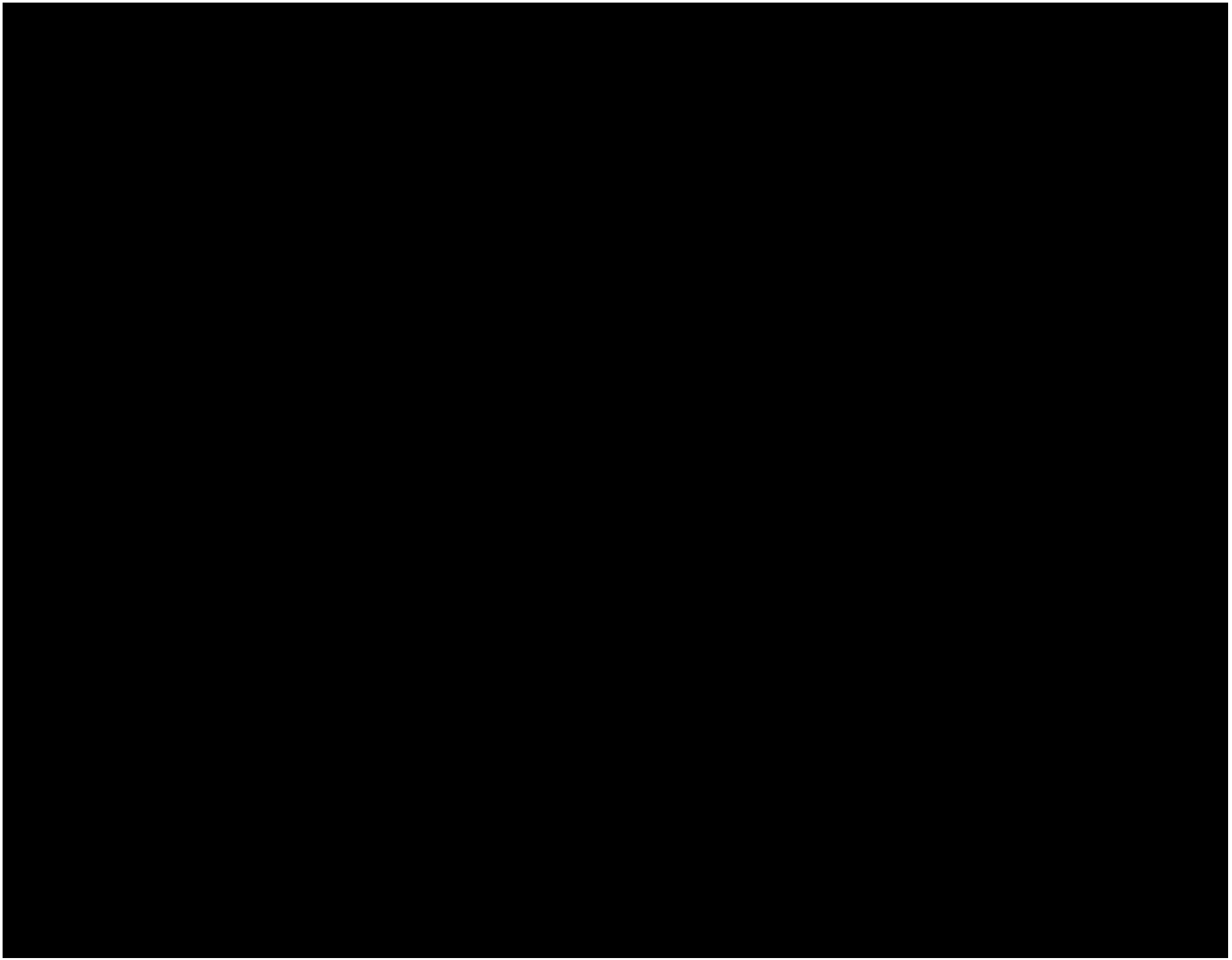

5a. Enrollment Plan

Provide a narrative description of the following aspects of the school's enrollment plan, including:

QHP will be an elementary school serving kindergarten through Grade 5. In its first year, QHP will enroll 56 students in each grade, kindergarten and 1st. In each subsequent year, QHP will recruit a new class of 56 students in kindergarten as the existing grades move up until by 2029-30, QHP will reach full enrollment with a maximum capacity of 336 students in Grades K-5.

- **The extent to which the proposed school's grade configuration aligns with the school district of location and how any misalignment may impact the school;**

As *Table 11: Public and Nonpublic Schools in CSD 28* in *R-01ac-Community Need and Proposed School Impact* shows, QHP's grade configuration aligns with the 27 public elementary schools in CSD 28 all of which, with the exception of one, terminate at Grade 5, and the 10 CSD 28 middle schools/middle-high schools which open with Grade 6. All but 5 of the public elementary schools include 3K or PreK programs. So, from that perspective, families whose children attend the PreK program at a particular public school may elect to have their children continue in that school which means they may choose not to apply to QHP. The reality is, however, New York City has suffered a steep drop in both 3K and PreK enrollment according to an August 10, 2023 article in the New York Times "New York City Offers Free Preschool. Why are 30,000 Spots Empty?[1]" with almost 25% of the seats for 3K and PreK remaining, at that time, unfilled. While the empty seats may be attributable to the decline in the City's population due to the pandemic which has reduced student enrollment system wide, as the article reports the NYCDOE has also not made the necessary investment particularly in on the ground canvassing to support outreach and recruiting high need families who could benefit most from early childhood education for their children (those who are low-income, homeless, migrant, etc.). So, from this perspective, it is clear that there are significant numbers of children, especially those who comprise demographic groups we seek to serve in the diverse learning community we look to create, who are not in 3K and PreK programs (and may continue not to be in PreK programs by the time QHP opens if approved). These families will not be among the families who will have the option to automatically matriculate their child into the kindergarten at the public school their child has been already enrolled for PreK and will be targets for QHP to inform them of another choice available to them aside from their zoned neighborhood district school. Thus, we are confident this misalignment will not ultimately have an impact on our ability to meet our enrollment targets. (Additionally, please see our community outreach and engagement efforts discussed in *Response 04abc-Community Outreach, Support and Demand* which revealed strong support and interest for our school from families whose children will be age eligible to attend QHP when it opens in 2025-26).

- **Any differences in eligible or minimum age in the same grades between the proposed charter school and district schools;**

There is no difference in the minimum age requirement for students to be eligible to apply and enroll in QHP's kindergarten and that of New York City public schools. As is stated in our Admissions Policy contained in *R-05d Admissions Policy,* to be eligible for kindergarten, children must turn 5 by December 31 of the year they will enter kindergarten.

- **The pattern of growth over the charter term including anticipated student attrition, the rationale for the attrition rate, and plans to replace or limit the intake of students (i.e. the proposed school's "backfill" policy); and**

[1] https://www.nytimes.com/2023/04/10/nyregion/nyc-free-preschool-prek.html

The enrollment table contained in *Response 05c Enrollment Table* later in this response shows the planned enrollment of QHP during the first five year charter term. QHP will open with Grades K and 1 with 56 children in each grade, kindergarten and 1st. Each year thereafter, QHP will open enrollment for a new class of 56 Grade K students as well as for any grades 1-5 that it currently serves in the particular year in order to backfill any open seats up to a maximum of 56 students in each grade. Our enrollment plan results in a class size of 28 students per grade. Further, the founders of QHP are cognizant of the fact that the New York City school system has experienced a decline in students (although there has been an uptick of 1% in 2022-23). Therefore, it felt it should be prudent in planning for its enrollment and believed that admitting 56 students in each grade was achievable in the current environment.

Class Size

At this time, it is important to address QHP's class size in light of the passage of the bill at the New York State legislature to reduce class size in New York City schools over the course of five years purportedly to support improved student performance. While QHP's class size will be capped at a higher number than what will be ultimately required by law of district public schools in New York City (28 versus 20 in Grades K-3 and 23 in Grades 4-5), we do not believe that our larger class size will be a disservice to the students we serve. First, at QHP each Kindergarten class will have both certified general education teacher and a teaching assistant with the ICT classroom additionally having a certified special education teacher. This reduces the student to teacher ratio to 14 to 1 in the non-ICT classroom and to 9:1 for the ICT classroom. In grade 1 there will be one teaching assistant who will be in the non-ICT classroom, thus both Grade 1 classrooms will have a student to teacher ratio of 14 to 1. Similarly, each ICT classroom in Grades 2-5 will also have a 14:1 student to teacher ratio.

Additionally, research does not support that reduction in class size, particularly to the level that will be required of New York City public schools, will have any statistically significant benefit to students. In 2011, the Brookings Institution published a paper entitled, "Class Size: What Research Says and What it Means for State Policy,"[2] which stated that the vast majority of research that studied the link between class size and student learning "simply examined the association between variation in class size and student achievement,"[3] because they did not control for other factors that could influence student outcomes (affluent school districts, family characteristics, student behavior). According to this paper, "despite there being a large literature base on class-size effects on academic achievement, only a few studies are of high enough quality and sufficiently relevant to be given credence as a basis for legislative action."[4] There is widespread agreement that the most influential and credible study of class size reduction is the Student Teacher Achievement Ratio (STAR) study which was conducted in Tennessee during the late 1980s. In this study, there was a large class size reduction of 32% (from 22 students to 15 students) which was found to increase student achievement by an amount equivalent to about 3 additional months of schooling *four years later.* Or to put it another way, students gained an additional 3 weeks of schooling each year for four years. In the age of pandemic learning loss, this has little impact on the level of acceleration in learning that students need.

In a piece published by the Hechinger Report "Small Classes, Small Benefits,"[5] the writer reports on an October 2018 review of class size research around the world conducted by researchers at the Danish Center for Social Science Research entitled, "Small class sizes for improving student achievement in

[2] Chingos, Matthew M. and Whitehurst, Grover J. "Russ", "Class Size: What Research Says and What it Means for State Policy," Brown Center on Education Policy, The Brookings Institution, May 11, 2011.
[3] Ibid, p. 5
[4] Ibid, p. 1
[5] Barshay, Jill, "Small Classes, Small Benefits," The Hechinger Report, November 5, 2018.

primary and secondary schools: a systematic review." The researchers reached the same conclusions of the Brookings Institution. The researchers examined 127 high-quality studies on class size reduction from 41 countries from kindergarten through 12th grade, and only 10 of them made it to the final analysis, as the team of researchers removed any study that could be biased or influenced by other "confounding" factors[6] (this is aligned with the Brookings Institution conclusion that the vast majority of studies on class size and student performance only proved an association because of the interplay of other contributing factors). Of the 10 studies that made the cut, 40% were studies on the previously-mentioned seminal STAR Tennessee experiment. Based on their analysis of these 10 studies, the Danish researchers determined that "there was only a 53% chance that a randomly selected score of a student from a small class would be greater than a randomly selected student test score from a larger class."[7] And in math, overall test scores were slightly *lower* in small classes. In either case, the impact on student performance was not statistically significant.[8]

The Brookings Institution offers that, "When school finances are limited, the cost-benefit test of any educational policy must pass is not *Does this policy have any positive effect*, but is rather *Is the policy the most productive use of these educational dollars*."[9] Hebrew Public, in designing its research-based curricular and instructional model that will be adopted by QHP, is aligned with the perspective of Andreas Schleicher, the Director of Education and Skills and Special Advisor on Education Policy to the Secretary-General at the Organization for Economic Cooperation and Development, who has argued that the United States "overemphasizes small class size at the expense of good teaching"[10] and who said, "You can spend a dollar only once and you need to decide whether you invest it into smaller classes, better salaries, more non-teaching working time, or longer student learning hours. If you make that calculation, almost any other factors yield better outcomes."[11] Hebrew Public's model invests in what is necessary to ensure there is effective teaching in the classroom.

Student Attrition

We expect we will experience student attrition. However, it is QHP's intention to replace any student lost in any grade as soon as possible upon the seat becoming available by reaching out to the next student on the appropriate grade wait list (see *Response 05d-Admissions Policy*). QHP will be a public school of choice, both for application and withdrawal. At any time, a parent may wish to transfer their child to a different school. Families may move away or their parents may decide to take advantage of another educational opportunity. Particularly since the pandemic, there has been significant movement of families out of New York City which has accounted for the drop in enrollment across the sector public schools.

Of course, replacing students at higher grade levels brings challenges, particularly when children who enter at higher grades arrive with significant academic deficits in ELA and math and/or who speak no English, or in a case of a school where instruction in a world language is also a core part of the curriculum, have no background in the world language being taught. The founders of QHP are cognizant of these challenges, and the other New York City charter schools that Hebrew Public manages all have the same backfill policy. The current Hebrew Public curricular and instructional model, including importantly the supports and interventions for struggling students, ELLs and SWD, has been modified and finetuned over time informed by student assessment data from Hebrew Public's schools and other quantitative and

[6] Ibid
[7] Ibid
[8] Ibid
[9] Chingos, Matthew M. and Whitehurst, Grover J. "Russ", "Class Size: What Research Says and What it Means for State Policy," Brown Center on Education Policy, The Brookings Institution, May 11, 2011, p. 1.
[10] Barshay, Jill, "Small Classes, Small Benefits," The Hechinger Report, November 5, 2018.
[11] Ibid

qualitative data from the experiences of the instructional leaders and teachers in the classroom. As discussed in *Response-06af Curriculum and Instruction* and *Response-08ad Specific Populations*, the Hebrew Public curricular and instructional model, inclusive of supports for special populations, has been effective in supporting growth in special populations, and while closing the achievement gap between at-risk subgroups and their non-at-risk peers continues to be an area of focus for Hebrew Public (as is the case generally for non-selective/non-gifted and talented public schools in CSD 28 as well as citywide), as the data in the table below show, Hebrew Public's New York City charter schools' SWD, ELL and ED students outperformed their districtwide, citywide and statewide peers on the 2023 New York State ELA and math assessments in all cases but two, HLA's SWD in Math and HLA 2's ED in Math.

	Comparison of Hebrew Public Charter Schools' Aggregate and Disaggregated Performance on 2023 NYS ELA and Math Assessments with that of their CSD, NYC and NYS[12]								
		ELA				**Math**			
		School	**CSD**	**NYC**	**NYS**	**School**	**CSD**	**NYC**	**NYS**
HLA	**ALL**	**54%**	52%	52%	48%	52%	**53%**	50%	52%
	SWD	**28%**	24%	22%	17%	17%	**29%**	24%	21%
	ELL	**46%**	11%	11%	10%	**46%**	28%	21%	20%
	ED	**50%**	47%	45%	38%	**49%**	47%	43%	39%
HLA 2	**ALL**	**64%**	50%	50%	46%	**58%**	56%	53%	52%
	SWD	**50%**	23%	22%	18%	**50%**	33%	28%	24%
	ELL	**53%**	16%	15%	14%	**52%**	33%	25%	24%
	ED	**59%**	45%	42%	36%	50%	**51%**	45%	41%

Through the inquiry-based instructional model (and Proficiency Approach for Hebrew language instruction) which allows teachers to provide highly individualized instruction in a classroom of students with diverse learning needs, instructional intervention programs and staff and targeted small group instruction, QHP is prepared to address the challenges that come with backfilling students at all grades.

- **A statement about any growth that the applicants may seek in a future charter period if the school is renewed.**

If QHP is authorized and ultimately renewed, QHP will plan to seek an expansion request to serve the middle school grades, 6th through 8th, in its renewal application. QHP may also seek to apply to open a full-day universal PreK program through the New York City Department of Education during its first charter term. One[13] of the New York City Hebrew-language charter schools that Hebrew Public manages offer such a PreK program. If we decide to apply for a PreK, QHP will inform the Institute of its intention to do so. Students attending a PreK that QHP would offer will be able to automatically matriculate into QHP's kindergarten if the family so desires, and QHP would submit a request to the Institute indicating its intention to modify its Admissions Policy to reflect the automatic admissions preference our PreK students would receive. Of note, the school building that has been identified to house QHP has the capacity to expand to include a middle school (see *Response 12ac-Facility*) should the school be approved and later renewed and its expansion request approved.

[12] Note the data in these charts for all HP schools, NYC, the local CSD and NYS only include students classified as ELL and SWD in 2022-23 and do not include students who were declassified as ELL in the prior two years ("Former ELL") or who were former SWD students. Additionally, comparison data for HLA 2 only included the aggregate Grades 3-5 for CSD, NYC and NYS as HLA 2 only had those tested grades in 2023.

[13] Currently both Hebrew Language Academy Charter School and Hebrew Language Academy Charter School 2 offer PreK; however, beginning with the 2025-26 school year, HLA will no longer offer PreK.

b. Target Population Enrollment

Explain how the school will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs and FRPL students. The response should:

- **Cite the proposed school's enrollment and retention targets as determined through the enrollment and retention calculator found on our website:**

According to the Enrollment and Retention Calculator, the following are the enrollment and retention targets that QHP will be required to achieve by the end of its first charter term.

Target	ED	ELL	SWD
Enrollment	74.5%	13.6%	14.7%
Retention	93.9%	94.3%	93.8%

- **Describe the recruitment strategies the school will employ to attract each target population to the school;**

QHP is committed to meeting and/or exceeding its enrollment targets for these targeted student populations. Indeed, building a diverse learning community—socio-economically, racially/ethnically, linguistically—is both a key design element of the school and an integral part of its mission.

Student marketing and outreach is undertaken by Hebrew Public's External Department (in accordance with the Educational Services Agreement that guides the management services of Hebrew Public to QHP), in coordination with the QHP Head of School and operations team. Each year, Hebrew Public's External Department will be responsible for developing the Student Recruitment Plan for QHP. The Student Recruitment Plan will include (1) Targeted Marketing and Advertising; (2) Community Partnerships including Preschools; (3) Open Houses; (4) Parent Ambassadors; and (5) Direct Mailing and On-the-Ground Efforts. All marketing materials will be professionally produced by the Hebrew Public team and be produced in dominant languages of the community in addition to English. The strategies included within each of these overarching components of the Student Recruitment Plan will be implemented with special consideration for parents of children with special needs and ELLs as well as low-income families to ensure that the efforts will successfully result in not only an enrollment of students representing these special subgroups in numbers that meet our enrollment targets, but also a learning community that ultimately reflects the student diversity that is fundamental to QHP's mission and school design. Family and student recruitment will begin for the school's inaugural year, 2025-26, upon approval of the charter. The recruitment season for each subsequent school year will begin in the preceding October.

Targeted Marketing and Advertising

This campaign will highlight the specific features and benefits of QHP, including as it relates to attracting special populations, the school's commitment to diversity, equity and inclusion and the services, resources and supports within its instructional program for ELL, SWD and struggling students. The campaign will utilize various channels to ensure both a wide and targeted blanketing of CSD 28 neighborhoods with QHP information including digital platforms and social media, local publications and community events to reach a wide range of prospective families.

<u>Digital Platforms and Social Media</u>

Digital channels and social media will include posting school, upcoming recruitment events and application information on the school's website, Facebook page and Instagram account. Families will be able to apply to QHP via the New York City Charter Center's Common Application as well as QHP's internal

application (through the school website/Schoolmint). Digital advertisements targeting the local community will be produced in English as well as the dominant languages of the community. Advertisements will be used to generate leads and to advertise recruitment events and the QHP student application. Every lead generated by an advertisement will receive a personal call and e-mail from the Hebrew Public External staff with an invitation to apply and tour the school (with translation services secured in the event that no one on the QHP staff speaks the language of the family). Hebrew Public External, in partnership with QHP operations staff, will offer and provide assistance to any family that needs help in completing the application form. Ads that provide information on upcoming recruitment events will redirect families to QHP's website's Apply Page, School Information Page or School Tour Sign-up Page. The School Information Page will include information on the school's instructional program, including supports, services and staff devoted to special student populations. The school's website and its social media platforms will have an accessibility function to allow families to select the language in which they need to view the sites.

Monthly personalized e-mails will be sent through Constant Contact to all leads as well as families who have submitted applications to the school who have applied to the school in the language they understand. It is important to also keep families who applied engaged in the school during the application period. Inevitably, families may have multiple options to choose from for their children (including the two other elementary charter schools currently in CSD 28), and continued engagement with families will increase their connectedness with QHP so should their child be chosen in the lottery, they will be more likely to select our seat. These emails and personal phone calls will continue to provide both leads and families who applied with information on upcoming school tours and open houses (as well as school events in years after the school has opened).

Hebrew Public will run advertisements in QHP in local papers in Queens, including Jamaica Times and New York Metro Parents-Queens as well as press (including foreign language papers) targeting minority and immigrant populations in Queens (e.g. El Diario-Queens, Russkaya Reklama, Bukharian Times). QHP will also be included in the Queens Parent Charter School Guide which is a publication available digitally and in print, with free print copies distributed throughout the community by the publisher to supermarkets, local businesses, libraries, etc.

In addition, mirroring what Hebrew Public undertook for Staten Island Hebrew Public in 2023 at the Staten Island Mall, Hebrew Public may consider investing in a month-long campaign during the December holidays at Queens Mall which would include hanging sky banners and standing banners throughout the mall and having QHP volunteers handing out QHP's marketing material (a professionally produced tri-fold produced in multiple languages) to families as they wait in line to get pictures with Santa Claus. Given the diversity of people who shop at Malls, this is a unique strategy that will undoubtedly reach these targeted families.

<u>Community Partnerships and Preschools</u>

Hebrew Public will also engage in specific outreach to families with children who are identified as special education and/or ELL students by reaching out to community-based organizations (CBOs)and preschools in CSD 28 which serve immigrant populations and low-income families. As part of its Community Engagement process, the Applicant Team has met with CBOs and preschools that serve diverse populations in order to inform them of the proposed QHP and to get their input and support. Many of the CBOs and the preschools that we met were interested to help with family outreach should the school be authorized with many preschools indicating that it would provide families of their PreK children with information about QHP. There are many preschools that also serve children with early intervention plans (Individualized Family Service Plan—ISFP, which is essentially an IEP but for children not yet in kindergarten). Hebrew Public's recruitment efforts will identify specific preschools in CSD 28 that serve children with ISFPs in order to directly target those families whose children would be likely to

continue to receive services through an IEP when they enter kindergarten. Hebrew Public will leverage the relationships it has forged with elected officials during this charter application process to help us gain access to various immigrant and low-income communities as well as other CBOs, preschools and agencies, not yet under our radar, that provide services to immigrant families, low-income families and families of children with disabilities. In addition, members of QHP's proposed Board are themselves from different ethnic and cultural backgrounds and will continue to be helpful in providing access to community and cultural organizations focusing on the families of their particular heritages.

Hebrew Public will continue to canvas the Board as QHP will add Board members and other school stakeholders (including QHP families after the school has opened, especially families of current SWD and ELL) to expand strategic partnerships with local CBOs, houses of worship/religious institutions, and other entities to expand its reach and tap into new networks. The goal will be to collaborate with these partners to host information sessions, open houses and workshops to showcase the unique educational opportunities of QHP especially including its inclusive environment and how it will successfully service children with special needs, children who are ELL and other academically at-risk students.

QHP Open Houses

The renovation of the building that has been identified to house QHP (see *Response 16ac-Facilities* and *Response 16d-Facilities Documents*), if approved, will not be completed in time for open houses to take place in the building for the recruitment of families for the inaugural school year. Instead, Hebrew Public will identify space in public libraries, CBOs, etc. in which to host information sessions on QHP where Hebrew Public leadership, the QHP Head of School and other key staff members who have been hired, will do a presentation about the school, showcasing the school curriculum, the supportive and inclusive environment that is fostered, specific information on services and supports for diverse learners and the school application process. Materials including the student application, will be available at each presentation, including in multiple languages. When necessary and where practical, translators for families who do not speak English during in-person events/meetings for prospective families will be hired. Further, as the building will house QHP will be an especially impressive, welcoming child-centric space, we will have visuals available for families as we believe it will also be a big selling point for choosing QHP and will offer tours of the building as soon as we are able to do so.

Hebrew Public will also implement a virtual student recruitment campaign which will include virtual open houses (as well as videos of in-person open houses that will be posted to a QHP YouTube Channel) and zoom information sessions with prospective families who are unable to attend events in person.

Parent Ambassadors

Once the school is in operation, Hebrew Public will work with the QHP operations team in establishing a Parent Ambassador Group to leverage the power of current families as advocates for QHP. Parent ambassadors from the QHP parent body will be an effective part of the school's family recruitment campaign, particularly in the efforts to recruit families of children representing these special populations. Parent volunteers whose children make up these special populations are often the most effective recruiters of prospective parents as they can speak firsthand regarding the QHP instructional program in supporting their children and the QHP community in making them feel they are an integral member. Parent ambassadors will be asked to speak at QHP open houses and other recruitment events, including any events held specifically for families of children who are SWD or ELL. To support our first year's recruitment efforts, consideration may be given to seeking such parent volunteers from the other Hebrew Public-managed NYC charter schools to speak at QHP information sessions.

Direct Mailings and On-the-Ground Efforts

Hebrew Public will identify catchment areas within CSD 28 where a predominance of low-income and/or immigrant families reside, including public housing developments and housing developments that included set-asides for low-income families, and the associated zip codes in order to target mass mailings of QHP postcards throughout the CSD 28 community to market the school. These postcards will be sent in English (with key lines in dominant languages of the community so that non-English speaking families will understand QHP is for them too). In all cases the postcards will include the QHP website which if the family chooses to access will, as described earlier, have an accessibility feature that will allow them to have the website translated into the language they speak.

There will also be an on-the-ground campaign conducted by QHP operations staff and volunteers who will leave QHP marketing materials/post flyers in supermarkets, communities of faith, laundromats, community centers, public libraries and other well-trafficked places which will allow such materials and postings. In addition, QHP staff and volunteers will engage directly with families by going to places where families with young children congregate—local playgrounds on weekends, outside places of faith after services, etc.—to personally hand out the school's marketing information and have an "elevator pitch" ready to share with families. Volunteers who also speak dominant languages of the community will be sought to assist in on-the-ground efforts.

We are confident through this comprehensive student outreach strategy that we will recruit and ultimately enroll through the lottery process SWD, FRL and ELLs in numbers that allow us to meet our ultimate enrollment targets.

- **Describe any at-risk admissions factors, set-asides, or "preferences" the school would offer to increase the likelihood of enrolling targeted students;**

QHP is not including any at-risk admissions preferences in its Admissions Policy contained in *R-05 Admissions Policy.*

- **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; and**

First and foremost, QHP believes that parents will not leave a school where they know that their children are learning at a high level, are being prepared for the competitive and global society they will enter upon completion of their formal education, are cared for, safe and nurtured and are welcome and celebrated. This describes the school that QHP will be for parents and children who are enrolled. The school we create and the welcoming diverse community we foster for all our stakeholders, including parents and children who represent these special populations, will be instrumental in allowing us to retain families and their children as they progress from grade to grade.

As discussed previously throughout the application, including *R-06af Curriculum and Instruction* and *R-08ad Specific Populations*, the inquiry based instructional model and the curricular materials and resources that will be used to implement our curriculum were particularly chosen because they support content accessibility for all students, including those with special needs, ELLs and/or those who are working below grade level, through intensive individualized scaffolding, the use of multiple modalities of learning styles (auditory, visual, tactile) and each program's built-in flexible, spiraled, hands-on fluency building opportunities.

In addition, as it relates to the academic needs and other supports required by these special populations, QHP has made the investment in the instructional leaders and specialists and resources that will be required to ensure that they achieve at high levels. There will be a Dean of Student Support Services by Year 2 who is the instructional leader responsible for overseeing, administering and providing coordination services for the school's SWD, ELL and Title I program and all intervention staff (in Year 1 the Head of School takes on this responsibility) and a robust intervention staffing plan. *Response-08ad Specific*

Populations provides a comprehensive overview of our instructional program and supports for special populations. The following provides a short summary of QHP's intervention program.

With regard to students with special needs, QHP has a special education teacher at each grade level and will have an ICT setting at each grade level. QHP will also provide SETSS services to SWD and will have counseling staff to address counseling needs of SWD whose IEP requires it as well as to our general student body with the social emotional needs of children at such a high level nationally. To the extent allowed by the student's IEP, students are provided with services in the classroom through the school's inclusion model. Such a model illustrates the welcoming environment that QHP has for all students and the value it places on children of all backgrounds and needs learning together in the same classroom. QHP will engage in contracts with third party providers to provide services required by their IEPs not available from QHP staff (such as speech therapy, occupational therapy, etc.)

QHP will have intensive instructional support for students designated as ELLs and struggling students. In response to the needs of the community, QHP will have an ELL Teacher in Year 1 and by Year 4 will add a second ELL teacher. In addition, in Year 2, QHP will also add a Reading Specialist and by Year 4 a Math Specialist. This staffing plan recognizes the linguistic diversity of CSD 28 will mean that QHP will welcome into its community a significant number of families for whom English is not their home language. The ELL teachers will utilize sheltered English immersion instructional (SEI) strategies within the classroom to ensure that ELLs progress in their English language development while also continuing to acquire content knowledge in all subject courses. Further, classroom general education teachers will be supported in building their own SEI instructional skills so that these strategies are incorporated as a matter of course as part of overall instructional differentiation within the construct of the Inquiry-Based Learning (IBL) pedagogical approach that will be utilized in the classroom. There will be times that the ELL teacher will utilize pull-out instruction in addition to push-in instruction in order to more intensively address ELLs' needs for English language development.

The Reading Specialist will also provide intensive support for students struggling with reading (which we expect will include students from high poverty backgrounds as the research indicates, ELLs and other students, generally, from the school). Like the ELL teacher, the Reading Specialist will provide direct intervention to identified students in the classroom as well as in pull-out sessions designed to provide more targeted intervention to students at risk of not meeting proficiency standards in ELA. The Math Specialist will provide intervention to students who struggle with math.

Further, parents will feel engaged in the school. QHP's culture of fostering communication between school and home and parental involvement in the school and their child's education will allow parents to internalize the fact that they are viewed by the school's leadership and staff as important and contributing members to the school community. Parents will be welcomed in the school and will have a voice in the school. The leadership and instructional staff will communicate regularly with parents; parents will also be encouraged to initiate communication with the leadership and teachers and will be provided with ways to do so as teachers and administrators will have their own e-mail addresses and phone numbers with voicemail boxes which will be made available to parents and parents will be encouraged and welcomes to set up appointments either in person or virtually with their child's teachers in order to discuss any issues or concerns they have. Parent engagement will be implemented with respect to all families, including those who do not speak English. All written materials for parents and families will be translated into Spanish and any other language(s) required by our parent community and translators will be available during individual meetings with parents as well as during larger meetings of the parent body.

- **Any replicator that is not currently meeting targets at any of its schools must provide an explanation as to why it is not meeting its targets, efforts made to meet the targets and what strategies the applicant intends to employ to meet the targets.**

While QHP is not a replicator in the same vein as an Education Corporation applicant seeking to open an additional charter school, QHP will be managed by Hebrew Public, which has a network of Hebrew-language charter schools in New York City it manages, and is implementing the Hebrew Public school design and instructional model, including being purposefully located in a CSD that has the demographics that will allow it to create a diverse by design learning community. It is, therefore, instructive to look at the three other charter schools in New York City and see how well they are meeting their enrollment and retention targets. The following table summarizes the enrollment and retention data for each of the three Hebrew-Public managed NYC charter schools against their enrollment and retention targets from *R-00b Statistical Overview*. As we note in the *R-00b Statistical Overview*, the enrollment data was secured from the New York State Report Cards for each school, retention data was secured from analysis of student enrollment from each school's internal PowerSchool system on each BEDs date and comparing which eligible students remained in the school from one BEDS date to the next. It should be noted that the process to compare actual students from one BEDS date to the next, in the aggregate and by disaggregated subgroups, is a complicated and time-consuming process. While we endeavored to be as accurate as possible, there was room for error in cross referencing which students were retained from one BEDS date to the next. To the best of our ability, we have endeavored to ensure that the data contained on the *Statistical Overview* for each Hebrew Public school is as accurate as possible but acknowledge the room for potential error.

School/ Subgroup Population	Enrollment				Retention			
	Target	2020-21	2021-22	2022-23	Target	2020-21	2021-22	2022-23
HLA								
ED	76.3%	66.7%	63.1%	**76.9%**	92.3%	74.1%	80.3%	83.1%
ELL	11.0%	8.9%	8.9%	**17.4%**	92.4%	66.7%	76.5%	84.4%
SWD	15.8%	**21.3%**	**21.3%**	**19.7%**	92.6%	72.6%	76.3%	76.5%
HLA 2								
ED	84.2%	70.6%	**96.0%**	77.7%	95.4%	83.6%	76.8%	80.6%
ELL	20.6%	**26.4%**	**26.7%**	**38.2%**	95.3%	87.5%	75.9%	90.3%
SWD	18.0%	**28.5%**	**31.0%**	**24.8%**	95.5%	85.4%	84.0%	71.3%
SIHP								
ED	60.0%			**63.9%**	96.4%			
ELL	7.8%			**22.9%**	97.0%			
SWD	23.0%			21.7%	96.9%			

HLA: Hebrew Language Academy Charter School (CSD 22)
HLA 2: Hebrew Language Academy Charter School 2 (CSD 21)
SIHP: Staten Island Hebrew Public Charter School (CSD 31). 2022-23 was the first year for SIHP and therefore, no retention data is yet available for the past three years.
Green bold figures indicate meeting/exceeding the target.

As is evident from the enrollment section of the table, in 2022-23 all schools have been successful in exceeding enrollment targets for almost every special population with two exceptions: SIHP fell short of meeting the SWD target by 1.3 points and HLA 2 fell short of meeting the ED target by 6.5 points. HLA 2 has consistently exceeded its enrollment target for ELL and SWD and HLA for SWD in the last three years. While HLA and HLA 2 have not met retention targets for special populations, their student attrition has in a large part been due to the same factors that families have left the New York City public school system since the pandemic generally. We have been informed by the Institute that enrollment and retention

calculator has not been updated to reflect the significant attrition of students across the New York City school district as a result of the pandemic. Thus, the retention targets which are based on retention data in the individual CSDs in which the schools are located are likely higher than what the true retention has been in these CSDs since 2020 when the pandemic hit. We were told the calculator is in fact in the process of being updated to reflect current data but will not be rolled out until later in February. Therefore, it is unclear how far HLA and HLA 2's retention rates are behind what their updated targets will be. While each school's actual retention is below the targets based on the current Enrollment and Retention Calculator, the trend for both schools for all special populations is increasing with the exception of SWD for HLA 2 and ED for HLA 2 while improving from 2021-22 to 2022-23 is 3 points below what its retention was in 2020-21.

We are confident that the recruitment strategies and instructional supports provided to students along with efforts we will make to engage parents in our community described earlier in this response will be effective in QHP's meeting its enrollment and retention targets.

c. Student Enrollment Table

QUEENS HEBREW PUBLIC CHARTER 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	56	56	56	56	56	4-5
1st Grade	Elementary School	56	56	56	56	56	5-6
2nd Grade	Elementary School		56	56	56	56	6-7
3rd Grade	Elementary School			56	56	56	7-8
4th Grade	Elementary School				56	56	8-9
5th Grade	*Elementary School*					56	9-10
6th Grade	Middle School						
7th Grade	Middle School						
8th Grade	Middle School						
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		112	168	224	280	336	

5. Enrollment

b. 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 the location of the proposed school and employees of the education corporation or CMO (up to a 15% set aside) in accordance with the Act. The admissions policy should also indicate in which grades the school would admit students, whether it would fill seats vacated by enrolled students and, if applicable, the date after which the school would no longer accept students.

Introduction

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

QHP will open admissions for each grade in operation each year. Admission to QHP will be limited each year to students within the grade levels to be served by the school. In order to be eligible to apply for kindergarten, students must turn 5 by December 31 of the year in which they will enter kindergarten. The law provides explicit preference for siblings of students and students residing in CSD 28 in Queens as well as preference for children of full time employees of both the Education Corporation and the charter management organization, Hebrew Public.

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

(1) Requiring parents to attend meetings or information workshops as a condition of enrollment
(2) Having an unduly narrow enrollment period (e.g. fewer than 30 days);
(3) Giving enrollment preference to children of members of the Education Corporation Board (the child of a Board member, however, may independently receive an enrollment preference if the child meets any of the enrollment preference delineated later in this policy);
(4) Requiring parents to sign agreements or contracts imposing certain responsibilities or commitments to QHP, regardless of their virtue, as a condition of enrolling their children (e.g. correcting a child's homework, volunteering, etc.);
(5) Mandating that students or parents agree with QHP's mission or philosophy; or
(6) Giving preference to students interested or talented in a particular QHP program.

Enrollment Period, Admissions Preferences, Admissions Lottery, Enrollment and Withdrawal

Beginning on or before October 1 of each year, QHP will advertise open enrollment for the subsequent school year and provide families, if they choose, with opportunities to meet staff and learn more about the school. It is important to note that this process will be carried out in English and Spanish and any other dominant language in the community. Families may submit applications beginning October 1 through April 1. Applications may be submitted electronically, faxed, mailed or hand-delivered to the school. If, as of the application deadline, the number of applicants to the charter school exceeds capacity, a random selection process (lottery) will be used to admit students. This lottery, if necessary, will be held no earlier than April 1. QHP will include a description of the public lottery in its application and promotional materials distributed to families during the outreach phase of the process. Should a lottery be required,

all families who applied to the school will be informed of the details of the lottery, including the date, time and location that it will be held.

QHP offers the following preferences in admissions to the school:

- First preference will be given to returning students (applicable for admission to QHP after its first year of operations).
- Second preference will be given to siblings of students already enrolled in the charter school or siblings of a student whose name is drawn in the lottery whose names are also in the current year's lottery. For purpose of assignment priority, a sibling is defined as a brother or sister (including half–brothers, half-sisters, stepbrothers, stepsisters, foster brothers and foster sisters) of the applicant, who lives in the same household and who shares a legal parent, legal guardian, or legal foster parent with the applicant.
- Third preference will be given to eligible children of full time employees of QHP or the charter management organization (Hebrew Public), provided such children of employees may comprise no more than 15% of the charter school's total enrollment.
- Fourth preference will be given to students who reside in CSD 28.
- Fifth preference will be given to students who reside outside of CSD 28.

Lottery Process

QHP will conduct its lottery in public and in accordance with its approved preferences. Prior to the lottery, QHP shall ensure the integrity of its applicant database, reviewing it to ensure all students are eligible for the grade to which they are applying, to remove duplicate applications and to ensure that all paper applications are entered accurately.

In its inaugural lottery, QHP will draw names randomly to fill the 56 seats available in kindergarten and in 1st grade (in each subsequent year, names will be drawn randomly to fill the 56[1] seats available in kindergarten and expected vacancies in the Grades 1 and above). QHP will run its lottery through Schoolmint. Schoolmint is a fair and transparent, automated enrollment software system that is recommended by the NYC Charter Office and is utilized by other Hebrew Public-managed schools in New York City. It provides real-time access to application and waitlist status. In running the lottery, admissions preference is granted to applicants as previously delineated:

After all names are drawn to fill available seats, names will continue to be drawn in order to form a waiting list at each grade level that the school currently serves. This waiting list will be the only official, legal document identifying the names of grade-eligible students with applications to the charter school pending acceptance when vacancies arise, based upon the order of random selection from the lottery. The previous year's waiting list will expire annually on the day of the lottery drawing. QHP will keep accurate records of the waitlists for each grade containing the names, home addresses, telephone numbers, email addresses and grade levels of students who entered the lottery but did not gain admission.

Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that school year, QHP operations staff will contact the parents of the student next on the appropriate grade waiting list. Reasonable and multiple attempts will be made to contact the family of the student on the top of the waiting list and get confirmation of whether the student is still interested in enrolling at QHP before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents are unsuccessful, then QHP may remove that student from the waitlist. Documentation of the attempts made to contact the parents of any student removed from the waitlist will be maintained by the QHP. Waiting lists will not be carried over from year to year.

[1] It may be less depending on whether or not any current QHP Kindergartner is recommended to repeat the year.

Procedures for Student Enrollment and Parental Intent to Enroll

Once the lottery has been conducted, QHP operations staff will notify parents and guardians of applicants by phone, e-mail and mail whether their child has been granted a seat at QHP or if they are on the waiting list. Parents/guardians will receive an admission acceptance form for their child(ren) who has/have been selected for admission to complete to confirm their intent to enroll the child in QHP.

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

Voluntary Withdrawal

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

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**

  Our curriculum selection and development process is grounded in the following beliefs:

  1. High expectations are driven through warmth and humanity. Strong relationships form the basis of our learning partnerships.
  2. When we engage all students in rigorous and complex tasks and allow them to productively struggle, we are deepening their capacity to be independent learners.
  3. When we use an accelerate-to-remediate approach we will address unfinished teaching and learning (particularly from missed instruction during the pandemic) faster and ensure that all students have access points to grade level content.
  4. Data is critical. We use formal and informal assessments to make instructional decisions daily.
  5. We value diversity, equity and inclusion. We strive to create loving communities of respect and connection where diverse learners and experiences are valued and ensure our learning materials are culturally responsive and children see themselves reflected in them.
  6. Teaching Hebrew is a gateway to building community and appreciating other cultures.

As a proposed charter school in the Hebrew Public network, QHP will implement Hebrew Public's curricular and instructional model rooted in research-backed curricula proven to accelerate progress toward proficiency for all students. Instead of relying on teacher-created materials that are often of variable quality and seldom build knowledge in a coherent manner, we have identified curricula that work well in conjunction with our student-centered Inquiry-Based Learning pedagogical approach.

These curricula have proven to be effective for the student populations we anticipate serving in Queens CSD 28 (for more information on program effectiveness as demonstrated by data from Hebrew Public-managed schools in New York City, please see the Business Plan Narrative *BP S03-Narrative* and *BPA S03a-School Performance Data* and *R-08ad-Specific Populations*). QHP is benefiting from the learning experience of Hebrew Public's schools, as the curricular and instructional approaches have evolved over time in response to shifting circumstances and understandings gleaned from Hebrew Public's analysis of student performance data across its network of schools. QHP recognizes that a standards-aligned curriculum is a critical element in ensuring equitable instruction, and we focus teacher efforts on deep intellectual preparation and planning for lesson facilitation and differentiation rather than creating curricular materials and lessons from scratch.

Humanities: English Language Arts (ELA) and Social Studies

Hebrew Public's ELA program relies on an evidence-based approach to literacy instruction and is designed to prepare students to achieve college and career readiness. The program is based on the New York State Learning Standards (NYSLS) vision for ELA, which aspires for students to demonstrate independence; build strong content knowledge; respond to the varying demands of audience, task, purpose and discipline; comprehend as well as critique; value evidence; use technology and digital media strategically and capably; and come to understand other perspectives and cultures. We also align our program to the five Areas of Reading Instruction identified by the National Reading Panel as central to reading achievement: Phonemic Awareness, Phonics, Fluency, Comprehension and Vocabulary.[1] Accordingly, QHP will implement a rigorous and balanced ELA curriculum beginning in kindergarten.

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

In Grades K-2 students are learning to read, in Grade 3 and beyond students start to read in order to learn. This is a major distinction, and as a result our K-2 ELA program has differences from our program in upper grades. For example, students in Grades K-2 must have foundational reading and writing skills in order to learn how to read. Phonemic awareness and phonics knowledge are the basis for a child's ability to decode and spell words. Accordingly, we will use the Wilson *Fundations* phonics program to ensure that all students have phonemic awareness, fluency, phonics knowledge, and basic comprehension skills. Additionally, *Fundations* is paired with Great Minds' *Geodes* which puts foundational literacy skills into practice providing emerging readers with the opportunity to read to learn as they learn to read. In grades 3 to 5 to support the literacy skills of struggling readers, we will use Wilson *Just Words* in order to provide struggling readers with strategies that will allow them to independently read and spell words and build the skills necessary to access and master grade-level standards. At QHP, students will work in small groups based on their current skill level in reading. These reading groups will use the *Geodes* curriculum (Grades K-2) and *Just Words* curriculum (Grades 3-5) and there is designated time daily (M-Th) on every student's daily schedule for this small group instruction.

Fundations provides a research-based program[2] that includes instruction and assessments. It provides students with practice and does everything possible to help them become completely proficient. By teaching concepts fully and supporting student learning throughout, student mastery and success is inevitable. The instructional principles for teaching reading and writing have been identified by research, and *Fundations* provides teachers with a program that incorporates these important principles:

- Measurable learning objectives aligned to Next Generation Learning Standards (NGLS)
- Integrated, systematic word study, spelling, and handwriting curriculum
- Lessons which connect on students' previous learning by reviewing and spiraling prior content
- Accessibility based on practice that targets multiple learning styles
- Repeated opportunities for practice
- Opportunities for teacher feedback and differentiation in each lesson

The key, overarching goals of the time spent in this course include the following:

- Build students' skills through repeated practice and spiraling content
- Develop fluency in encoding and decoding words quickly and accurately
- Teach strategies to build automaticity over time (i.e. tapping)

From Grades K-5, ELA content and Social Studies content are interwoven into one Humanities block through the research-backed *Expeditionary Learning* (*EL*). The *EL* Education Language Arts curriculum is a comprehensive, research-informed, core language arts program that encompasses compelling, real world content. At HP we use EL as our core reading and writing curriculum to build important content knowledge based on a compelling topic related to science, social studies, or literature. The *EL* program offers students the opportunity to engage in real world content that is developmentally appropriate for the primary years. In the early elementary grades, the curriculum includes learning through play, an emphasis on oral language development, daily work with rich, complex texts and engagement through songs and poems. All strategies that are highly effective in supporting English language development, especially among ELLs.

The *EL* lessons are cross-curricular, have a robust text selection that is culturally responsive, and include many embedded suggestions of differentiation to ensure all students can access grade-level content. The *EL* approach is student-centered and has many opportunities for group work, discussion, and collaborative writing in addition to robust independent practice. In *EL*, students work on analytical reading and argumentative writing which engages students with compelling, real world content and builds equitable and inclusive learning opportunities for all students. Students read (or are read) passages of

[2] https://www.wilsonlanguage.com/programs/fundations/evidence-of-effectiveness/

text, analyze the texts and respond to critical thinking prompts. The *EL* units are interdisciplinary, combining literacy, historical content, and current events in robust projects, reading and writing assignments. Through this interdisciplinary approach, standards come alive for students by connecting learning to real-world issues and needs. Starting in Grade 3 and continuing through Grade 5, students deeply study rich, complex texts in a Close Reading block. The Close Reading for Meaning approach gives students the tools to understand both the literal and deeper meaning of any nonfiction, fiction or poetry text, examine craft and structure and develop evidence-based ideas.

The following tables summarizes the structure of the components of the Humanities curriculum by grade spans:

Kindergarten-Grade 2		
Instructional Activity	General Timing	Purpose
Expeditionary Learning	60 minutes	● Interdisciplinary approach that integrates history, geography, literature and civics within the curriculum. ● Learn and apply grade level reading, writing, speaking and listening NYSLS ● Hear fluent expressive reading ● Comprehensive Language Arts Proficiency ● Integration of Compelling Real-World Content ● Development of Critical Content Knowledge ● Focus on Topics in Science, Social Studies, or Literature ● Meaningful Connection between Language Arts and Real-World Subjects ● Holistic Approach to Reading and Language Skills ● Enhanced Engagement through Compelling Topics ● Write, revise, and polish authentic pieces in varied genres for audiences beyond the teacher. ● Write to learn (as a way of putting their emerging thinking on paper) ● Incorporates a global outlook in the study of social studies ● Encourages civic engagement by encouraging students to become active and informed citizens
Fundations (Focus on foundational reading skills)	30 minutes	● Structured literacy approach to foundational skills grounded in the Science of Reading ● Systematic, cumulative, explicit, diagnostic, and integrated approach, allowing students to experience greater gains in the skills required for independent reading and spelling ● Students learn to decode words rapidly and with fluency

		● Students are engaged in a fun and fast approach to phonics-reading instruction

Grades 3-5		
Instructional Activity	General Timing	Purpose
Expeditionary Learning	60 minutes	● Interdisciplinary approach that integrates history, geography, literature and civics within the curriculum. ● Learn and apply grade level reading, writing, speaking and listening NYSLS ● Hear fluent expressive reading ● Comprehensive Language Arts Proficiency ● Integration of Compelling Real-World Content ● Development of Critical Content Knowledge ● Focus on Topics in Science, Social Studies, or Literature ● Meaningful Connection between Language Arts and Real-World Subjects ● Holistic Approach to Reading and Language Skills ● Enhanced Engagement through Compelling Topics ● Write, revise, and polish authentic pieces in varied genres for audiences beyond the teacher. ● Write to learn (as a way of putting their emerging thinking on paper) ● Incorporates a global outlook in the study of social studies ● Encourages civic engagement by encouraging students to become active and informed citizens
Close/ Strategic Reading (Reading Skills Focus)	30 minutes	● Engage with genre as an entry point for learning. ● Utilize a variety of strategies to unpack complex texts at or above grade level. ● Attend to both essential meaning and author's craft. ● Participate in shared experiences with teachers. ● Apply the learned method independently to a new text. ● Hone the ability to confidently tackle any text.

Small Group Instruction

All students are scheduled for a daily 45-minute block of small group instruction in reading. Small group instruction is based on student need and students are grouped based on MAP Reading Data and growth

and achievement in the Fundations curriculum (Grades K-2) and MAP Reading data and Network Assessment data (Grades 3-5). Small group instruction uses two curriculum, Geodes for Grades K-2 and Just Words for Grades 3-5. The programs are described below. Students remain in their small groups for one quarter and the subsequent small group composition is based on the next set of quarterly data.

Small Group Reading (*Geodes*) (K-2)	45 minutes	● Targeted small-group reading instruction and feedback, so students can successfully process texts with increasing levels of complexity ● Independent word work rotations include opportunities for students to practice decoding skills and phonemic awareness in hands-on activities and through Geode Reading ● Students also practice independent reading. ● Apply phonics skills and build enduring knowledge and cultivate a deep learning experience
Small Group Reading (*Just Words*) (Grades 3-5)	45 minutes	● Engage in phonemic awareness activities. ● Practice decoding skills for accurate word recognition. ● Build vocabulary ● Develop effective spelling strategies. ● Explore grammar and sentence structure. ● Improve reading fluency through exercises. ● Enhance word recognition for efficient reading. ● Apply skills to reading and writing tasks. ● Transfer acquired skills to real-world scenarios.

Math

We strive to ensure that our students develop mathematical proficiency because we believe it is a core requirement for success in the 21st Century. To be mathematically proficient means to have conceptual understanding, procedural fluency, adaptive reasoning, and a productive disposition. We seek to develop our students' abilities to be deft problem solvers, capable of achieving at high levels of mathematics, and who have the confidence to interpret (and a knack for interpreting) their world mathematically. The competencies that arise from mastery of math—aptitude in problem-solving; facility with numbers; clear communication; logic and reasoning; argument and proof; mental discipline; and strategic and analytical thinking—are skills that deepen one's ability and effectiveness in areas far beyond the math discipline. A strong foundation will enable our students both to engage in higher level mathematics in the academic space and to apply math to the real-world. Our mathematics program focuses on developing young mathematicians who are problem solvers, have a solid foundation in number fluency and can explain and justify their thinking as well as critique the reasoning of others.

Our math curriculum and the math program we have chosen to implement is aligned with the eight Next Generation Standards for Mathematical Practice:

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics

5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

In grades K-5, we use the Great Minds' *Eureka Math*. *Eureka Math* grew out of the EngageNY Math modules after Great Minds was awarded a contract with New York State to develop a math curriculum to meet the new requirements for rigor, focus, and coherence established by the new educational standards. Students study math through A Story of Units which focuses on place value, fluency with addition and subtraction, fractions and understanding multiplication and division. The curriculum modules are marked by in-depth focus on fewer topics. They entail rigorous classroom reasoning, extensive problem sets, and high expectations for mastery. With *Eureka*, students get the benefits of conceptual math programs, that is, they learn not just to memorize procedures, but also think and wonder and construct understanding. This is balanced with straightforward, direct instruction and hands-on practice with manipulatives. *Eureka Math* is also aligned with the Standards for Mathematical Practice and thus provides lessons that include math fluency, procedures, application, practice and work towards mastery of complex concepts.

In Grades K-5, students also engage in Number Stories where students engage in number stories where they make sense of and grapple with word problems. Students are encouraged to use varied strategies to solve problems and students lead the discourse. This student-centered, inquiry-based approach to math focuses on developing flexible thinking, increased sophistication and efficiency in solving math problems and the ability to explain one's thinking, approach and strategy in solving the problem.

Kindergarten-Grade 5		
Instructional Activity	General Timing	Purpose
Core Math (Eureka)	60 minutes	● Mastery of Grade-Level NGLS Math Content ● Proficiency in Aligned Fluency Routines ● Skill Development through High-Quality Tasks ● Active Participation in Problem Sets and Class Discussions ● Exploration of Mathematical Concepts through Models ● Peer Learning Opportunities in Facilitated Discussions ● Reinforcement of Learning through Extended Application ● Regular Practice to Solidify Mathematical Skills
Math Problem Solving (*Number Stories*)	30 minutes	● Natural Problem-Solving Skills Development ● In-Depth Understanding of Real-World Math Problems ● Articulation of Personal Reasoning and Strategies ● Peer-to-Peer Discussion of Varied Problem-Solving Methods ● Exploration of Key Algebraic and Number

		Concepts ● Enhanced Analytical Thinking and Critical Reasoning ● Increased Comfort and Confidence in Mathematical Discussions ● Application of Strategies to Solve Diverse Math Problems

Science

QHP students will explore life science, physical science, earth science and the human body. The science curriculum is aligned to the NGLS and allows students to build connections to technology and societal impacts. These are strongly connected to community health, population, natural resources, environmental quality, natural and human-induced hazards, and other global challenges. The study of science in connection with technology and health provides the foundation for developing conscientious and service-oriented learners. QHP will use the Houghton Mifflin Science Dimensions curriculum in Grades K-5. Science Dimensions is aligned with the transition of the NYSLS to the NGLS and use an inquiry approach to learning. Leveled books allow for differentiated instruction by introducing and exploring identical science concepts at each student's reading level. It emphasizes active, hands-on explorations that help students understand key concepts and invites students to develop and explain concepts in their own words.

Hebrew

QHP will provide instruction in Modern Hebrew beginning in kindergarten and continuing through Grade 5. Hebrew lessons are proficiency-based and are conducted exclusively in Hebrew following the recommendations of the American Council for the Teaching of Foreign Languages (ACTFL). The ACTFL recommends the use of the target language for 90% of the lesson. The Hebrew program is guided by the principles of the Proficiency-based Approach. This focuses on what learners can do with the language in practical, "real life" situations. The goal of the Modern Hebrew Program is for all students to be able to communicate meaningfully in Hebrew and to become familiar with the culture of Israel (The Israel Studies curriculum is described below). Teachers utilize visuals, body language, gestures, and voice intonation to make learning meaningful. Lessons include a variety of tools to make the language come to life including skits, games, visuals, songs, movement, and Israeli television programs. Hebrew classes are taught by proficiency levels, which allows students to receive instruction at the level that is developmentally appropriate. Students are often encouraged to use the practice of "Turn and Talk" to communicate meaningfully with a peer, and have opportunities to practice the language.

The Hebrew Program is data driven. Throughout their learning process, students are informally assessed on a weekly basis in all areas of their Hebrew language studies. This data is used to plan lessons targeting students' specific language needs and to expose the students to the next level of language proficiency. The program also fosters a love of Israeli culture and the Hebrew language by using Modern Hebrew throughout the school day. We believe that by immersing our students in the Hebrew language whenever possible, students will acquire the proficiency necessary to communicate naturally in the language and an appreciation for the culture. Hebrew teachers create an environment rich with meaningful conversational use of Hebrew through varied, authentic opportunities to hear, practice and engage in the language throughout the day. For example, Hebrew teachers will speak Hebrew in informal interactions (e.g. to redirect behavior and facilitate transitions, and during non-classroom activities such as lunch or recess), and teach Israel Studies, thus integrating Hebrew in ways that allow students to build facility and capacity in the language.

Israel Studies is integrated into Hebrew class. Integral to world language study is the study of the places, history, cultures and people where/who speak the language of study. As such, students are introduced to people, places and cultures of Israel as case studies and models. Additionally, Israel Studies is incorporated into other classes (e.g. Humanities) when the topics of study lend themselves to an authentic integration. Grades 4 and 5 use a global competencies protocol (investigate/recognize perspective/communicate/take action) to study world issues, which has been adapted from the Asia Society[3]. To explore goal connections of issues within our community, students in each grade engage in a service-learning program tied to the curriculum and in a school culture project meant to strengthen the school community. The Israel Studies curriculum and instructional materials have been developed by Hebrew Public, refined over the years, and are shared with all schools in its network. Hebrew Public's Associate Director of Hebrew Studies works with the QHP Dean of Hebrew Studies to support implementation of the Israel Studies curriculum in the Hebrew classroom as well as in other courses when the unit of study lends itself to such integration.

The Arts

To access the full potential of arts education, QHP will provide focused instruction on particular art subjects such as Music and Visual Art, and the integration of arts education in the broader curriculum. Wherever possible, Hebrew language instruction is integrated into our music and visual art education. In the first two years of the charter term, students will not engage in a designated art class, rather visual arts, music and dance will be integrated into Hebrew through the Israel Studies curriculum, specifically the Israeli culture and arts. By the third year of the charter term, QHP will have designated Visual Arts and Music Teachers and at that point art will be a designated block on each student's schedule. Arts will, however, continue to be integrated into Hebrew as an important part of Israeli Studies.

Physical Education

QHP's physical education program helps students develop physical and athletic skills while excelling on an individual level and as a member of a team. While students exercise, they collaborate, make friends, have fun and improve their self-esteem. Teamwork is a critical component of physical education and is developed through both partner and group activities. In physical education class, students develop valuable global citizenship skills including empathy, respect, inclusivity, kindness and more.

Social Emotional Learning (SEL)—Overview and Responsive Classroom

Integral to QHP's Mission of developing global citizens is the guiding principle of developing the whole child. QHP educators encourage the student's social/emotional development by implementing a welcoming, inclusive, and understanding school community. We achieve this through fostering staff mindsets and capacity to respond to student behaviors compassionately, restoratively, and equitably.

Social and Emotional Learning is the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Children build their SEL skills of self-awareness, self-management, social awareness, responsible decision-making and relationship building through the Responsive Classroom approach.

Responsive Classroom is a research-backed approach to teaching and classroom management that places a strong emphasis on the social and emotional dimensions of learning. At the core of this approach is the belief that cultivating social and emotional skills is not only crucial for academic success but also essential for positive behavior and overall well-being. With a focus on creating positive learning

[3] https://asiasociety.org/education/global-competence

communities, Responsive Classroom promotes an environment where students feel a sense of belonging, safety, and respect. A key feature of this approach is the Morning Meeting, a dedicated daily time for students and staff to come together, engage in activities, games, and sharing, fostering relationships and setting a positive tone for the day.

Responsive Classroom actively integrates SEL principles into its practices. It provides students with opportunities to develop crucial SEL skills such as self-awareness, self-management, social awareness, relationship building, and responsible decision-making. This approach emphasizes interactive learning experiences, encouraging students to actively participate in their educational journey and fostering a sense of ownership and responsibility. Additionally, Responsive Classroom incorporates restorative practices for conflict resolution, promoting problem-solving and understanding over punitive measures. Through its commitment to inclusivity, positive relationships, and emotional regulation, Responsive Classroom not only serves as a teaching methodology but also contributes significantly to the overall social and emotional well-being of students within a supportive and engaging learning environment.

Our goal is to support the development of emotional skills in a variety of ways. We administer a Social-Emotional Learning Questionnaire that measures student mindsets, behaviors, and attitudes that might be related to success in school and beyond the classroom. These surveys are designed to help educators understand the social-emotional competencies of their students and how they are supported in classrooms and schools. In addition to social and emotional learning opportunities being integrated into classroom instruction, QHP provides students with differentiated support; experiential learning opportunities, and involvement of students as collaborators in their learning. Responsive Classroom is a school-wide approach to how we build positive, engaging learning communities with our children.

OLAM (Global Citizenship)

OLAM is a time where teachers initiate clubs and small groups based on their unique passions, fostering a personalized and engaging learning experience. Students have the freedom to choose from this diverse array of groups and identify which group they want to partake in. This approach encourages students to explore a variety of interests, promoting a global mindset that values and respects diverse perspectives and backgrounds. The formation of heterogeneous groups within OLAM provides a unique opportunity for students to collaborate with peers from different experiences and cultural backgrounds, enriching the learning environment and nurturing essential interpersonal skills. Through this intentional focus on relationships across lines of difference, OLAM not only supports the development of individual passions but also contributes to the cultivation of global citizens equipped to build meaningful connections.

Evidence Demonstrating Curriculum Effectiveness

The Hebrew Public curriculum being adopted by QHP is explicitly designed to be accessible and appropriate for students at different incoming levels of proficiency, for students with disabilities (SWD), and for English language learners (ELL). In choosing research-based core curricula that expects all students to do rigorous grade-level work, QHP maintains high standards for all students. These demanding curricula are made accessible for all students, including those with special education needs, ELLs and/or those who are working below grade level, through intensive, individualized scaffolding, the use of multiple modalities of learning styles, (auditory, visual, tactile) and the programs' built-in flexible, spiraled, hands-on, fluency-building opportunities.

Our ELA instructional materials have strong phonics-based approaches with rich content and are ideal for supporting English language development for all learners. *Fundations* and *EL* provide teachers with the tools needed to successfully engage children with language and print. For example, in Guided Reading *Geode* Groups (grades K–2), *Expeditionary Learning* (Grades K–5), and *Eureka Math* (K–5), students benefit from small-group and one-on-one coaching. During the practice/application phase of the lesson,

teachers pull individual students or small groups of students for additional and differentiated instruction. In Number Stories, students establish understanding of the problem together but then work independently to solve using various strategies. Because each problem lends itself to multiple strategies, there are multiple pathways for entry—students who are still developing number sense can use manipulatives while students who are ready for a more efficient method can represent their thinking with models. Allowing for students to explore and explain their thinking allows students to see a wide range of thinking and efficiency. And, in Close Reading, students can receive a mini-lesson to build their background knowledge before analyzing a grade-level text. During independent practice, students have the opportunity to revise or apply their learning based on their data, using grade-level text independently, with scaffolds, and with small-group instruction.

The Inquiry-Based Learning (IBL) approach, (outlined in the *R-06c-Instructional Methods*), provides teachers with the opportunity to engage with students before or during independent work and while they collaborate with peers. In the strategic implementation of IBL, teachers intentionally pair students with disabilities and English Language Learners (ELLs) with their peers during science, math, and social studies. This fosters scaffolding, offers role models, and provides additional social and emotional supports. At QHP, all students are considered "Hebrew Language Learners," ensuring a level playing field in Hebrew language class. Hebrew teachers are attuned to the processes involved in acquiring a new language, recognizing that success in Hebrew can instill students with confidence in their language-acquisition abilities.

Eureka Math and Number Stories, mathematical exercises presented in the form of a narrative or story, both lend themselves to strong implementation of universal learning strategies such as visual learning, modeling, partner talk, use of repetition, reporting back, and rephrasing support. Academic language is as central to math as it is to other academic areas, particularly because it can reveal deep understanding or surface level, procedural knowledge of mathematical concepts. Accessing academic language remains a source of difficulty for many students. including multi-language learners. We are intentional about providing scaffolding and differentiation to all students who need it while maintaining a rigorous, grade-level bar in order to ensure there are multiple access points to content, and that student skill in explaining their understanding is constantly being developed. This can look like differentiated work, additional break it down opportunities, extra modeling practice, and small-group or individual support based on student need. Science and social studies materials are replete with visual learning examples that include drawings, photographs, diagrams and the use of common objects, which will help all learners “connect” abstract concepts to language and multiple modalities of learning styles. These modalities are particularly effective for English language development for all learners, but most importantly for ELLs who benefit from strategies that include tactile, auditory and visual learning supports.

There are a significant number of evaluations that have demonstrated that the selected curricular programs have the potential to result in high student achievement. A 2020 impact study, which satisfied ESSA’s Tier 3 evidentiary standards, revealed that kindergarten and Grade 1 students within the study sample made greater gains in literacy skills when *Fundations* was implemented as the foundational skill program.[4] A five-year study of 18 districts conducted by Mathematica found that implementation of the *Expeditionary Learning* ELA curriculum paired with strong professional development for teachers resulted in positive and statistically significant effects on ELA achievement.[5] District-wide adoption of *Eureka Math* in the D.C. Public Schools led to the largest year-over-year increase in the percentage of students scoring

[4] https://www.wilsonlanguage.com/wp-content/uploads/2019/04/Fundations-Evidence-of-Effectiveness.pdf

[5] Dolfin, S., Richman, S., Choi, J., Streke, A., DeSaw, C., Demers, A., & Poznyak, D. (2019). *Evaluation of the Teacher Potential Project*. Mathematica. https://eleducation.org/uploads/downloads/Teacher-Potential-Project- Final-Report-7-5-19-1.pdf.

at proficient levels on year-end math assessments.[6] And a pretest-post-test study of Houghton Mifflin Science *Dimensions* conducted by the Educational Research Institute of America showed that adoption of the curriculum resulted in statistically significant student achievement growth[7].

Research also points to the advantages children gain when they begin the study of a foreign language at an early age, not least of which is their development as bilingual, bi-literate, and cross-culturally competent individuals, better preparing them to be active participants in the global community. A rigorous third-party evaluation of the dual-language immersion (DLI) programs in the Portland (OR) Public School District reaffirmed the long-term academic benefits of such programming. This four-year study, which was performed by the RAND Corporation and the American Council on International Education, leveraged Portland's random-assignment lottery process to assess the impact of participation in DLI programs on student learning outcomes. The study found that students enrolled in DLI programs since kindergarten scored significantly higher on state assessment. Moreover, English Learners participating in DLI programs reached English proficiency at higher rates than their peers.[8]

- **Discussion of how the school's curriculum is aligned to New York State standards;**

QHP's curriculum is aligned to the NYSLS, inclusive of the NGLS. In accordance with the NYSLS, QHP has set high learning standards and has chosen curricula to prepare students to master the skills and understandings required for college and career readiness. First and foremost, all the commercially published curriculum outlined previously has been aligned to the NYSLS/NGLS. It was one of the reasons why these curricular programs were chosen. All staff will have ongoing professional development to understand how these curricula are aligned with NYSLS and NGLS and include rigorous content and application of knowledge through high-order skills.

As a school proposed to be in the Hebrew Public-network, QHP will have access to the network curriculum resources (e.g. scope and sequence, maps) that have been created and fine-tuned over the course of many years from the experiences of the New York City charter schools Hebrew Public manages and supports. The scope and sequence that has been created from established network schools will be shared to QHP teachers during pre-opening professional development (Induction Weeks) during which time QHP instructional leaders and teachers will have the ability to individualize them as needed to reflect the needs of their particular populations. To ensure curricular and instructional alignment with NYSLS, teachers will use the scope and sequence for each subject to determine the content and progression of instruction. During the pre-opening Induction Weeks and throughout the year, teachers will map and align the curriculum to NYSLS/NGLS under the direction of the Head of School and Dean of Academics and Culture who are supported by Hebrew Public's instructional team including the Directors of Curriculum and Instruction and the Associate Director of Hebrew Studies. The scope and sequence are living documents and as such are flexible and will be reviewed and honed during the school year through a collaborative process between teachers and instructional leaders supported by the Hebrew Public instructional team. During designated common planning periods as well as ongoing professional developments, teachers will refine the sequence based on their experience in the classroom and information gathered from assessment data. All refinements will be guided by the NYSLS/NGLS.

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[6] https://greatminds.org/math/blog/eureka/washington-dc-schools-make-record-gains-across-grades-with-eureka-math%EF%B8%8F

[7] https://www.hmhco.com/research/science-dimensions-efficacy-study-grade-5

[8] Steele, J. L., Slater, R. O., Zamarro, G., Miller, T., Li, ., Burkahuser, S., & Bacon, M. (2017). Effects of dual- language immersion programs on student achievement: Evidence from lottery data. *American Educational Research Journal, 54*(1S), 282S–306S.

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

Our curricular choices are aligned with the school's educational philosophy and furthers our mission and key design elements, incorporating key principles such as accelerating to remediate, an inquiry based learning model, and a holistic approach to learning. Through intensive, individualized scaffolding and the use of multiple modalities, the curriculum ensures accessibility for all students, including SWD, ELLs, and those working below grade level. The Inquiry Based Learning Model is evident in the classroom as students are encouraged to arrive at understanding of concepts, with a focus on providing support for students with disabilities and ELLs. The curriculum's holistic approach is reflected in the integration of visual learning, modeling, partner talk, repetition, and various learning supports across subjects. Moreover, the emphasis on Hebrew language acquisition aligns with the school's mission of fostering global citizenship, recognizing the benefits of early foreign language learning. The curriculum's explicit design to accommodate diverse proficiency levels and its alignment with state standards further demonstrate a commitment to academic excellence and the uniqueness of each student's learning journey. Access to the Hebrew Public network's curriculum resources enhances the overall quality of instruction, supporting ongoing professional development and collaborative refinement based on assessment data and the evolving needs of the student population.

- **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 documents, pacing guides, etc.), and specifically address who will be responsible for creating or selecting these resources;**

Teachers will know what to teach and when to teach it because each teacher will have the year's curriculum laid out in a scope and sequence for each subject as discussed previously. Initially the responsibility for the creation of the scope and sequence fell to the Hebrew Public network of schools which, over the years, through teacher input based on their experiences in the classroom and student assessment data, have been finetuned. These living documents are foundational for instructional decision-making and as stated previously will now continue to be further refined based on the experiences of QHP with QHP teachers' and instructional leaders' experiences and student performance data. Teachers are provided with curriculum maps and pacing guides that are developed by Hebrew Public Directors of Curriculum and Instruction. Teachers are provided with lesson plans through the curriculum, which are then internalized with the support of the Head of School and Dean of Academics and Culture in weekly Intellectual Preparation meetings—weekly meetings held by the Head of School and Dean of Academics and Culture where educators engage in discussions, review student data, and prepare intellectually for effective teaching practices that prepare them for upcoming units and lessons.

Importantly, the QHP instructional leaders, with support from Hebrew Public Directors of Curriculum and Instruction and the Associate Director of Hebrew Studies, will ensure that teachers are cognizant of what is being taught across grade levels so that instruction is balanced across the grade span. This is important particularly in cases when the same concepts are revisited in different grade levels. We want to ensure that the same activities are not used to teach the concept but instead teachers guide the students to reflect back on previous learning and take the exploration of the concept to deeper, more complex levels. Thus, collaboration among K-2 teachers and 3-5 teachers is critical to cross-plan how each grade will cover similar topics in different and increasingly advanced ways.

Teachers will have a variety of curriculum guidance resources (including instructional leadership and grade team leads) available to support instructional planning. First and foremost, teachers will have the Head of School and Dean of Academics and Culture (see organizational charts contained in *R-11ab School Management*) whose overarching function are to guide and support teachers in their delivery of instruction in the classroom. The Head of School and Dean of Academics and Curriculum, supported by

the Hebrew Public instructional team, will play an instrumental role in the supporting teachers in the ongoing development of scope and sequence, curriculum maps and pacing guides that will be used by instructional staff. In addition, QHP will have designated school-based instructional specialists—Reading and Math Specialists, Special Education teachers and ELL teachers. These instructional specialists also play an important role in providing guidance and assistance to teachers under the direction of the Dean of Student Support Services to ensure all student needs are being addressed in their lesson planning and delivery of instruction.

As an example of the kinds of curricular and instructional resources that QHP leaders and teachers will have access to as a school in the Hebrew Public network, we are including in *Response 23b-Supplemental Attachments* the Grade 3 ELA and math pacing guides as well as the Hebrew Public Intellectual Prep Meetings Manual and providing a description of each in the corresponding *Response 23a-Supplemental Narrative*.

- **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.**

Hebrew Public routinely and systematically evaluates whether its curricula are responsive to school needs and are driving student performance. QHP will formally review curriculum on a quarterly and annual basis. The process is collaborative, involving administrators and teachers with support from HP instructional staff and Director of Data and Analytics. The Head of School and Dean of Academics and Culture meet weekly or biweekly with grade-level teachers to plan instruction and review curriculum. Additionally, they hold regular afterschool Professional Development to allow for vertical planning. During quarterly review, the participants analyze, review and reflect on student assessment data, in the aggregate and disaggregated by subgroup, and their meaning in relation to meeting the standards. Scope and sequence and pacing guides are discussed and evaluated during this process to determine what, if any, refinements need to be made for the subsequent semester. The goal of this process is to discuss recommendations for changes in the curriculum, if necessary, that may better allow teachers to meet the needs of all students. At the end of the school year, the curriculum review is a more comprehensive process. It involves the annual review of student data and reflection of teachers, instructional specialists and administrators. This review process may result in changes to the order of the following year's scope and sequence, an enhancement to or a decision to explore the replacement of any published curriculum used by the school, among other potential changes.

As an organization, Hebrew Public has invested heavily in building teacher and leader capacity to analyze and respond to data and to build coherent systems to house the data. Student data is formally reviewed at each quarter based on quarterly assessment data as well as at each trimester after each round of MAP testing. When unpacking student performance on assessments, the choice of curriculum is invariably one of the key variables Hebrew Public takes into account. The goal of this process is to discuss recommendations for changes in the curriculum that may better allow teachers to meet the needs of all students. When the data shows that the curricular choices are not contributing to student success, Hebrew Public and its schools act accordingly by exploring modifications to or ultimately replacing the curriculum.

In order to ensure vertical and horizontal alignment across content areas, Hebrew Public has established three core practices. First, we use established, vetted, standards-aligned curriculum and supplement them with high quality resources. Second, we triangulate Hebrew Public's scope and sequence with the curriculum's scope and sequence and guidance on priority standards from Achieve the Core to ensure we are prioritizing the right content in the right order and frequency. This practice was even more important during periods of hybrid instruction in order to ensure that our limited in-person instructional time was spent on the most critical content. Third, we build teachers' content knowledge

about standards progression and alignment through a few key practices. We hold professional development in order to deepen our understanding of the standards, including practice unpacking standards and noting the difference in what the standards demand over grades, using a standards-based approach to analyze interim assessment and monthly quiz data. We ensure all unit unpacking protocols include reflecting on how the previous unit set students up for the current unit, and what the core skills students will need from earlier content and grades to be successful, and what work the unit is setting them up for in the future. And we develop teacher skill in analyzing student work and discussions of student understanding to be standards-based by requiring teacher exemplars for all student work, and anchoring discussion and feedback in the language of the standard.

b. Assessment System

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

To ensure that all students are meeting state performance standards and performing at or above grade level, QHP will have a comprehensive assessment and evaluation program in place to identify potential problems early on in the child's academic career. QHP's data-driven environment provides the foundation for instructional leaders and teachers to be able to ensure student work, resulting from high-quality instruction and the deliberate use of data to inform practices, indicate student preparation for success on state assessments. To ensure student work products resulting from instruction indicate student preparation for success on state assessments, it will be critical to implement an assessment system that will track the learning of NYSLS benchmarks, performance indicators and key ideas in the months and years leading up to the New York State examinations. The careful analysis of assessment data by teachers and administrators, facilitated through progress monitoring, allows for continually assessing students' attainment of the standards throughout the course of the school year and assessment of student performance at the end of the school year. This means QHP's teachers and administrators can continually measure the "effect" of their educational program on students and monitor student progress towards meeting performance expectations on the state assessments. A student who is not meeting performance objectives will become the focus of the Student Intervention Team which will meet to identify any issues that may be contributing to the problem, and the student's need for academic intervention and additional support services.

As a school in the Hebrew Public network, QHP will use the Hebrew Public assessment protocol. It is a balanced assessment protocol designed to inform curricular and instructional decision-making in order to promote and improve student growth and achievement. Teachers incorporate a system of diagnostic, formative, interim and summative student assessments in their individual classrooms. Our assessment choices are based on validity, reliability and alignment with both NYSLS and NGLS and our expectations to provide our students with a strong academic foundation in the core curriculum. QHP's assessment protocol consists of all NYS-mandated assessments, a commercially developed standardized assessment (e.g. NWEA MAP), teacher-developed and curriculum-based formative and summative assessments and Hebrew language proficiency assessments as delineated in the table below.

QHP's assessment and evaluation program will support each student with the knowledge and skills necessary to pass each of the mandatory New York State examinations listed in the table below including, for those receiving ESL services, to test out with the NYSESLAT. It will help to identify areas of strength and weaknesses for all students for the purpose of individualized goal planning so that student needs are addressed and that each student can reach his or her full potential and inform curricular and instructional modifications that must be made in order to address any gaps evident from the data.

- **Describe each assessment's purpose, design, format, and rationale for its selection;**

Assessment/ (Grades Administered)	**Type**	**Format**	**When Administered**	**Purpose and Rationale**
NYS ELA/ (3-5)	Summative	Paper and Online, computer based[9]	April*	To identify students' ability to meet or exceed grade level standards in reading, reading comprehension and writing. QHP will use results to monitor individual student, classroom, accountability subgroup, and grade-level cohort growth to inform instructional planning.
NYS Math/ (3-5)	Summative	Paper and Online, computer based	April*	To identify students' ability to meet or exceed grade level standards in mathematical computation, mathematical reasoning and problem-solving. QHP will use results to monitor individual student, classroom, accountability subgroup, and grade-level cohort growth to inform instructional planning.
NYS Science/ (5)	Summative	Online, computer based	April/May*	To identify students' ability to meet or exceed grade level standards in science content and the use of scientific tools. QHP will use results to monitor individual student, classroom, accountability subgroup, and grade-level cohort growth to inform instructional planning.
NYS Alternate Assessment/ (3-5)	Summative	Paper	March- June	To assess the progress towards NYS standards in alternate learning methods for students whose IEP mandates their taking the NYSAA.
NYSITELL/ (K-5)	Diagnostic	Oral examination	Within 10 school days after enrollment of new students based on the results of the Home Language Questionnaire. (Note that if	To measure English language proficiency of students whose home language is not English to determine entitlement to ENL services.

[9] QHP expects that the NYS assessments will be an online-computer-based assessment by the time the school opens, if authorized.

			a student enters QHP having already been identified as English Proficient or ELL in their prior school setting based on their previous completion of the HLQ and NYSITEL results, they are not asked to complete the HLQ or administered the NYSITELL again)	
NYSESLAT/ (K-5)	Summative	Oral examination	April- May*	To annually assess an ELL's progress in developing English language proficiency and determine if an ELL's proficiency has reached the threshold to adjust their minutes of service or to be removed from ENL services.
NWEA MAP (Reading and Math)/(K-5)	Summative	Online, Computer based	3x/year (BOY, MOY, EOY)	NWEA MAP will be used for two purposes: (1) benchmarking to determine progress of students towards benchmarks and to modify instruction to address identified gaps and (2) to monitor year-to-year growth.
Teacher Generated Assessments/ (K-5)	Formative Summative	Homework or other graded and ungraded assignments	The teachers determine the frequency of administratio n.	To assess students' mastery of material covered in class at a given point within a unit of study.
Network Generated Assessments (3-5)	Summative	Quizzes and Interim Assessments	Quizzes 3-4x per year	Used to inform learning progress, instruction, differentiation and review needs.

			Interim Assessments 2x per year	
Eureka Math End of Unit Assessments/ (K-5)	Summative	Paper	At end of each unit	Used to inform instruction, differentiation and review needs.
Expeditionary Learning End of Unit and Module Assessment (K-5)	Summative	Paper	Dependent on the length of the units	Used to inform instruction, differentiation and review needs.
Oral Proficiency Interview (OPI)/ (2 and 5)	Summative	Oral exam	Spring	To assess students' proficiency in speaking and understanding Hebrew.
STAMP/ (4)	Summative	Oral and paper	Spring	To assess students' proficiency in all four language modalities (listening, speaking, reading and writing)
Hebrew End of Unit Assessments/ (K-5)	Summative	Oral and Paper	Dependent on the length of the unit	To determine students' achievement and performance in all four language skills. To group students for instruction, plan efficient and effective instruction and to document student progress across a school year.

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

The NWEA MAP and New York State mandated assessments are all research-based and reliable and valid measures of student performance and achievement. The results of the standardized tests will be enhanced with the use of unit assessments, including teacher-generated ones and those based on specific curricula and texts that will be utilized by the school in each subject area.

In addition to the rationale for each assessment provided in the assessment table above, the following describes further reasons behind the following assessment choices.

NWEA-MAP: NWEA MAP was chosen because it is a nationally-normed and NYSLS-aligned assessment. Teachers and administrators can use the information from this interim assessment to inform instruction as well as measure the success of the school. NWEA MAP compares and predicts student achievement and growth over time via its normative and growth information. NWEA MAP is a computer-adaptive assessment that adapts to each student's learning level. Results are available quickly and teachers will have access to the assessment data and essential information about what each student knows and is ready to learn within 24 hours of administration. NWEA MAP provides teachers with real-time valid and reliable data to inform instruction

Network Generated Assessments: Network-generated assessments serve as a key component in our summative evaluation approach. Monthly ELA and math quizzes, synchronized with curriculum pacing and current content, along with network-generated interim assessments from the 3rd grade onward, constitute the summative assessment strategy. These assessments are designed with a philosophy of comparability, aiming to inform state test performance. Complementing this summative approach are formative assessments, including exit tickets and homework, ensuring a comprehensive evaluation of student understanding.

The implementation of centralized, network-generated assessments that are strategically administered during specific points within the unit to gauge learning progress allow us to evaluate student progress and make data-driven instructional decisions. These assessments play a vital role in the school's data-driven instruction by providing real-time insights before higher stakes assessments like the state exams. Teachers and students alike utilize both summative and formative assessment results to make well-informed decisions, fostering a culture of continuous learning and improvement.

Teacher Generated Assessments: Teacher-generated assessments will include both formative assessments. Day-to-day formative assessments are a critical component of the school's use of data to drive instruction. Formative assessments deliver information during the instructional process before the summative assessment. Both teachers and students use formative assessment results to make decisions about what actions to take to promote further learning.

Formative assessment, or assessment for learning, supports learning in two ways:

- Teachers can adapt instruction on the basis of evidence, making changes and improvements that will yield benefits to student learning.
- Students can use evidence of their current progress to actively manage and adjust their own learning.

Formative assessment offers a number of distinct benefits:

- The timeliness of results enables teachers to adjust instruction quickly, while learning is in progress;
- The students who are assessed are the ones who benefit and improve their own learning.
- The students can use the results to adjust and improve their own learning.

Hebrew Language Assessments: The Oral Proficiency Interview (OPI) is a one-on-one interview designed to assess an individual's speaking proficiency in a specific language. Developed by the American Council on the Teaching of Foreign Languages (ACTFL), this assessment involves a conversation between the test taker and a certified examiner, covering various topics to evaluate the person's ability to communicate effectively. The OPI provides a proficiency rating based on established proficiency levels, offering insights into the test taker's spoken language skills.

STAMP (STAndards-based Measurement of Proficiency) is a comprehensive language proficiency assessment that evaluates listening, reading, writing, and speaking skills in the target language. Developed by Avant Assessment, STAMP assessments are aligned with the ACTFL Proficiency Guidelines. Notably, STAMP is adaptive, adjusting the difficulty of questions based on the test taker's responses. This adaptability allows for a more accurate measurement of proficiency across multiple language skills. STAMP is commonly used in educational settings to assess students' overall language proficiency.

Both the OPI and STAMP serve as valuable tools for evaluating language proficiency, with the OPI focusing specifically on spoken proficiency and STAMP providing a broader assessment that covers listening, reading, writing, and speaking skills.

- **Describe key considerations in the selection or creation of any assessments not yet identified including as it relates to ascertaining the impact of student learning loss;**

Should QHP implement additional assessments not yet identified on the above table, key considerations in selecting or creating these additions assessments will include:

1. Purpose and Outcomes of the Assessment—the outcome of the assessment is clearly and explicitly defined, such as in the number of instruments to be constructed, for which content areas, grade levels, and types of assessment items to be used.
2. Reliability and Validity—the development of the test and the use of test results will be purposeful from beginning to end. Care has been taken at each step to do quality work, including a meaningful review, and to document the processes used and the student work products produced.
3. Rubric and Scoring Guide—all items that require hand scoring are supported by an appropriate rubric and/or scoring guide. The rubric and/or scoring guide will be used when scoring the item.
4. Assessing at-risk students—the needs of students with disabilities and English language learners are carefully considered at the outset of the assessment. Issues such as which assessment accommodations to use, and the potential need to create alternative versions of the assessment with different means of assessing these students are considered.

Additionally, the assessment strategy at QHP will be designed to understand the extent and nature of learning gaps resulting from disruptions. Our approach involves the careful selection or creation of assessments that closely align with the learning objectives of our educational program, with a particular focus on ascertaining the impact of learning loss.

These assessments will be crafted to be sensitive to potential learning gaps, considering the challenges students may have faced during disruptions. We recognize the importance of both formative and summative assessments in providing ongoing feedback and comprehensive evaluations that contribute to understanding the specific areas where students may have experienced learning loss.

- **Describe how the school will collect and analyze assessment results;**

The QHP-based data team will work under the direction of the Head of School and the Hebrew Public Director of Data and Analytics. The Director of Data and Analytics will support compiling the data and analytics and providing them to QHP instructional leadership and teachers. QHP's instructional leadership, with the support of the network Directors of Curriculum and Instruction, will be responsible for coaching teachers on the appropriate use of data to drive instruction next steps.

Analyzing academic data at various levels, ranging from individual student performance to class, grade, disaggregated subgroups, and the overall student body, plays a pivotal role in shaping and refining the overarching academic program of the school. This comprehensive analysis informs teachers about the unique strengths and areas for improvement for each student, allowing for the tailoring of instructional approaches and support strategies to meet individual needs.

Furthermore, the examination of class and grade-level academic data facilitates an evaluation of the curriculum's effectiveness across subjects, enabling the school and network team to identify successful elements and areas for enhancement. Disaggregated subgroup analysis ensures that interventions are targeted to address performance gaps among different demographic groups, fostering equity and inclusion. The understanding of academic performance across all students aids in the strategic allocation of resources, optimizing their impact on areas requiring improvement. Continuous program evaluation, guided by ongoing academic data analysis, allows for evidence-based decision-making to enhance the overall quality of the academic program. Ultimately, this systematic analysis serves as a valuable feedback mechanism, empowering teachers and administrators to refine teaching practices and continuously improve the academic program to meet the diverse needs of the student body while aligning with broader educational objectives.

- **Explain how the school will ensure assessment results are valid and reliable;**

Through its use of the Understanding by Design model, QHP ensures the validity of its formative assessments by employing a process that results in assessments that explicitly reflect and measure course

objectives. The assessments concretely represent the standards, providing a target upon which teachers can focus their instruction and students can focus their studies. The starting point is the clearly stated course objectives, matched to the NYSLS and to the grade and skill levels. After course objectives are finalized, assessment items are written to capture the depth and breadth of each objective. Instructional activities are built directly from the objectives and related assessment items, ensuring coherent alignment of objectives, instruction, and assessment. Teachers can effectively prepare their students for the accountability assessments and provide evidence relating to their validity and reliability.

- **Describe who will be responsible for administering assessments and collecting and analyzing the results;**

The responsibility for administering assessments and managing the subsequent collection and analysis of results involves a collaborative effort among various stakeholders. Teachers from pertinent academic departments will be the primary administrators of the assessments, ensuring students undergo standardized testing procedures. QHP instructional leaders oversee logistical aspects, guaranteeing the smooth implementation of both online and traditional assessment formats. Concurrently, teachers will play a pivotal role in collecting individual student results for their respective classes, while assessment academic leaders will ensure the overall accuracy and timeliness of data collection. Once the data is collected, the Hebrew Public Director of Data and Analytics, Directors of Curriculum and Instruction, and school instructional leaders (Head of School, Dean of Academics and Culture, Dean of Hebrew Studies) will conduct a thorough analysis to identify patterns, trends, and areas for improvement. Collaboration between teachers, school leaders, and network leaders will be paramount to ensure a comprehensive understanding of the results. Additionally, department heads or curriculum coordinators may provide oversight, aligning assessment outcomes with curriculum goals and broader educational objectives.

- **Explain how school leaders and teachers will ensure student work products resulting from instruction indicate student preparation for success on state assessments;**

School leaders and teachers will collaboratively ensure student preparation for state assessments by ensuring that curriculum is aligned with state standards. Teachers will use lessons and assessments mirroring state exam formats, providing targeted interventions for students needing support. Ongoing professional development will keep teachers informed about state assessment nuances. Formative assessments will gauge student readiness and inform instructional adjustments. Regular communication between school leaders, teachers, and network leaders will foster a data-driven approach, allowing for a unified effort in refining instructional practices based on assessment data.

- **Explain how the following stakeholders will have access to and be able to use assessment results: teachers, school leaders, the education corporation's board of trustees, and students and parents;**

Teachers and School Leaders: As part of the management support from Hebrew Public, QHP will have access to and use a powerful student information management system, PowerSchool, or similar system, to house data, allowing school leaders and faculty to view, analyze and report on a real-time basis, and track over time the performance of individual students, classrooms of students, ESSA accountability groups and all students in QHP to tailor instruction to individual, disaggregated or aggregate student needs. It will allow leaders and teachers to track growth and mastery of content standards and make classroom or school-wide modifications as needed. Throughout the year, teachers will use data from their diagnostic, formative and summative assessments referenced in the prior section during scheduled meetings with the Head of School and Dean of Academics and Culture, during individual and common planning time and schoolwide PD sessions to examine item analysis, individual and class level data in conjunction with curriculum to adjust lesson plans and schedules for additional instructional time where needed. The Head of School, Dean of Academics and Culture and faculty will use the data to formulate

academic intervention services. Student data plays an integral role in the Response to Intervention Process (see *R-08 Specific Populations.*) School administration will use this data to determine teacher effectiveness as well as to identify gaps and weaknesses in the curriculum and instruction, to inform professional development and individual teacher coaching cycles and to drive necessary programmatic modifications.

Board of Trustees: The Head of School and Board of Trustees, with support from Hebrew Public's Chief Schools Officer, will use academic performance data to create evidence-based program evaluation, increase communication about the academic goals and success, and make decisions about instructional delivery and direct instructional needs for specific children, organizational structure and resource allocation. At monthly Board meetings, the Head of School and Hebrew Public Chief Schools Officer will present a report on student performance data with the Board of Trustees highlighting the performance indicators that aligns specific data with expected goals. Student assessment data will be a part of the Data Dashboard that the Board reviews and discusses at each meeting. An analysis of this data will allow the Board to objectively assess QHP's progress towards its Accountability Plan goals and make informed decisions regarding changes to the instructional program, as needed. Student performance data will allow the Board to monitor the effective implementation of key design elements in alignment with the school's mission.

Parents and Students: Using assessment results to increase student proficiency and growth works when students and parents are fully involved in the outcomes of this assessment with a clear understanding of what is needed to move the students forward. Therefore, communication of these results is very important and must be clear, transparent and ongoing.

Parents: PowerSchool also comes with a portal allowing a parent/guardian to follow their child's academic performance and progress in real-time. For parents without home access to the Internet, computers will be available for parent use on site. Parents will have access to all teachers, as well as the Head of School and other administrators, through email or phone and in-person meetings. QHP will work with the Parent Organization holding trainings and group activities on assessment results and its implications. There will be report cards at the end of each trimester at which time parents are required to attend an individual parent teacher conference where they will receive the report card and discuss their child's progress with the teacher. In addition, parents can request progress reports during the marking period from teachers. Teachers and other support staff will share strategies to help parents support their children's growth goals at home.

Students: Teachers will communicate with students concerning individual goal-setting and how to achieve those goals. Teachers will meet individually with students to review their individual assessments results and areas of strength and of growth to support attainment of their goals. Teachers will facilitate the student's reflection on their own learning in order to evaluate and establishment next steps. Students need to be engaged in their own learning, and this process will allow students to use this information to chart their own growth with a full understanding of what they need to accomplish to move forward. Students will receive ongoing daily reinforcement in the classroom regarding their status as learners. These discussions will be developmentally appropriate, and will enable students to understand where are in realizing their goals.

- **Describe how the school will inform parents and students about academic achievement and progress including the timing, frequency, and nature of the information.**

QHP will issue parents and students the student's report cards produced from Power School which will indicate mastery of NYS Learning Standards goals and social emotional growth. During orientation, parents will learn about QHP's reporting system so they can support their children. Report cards are issue three times a year and will be distributed to parents at the end of each trimester at parent teacher conferences which are held at the end of each trimester. Parents can also request progress reports during

the marking period. Importantly, QHP will ensure that parents of students with disabilities will be informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of education. In addition, weekly communication will be sent home with the child in the form of reports, results from assessments, and newsletters. Teachers (and the administration) are also easily accessible to families through e-mail, phone calls or in-person or video-meetings.

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 nay specific requirements for implementing this pedagogical approach (e.g. co-teaching or aides, technology, physical space, approaches to classroom management, etc.)**
- **Research of existing models that support the use of these instructional methods, especially considering the school's target population and curricular choices outline in R-6a-Curriculum Selection Process**
- **An explanation of how the instructional methods align with the school's educational philosophy and further its specific mission, key design elements and unique themes.**

QHP provides instruction in multiple modalities and encourages teachers to vary their approaches based on the content being delivered and their understanding of what students need in order to be successful. We *Accelerate to Remediate*, ensuring access to rigorous, grade-level material with scaffolds to support students only where needed. We rely on *Inquiry*, providing students with a complex problem and allowing them to grapple with it, generate their own approaches, and then analyze those approaches to find trends and efficiencies. When we use an Inquiry Based model of instruction, it is deployed in a fashion designed to quickly shift the cognitive lift onto students. IBL shifts learning by placing the onus on students to actively explore and inquire, promoting self-directed learning and critical thinking. It reduces the teacher's role as the sole provider of information, encouraging students to take on a more active role in their educational journey. This Inquiry Based Learning model, which emphasizes student-driven inquiry, is paired with an emphasis on strong relationships and a reliance on data to drive instructional choices around scheduling, student grouping, and concepts in need of reteaching.

Inquiry Based Learning Model (IBL)

The Inquiry-Based Learning model (IBL) equips teachers with the capacity to differentiate instruction in a classroom of heterogeneous learners. It facilitates differentiated and individualized instruction, through personalized learning paths, student autonomy, varied assessment methods, collaborative opportunities, continuous feedback, real-world applications, and flexibility in learning resources.

IBL is highly effective with at-risk populations such as English Language Learners (ELL), struggling students, and Students with Disabilities (SWD), as well as with academically accelerated students. Given both Hebrew Public and QHP's commitment to enrolling a diverse student body, including those with diverse learning needs and considering the student demographics of CSD 28, IBL is an effective model to support student acquisition of grade-level content knowledge and skills. IBL is growing in popularity as an instructional model in K-12 schools.

Inquiry-Based Learning (IBL) not only fosters academic growth but also plays a pivotal role in shaping students into global citizens. Rooted in John Dewey's philosophy that education should commence with the curiosity of the learner, IBL aligns seamlessly with the school's mission to nurture students as informed and engaged participants in a global society. In IBL classrooms, students are not just passive recipients of knowledge; they actively participate in the learning process by asking meaningful questions, investigating complex issues independently, and collaborating with peers. This approach goes beyond traditional teacher-centered instruction, empowering students to develop the skills necessary for effective global citizenship.

As the school aims to enroll a diverse student body and address varied learning needs, IBL becomes a key strategy to prepare students for the complexities of a globalized world. The model encourages students to take ownership of their learning, fostering a sense of responsibility and curiosity that extends beyond the classroom. By developing the ability to independently identify learning needs and resources, students are equipped to engage with diverse perspectives and navigate real-world challenges.

The evolving nature of student inquiry in IBL classrooms emphasizes the importance of students progressively taking on more significant responsibility for their learning journey. This trajectory aligns with the development of crucial skills—analyzing, synthesizing, and applying information across disciplines—which are essential for students to become active and informed global citizens.

Inquiry-based learning is a student-centered and active learning approach that involves students in investigating real-world questions, problems, or scenarios. While the specific steps can vary, here are four general stages commonly associated with inquiry-based learning:

1. **Ask:** Students initiate the inquiry process by generating open-ended questions, hypotheses, or problems, either stemming from their own curiosity or arising from a given context in the topic of study.
2. **Investigate:** Students actively engage in the exploration of potential answers or solutions by collecting and analyzing information through research, experimentation, and various methods, involving activities such as gathering data, conducting experiments, reading relevant materials, and participating in hands-on experiences to deepen their understanding of the inquiry topic.
3. **Create:** Students demonstrate their comprehension of the topic by synthesizing their findings and insights, creating diverse products such as presentations, reports, models, or other artifacts to effectively communicate their conclusions and share their learning with others.
4. **Reflect:** Students assess the inquiry process by analyzing its success, identifying challenges, and reflecting on the evolution of their understanding, while also considering the application of their newfound knowledge in various contexts, exploring connections between their findings and real-world applications.

It is important to note that inquiry-based learning is a dynamic and iterative process, and students may revisit these steps as needed to refine their understanding or explore new questions. The role of the teacher in inquiry-based learning is often that of a facilitator, guiding and supporting students as they navigate through these stages.

Co-teaching is evident throughout the day in the Integrated Co-Teaching classroom settings (ICT) at each grade level to provide essential support for Students with Disabilities (SWD) in this inclusive setting. This collaborative teaching approach enables educators to work together in various formats, facilitating a higher degree of differentiated instruction and small-group engagement in classrooms with diverse learners. Additionally, when staffing allows, we enhance our co-teaching model by supplementing non-ICT classrooms with additional staff members at key times during the day, particularly during math and English Language Arts (ELA) periods. Of note, in Kindergarten, each class also has an Assistant Teacher (including in the ICT class) and in Grade 1, the non-ICT class has an Assistant Teacher along with the general education teacher. A co-teaching partnership can be put into practice using a variety of methods. Co-teaching is typically implemented using one of the following six models:

- One Teach, One Observe: In this model, one teacher instructs while the other observes students to identify issues and assess their performance. This method allows the observing teacher to provide feedback on which content and activities are most effective for students, allowing the co-teaching pair to continually improve their practice and best meet the needs of all students in their classroom.
- One Teach, One Drift: This approach is similar to the 'One Teaches, One Observes' model, but while one teacher is instructing the classroom, the second teacher provides additional assistance and support to students as needed.

- Station Teaching: With station teaching, the lesson is divided into segments as the teachers each instruct part of the lesson at independent stations or rotate between groups of students. This allows teachers to provide specialized support when delivering content in areas they may have more expertise in, or if their style better fits a certain part of a lesson.
- Parallel Teaching: In the parallel teaching model, the teachers divide the class into two groups and they instruct each group with the same content simultaneously. In this arrangement, the smaller groups allow closer supervision and more opportunities for interaction between the students and teacher.
- Alternate Teaching: In this method, one teacher oversees a larger group, while the other teaches a small group who need specialized attention and additional support.
- Team Teaching: Team teaching requires the strongest partnership, but can be one of the most fulfilling methods of co-teaching. With team teaching, the co-teachers share responsibility and deliver instruction at the same time. Some teachers refer to this as having one brain in two bodies. Others call it tag team teaching. Most co-teachers consider this approach the most complex but satisfying way to co-teach, but the approach that is most dependent on teachers' styles.

The Proficiency Approach (PA): QHP will provide instruction in Modern Hebrew through the Proficiency Approach (PA) to language acquisition. Using the PA, acquiring a language involves internalizing its structure and its behavior and, as a result, using its linguistic components automatically to understand or create meaningful messages. The PA increases students' ability to perform in the learned language in all four skills (listening, speaking, reading, and writing). Hebrew classes are conducted almost exclusively in Hebrew so students hear the language as it is naturally spoken; vocabulary and expressions are modeled for students who then begin to practice with their peers. The PA recognizes that a learner's ability to perform in the target language develops gradually and in a nonlinear manner; accordingly, we incorporate robust assessment tools for both formative and summative evaluations. Our ongoing evaluation of the student progress in each skill area is guided by the American Council for the Teaching of Foreign Languages (ACTFL) Proficiency Guidelines, which identifies five levels that correlate with a learner's progression toward equivalency with the fluency and automaticity of native speakers: Novice, Intermediate, Advanced, Superior and Distinguished.[10] Our evaluation methods use four interrelated criteria: content/context, task, text type, and accuracy. PA provides a framework that guides teachers in articulating clear learning goals and powerful instructional tools to support each student's learning needs. PA allows a flexible curriculum and promotes a learner-centered environment.

QHP approach to instruction reflects our core belief that all students are capable of succeeding at high levels and deserve to have access the rigorous, grade-level materials that will enable them to become self-actualized global citizens in support of our mission. These instructional methods are aligned with our key design elements to serve a diverse student body, provide differentiated instruction, build student's social emotional capacities and provide effective world language instruction.

A raft of recent research has demonstrated that instructional approaches rooted in acceleration as opposed to remediation are far likelier to result in students mastering grade-level content notwithstanding the learning loss occasioned by the pandemic. An August 2022 Zearn study, which echoed the findings of a joint TNTP-Zearn report from May 2021,[11] found that elementary school students experiencing consistent learning acceleration completed twice as many grade-level lessons in math over the course of a school year when compared with a student who received frequent remediation. Notably, the study also found that students enrolled in a majority Black, Latino, or low-income school were both (a) more likely to be remediated than their White and high-income peers, and (b) less likely to struggle in

[10] https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf

[11] https://tntp.org/assets/documents/TNTP_Accelerate_Dont_Remediate_FINAL.pdf

math when experiencing consistent learning acceleration.[12] Another August 2022 report, the first of its kind to address the impact of acceleration in ELA, produced similar findings. Simply put, access to acceleration opportunities is not distributed equitably: students in high-poverty schools were assigned the most below-grade-level work even when they had already mastered that content and when they had demonstrated an ability to be successfully on grade-level tasks.[13]

QHP's student-centered instructional approach is anchored in these findings and animated by the belief that students learn best when simultaneously challenged and supported. In the classroom, teachers reinforce and strengthen student achievement through effectively scaffolded instruction that engages all students in learning and the use of multiple learning modalities to address students' diverse learning styles. Best practice features — including differentiated learning stations, student reading circles, classroom libraries, word walls, and maps (Israel, the United States, and the world) — abound. Instruction in all classrooms is active and student-centered; this approach continues strongly in middle school where student engagement is so critical. Teachers implement Inquiry-Based Learning (IBL) as an instructional technique to cultivate skills, foster independence, and shift towards a student-centered learning environment. Within the context of Hebrew instruction and through a proficiency approach, every child, regardless of background, undergoes intensive support, care, and scaffolding necessary for learning and practicing modern Hebrew. We firmly believe that our commitment to establishing robust relationships with students and utilizing data to inform instructional decisions will position QHP as an academic success.

All Hebrew Public network charter schools are founded on the principle that all students can succeed with the appropriate support, that diverse school communities are inherently beneficial, and that academic differentiation for all enables more students to succeed. Our instructional program has been created with these principles in mind. These programs and approaches were chosen not because they work for some students, but because they are organized to naturally accommodate the kind of scaffolding that show what they know, and most importantly — to allow all students to express and understand themselves and the world.

All of the components previously described in this academic section— curricular choices, focus on data and relationships, co-teaching, and the IBL model — lend themselves to serving the needs of diverse learners. Through frequent data analysis, teachers identify students whose needs are not being met by the core curriculum and then use the multiple opportunities built into the daily schedule to provide differentiated instruction. In keeping with the Diverse by Design model, we plan for classrooms that are racially and economically integrated and which also reflect significant linguistic and special needs diversity. More time has been built into the schedule to support struggling students and to provide opportunities for accelerated learners to extend learning. Evidence-based intervention occurs in addition to, rather than instead of, core instruction. Differentiation is strongly supported through a variety of teacher planning, and instructional practices and attention to data.

d. Course or Subject Overview

Provide course descriptions for every subject and grade level 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 Schedules and specials (e.g. physical education, art, etc.). this should include at a minimum:

[12] Zearn (2022). Catching up *and* moving forward: Accelerating math learning for every student. https://webassets.zearn.org/Implementation/Zearn_LearningAccelerationStudy.pdf

[13] TNTP (2022). Unlocking acceleration: How below grade-level work is holding students back in literacy. https://tntp.org/assets/documents/Unlocking_Acceleration_8.16.22.pdf

- **A general description of the specific content and skills that would be addressed in the course, if known;**
- **The curricular programs (e.g. Core Knowledge, Singapore Math, etc.) that would be used in each course.**
- **The essential course assessments (e.g. the NYS 3rd-8th grade assessments, end of course portfolios or performances, etc.)**

Subject	Description
Morning Meeting	**Description:** The Responsive Classroom approach, which Morning Meeting is a component of, is designed to create classrooms that are responsive to children's physical, emotional, social and intellectual needs through developmentally appropriate educational experiences. Morning Meeting provides opportunities to practice social and emotional skills, and improves emotional support and classroom organization. **Morning Meeting Outcomes/Skills** The use of the Responsive Classroom approach leads to the following social and emotional outcomes: Growth in students' pro-social skills and assertiveness Students feel more positive about school Students are willing to try new things Teachers feel more positive about teaching and closer to their students Improved academic performance and fewer behavioral problems **Curriculum:** Responsive Classroom **Assessment:** N/A
Humanities Our Humanities approach combines ELA and Social Studies in an interdisciplinary approach that integrates history, geography, literature and civics. The Humanities program, which incorporates a global outlook in the study of social studies, develops students who have a love of reading, are analytic readers and writers, and can express themselves creatively and argumentatively through their writing It encourages civic engagement by encouraging students to become active and informed citizens.	
Fundations (K-2)	**Description:** Fundations is aligned with the science of reading and guides teachers to provide effective instructional practices. Daily phonics lessons with Wilson's Fundations, explore the study of sounds, consonants, vowels, and rhyming. All students in K-2 will receive Fundations in order to build foundational reading skills. **Fundations Outcomes/Skills** Phonemic Awareness Development Phonics Proficiency Vocabulary Growth Fluency Building

	Strong Spelling Skills Improved Reading Comprehension Increased Confidence in Reading Transferable Literacy Skills **Curriculum:** Wilson's Fundations **Assessment:** Unit tests, NWEA
Close/Strategic Reading (Grades 3-5)	**Description:** Close reading for meaning involves carefully analyzing a text's language, structure, themes, and context to uncover deeper layers of understanding and interpretation. It focuses on details such as vocabulary, organization, recurring motifs, character development, and historical/cultural context to grasp the text's significance. **Close/Strategic Readin Outcomes/Skills** Enhanced comprehension of text. Improved critical thinking abilities. Strengthened analytical skills. Proficiency in literary analysis. Ability to provide evidence-based interpretations. Heightened attention to detail. Improved communication skills. **Curriculum:** Lavinia Group Close Reading for Meaning **Assessment:** Network generated ELA quizzes
Expeditionary Learning	**Description:** The EL Education Language Arts curriculum is a comprehensive, research-informed, core language arts program that encompasses compelling, real world content. At HP we use EL as our core reading curriculum to build important content knowledge based on a compelling topic related to science, social studies, or literature. **Expeditionary Learning Outcomes/Skills:** Comprehensive Language Arts Proficiency Integration of Compelling Real-World Content Development of Critical Content Knowledge Core Reading Curriculum Utilization Focus on Topics in Science, Social Studies, or Literature Meaningful Connection between Language Arts and Real-World Subjects Holistic Approach to Reading and Language Skills Enhanced Engagement through Compelling Topics **Curriculum:** Expeditionary Learning **Assessment:** Unit tests, end of module tests, NYS ELA 3rd-5th Grade Assessments, NWEA MAP Reading
Math	

Our mathematics program focuses on creating young mathematicians who are problem solvers, have a solid foundation in number fluency, and can explain and justify their thinking as well as critique the reasoning of others.	
Eureka	**Description:** The 60-minute block structure ensures fidelity to Eureka Math: A Story of Units, while providing routine time for responsive instruction to meet all students' needs. Students learn grade-level content, as defined by the CCSS, by engaging in aligned fluency routines, high-quality tasks, problem sets, class discussions, and mathematical models to explore mathematical concepts and skills. Ongoing facilitated discussions offer students the opportunity to learn from their peers' thinking. Students solidify their learning through extended application, practice of mathematics and the lesson debrief. **Eureka Outcomes/Skills** Mastery of Grade-Level CCSS Math Content Proficiency in Aligned Fluency Routines Skill Development through High-Quality Tasks Active Participation in Problem Sets and Class Discussions Exploration of Mathematical Concepts through Models Peer Learning Opportunities in Facilitated Discussions Reinforcement of Learning through Extended Application Regular Practice to Solidify Mathematical Skills **Curriculum:** Eureka **Assessment:** Unit tests, end of module tests, NYS 3rd-5th Grade Math Assessments, NWEA MAP Math
Number Stories	**Description:** Cognitively-guided instruction (CGI) provides the opportunity for students to build upon and discuss their natural problem-solving strategies. Students spend the entire 30 minute block studying a math problem in a real-world context. Then, they explain their own reasoning and strategies with their peers. Through strategic selection of strategies students are able to compare and explore different methods of solving while also discussing key algebraic and number goals. **Number Stories Outcome/Skills** Natural Problem-Solving Skills Development In-Depth Understanding of Real-World Math Problems Articulation of Personal Reasoning and Strategies Peer-to-Peer Discussion of Varied Problem-Solving Methods Exploration of Key Algebraic and Number Concepts Enhanced Analytical Thinking and Critical Reasoning Increased Comfort and Confidence in Mathematical Discussions Application of Strategies to Solve Diverse Math Problems **Curriculum:** Released test items from Math NYS assessments **Assessment:** Grade 3-5 NYS Math Assessment, NWEA MAP Math

Science Our science program provides an authentic, grounded approach to increasing student achievement in science. We use the Science Dimensions program for K-8 science.	
Science	**Description:** Students will explore life science, physical science, earth science and the human body. The science curriculum is aligned to the NGLS and allows students to build connections to technology and societal impacts. These are strongly connected to community health, population, natural resources, environmental quality, natural and human-induced hazards, and other global challenges. The study of science in connection with technology and health provides the foundation for developing conscientious and service-oriented learners. **Science Outcomes:** Comprehensive Scientific Exploration: Covering life science, physical science, earth science, and the human body. Alignment with Standards: Aligned with Next Generation Learning Standards (NGLS) for educational consistency. Interdisciplinary Connections: Building links between science and technology. Societal Relevance: Exploring impacts on community health, population, natural resources, and global challenges. Global Perspective: Addressing natural and human-induced hazards with a focus on environmental sustainability. Foundation for Citizenship: Developing conscientious and service-oriented learners. Holistic Health Integration: Connecting science with technology and societal impacts to health. **Curriculum:** Houghton Mifflin Science Dimensions **Assessments:** Unit Tests, NYS Grade 5 NYS Science Assessment
Modern Hebrew In Hebrew, students engage in meaningful interactions in the language, developing their speaking and comprehension skills. In just a short time, students are able to understand Hebrew and respond in simple sentences. As their skills grow, they are introduced to more complex topics and are able to communicate in Hebrew in more sophisticated ways. Hebrew is usually taught by native speakers, who only speak to their students in Hebrew.	
Hebrew	**Description:** Students learn speaking, listening, reading and writing in Hebrew. Hebrew lessons are based on the proficiency approach and are taught only in Hebrew. They are highly interactive, involving movement, song, art and other forms of expression. **Hebrew Student Outcomes/Skills:** Proficiency in Speaking, Listening, Reading, and Writing in Hebrew Utilization of Proficiency Approach in Hebrew Lessons Exclusive Instruction in Hebrew Language Highly Interactive Learning Environment Integration of Movement, Song, Art, and Expression Holistic Language Learning Experience

	Development of Multi-modal Communication Skills Cultivation of Cultural and Linguistic Competence **Curriculum:** Hebrew Public created curriculum **Assessment:** MOPI and STAMP
OLAM (Global Citizenship	Description: OLAM is a time where teachers initiate clubs and small groups based on their unique passions, fostering a personalized and engaging learning experience. Students have the freedom to choose from this diverse array of groups an identify which group they want to partake in. This approach encourages students to explore a variety of interests, promoting a global mindset that values and respects diverse perspectives and backgrounds. The formation of heterogeneous groups within OLAM provides a unique opportunity for students to collaborate with peers from different experiences and cultural backgrounds, enriching the learning environment and nurturing essential interpersonal skills. Through this intentional focus on relationships across lines of difference, OLAM not only supports the development of individual passions but also contributes to the cultivation of global citizens equipped to build meaningful connections. OLAM Outcomes: Passion Exploration: Students discover and explore their personal passions through diverse club activities and small group projects. Autonomy and Choice: Empowerment to choose from a variety of passion-driven activities, fostering a sense of ownership in their learning journey. Interpersonal Skills: Collaborate with peers from diverse backgrounds, enhancing interpersonal skills and promoting understanding across lines of difference. Global Mindset: Develop a global perspective by exploring diverse interests, appreciating varied perspectives, and fostering a sense of global citizenship. Inclusivity: Participate in heterogeneous groups, creating an inclusive learning environment that values and respects diversity.
Specials Students have the opportunity to learn about music, art, or dance in addition to physical education.	
Physical Education	Our physical education program helps students develop physical and athletic skills while excelling on an individual level and as members of a team. While students exercise, they collaborate, make friends, have fun, and improve their self-esteem. Teamwork is a critical component of physical education and is developed through both partner and group activities. In PE class, students develop valuable global citizenship skills including empathy, respect, inclusivity, kindness, and more.
The Arts	To access the full potential of arts education, the school provides focused instruction on particular art subjects and the integration of arts education in the broader curriculum. Wherever possible, Hebrew language instruction is integrated into our music and arts education. In the first two years of operations, arts (visual art, music and dance) will be integrated into Hebrew Class, specifically as they learn about the history and culture of Israel). By the third year of operations, QHP will have both a full time Art Teacher and a full time Music Teacher at which time, art and music will become a designated class on every grade's student schedule.

e. Promotion and Graduation Policy

Explain the school's policies for promoting students from one grade to the next including specific descriptions of the academic and nonacademic criteria the school will consider in making promotion decisions, including early promotion. Address when and how the school will inform students and parents about promotion and graduation policies and decisions.

All QHP students are held to promotional criteria. In making determinations about a student's academic readiness for promotion, school staff look at a wide range of sources, including work samples, anecdotal records, teacher assessments and observations, attendance, social development, state assessments, and benchmark assessments. For students who are struggling academically and potentially not on a path to meeting promotion standards (Promotion in Doubt), families will be notified during the winter in writing of possible retention. A school team consisting of teachers, school leaders, and a social worker will meet to help plan support for these students and the parent will be informed of this plan. If students do not demonstrate improvement by the end of the school year as demonstrated on the spring and end of year assessments, the school team will review the student's progress to determine possible retention for the following school year. Special Education (IEP) students who have modified promotion criteria in their IEP will have this included as part of the team's student-by-student review. Parents or Guardians will be notified of retention decisions in June.

Students may be retained in their grade at the end of the year for any one of, or combination of, the following factors:

- Students who fail to meet proficiency in ELA and Math may be retained, e.g. students whose median growth percentile on the NWEA MAP Reading or math assessment is significantly below the 50th percentile (Grades K-2) or whose perform at a Level 1 on the NYS ELA or Math assessment (Grades 3-5).
- Students who miss more than ten days of school are automatically at promotional risk.
- Kindergarten students, and to a lesser extent first grade students, whose behavior reveals a lag in social emotional development
- Generally, QHP's promotion criteria are as follows:

Grade	Attendance	Teacher Recommendation	Benchmark Testing
K-2	95%	At grade level performance	NWEA Reading and Math at Grade Level; Teacher developed grade wide end of year assessments in ELA and math at Grade Level.
3-5	95%	At grade level performance	NYS ELA and Math—Level 2 and above. NYS Science (Grade 5)—Level 2 and above. NWEA Reading and Math at Grade Level; Teacher developed grade wide end of year assessments in ELA and math at Grade Level.

QHP reserves the right to make a decision for promotion when attendance may fall short of criteria but academic benchmarks are achieved and/or standardized test scores do not match previous student achievement, as seen through these classroom assessments. The Head of School has the sole discretion as to whether or not the student will be retained in the grade for the following school year.

f. Programmatic Audits

Describe a plan for annual programmatic audits of the implementation and effectiveness of the school's education program. Programmatic audits should include an evaluation of the effectiveness of the school's academic program, governance and operations.

QHP will conduct annual programmatic audits to evaluate the implementation and effectiveness of its academic program and school operations in order to determine if the school is meeting its performance benchmarks. Results and data from these audits will provide the Board and school leadership with the information it needs to make informed decisions regarding program modification, human and financial resource allocation and other areas to address any identified performance deficiencies as well as opportunities for growth and expansion.

Annual Report and Accountability Plan Progress Report*:* QHP will submit an Annual Report to New York State Education Department and the Charter Schools Institute by August 1 each year and the Accountability Plan Progress Report (APPR) by September 15 each year (or the deadline prescribed by the Institute if different). The APPR evaluates the school's progress in meeting its approved Accountability Plan Goals (See *R-06g Draft Accountability Plan* for information on the data we will use to measure QHP's progress towards student achievement goals and the success of the overall educational program). The Annual Report and APPR will be prepared by the QHP Head of School and/or his or her designees, with support from the Hebrew Public Data Team. The APPR will be shared with QHP instructional leadership and faculty to inform instructional planning and the QHP Board in order to monitor the school's implementation of its Key Design Elements in alignment with its mission, its progress towards ultimately meeting academic performance benchmarks required for charter renewal and to inform human and financial resource allocation to support improved performance, if needed. Both the Annual Report and APPR will be posted to the school's website in order to be available to school stakeholders and the general public.

Stakeholder Satisfaction**:** QHP will annually gauge family and teacher satisfaction data through the administration of the NYC School Survey. This survey will allow the school to assess parent and teacher satisfaction in areas such as rigorous instruction, supportive environment, effective school leadership, collaborative teachers, trust. Other data that will be included in our annual evaluation of stakeholder satisfaction will include information gleaned from conversations teachers have with parents at parent-teacher conferences, feedback from parents to the administration, parent feedback during Public Comment period at Board meetings and feedback from the Parent Organization, etc. In addition, the school will also infer parent satisfaction based on our enrollment numbers and retention of students from year to year. QHP believes attention to parents through regular communication from teachers and the school administration, parent engagement efforts, and parent workshops will keep parents engaged in the life of the school and support their children's academic progress. Parent Satisfaction data will help QHP determine how well it is succeeding in this regard. Teacher satisfaction data can provide us with important information regarding their perceptions of working conditions, responsiveness of professional development to teacher needs, and effective leadership, among other data points. Once the NYC School Survey results are published by the NYCDOE, the Head of School will review the survey data along with forms of parent and teacher satisfaction data and feedback to identify areas of improvement and the actions that need to be taken in the realms of instruction, school climate, communication and engagement which will be shared with the Board and school leadership team. Parent and staff satisfaction data also provides the Board with data needed to determine if the school is implementing effectively its key design elements. The results of the NYC School Surveys will be made available to its school community and to the general public on the school's website.

Board Evaluation: The Governance Committee of the Board will be responsible for the Board's annual evaluation of itself. This is detailed in *R-14ad Governance.* The Board uses the results of these evaluations to inform the development of strategic goals and action plans. The Board also monitors its composition

to maintain adequate skill sets with which to govern the school as well as diversity to ensure a variety of perspectives.

Financial Audits: Discussion of the financial audit is contained in **Response 21ad-Fiscal Soundness**. Importantly, in conjunction with the annual audit of our financial statements, the school's accounting firm will also conduct an audit of the school's operations (including but not limited to a review of QHP student records and employee record keeping). The Board will approve the audit prior to the November 1 deadline to submit the audited financial statements to both NYSED and the Charter Schools Institute. All financial audits of the school will be posted on the school's website.

Other Audits: In addition, QHP understands it may be subject to programmatic audits conducted by NYSED related to any federal entitlement grants and competitive public grants it receives, including but not limited to Consolidated Title and CSP funds.

Queens Hebrew Public Charter School
Draft Accountability Plan for the Period 2025-26 to 2029-30

Goal I: English Language Arts

Goal: *All students attending Queens Hebrew Public Charter School will become proficient readers and writers of the English Language*.

Absolute Measures

***Measure 1*:** Each year, 75% of all tested students, who are enrolled in at least their second year, will perform at or above proficiency on the NYS 3rd-5th grade ELA exam.

Measure 2: Each year, the school's Aggregate Performance Index for the NYS ELA exam will meet that year's New York State Measure of Interim Progress set forth in the state's ESSA accountability system.

Measure 3: Each year, 75% of students in each grade, kindergarten, 1st and 2nd, will achieve proficiency[1] on the Spring administration of the NWEA MAP Reading Assessment.

Comparative Measures

Measure 4: Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the NYS ELA exam will be greater than that of students in the same tested grades in NYC CSD 28.

Measure 5: Each year, the School will exceed its predicted level of performance on the NYS ELA exam by an effect size of 0.3 or above (performing higher than expected to meaningful degree) according to a regression analysis, performed by the Institute, controlling for the enrollment of economically disadvantaged students among all public schools in NYS.

Growth Measure

Measure 6: Each year, under New York State's Growth Model, the school's mean growth percentile for all tested students in 4th-5th grades will be above the target of 50.

Measure 7: Each year on the NWEA MAP Reading assessment, the median growth percentile of all students in each grade, kindergarten, 1st and 2nd, will be greater than 50.

Goal II: Mathematics

Goal: *All students attending Queens Hebrew Public Charter School will demonstrate competency in their understanding and application of mathematical computation and problem solving*.

Absolute Measures

[1] will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards

Measure 1: Each year, 75% of all tested students, who are enrolled in at least their second year, will perform at or above proficiency on the NYS 3rd-5th grade Math exam.

Measure 2: Each year, the school's aggregate Performance Index for the NYS Math exam will meet that year's New York State Measure of Interim Progress set forth in the State's ESSA accountability system.

Measure 3: Each year, 75% of students in each grade, kindergarten, 1st and 2nd, will achieve proficiency[2] on the Spring administration of the NWEA MAP Math Assessment.

Comparative Measures

Measure 4: Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the NYS Math exam will be greater than that of students in the same tested grades in NYC CSD 28.

Measure 5: Each year, the School will exceed its predicted level of performance on the NYS Math exam by an Effect Size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis, performed by the Institute, controlling for the enrollment of economically disadvantaged students among all public schools in NYS.

Growth Measure

Measure 6: Each year, under New York State's Growth Model, the school's mean growth percentile for all tested students in 4th-5th grades will be above the target of 50.

Measure 7: Each year on the NWEA MAP Math assessment, the median growth percentile of all students in each grade, kindergarten, 1st and 2nd, will be greater than 50.

Goal III: Science

Goal: *All students attending the Queens Hebrew Public Charter School will become proficient in their understanding and use of science.*

Absolute Measure

Measure 1: Each year, 75% of all tested students, who are enrolled at least in their second year, will perform at or above Level 3 on the Grade 5 NYS Science exam.

Comparative Measures

Measure 2: Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the Grade 5 NYS Science exam will be greater than that of students in the same tested grades in NYC CSD 28.

Goal IV: ESSA

Measure 1: Under the NYS ESSA accountability system, Queens Hebrew Public Charter School will be in good standing: the state will not have identified the school as being in need

[2] will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards

of Comprehensive Support and Improvement, Additional Targeted Support and Improvement or Targeted Support and Improvement.

Goal V: Modern Hebrew Language

Goal: *All students attending Queens Hebrew Public Charter School will become proficient readers and speakers of Modern Hebrew.*

Hebrew proficiency is determined through a variety of formal and informal metrics. The formal assessments used are the ACTFL Oral Proficiency Interview (OPI) and STAMP tests. These are benchmarked against the number of years a student has been enrolled in the school and may differ across grades levels. Students take OPI in 2nd and 5th grade. The school's achievement benchmark is that 50% of students that have been enrolled for 3 or more years who take this exam meet ACTFL proficiency benchmarks in the speaking domain. The same achievement benchmarks have been established for students who take the STAMP in the 4th year they are enrolled.

Goal VI: Global Citizenship: Relationships Across Difference and Sense of Belonging in Community

Measure 1: On an internal QHP school survey developed by Hebrew Public, 80% of families will agree or strongly agree that their child has formed friendships at school with children from other backgrounds. In order for the goal to be met, 80% of families must have completed the survey.

Measure 2: On an internal QHP school survey developed by Hebrew Public, 80% of families will agree or strongly agree that their child feels cared for in the school community. In order for the goal to be met, 80% of families must have completed the survey.

7. Calendar and Schedules

a. School Calendar

Provide a copy of the school's proposed calendar for its first year of operation including

- **All planned holidays and other days off, as well as planned half days**
- **Total number of days of instruction for the school year including whole and half days;**

Month	Holidays and Other Days when School is not in session	Number of Days School is in Session
*Proposed QHP 2025-26 School Year Calendar**		
September 2025	September 1: Labor Day September 22-23: Rosh Hashanah	19
October 2025	October 1-2: Yom Kippur October 13: Indigenous People's Day/Italian Heritage Day October 20: Diwali	19
November 2025	November 11: Veteran's Day November 27-28: Thanksgiving	17
December 2025	December 23-December 31: Winter Break	16
January 2026	January 1-2: Winter Break January 19: Martin Luther King Jr. Day	19
February 2026	February 16-20: Mid-Winter break	15
March 2026	March 20: Eid Al Fitr March 30-31 Spring Break	19
April 2026	April 1-3: Spring Break	19
May 2026	May 25: Memorial Day May 27: Eid Al Adha	19
June 2026	June 19: Juneteenth	20
Total		182

**The calendar will be adjusted once the NYCDOE releases its 2025-26 school calendar in order to more closely align with NYCDOE school closings as necessary.*

There will be 182 total days of instruction, of which 43 are half days when students are dismissed at 1 pm. The following are the planned half-days:
9/2/25: First Day of School
9/3/25: Second Day of School
11/13/25: 1st Quarter Family Conference
11/27/25: Day before Thanksgiving break
2/5/26: 2nd Quarter Family Conference
5/4/26: 3rd Quarter Family Conference
6/26/26: Second to Last Day of School
6/29/26: Last Day of School

In addition, every Friday students will be dismissed at 1 pm so that staff can engage in weekly half day (2 hours) staff development. There will be 35 such Fridays during the 2025-26 school year and they will occur on the following dates:

September 5, 12, 19. 26

October 3, 10, 17, 24, 31
November 7, 14, 21
December 5, 12, 19
January 9, 16, 23, 30
February 6, 13, 27
March 6, 13, 27
April 10, 17, 24
May 1, 8, 15, 22, 29
Jun 5, 12

- **Total number of hours of instruction for the school year including and not including additional instructional time outside of school hours such as tutoring:**

Of the 182 days of school, 139 are full days and 43 are half days. During full days of instruction, there are 405 minutes of daily instruction (excluding breakfast, lunch and recess) and during half days there are 255 minutes of instruction (excluding breakfast, lunch and recess). Therefore, there are a total of 67,260 minutes of instruction each year or 1,121 hours of instruction annually.

- **First and last day of classes;**

The first day of school for students will be September 2, 2025. The last day of school for students will be on June 29, 2026.

The first day of school for new teachers will be August 14, 2025 and they will be engaged in 3 days of orientation (August 14-August 18). Then all staff (including new staff) will engage in 9 days of pre-opening professional development from August 19-29, 2025. As stated earlier, every Friday, teachers will participate in 2 hours of professional development after students are dismissed early at 1 pm. The last day of school for teachers will be June 29, 2026.

- **Organization of school year (i.e. semesters, trimesters, quarters, etc.)**

The school is broken into 4 marking periods. The marking periods for the 2025-26 school year will likely be:
Marking Period 1: 9/2/25-11/7/25
Marking Period 2: 11/10/25-1/30/26
Marking Period 3: 2/2/26-4/10/26
Marking Period 4: 4/13/26-6/29/26

- **Dates for summer school; orientation, and other activities outside of the core academic calendar, if planned.**

Not applicable.

b. Sample Student Schedule

For each division of the school, provide the following for a typical week of instruction:

- **A narrative describing the typical school day (including the approximate start and dismissal times and any regular variations; for example, one day a week early dismissal for teacher PD), components of the school day devote to core academics components of the school day devote to before or after school electives; and remediation or other non-core academic components of the proposed school design.**
- **A table that clearly identifies the minimum number of weekly minutes the school will devote to individual core academic subjects in each grade (e.g. ELA, math, science and social studies) and the**

total number of instructional minutes the school would offer per week (exclusive of lunch, recess, study hall, etc.);

- **A sample student schedule for a typical week.**

All QHP students in Grades K-5 will begin the day at 7:40 am with a 20 minute breakfast period. We will work with the NYCDOE Office of Pupil Transportation to have a busing schedule that ensures those students eligible for yellow bus service will arrive in time for daily breakfast. For students who do not qualify for yellow bus service, we will work closely with their parents to ensure that they come to school in time for breakfast if they will not have had a healthy breakfast at home.

After breakfast, all grades begin the academic day at 8:00 am with Morning Meeting. Throughout the day, students engage in the following academic subjects:

- Humanities, which takes place in three discrete blocks on Mondays through Thursdays: (1) 1 one hour engaged in the Expeditionary Learning (EL) curriculum (which is an interdisciplinary approach to ELA and Social Studies); (2) for K-2 students: 30 minutes of Fundations (foundational reading skills work) and for Grades 3-5 students: 30 minutes of Close/Strategic Reading; and (3) 45 minutes of Targeted Small Group instruction focused on reading intervention or acceleration. On Fridays which are shortened days, all students engage in 90 minutes of Humanities comprised of 1 hour of EL and 30 minutes of Fundations (K-2) or 30 minutes of Close/Strategic Reading (Grades 3-5).
- Math, which takes place in two blocks: an hour block of Eureka Math and 30 minutes of Number Stories on Monday-Thursday. On Friday, all students have 45 minutes of Math focused on Eureka Math.
- Science, which takes place daily from Monday-Thursday for 45 minutes.
- Modern Hebrew language instruction which includes Israeli Studies where children concurrently learn about the history, culture and peoples of the country in which Hebrew is spoken, which takes place daily from Monday-Thursday for 45 minutes
- Daily specials (Physical Education and Art[1]) which will alternate over the 5 day week.
- On Fridays, students engage in a 45 minute period of OLAM (Global Citizenship) as described in *Response 06af-Curriculum and Instruction.*

All students have a 45 minute lunch and recess period which provide opportunities for social development. Importantly, during breakfast, lunch and recess Hebrew teachers use these social situations to speak to children in the Hebrew language providing authentic non-classroom opportunities for student to hear, speak and interact with the language during the school day. The school day ends for all students with a 15 minute Closing Circle activity focused on their social emotional competencies. Students are then dismissed at 3:30 pm with the exception of Friday where students are dismissed at 1:00 pm so that teachers can engage in Friday professional development.

The following two tables provide (1) a breakdown of the components of a lower elementary school students schedule (Grades K-2) and the number of days and minutes devoted to each component and (2) a summary of daily/weekly instructional minutes in core subjects and total instructional minutes, respectively. Note these schedules reflect a schedule after Year 2 at which time a designated Visual Art and Music Teacher will have been hired. Prior to Year 3, the only change would be that students would

[1] In the first two years of the charter term, students will have physical education 5 days/week. Visual art, music and dance will be incorporated in the Hebrew language class as part of the students' concurrent engagement in Israel Studies in which they learn the about the culture, history, geography, people of Israel where the Hebrew language is spoken. By Year 3, QHP will have a full time Art and Music teacher on staff at which time Music and art will be taught as discrete subjects. (The arts, however, will continue to be incorporated as part of Israel Studies after Year 2).

have Physical Education five days a week and art, as discussed previously, will be incorporated in Hebrew Class.

Lower Elementary School			
Subject/Components	**Time (minutes)**	**Frequency**	**Total Time/Week**
Morning Meeting	30 (M-Th); 15 (F)	5 days/week	135
Math (Eureka Math)	60 (M-Th); 45 (F)	5 days/week	285
Math (Number Stories)	30	4 days/week	120
Humanities (EL)	60	5 days/week	300
Reading (Fundations)	30	5 days/week	150
Reading (Targeted Small Group)	45	4 days/week	180
Lunch/Outdoor Time	**45**	**5 days/week**	**225**
Science	45	4 days/week	180
Specials (PE/Art)	45	5 days/week	225
Hebrew (M-Th)	45	4 days/week	180
OLAM (Global Citizenship)	45	1 day/week	45
Closing Circle/Pack-up	15	5 days/week	75

Lower Elementary School		
Subject	**Daily Minutes**	**Weekly Minutes**
Humanities (Expeditionary Learning, Fundations, Targeted Small Group)	135 (M-Th) 90 (F)	630
Math (Eureka Math and Number Stories)	90 (M-Th), 45 (F)	405
Science	45 (M-Th)	180
Hebrew	45 (M-Th)	180
Specials	45 (M-F)	225
SEL (Morning Meeting and Closing Circle)	45 (M-Th) 30 (F)	210
Global Citizenship (OLAM)	45 (F)	45
Total Instructional Minutes		1,875 Minutes (31.25 hours)

The following is a daily/weekly schedule for a Kindergarten student in the lower elementary division of the school:

Sample Kindergarten Schedule (Lower Elementary Division)						
	Monday	**Tuesday**	**Wednesday**	**Thursday**		**Friday**
7:40-8:00 AM	Arrival/Breakfast				7:40-8:00 AM	Arrival/Breakfast
8:00-8:30 AM	Morning Meeting				8:00-8:15 AM	Morning Meeting
8:30-9:00 AM	ELA (Fundations)				8:15-8:45 AM	ELA (Fundations)
9:00-10:00 AM	(Humanities) Expeditionary Learning				8:45-9:45 AM	(Humanities) Expeditionary Learning
10:00-10:45 AM	PE	PE	Art	Art	9:45-10:30 AM	PE/Art (alternate)
10:45-11:30 AM	Lunch/Recess				10:30-11:15 AM	Math Block (Eureka)
11:30 AM-12:30 PM	Math Block (Eureka)				11:15-12:00 PM	OLAM (Global Citizenship)
12:30-1:00 PM	Math Block (Number Stories)				12:00-12:45 PM	Lunch/Recess
1:00-1:45 PM	Hebrew				12:45-1:00 PM	Closing Circle/Pack-Up/Dismissal
1:45-2:30 PM	Targeted Small Group Instruction					
2:20-3:15 PM	Science					
3:15-3:30 PM	Closing Circle/Pack-Up/Dismissal					

The following two tables provide (1) a breakdown of the components of an upper elementary school students schedule and the number of days and minutes devoted to each component and (2) a summary of daily/weekly instructional minutes in core subjects and total instructional minutes, respectively.

Upper Elementary School			
Subject/Components	**Time (minutes)**	**Frequency**	**Total Time/Week**
Morning Meeting	30 (M-Th), 15 (F)	5 days/week	135
Math (Eureka Math)	60 (M-Th), 45 (F)	5 days/week	285
Math (Number Stories)	30	4 days/week	120
Humanities (EL)	60	5 days/week	300
Reading (Close/ Strategic Reading)	30	5 days/week	150
Reading (Targeted Small Group)	45	4 days/week	180
Lunch/Outdoor Time	**45**	**5 days/week**	**225**
Science	45	4 days/week	180
Specials (PE/Art)	45	5 days/week	225
Hebrew (M-Th)	45	4 days/week	180
OLAM (Global Citizenship)	45	1 day/week	45
Closing Circle/Pack-up	15	5 days/week	75

Upper Elementary School		
Subject	**Daily Minutes**	**Weekly Minutes**
Humanities (Expeditionary Learning, Close/Strategic Reading, Targeted Small Group Instruction)	135 (M-Th) 90 (F)	630
Math (Eureka Math and Number Stories)	90 (M-Th), 45 (F)	405
Science	45	180
Hebrew	45	180
Specials	45	225
SEL (Morning Meeting and Closing Circle)	45 (M-Th) 30 (F)	210
Global Citizenship (OLAM)	45 (F)	45
Total Instructional Minutes		1,875 Minutes (31.25 hours)

The following is a daily/weekly schedule for a Grade 3 student in the upper elementary division of the school:

Sample Grade 3 Schedule (Upper Elementary Division)						
	Monday	**Tuesday**	**Wednesday**	**Thursday**		**Friday**
7:40-8:00 AM	Arrival/Breakfast				7:40-8:00 AM	Arrival/Breakfast
8:00-8:30AM	Morning Meeting				8:00-8:15 AM	Morning Meeting
8:30-9:00 AM	Humanities (Close/Strategic Reading)				8:15-8:45 AM	Humanities (Close/Strategic Reading)
9:00-10:00 AM	Humanities (Expeditionary Learning)				8:45-9:45 AM	Humanities (Expeditionary Learning)
10:00-10:45 AM	PE	PE	Art	Art	9:45-10:30 AM	PE/Art (alternate)
10:45-11:30 AM	Lunch/Recess				10:30-11:15 AM	Math Block (Eureka)
11:30-12:30 PM	Math Block (Eureka)				11:15-12:00 PM	OLAM (Global Citizenship)
12:30-1:00 PM	Math Block (Number Stories)				12:00-12:45 PM	Lunch/Recess
1:00-1:45	Hebrew				12:45-1:00 PM	Closing Circle/Pack-Up/Dismissal
1:45-2:30	Targeted Small Group Instruction					
2:30-3:15	Science					
3:15-3:30 PM	Closing Circle/Pack-Up/Dismissal					

c. Sample Teacher Schedule

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

- **Length of teachers' workday; and,**
- **Time devoted to core teaching assignments, planning and other activities.**

The following two tables provide a Kindergarten Teacher Schedule and a Grade 3 Teacher Schedule, respectively

Sample Kindergarten Teacher Schedule (Lower Elementary Division)						
	Monday	**Tuesday**	**Wednesday**	**Thursday**		**Friday**
7:40-8:00 AM	Arrival/Breakfast/AM Work				7:40-8:00 AM	Arrival/Breakfast/AM Work
8:00-8:30 AM	Morning Meeting				8:00-8:15 AM	Morning Meeting
8:30-9:00 AM	ELA (Fundations)				8:15-8:45 AM	ELA (Fundations)
9:00-10:00 AM	Expeditionary Learning				8:45-9:45 AM	Expeditionary Learning
10:00-10:45 AM	Prep				9:45-10:30 AM	Prep
10:45-11:15 AM	Lunch				10:30-11:15 AM	Math Block (Eureka)
11:15-11:30 AM	Recess				11:15-12:00 PM	OLAM (Global Citizenship)
11:30 AM-12:30 PM	Math Block (Eureka)				12:00-12:45 PM	Prep/Lunch
12:30-1:00 PM	Math Block (Number Stories)				12:45-1:00 PM	Closing Circle/Pack-Up/Dismissal
1:00-1:45 PM	Prep				1:00-1:45 PM	Prep
1:45-2:30 PM	Targeted Small Group Instruction				1:45-3:45 PM	Friday PD
2:20-3:15 PM	Science					
3:15-3:30 PM	Closing Circle/Pack-Up/Dismissal					
3:30-3:45 PM	Partial Prep					

Sample Grade 3 Teacher Schedule (Upper Elementary Division)						
	Monday	**Tuesday**	**Wednesday**	**Thursday**		**Friday**
7:40-8:00 AM	Arrival/Breakfast/AM Work				7:40-8:00 AM	Arrival/Breakfast/AM Work
8:00-8:30 AM	Morning Meeting				8:00-8:15 AM	Morning Meeting
8:30-9:00 AM	Humanities (Close/Strategic Reading)				8:15-8:45 AM	Humanities (Close/Strategic Reading)
9:00-10:00 AM	Humanities (Expeditionary Learning)				8:45-9:45 AM	Humanities (Expeditionary Learning)
10:00-10:45 AM	Prep				9:45-10:30 AM	Prep
10:45-11:15 AM	Lunch				10:30-11:15 AM	Math Block (Eureka)
11:15-11:30 AM	Recess				11:15-12:00 PM	OLAM (Global Citizenship)
11:30 AM-12:30 PM	Math Block (Eureka)				12:00-12:45 PM	Prep/Lunch
12:30-1:00 PM	Math Block (Number Stories)				12:45-1:00 PM	Closing Circle/Pack-Up/Dismissal
1:00-1:45 PM	Prep				1:00-1:45 PM	Prep
1:45-2:30 PM	Targeted Small Group Instruction				1:45-3:45 PM	Friday PD
2:20-3:15 PM	Science					
3:15-3:30 PM	Closing Circle/Pack-Up/Dismissal					
3:30-3:45 PM	Partial Prep					

The following table provides a breakdown of QHP's teachers' day and week in terms of core teaching assignments, prep, professional development and recess duty.

Teacher Time Breakdown (All Teachers)

Component	Daily Minutes	Weekly Minutes
Core Teaching Assignments	315 (M-Th), 210 (F)	1,470
Prep	90 (M-Th); 135 (F)	495
Recess Duty	15 (M-Th)	60
Professional Development	120 (F)	120

8. Specific Populations

Responses to Request 8 should reference and address the needs of the school's target population and demonstrate a detailed understanding of the population of students to be served, as well as the fit between the proposed school design and the specific at-risk students the school seeks to serve. Responses should demonstrate an understanding of legal requirements and also articulate a clear theory of action as to how the school will meet the needs of at-risk students in a way that reflects the proposed school design, curricula, and personnel.

While QHP will implement specific programs and supports and will have a robust intervention staff to meet the needs of the specific populations of students as described in this section, it is important to emphasize that QHP's educational approach as a whole that is discussed in *R-06af Curriculum and Instruction* is designed to ensure that all children, including those children most at-risk of academic failure, will be able to meet NYSLS. Its academic program was purposefully designed to align with QHP's commitment to create and educate a diverse learning community, and that not only includes a student body that is racially and socio-economically, it also includes students with linguistic diversity and with different learning abilities. In particular, the following are among elements of QHP's curricular and instructional program that will maximize all learner's attainment of the skills and knowledge necessary to meet NYSLS.

The Inquiry-Based Learning (IBL) pedagogical methodology that will be employed in the QHP classroom is an ideal instructional model for differentiating instruction, especially concerning various ability levels within student groupings[1]—struggling, ELL, SWD, accelerated students, etc. IBL aligns with QHP's commitment to differentiated instruction, informed by the continuous collection and analysis of data. Teachers will consistently utilize both formal and informal data to shape their instruction. Continuous formal and informal assessments are integral to IBL, enabling teachers to address student needs in real-time within the framework of the model. Teachers will leverage data for individual conferencing with students and forming student groupings for small group instruction, where additional and differentiated instruction can occur. Through ongoing professional development, the integration of relevant technologies, and continuous analysis and communication about student assessment data, the school will systematically and effectively identify the needs of individual students, especially those at risk, and tailor instruction to address those needs.

QHP's integration of sheltered instruction in core subjects to address the needs of ELLs is also a strategy that provides universal access to *all* students to the content that is taught. Students from poverty level backgrounds suffer from language deficits due to the lack of language exposure, including exposure to standard spoken and written English, in their homes. According to George Farkas in *Teaching Low Income Children to Read at Grade Level*, "low-come children begin first grade approximately one instructional year below middle-class children because ... (they) typically suffer from imitation of nonstandard speech patterns, too little conversation with adults, too little practice using language to express complex ideas, too little opportunity to develop reasoning skills, weak vocabulary development, too little experience with books, and little or no instruction and practice with phonological awareness and other pre-reading skills such as learning the names of letters and the sounds they make."[2] While they may not be ELLs, children from poverty level backgrounds face their own challenges and deficits in English language acquisition and development.

QHP's curricular choices promote instruction in a variety of modalities to address diverse learners. Further, all core subjects focus on literacy emphasizing the integration of listening, speaking, reading and

[1] https://www.naset.org/publications/the-practical-teacher/inquiry-based-learning-special-education-applications-by-jillian-f-swanson

[2] Farkas, George; Symposium on Utopian Visions: Engaged Sociologies for the 21st Century. C*ontemporary Sociology* 29, number 1 (January): 53-62

writing skills in all subject areas in all grades and incorporating topic-appropriate leveled readers in daily lesson plans in math, science and social studies. QHP students thus are continually engaged in hearing, reading, and understanding the written and spoken word through being read to, reading out loud, reading with partners and reading silently as part of every subject they study. This focus is beneficial to all students and has particular importance to ELLs and other students at-risk of academic failure who need comprehensive and continual exposure to language as well as support in the development of their English language skills. Teachers also employ the concept of interactive modeling, to cultivate their students' spoken language skills. Teachers guide students in their collaborative work by demonstrating how children should engage in conversations, build on each other's ideas, and help each other progress. Recognizing the essential role of language in expressing and developing ideas, teachers consistently lead students in articulating their thoughts, prompting them to provide reasons for their statements.

And as described in *R-06af Curriculum and Instruction* and later in the discussion on English language learners in this response, research has shown that the study of a second language, a key design element of QHP, supports English language development in all students, including ELL (even when that second language is not the home language of the ELL student).

a. Struggling Students

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

- **How the school will determine and identify which students are struggling including within the context of a Response to Intervention ("RTI") program. The applicant should clearly define the term "struggling student" as it would be applied in the school; The strategies, programs, specific curricula, 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.); and Any research or evidence that supports the appropriateness of the proposed approach; and,**

At QHP, struggling students are defined as those who are: struggling academically, struggling with attendance and/or struggling behaviorally. Students will be identified as struggling based on benchmarks established by the instructional leadership of the school. Academically, benchmarks may be based on student's baseline performance on beginning of year NWEA MAP Reading and Math assessments, the student's most recent NYS assessment data, teacher classroom assessment data or classroom observations. From an attendance perspective, benchmarks will identify a set number of unexcused absences within an established period of time. Behaviorally, benchmarks will be based on a minimum number of behavior referrals involving a certain infraction level. Notwithstanding the objective benchmarks that are established, students may also be identified as struggling based on teacher's documented observations of student work, classroom performance and/or classroom behavior even if they have not risen to the benchmark level.

A teacher of a student who is deemed to be struggling may refer that student to the School's Student Intervention Team (SIT). The QHP SIT provides a school-based mechanism to enable school personnel to meet the needs of individual children within the school who are having difficulty in the educational setting. It is a school-based team which implements the school's Response to Intervention (RtI) process. The RtI is a multi-tiered approach that is implemented to identify and support students at the first sign of struggle and works to block unnecessary CSE referrals, thereby avoiding misclassification of students with disabilities. It focuses on high quality instruction and intervention at three different levels (tiers). According to a report published by the National Center on Response to Intervention, a center established by the American Institutes for Research and researchers from Vanderbilt University and the University of Kansas through funding from the United States Department of Education, RtI "integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce

behavioral problems. With RtI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on the student's responsiveness, and identify students with learning disabilities or other disabilities."[3]

QHP's SIT is child-centered and facilitates RtI to identify and support struggling students. It focuses on providing high quality evidence-based accommodations, instruction, services, and interventions that will enable the child to be successful in school. Classroom teachers provide records of observation, assessment data, intervention data and other information for review by the SIT.

The SIT will review the student's behavior and academic performance, interview the student's teacher(s), and consult with the student's parents and offer recommendations. The SIT may use the Pre-Referral Intervention Manual (PRIM)[4] to guide the identification of evidence-based RtI strategies. The options to be considered exist along a wide continuum of support, ranging from mild accommodations to extensive intervention and may be available within the school, the district of residence or located elsewhere in the community. The SIT has the responsibility to: (1) Review any problems (academic/developmental, behavioral, social/emotional) interfering with the child's performance in school; (2) Brainstorm solutions; (3) Make recommendations to meet the child's needs; and (4) Monitor/review results of the recommendations. The monitoring and review process takes place approximately every 6 weeks after the SIT analyzes internal assessment results, including NWEA MAP Reading and Math, and other internal assessments.

If there is no improvement in the student's academic or other areas of concern the student will receive intensive academic or other intervention (behavior intervention plans/supports are discussed below). Academically, QHP will have an appropriately certified Reading Specialist beginning with its first year of operations. In addition, QHP uses specific reading intervention programs—such as Wilsons *Fundations*. While the school will have a Reading Specialist, QHP considers that all instructional staff will be involved with providing instruction to struggling students. The Head of School, and Dean of Academics and Culture and Dean of Student Support, will play leadership roles in providing support and guidance to all teachers in their work to ensure all students meet or exceed the NYSLS. In terms of instructional support specialists, QHP will have:

- The Reading Specialist and a Math Specialist who may work collaboratively with the classroom teachers in both a push-in and pull-out model in order to effectively address academically at-risk students' needs;
- Special education teachers who are devoted to meeting the needs of struggling students who are also classified as special education students. However, through the inclusion model, particularly in the designated ICT classroom at each grade level, special education teachers are able to positively impact all students in the classroom as all students are able to benefit from the instructional strategies special education teachers use to address the needs of special education students;
- ELL Teachers who are devoted to meeting the needs of struggling students who are also classified as ELLs. However, through sheltered instructional strategies, ELL teachers are able to positively impact all students in the classroom as discussed above.
- The Social Worker who will provide counseling support to students and families where personal and family issues may impact student academic achievement. (a) Guidelines to support at-home specific reading and/or mathematics skills, comprehension, and strategy development; (b) Creation of at-home "work space" and time to support academic development; (c) Coordination and outreach for additional academic support services such as tutoring and/or counseling; and (d) Promotion of school-family partnership focused on providing consistent language used by school and home in discussing

[3] https://files.eric.ed.gov/fulltext/ED526858.pdf

[4] http://www.hawthorne-ed.com/images/pre-referral/samples/h00680sb.pdf

reading, writing, and math.

If there is no improvement in the student's behavior, the student will receive intensive behavior intervention. Behaviorally, QHP will have an appropriately certified Social Worker within its first year of operations. In addition, QHP uses specific behavior intervention —such as social skills, check-in check-out, and Hibuki, which translates as "my hug" from Hebrew, is a stuffed therapeutic toy, created in Israel to help children cope with trauma. While the school will have a Social Worker, QHP considers that all instructional staff will be involved with providing behavior support to students exhibiting behavioral challenges.

The Head of School, Dean of Academics and Culture and Dean of Student Support, will play leadership roles in providing support and guidance to all teachers in their work to ensure all students exhibit appropriate behavior. In terms of behavior support specialists, QHP will have:

- Dean of Academics and Culture who plays a key role in promoting a positive and inclusive school culture, including addressing behavior issues, fostering a safe and respectful environment, implementing discipline policies, and promoting social-emotional development among students. This Dean works collaboratively with students, teachers, and parents to create a positive and supportive learning community, often focusing on building relationships and addressing behavioral challenges to enhance the overall school climate.
- The Social Worker who may work collaboratively with the classroom teachers in both a push-in and pull-out model in order to effectively address behaviorally at-risk students' needs. The Social Worker will also provide counseling support to students and families where personal and family issues may impact student behavior. (a) Guidelines to support at-home specific behavior management skills, conflict resolution, and coping strategies; (b) Creation of at-home "calm space" and routines to support behavioral development; (c) Coordination and outreach for additional behavior support services such as counseling; and (d) Promotion of school-family partnership focused on providing consistent language used by school and home in discussing behavior and social skills; and
- Special education teachers who are devoted to meeting the needs of struggling students who are also classified as special education students. However, through the inclusion model, particularly in the designated ICT classroom at each grade level, special education teachers are able to positively impact all students in the classroom as all students are able to benefit from the strategies used to address the needs of special education students.

To support students facing challenges in both academics and behavior, the school's SIT will convene weekly meetings. During these sessions, the team will discuss students who are a cause for concern and review their progress, employing a multi-tiered system of support. During these weekly meetings with the school intervention team as part of the Multi-Tiered System of Supports (MTSS) process, the team engages in a systematic approach to address the academic and behavioral challenges faced by struggling students. The sessions commence with a thorough review of student data, encompassing academic assessments, progress reports, and other pertinent information. Identified concerns and challenges are then discussed collaboratively, drawing on the collective insights of team members regarding individual students' strengths, weaknesses, and observed patterns. Subsequently, the team determines tailored interventions and strategies to address the identified issues, setting clear and measurable goals for each student. Progress is regularly monitored through ongoing assessments and check-ins, and the team remains flexible in adjusting strategies if the initial interventions prove ineffective. A referral to the CSE will be considered only when it is clearly demonstrated and documented that the interventions, curriculum modifications, prevention strategies, and remedial services are insufficient to address the student's needs.

- **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.**

Annually, the Dean of Student Support Services, Dean of Academic and Culture and the members of the SIT, with data analysis support from the Hebrew Public Director of Data and Analytics, will reflect on and review the successes and challenges of the school's RtI process. This reflection and review process will be based on quantitative disaggregated student data from NWEA MAP, NYS assessments, report card grades, attendance records and behavioral referrals. Qualitative data such as teacher observations or anecdotals will be used to provide additional context to the hard data. Through this evaluation, the team will measure the degree of academic, attendance and behavioral growth and determine the correlation between the interventions implemented through RtI and that growth. Strategies deemed to be highly effective will be pursued in the subsequent year while strategies/interventions that were found to have little impact will be replaced with new evidenced based strategies/interventions. The analysis will also inform professional development needs of our instructional and intervention staff. This information will be shared with the QHP Board. The Board will use this data to objectively assess the efficacy of the supports for struggling students to make informed decisions regarding modifications to the instructional program, organizational structure and resource allocation that will more effectively meet student need.

b. Students with Disabilities

Discuss the school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. Please refer to Appendix B – Assurances Regarding the Provision of Special Education Services when creating this response as, if approved, the final charter will incorporate the assurances found in this document. The Institute strongly recommends that applicants refer to NYSED's Guidance on Charter Schools and Special Education in developing responses. This response must include:

- **A statement agreeing to abide by all of the assurances found in Appendix B of this RFP – Special Education Assurances;**

We have read the Assurances regarding special education contained in Appendix B of the SUNY Request for Proposals (2024) and we agree to abide by all of the assurances delineated therein.

- **Discussion of the relationship between the school and the district Committee on Special Education ("CSE");**

The special education team (Dean of Student Support Services and special education teachers) will proactively endeavor to form a productive and collaborative working relationship with the Committee on Special Education (CSE) of the CSD of residence of the students QHP serves. The CSE plays a pivotal role in overseeing special education services at QHP. Their oversight responsibilities include evaluating students for eligibility, ensuring adherence to assessment protocols, and overseeing the development and implementation of Individualized Education Programs (IEPs). The CSE's involvement extends to placement decisions, particularly those related to the least restrictive environment (LRE), necessitating collaboration between QHP and the CSE. Continuous monitoring and periodic reviews are conducted to assess service effectiveness and ensure ongoing compliance with regulations.

In this oversight relationship, collaboration with the special education school leader at QHP is integral. The special education school leader serves as a vital link between the school and the CSE, facilitating communication and cooperation. This collaborative approach ensures that the implementation of special education services aligns with CSE standards, and it emphasizes the effective addressal of unique needs for students with disabilities within the charter school context.

- **The process for identifying students with disabilities (child find), especially within the context of the school's RTI process;**

QHP will comply with the federal Child Find requirements (34 CFR §300.125), which require schools to have in place a process for identifying, locating and evaluating students with disabilities. Students enrolling in QHP who are enrolling for the first time in a New York public school will be screened diagnostically by a team of teachers to identify any possible indication that the child may need a specialized or Intensive Education Program, or referral to the CSE of the student's district of residence. In the first year of operations, the Head of School with support of the Director of Operations will ensure that the most recent IEPs of students already identified as students with disabilities who have been accepted into the school will be forwarded by their previous schools to QHP in a timely manner. Other students will be brought to the attention of the SIT if they are demonstrating any problems within the regular classroom environment. Evidence-based strategies/interventions will then be implemented through the RtI process described previously in *R-06a Struggling Students* to address any identified special needs of the student. Should the problems persist and a disability is suspected, the student will be referred to the CSE of the student's district of residence for an evaluation.

A student suspected of having a disability will be referred to the SIT, composed of the Dean of Academic and Culture, teachers, social worker, special education teacher, intervention teacher (reading specialist, ELL teacher, etc.), as necessary. Prior to the initial SIT meeting regarding a particular student, the special education teacher or the Social Worker (if primarily a behavioral referral) may conduct an observation of the child in the classroom in order to bring these observations to the meeting. At the initial SIT meeting, the classroom teacher shares work samples, recent informal and formal assessments, behavior logs, strategies tried and the student's interests, strengths and weaknesses. The classroom teacher discusses his or her concerns regarding the child based on the evidence the teacher is presenting. Together the team develops strategies to address the student's needs and to stimulate academic or emotional growth, either through differentiation (Tier I) or a behavior or academic intervention (Tier II). Tier I supports range from classroom modifications to curricular adjustments. If the student does not progress within the Tier I modification, the SIT will determine the student's eligibility for a Tier II intervention.

If a Tier II intervention is necessary, the team will design an intervention by: establishing a target behavior and/or a measurable goal, determining method and frequency of delivery (push-in or pull-out, and number of times per week), designating the point person for delivery of the intervention (classroom teacher, Reading Specialist, ELL teacher, etc.), outlining the instructional plan, establishing the intensity of the intervention by defining the group size, designing or specifying assessments (baseline, on-going, and final), defining data collection procedures, and establishing the duration of the intervention (generally 6 weeks). A follow up SIT meeting is scheduled in order to evaluate intervention effectiveness and student response. At this meeting, the team analyzes collected data, observations, and work samples to determine whether to terminate the intervention, continue the existing intervention, modify the intervention (reduce group size, content, method of delivery, etc.), or move the student into a more intensive/specialized instruction reserved for students with disabilities—a step that is simultaneous with a referral for a special education evaluation (Tier III). Students are only referred for a Special Education evaluation after interventions have been tried and documented, and when there is sufficient clear and measurable data showing the student has proved "un-responsive" to research-based interventions.

Once a decision has been made to refer a student for a special education evaluation, an official meeting will be called with the family of the child and a referral may be developed. The referral is made in writing to the Chairperson of the CSE of the student's district of residence for an individual evaluation and determination of eligibility for special education programs and services. A copy of the referral, along with the procedural safeguards notice described in 34CFR§300.504 will be sent to the student's parents/guardians. Initial evaluations, re-evaluations, and revisions of IEPs, and the procedures relating thereto, are the responsibility of the CSE of the school district of a student's residence (*see* 34 CFR §§300.22, 300.312 and 300.340 *et al*). QHP will implement the IEP developed by the CSE of the student's

district of residence for each student with a disability, and will cooperate with the student's district of residence to ensure that all services as recommended in that IEP are provided to the student. QHP will provide substitute coverage for teachers as necessary to ensure they are able to attend CSE meetings. As required by the IDEA, the student's regular education teacher will be involved in the development and implementation of a student's IEP.

- **The resources, personnel (including administrative responsibilities), and direct and related services the school is likely to provide both within general education classrooms and in other settings (e.g., collaborative team teaching ("CTT"), Special Education Teacher Support Services ("SETSS"), speech therapy, physical therapy, occupational therapy, counseling, planning time, instructional materials, technology, professional development, staff and consultants, etc.) and a brief discussion about how specifically the school would ensure that students entitled to these services would continue to receive them in a remote setting;**

QHP's special education program is characterized by a commitment to inclusion, fostering an educational environment where students of all abilities, including those with diverse learning needs, are welcomed and actively participate in general education classrooms. In this inclusive model, students with special needs are provided with appropriate support services, accommodations, and modifications to ensure they can engage in the curriculum alongside their peers. The emphasis on inclusion goes beyond physical placement; it reflects a philosophy that values diversity and promotes a sense of belonging for every student.

QHP will deliver a comprehensive array of resources and personnel, both within general education classrooms and in specialized settings. Administrative responsibilities include overseeing special education programming by a designated leader (in Year 1 this is carried out by the Head of School, in year 2 and after the Dean of Student Support Services). Direct and related services (provided in certain cases by third party providers) encompass speech therapy, occupational therapy (OT), physical therapy (PT), and counseling provided by a social worker. QHP will have an Integrated Co-Teaching (ICT) classroom in each grade (K-5), and Special Education Teacher Support Services (SETSS) are offered as mandated by student Individualized Education Programs (IEPs). Additionally, the school provides planning time, instructional materials, and integrates technology for an enriched educational environment. In the event that remote learning must be implemented, the school would utilize technology for virtual service delivery, offering training for remote teaching, and maintaining transparent communication channels with parents and caregivers. This strategic approach aims to uphold the continuity of services and resources for students, even in the context of remote learning challenges.

- **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)**

If QHP is unable to provide services in accordance with the student's IEP, it will rely on the school district of the student's residence or a third-party contract with an appropriately certified or licensed provider to provide services under the direction of the Dean of Student Support Services. Based on the experience of the other NYC Hebrew language schools in the Hebrew Public network, it will be most likely the case that QHP will do so for such services as speech language pathology and audiologist services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early rehabilitation counseling; orientation and mobility services; and diagnostic and/or evaluative medical services.

- **Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;**

We believe that everybody benefits from our special education model of inclusion. In particular, a key element of QHP's inclusion model is the *increased instructional intensity* that comes through the collaboration between general education teachers with the special education teacher, specifically in the ICT classroom. By sharing responsibilities through team teaching, instructional staff is able to develop a more comprehensive program that can adapt to the needs of all students. The implementation of different teaching strategies and the modification of assignments to accommodate individual students is another element found in the proposed QHP inclusion model. Adaptations and accommodations made within the class will be provided for individual students, and in some circumstances, may benefit the entire class.

There are many positive effects of inclusion, where both the students with special needs along with the general education students benefit. Research has shown positive effects for children with disabilities in areas such as reaching IEP goals, improving communication and social skills, increasing positive peer interactions, many educational outcomes, and post school adjustments. Positive effects on children without disabilities include the development of positive attitudes and perceptions of persons with disabilities and the enhancement of social status with nondisabled peers.[5] Moreover, at least one author has studied the impact a diversified student body has on the general education population and has concluded that students with disabilities who spend time among their general education peers contribute to an increase in social skills and academic proficiency of their nondisabled peers.[6] Several studies have been done on the effects of inclusion of children with disabilities in general education classrooms. A study on inclusion compared integrated and segregated (special education only) preschool students. The study determined that special education children in the integrated sites progressed in social skills development while the segregated special education children actually regressed.[7] Another study showed the effect of inclusion in grades 2 to 5. The study determined that students with specific learning disabilities made some academic and affective gains at a pace comparable to that of typically-developing students. Specific learning disabilities students also showed an improvement in self-esteem and in some cases improved motivation.[8] A combination of inclusion and pull-out (partial inclusion) services has been shown to be beneficial to students with learning disabilities in the area of reading comprehension, and preferential for the special education teachers delivering the services.[9]

Finally, advocates say that there are many children and young people who do not fit in (or feel as though they do not), and that a school that fully includes all students, including students with disabilities, feels welcoming to all. Advocates for inclusion say that the long-term effects of typical students who are included with special needs students at a very young age have a heightened sensitivity to the challenges that others face, increased empathy and compassion, and improved leadership skills, which benefits all of society.[10] Inclusive education can be beneficial to all students in a class, not just students with special needs. Some research shows that inclusion helps students understand the importance of working

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[5] Bennett, T., Deluca, D., & Bruns, D. (1997). Putting inclusion into practice: perspectives of teachers and parents. *Exceptional Children,* 64.

[6] Trainer, M. (1991). *Differences in common: Straight talk on mental retardation, Down Syndrome, and life*. Rockville, MD" Woodbine house.

[7] Sale, P., & Carey, D. (1995). The Sociometric status of students with disabilities in a full-inclusion school. *Exceptional Children,* 62.

[8] Banerji, M., & Dailey, R. (1995). A Study of the effects of an inclusion model on students with specific learning disabilities. *Journal of Learning Disabilities,* 28(8), 511-522.

[9] Marston, Douglas. *The Journal of Special Education*, Vol. 30, No. 2, 121-132 (1996)

[10] Giangreco, M.F., Cloninger, C.J.,& Iverson, V.S.(1998). Choosing outcomes and accommodations for Children (COACH): A guide to educational planning for students with disabilities (2nd ed.). Baltimore: Paul H Brookes Plublishing Co.

together, and fosters a sense of mutual respect and empathy among the student body.[11] Importantly, the development of these competencies and sensitivities is aligned with QHP's commitment to developing our students as global citizens.

Overall, the program of inclusion at QHP is based on the needs—educationally, behaviorally, social-emotionally—of all students both general and special education, in mind. It is based on best practices and research in the field and is expected to foster both academic growth and social understanding for students. And finally, it is aligned with QHP's and Hebrew Public's commitment to diversity, equity and inclusion and global citizenship through the fostering a diverse learning community, where children of all races, cultures, ethnicities, learning styles and learning abilities learn and grow *together* and in doing so, feel the authentic sense of belonging that allows connections to be made and academic and social emotional growth to occur.

- **The process for coordination between general education teachers and special education teachers and service providers;**

Every teacher of a student with a disability will be provided a copy of the student's IEP. Training and will be provided information and support by the Head of School in year 1 (the Head of School is responsible for special education coordination in year 1) and by year 2 the Dean of Student Support Services (who will assume responsibility for special education coordination), to ensure their understanding of the student's needs and their responsibilities related to the student's IEP. Any adaptive technology and modifications will be discussed and training will occur during the time.

Because QHP has common prep and planning time built into the teacher's school day, there is ample opportunity for collaboration between all instructional staff and special education providers to develop a plan of action and to monitor ongoing progress against IEP goals and school accountability goals. Teachers will meet to discuss how push-ins and pull-outs will be scheduled and what will be covered during these time periods. The QHP Dean of Academics and Culture and the Dean of Student Support Services will be responsible for facilitating this coordination and monitoring the progress. This will also be a time for the SIT to report their observations and make recommendations about any students suspected of having a disability.

- **The process that will be used to monitor the achievement and progress of students with disabilities in the general context of the program in addition to the goals and objectives provided in the student's IEP;**

QHP will monitor the achievement and progress of SWD in the general context of the QHP instructional program and the student's annual IEP goals program using a variety of formative and summative assessments during quarterly data review. These include those assessments listed on the Assessment Table contained in *R-06b Assessment System* (e.g. NWEA MAP, NYS assessments, teacher-generated assessments, etc.) as well as any assessment specifically tied to IEP goals. By collecting and analyzing this data for the student, the Dean of Student Support Services, Dean of Academics and Culture, classroom and special education teachers will determine whether SWD are making appropriate progress towards meeting grade level proficiency and annual IEP goals inform instructional planning to support the student when progress falls short of expectations. At the annual IEP meeting for each SWD convened by the CSE, the progress the student is making towards the IEP goals will be reviewed and any needed changes to the student's IEP will be made. QHP, however, will be proactive in reaching out to its CSE case manager should it believe based on analysis of student performance data that the CSE should conduct new assessments or hold an IEP meeting prior than the annual review.

[11] Gillies, R.M. (2004). The effects of cooperative learning on junior high school students during small group learning. *Learning and Instruction*, 14(2),197-213.

- **Specific professional development provided to the instructional staff for identifying, supporting, and evaluating the progress of special education students including the implementation of RTI and behavioral intervention plans ("BIPs") in the classroom; and,**

The instructional staff at QHP benefits from a dual approach to professional development, encompassing both school-wide and targeted sessions aimed at enhancing their ability to identify, support, and evaluate the progress of special education students. While some sessions cover a range of crucial topics in a school-wide format, others are more specialized and directed. In specific instances, the Dean of Student Support Services conducts focused meetings with co-teaching pairs or groups of educators to delve into topics such as an introduction to the Multi-Tiered System of Supports (MTSS), strategies for differentiated instruction, effective data utilization in special education, Behavioral Intervention Plans (BIPs) development, collaborative teaching strategies, IEPs implementation, Universal Design for Learning (UDL) principles, fostering a supportive classroom culture, and crisis intervention and de-escalation techniques. This comprehensive approach ensures that educators receive both general knowledge applicable to the entire staff and targeted, personalized training tailored to address the unique needs of their students, emphasizing practical strategies and fostering a collaborative and inclusive learning environment.

- **The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.**

QHP will conduct an annual evaluation of the school's special education program to determine the level to which its program is providing its SWD with services and supports that will allow them to learn at a comparable level to their general education peers. In order to do this, the Head of School, Dean of Academics and Culture and Dean of Student Support Services, with support from the Hebrew Public Director of Data and Analytics will review and analyze disaggregated standardized data from NYS Assessments, NWEA MAP and NYSESLAT (if applicable for ELL students who are also classified as SWD) for SWD and general education students (and for non-SWD ELL students to compare NYSESLAT results). This team will be able to assess how well the school's special education program and overall instructional program is closing the achievement gap between SWD and their non-disabled peers in order to inform strategies to support increased growth and achievement among SWD including increased differentiation to ensure SWD have access to the curriculum and are making comparable progress with the general education population or modifications to the special education program and general education program, as needed. This information will be shared with the QHP Board. Measures of the special education program's efficacy will be a part of the academic dashboard which is the tool the Board will utilize to review a report of performance indicators that aligns specific data with expected goals. An analysis of this data will allow the Board to objectively assess the school's progress towards goals and to make informed decisions regarding changes to the instructional program, organizational structure and resource allocation that will more effectively meet the needs of SWD.

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 consistent with New York State required procedures 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 associated administrative responsibilities) the school will use to meet the needs of ELLs (both within general education classrooms and in other settings);**

In order to ensure appropriate identification of students who are English Language Learners (ELL) and ensure they are not inappropriately identified as students with disabilities (SWD), QHP will conduct the required screening and identification process outlined by the New York State Education Department (see https://www.nysed.gov/sites/default/files/bilingual/ellidchartrev.pdf) for a detailed description of this process).

In summary, however, for those students who enroll in QHP and who have never undergone the ELL screening, the process entails the following:

1. Upon first time enrollment in QHP, all families are expected to complete the Home Language Questionnaire (HLQ) within 10 days after enrollment. Please note, any student who enrolls in QHP who has already been screened through this process in their previous school setting, will not undergo the screening again upon their enrollment at QHP as they would have already been identified as ELL or English Proficient. QHP will have access to this information in ATS for all students who have transferred into QHP from another school and who have already been screened in their previous school and have been identified as either ELL or not ELL (for instance, students entering 1st grade in our inaugural year who transferred from another public school where they attended kindergarten). QHP staff who may speak the language of our non-English speaking parents will assist parents in completing the HLQ, and if no staff member speaks the language, QHP will hire translators for this purpose.
2. If the completed HLQ indicates that the language spoken at home is English, then the screening process ends and the student is determined to be not an ELL.
3. If the completed HLQ indicates that the language spoken at home is not English, then the screening continues with an interview process. An appropriate school staff member (the QHP ELL teacher, the Dean of Student Support Services, or a staff member fluent in the parent's language) will informally interview the student and parent/guardian in English and in the student's home language (note a translator will be engaged if no QHP staff person speaks the family's home language).
4. If the interview confirms that the student speaks a language other than English or speaks little to no English, then the school will administer the New York State Identification Test for English Language Learners (NYSITELL). If the student scores below the designated proficient level, the student is deemed Limited English Proficient (LEP) and eligible for English as a New Language (ENL) services. The NYSITELL is administered only once to a student.
5. Having been identified as LEP, the student will receive the ENL intervention and supports offered at QHP (described later in this response)
6. ELL student achievement or progress in English language is measured annually with the New York State English as a Second Language Achievement Test (NYSESLAT). The scores on the NYSESLAT indicate the proficiency level the student has achieved each year and if it has reached the level necessary to exit ENL services. This is only assessment used to determine ELA proficiency and exit from ELL status

- **The approach, resources, and personnel (including qualifications and associated administrative responsibilities) the school will use to meet the needs of ELLs (both within general education classrooms and in other settings); The research and evidence that supports the appropriateness of this approach; and The process for coordination between general education teachers and staff serving ELLs and professional development for general education teachers serving ELLs;**

First and foremost, QHP will have on staff appropriately certified and qualified ELL teachers to work in collaboration with general education teachers to support ELLs in the development of the English language and simultaneous acquisition of content knowledge in core courses. QHP will have one ELL teacher for Grades K-2 and one ELL teacher for the Grade 3-5 span (the second ELL teacher will come on

board in Year 4 of the five year charter term) to provide push-in instruction supporting the general education teacher in the classroom as well as pull-out instruction to small groups of ELLs. ELL teachers will be appropriately certified. QHP will expect ELL teachers to have at least a BA or BS degree (with a MA or MS degree preferred) and to be a New York State Certified English to Speakers of Other Languages Teacher (ESOL), have at least two years of experience as an ELL teacher in a K-8 environment and a demonstrated understanding of and experience in sheltered instruction techniques. The ELL teachers will be a part of the Student Support Services Team along with the Special Education Teachers and other interventionists, headed by the Dean of Student Support Services. The Dean of Student Support Services will be responsible for overseeing and evaluating the effectiveness of the QHP's ELL instructional program and will oversee the ELL teachers. Working with the Dean of Academics and Culture and the Head of School, with support from the Hebrew Public instructional team, the Dean of Student Support Services will direct and facilitate collaboration and planning among ELL teachers and general education, specials and Hebrew teachers.

To move ELL to English proficiency as quickly as possible, QHP will use Sheltered English Immersion (SEI) strategies in both a push-in and pull-out model. SEI is an approach for teaching content to ELLs in strategic ways that makes the subject matter comprehensible by addressing different modalities of learning (e.g. visual, tactile, auditory), while promoting English language development. [12] In this way, teachers make grade level content accessible to ELL without watering down the curriculum. Research of ESL programs indicates successful performance on ELA assessments is based upon the development of both oral proficiency and cognitive academic language proficiency. Academic language proficiency includes 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… sheltered English instruction.[13]

At QHP, we expect the majority of sheltered instruction will occur in the classroom through a push-in model with the ELL teacher, the school will also implement a pull-out model with the ELL teacher as necessary. Since QHP seeks to avoid ELLs missing content instruction in pull-out sessions, these pull-out sessions will, to the greatest degree possible, focus on English language development in the context of the particular content course. So, for example, if a group of ELLs are being pulled from social studies portion of the Humanities block for small group English acquisition-focused instruction, the ELL teacher having planned in advance with the classroom teacher can develop his or her lesson plans around the content being covered that day in the social studies class.

In the push-in model, the ELL teacher plans and works collaboratively with the classroom teacher to integrate language and content and infuse socio-cultural awareness to scaffold instruction. The ELL Teacher guides students to construct meaning from texts and classroom discourse and to understand complex content concepts by scaffolding instruction—beginning instruction at the current level of student understanding and moving students to higher levels of understanding through tailored support. The tailored support can include such strategies as adjusting their speech (paraphrasing, giving examples, providing analogies, elaborating student responses) to facilitating student comprehension and participation in discussions whether otherwise discourse might be beyond their language proficiency level.[14] Another way the ELL teacher or classroom teacher would work in sheltered instruction within the classroom is by adjusting instructional tasks so they are incrementally challenging (pre-teaching

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[12] Short, D., Hudec, J. & Echevarria, J. (2002). *Using the SIOP Model: Professional Development Manual for Sheltered Instruction.* Washington, D.C.: Center for Applied Linguistics

[13] Cummins, J. (1989). *Empowering minority students*. Sacramento, CA: California Association for Bilingual Education.

[14] Bruner, J. (1978). The role of dialogue in language acquisition. In A. Sinclair, R. Javella, & W. Levelt (Eds.), The child's conception of language (pp. 241-256). New York: Springer-Verlag.

vocabulary before a reading assignment) and students learn the skills necessary to complete tasks on their own.[15] Through these strategies, teachers can socialize students to the academic language setting.

Importantly, the Inquiry-Based Learning (IBL) instructional model employed by teachers serves as a powerful tool to support English Language Learners (ELLs). This model facilitates highly individualized instruction based on ongoing assessment to address the diverse needs of ELLs. The Inquiry-Based Learning (IBL) model offers valuable support for English Language Learners (ELLs) by embedding language acquisition within real-world contexts, making language learning more meaningful. The student-centered and collaborative nature of IBL enhances engagement and motivation, providing ELLs with opportunities for language practice and interaction with peers. Scaffolding strategies and differentiated tasks in IBL ensure that ELLs receive appropriate support, allowing them to actively participate in the inquiry process. The inclusive learning environment fosters a sense of belonging, and language modeling by both peers and teachers will further aid ELLs in developing their English language skills. Teachers strategically partner ELLs with other students during science, math, and social studies to further scaffold ELLs, encourage language role models, and provide additional social and emotional supports.

Many ELLs possess first language and literacy knowledge and skills that can enhance their acquisition of language and literacy in English or another second language. QHP's English Language Arts (ELA) instructional materials are designed to specifically support the English language development of ELLs. These materials adopt strong phonics-based approaches with rich content, making them well-suited for a Sheltered English Instruction (SEI) approach. In the 2021-2022 school year, Hebrew Public's Director of Special Education led a process in which the network researched and piloted new curricula tailored for ELLs. *Fundations*, one of the selected curricula, equips teachers with the necessary tools to effectively engage children with language and print.

Number Stories and Eureka Math both lend themselves to strong implementation of ELL strategies such as visual learning, modeling, partner talk, use of repetition, reporting back, and rephrasing support. Science and social studies materials are replete with visual learning examples that include drawings, photographs, diagrams and the use of common objects, which will help our ELLs “connect” abstract concepts to language. Furthermore, the IBL structure and the QHP curriculum, especially in the early grades (K-2), inherently lend support to ELLs, considering that all students in this grade level are at various stages of developing their English language skills. Students in grades K-2, during Expeditionary Learning, students will engage in interactive read-aloud sessions that explore concepts in math, science, and social studies through literature. To reinforce understanding, student partnerships will revisit these readings, engaging in repetition and reviewing the material collaboratively. These stories will incorporate oral language activities, such as picture walks, enabling children to interact through gestures, coloring, writing, and speaking as part of the broader IBL approach.

Students’ language learning is promoted through social interactions and contextualized communication, which can be readily generated in all subject areas.[16] [17] All instruction is in English; however, the level of English used for instruction is modified if necessary and ELLs will not be forced to stop using their primary language while learning English. In addition to ELLs being supported in this way within the general education classrooms, ELL student schedules will also provide for time for discrete ENL instruction from the ELL teacher in small groups.

As Holly Hansen-Thomas, Assistant Professor of TESOL and Literacy Education at SUNY-Binghamton’s School of Education wrote in her report entitled, *Sheltered Instruction: Best Practices for ELLs in the*

[15] Applebee, A., & Langer, J. (1983). Instructional scaffolding: Reading and writing as natural language activities. Language Arts, 60, 168-175.

[16] Vygotsky, L. (1978). Mind and society: The development of higher psychological processes (M. Cole, V. John-Steiner, S. Scribner, & E. Souberman, Eds. And Trans.). Cambridge, MA: Harvard University Press.

[17] Tharp, R., & Gallimore, R.(1988). Rousing minds to life. Cambridge: Cambridge University Press

Mainstream, "Sheltered classes can be team-taught by an ESL teacher and a content-area teacher, or taught by a content-area specialist trained in sheltered instruction." Since at QHP we will employ both push-in teacher SEI delivery models, we will build the capacities of our classroom teachers to implement SEI in times when they are without the push-in support of the ELL teacher. In the co-teaching model, sheltered instruction requires effective collaboration between the ELL and classroom teacher, supported by professional development for all teachers working with ELLs—not just the ELL teacher. Through this collaboration and targeted professional development, the classroom teachers will deepen their knowledge of and skills in sheltered instruction strategies that effectively reach ELLs, helping them develop English language without falling behind in content knowledge. This training will become a standard part of QHP's annual professional development plan. The staff development program will enhance staff appreciation for the ELLs' native language and culture; provide information on the techniques, methods, and strategies appropriate for instructional and support services for ELLs; and introduce techniques to improve communication with parents and guardians of ELL. Professional Development will also address the needs of ELLs by emphasizing differentiation and ongoing assessment of work. There is common planning time built into the teacher's school day which provides ample opportunity for collaboration between all instructional staff, including between general education, specials and Hebrew teachers with the ELL instructional staff where they can collaborate to develop a plan of action and to monitor ongoing progress towards English proficiency and school accountability goals. This planning is facilitated by the Dean of Academics and Curriculum and the Dean of Student Support Services, with support from the Hebrew Public instructional team. This is also a time for the Student Intervention Team to report their observations and make any recommendations about any ELL who may be struggling with English language acquisition.

Given that QHP is a dual language school with Hebrew as the second language, it is important to address ELL English language acquisition in this context. In a previous submission of a Hebrew language charter school application, the authorizer in declining to advance the application expressed concern that ELLs whose home language was not Hebrew would not be served well in a Hebrew dual language school in moving towards English proficiency and proficiency in all English-driven content areas.

In addition to the previous cited research[18] in *R-06af Curriculum and Instruction* which found that students enrolled in DLI programs since kindergarten scored significantly higher on state assessment and that ELL participating in DLI programs reached English proficiency at higher rates than their ELL peers not in DLI programs, proposed QHP founding Board member Jennifer Eddy, PhD, Associate Professor and Program Director of World Language Education at Queens College offers from the following from her own scholarship in the field of multiple language learning, "Many countries have implemented two or more languages in the curriculum for some time. Children throughout Europe and in many parts of the world grow up speaking more than one or two languages and acquire them concurrently with the dominant language from childhood. It is only in the US that some educators hold the myth that acquiring another language beyond the home language will hinder progress in the majority language (in this case English)."

Dr. Eddy points to the 2013 Social Policy Report endorsed by the American Academy of Pediatrics, "Multilingual Children Beyond Myths and Toward Best Practices"[19] authored by professors in the fields of Applied Psychology, Psychology, Pediatrics and Population Health, Education Studies and Early Childhood Education from NYU, Temple, University of Massachusetts Lowell, NYU Medical Center, UC San Diego and others that supports the idea that early, high quality exposure to multiple languages results in enhanced child language outcomes. The study points to other research that found code-mixing, or using words from

[18] Steele, J. L., Slater, R. O., Zamarro, G., Miller, T., Li, ., Burkahuser, S., & Bacon, M. (2017). Effects of dual-language immersion programs on student achievement: Evidence from lottery data. *American Educational Research Journal, 54*(1S), 282S–306S.

[19] https://srcd.onlinelibrary.wiley.com/doi/epdf/10.1002/j.2379-3988.2013.tb00077.x

different languages in one sentence or paragraph is a normal course of acquisition for multilingual learners. The kinds of words children learn and the relations between their vocabulary and grammatical development in each language show the same patterns as are seen in monolingual development. If opportunities to learn more than one language exist early on, children learning multiple languages will not be hindered in their development. This study cites other research that found "multilingual children are *not* at a cognitive disadvantage; to the contrary, there is a large body of work that suggests that being multilingual fosters children's ability to think about language per se, leading to increased metacognitive and metalinguistic skills."[20]

In the United Kingdom, the country of Wales requires all learners to acquire Welsh in addition to English and other languages. Educators in Welsh schools report that non-Welsh speaking and non-English speaking children who come into the schools find learning Welsh helps them with English. Why? Dr. Eddy says, "one of the most important strategies for language acquisition is input—exposure to and opportunities to use English, [Welsh (in this case)], and the home language. Children will progress in both comprehension and production when they hear a lot of language via multiple exposures to any of them. Problems occur when there is less input, less variety, and less positive input. So, less is not more, more is more!" Wales has taken in a significant number of Ukrainian refugees whose children are now enrolled in Welsh schools. Speaking neither English nor Welsh, these children are making tremendous strides in gaining both languages.[21] [22] Hebrew Language Academy Charter School in Brooklyn, too, has taken in a number of Ukrainian children whose families have sought refuge in the United States. Speaking neither English nor Hebrew, these children too are showing strides in their acquisition of both languages, with Hebrew language instruction seeming to give them the confidence they need to approach their English-driven content areas with more self-assurance, promoting their progress in English and other content areas.[23] [24]

Importantly, ELL data from Hebrew Language Academy Charter School (HLA) and Hebrew Language Academy Charter School 2 (HLA 2) show that their ELL students are outperforming ELL students in their CSD of location and citywide as the following table[25] illustrates

Comparison of Hebrew Public Charter Schools' ELL Performance on 2023 NYS ELA and Math Assessments with that of their CSD, NYC and NYS								
	ELA				**Math**			
	School	**CSD**	**NYC**	**NYS**	**School**	**CSD**	**NYC**	**NYS**
HLA	**46%**	11%	11%	10%	**46%**	28%	21%	20%
HLA 2	**53%**	16%	15%	14%	**52%**	33%	25%	24%

ELL and Hebrew Instruction

The Proficiency Approach for teaching Hebrew as it relates to ELLs is consistent with our immersion approach to teaching Hebrew to English proficient students. Therefore, ELLs in grades K-5 will not need

[20] Bialystok, E. (2007). Acquisition of literacy in multilingual children: A framework for research. *Language Learning, 57*(1), 45-77. doi: 10.1111/j.1467-9922.2007.00412.x

[21] https://www.bbc.com/news/av/uk-wales-63992761

[22] https://www.bbc.com/news/uk-wales-66179694

[23] https://www.jta.org/2023/01/19/ny/brooklyn-hebrew-charter-school-welcomes-children-fleeing-ukraine

[24] https://www.ynet.co.il/judaism/discourse/article/bkfxbtjcs (click English if the translate button pops up)

[25] Note the data in these charts for all HP schools, NYC, the local CSD and NYS only include students classified as ELL in 2022-23 and do not include students who were declassified as ELL in the prior two years ("Former ELL"). Additionally, comparison data for HLA 2 only included the aggregate Grades 3-5 for CSD, NYC and NYS as HLA 2 only had those tested grades in 2023.

an ELL teacher support in Hebrew class. Given Hebrew is taught by the Hebrew teacher solely in the Hebrew language, there is no need for an ELL Teacher to support instruction just as there is no English speaking teacher present in the Hebrew classroom to support English speaking students. Unless they come to us already proficient in Hebrew, all students at QHP, native English speakers and non-Hebrew ELLs alike, will be "new speakers of Hebrew." Similar to an Inquiry-Based approach, the Proficiency Approach in language instruction caters to different ability levels of language students through small instructional groupings aligned with their proficiency in Hebrew compared to a native speaker. Instructors will focus on proficiency according to the National Standards and K-12 Performance Guidelines. This approach ensures that the diverse needs of learners at various stages of Hebrew language acquisition are addressed. An additional advantage of Hebrew language instruction for ELLs is the equal footing it provides during Hebrew lessons. As all students are new speakers of Hebrew, this levels the playing field, fostering a sense of confidence among ELLs as they have an equal opportunity to thrive in the Hebrew language class alongside their English-speaking peers. Success in this class serves as a crucial motivator for ELLs, instilling confidence in their ability to excel not only in achieving English proficiency but also in their other English-driven courses. The anecdotal evidence suggests that this confidence-building dynamic is likely contributing to the self-assurance observed in Ukrainian refugee children attending Hebrew Language Academy Charter School in their English-driven classes.

QHP's proficiency-based approach to Hebrew instruction is designed to be inclusive and adaptive, accommodating not only students entering at later stages but also older ELLs embarking on the journey of learning Hebrew. For older ELLs (as well as older English proficient students who enter QHP at the higher grades), the program implements individualized placement, considering their existing proficiency in English and Hebrew. The curriculum is flexible, offering differentiated instruction to cater to the specific language learning needs of older learners. This approach integrates cultural components into the learning experience, connecting language proficiency with cultural understanding, which is particularly beneficial for older ELLs. The supportive learning environment, positive reinforcement, and regular assessment contribute to a comfortable and effective learning experience. In essence, QHP's proficiency-based model extends its benefits to older English language learners, fostering a personalized and inclusive learning journey that recognizes and values the diverse linguistic backgrounds of all students.

We are confident that our instructional model will have the capacity to meet the needs of the ELLs we project to have in as a school in CSD 28 which is very linguistically diverse as discussed in *R-01ac Community Need and Proposed School Impact.*

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

QHP will continually assesses academic programs and services for ELL at all levels using multiple, fair, and equitable measures. QHP will use this information to determine student academic progress, as well as the level of English language acquisition. The progress of ELLs is based on reviewing multiple data points to gain an overall picture of the student's performance and the impact of their language ability on their performance. When an ELL receives services, progress is monitored on a regular basis by reviewing curriculum-based assessments, grades, school-wide assessments (e.g. NWEA MAP), and observational rubrics in order to determine whether our program is effective in improving our students' English proficiency levels and to ensure that they are meeting or exceeding content and skill standards across the curriculum. In order to make these comparisons, we will disaggregate assessment results by ELL and non-ELL students at every possible opportunity and use that data to continuously improve our instructional strategies. Data from the NYSESLAT assessment (the NYSESLAT indicates proficiency level: Entering, Emerging, Transitioning, Expanding or Commanding) will be triangulated with progress monitoring results and NYS assessment performance. If an ELL student fails to show appropriate progress, modifications to the instructional program may be made. Any student classified and receiving ENL services as an ELL

student who subsequently tests high enough on the NYSESLAT to exit the program will continue to be classified for two years, in accordance with the statutes. Based on individual needs the student will continue to receive ENL services, including testing accommodations on summative and standardized assessments in accordance with NYSED guidelines. QHP's key design element of differentiated instruction which supports all learners, is especially important for former ELL who may continue to need support in accessing the general education curriculum.

- **How the school will make all necessary materials available to parents of ELLs in a language that they can understand;**

QHP will translate all materials necessary for parents into the appropriate language spoken by non-English speaking parents. These materials will be translated by members of the school staff who are proficient readers, writers and speakers of the targeted languages, and to the extent there is no one on staff available to translate these documents into a targeted language, the School will hire a translation service. The ATS Home Language Report will provide information regarding the home languages spoken by all families.

- **How the school will make after-school and other extra-curricular programming accessible to ELLs; and,**

In order to ensure that any afterschool or extra-curricular programming that QHP may offer is accessible to ELLs, the school administration will ensure that all non-English speaking parents (whether or not their child is an ELL) are aware of these opportunities and understand what needs to be done in order for their child to participate. All notifications will be provided to parents in their respective home languages. The school will be aware of the home languages of all our students from the data available on ATS from the HLQs that families completed. The School will have in place a monitoring process to track the student participation in these programs. Semi-annually, the Head of School or their designee will conduct a comprehensive review of ELLs' participation in after school or extra-curricular activities to identify any impediments to their full participation. The results of this review will inform new strategies that need to be implemented in order to ensure that all ELL and their families who are interested in this programming are able to participate.

- **The process that will be used to evaluate the efficacy of the program and instructors and ensure that the needs of ELL students are being met.**

QHP will conduct an annual evaluation of its ENL program to ensure that the program is supporting students in making progress both in the acquisition of the English language and making progress in the school's core curriculum. To determine if program modifications are necessary, QHP will evaluate disaggregated data for ELL students on standardized assessments and non-standardized assessments against that of English proficient students. QHP will also use additional data from classroom observations and evaluations of the ELL Teachers and Dean of Student Support Services in determining if ELL are receiving effective instructional support. QHP will also track students longitudinally after they exit ELL classification, to compare the growth and achievement of former ELL with non-ELL students as measured by NYS assessments and NWEA MAP assessments to inform further modification and differentiation needed in QHP's overall instructional program. Finally, QHP will track how many ELL students have been declassified and how many instructional years it took for them to be declassified to determine if modifications need to be made in order to decrease the time frame in which students achieve English proficiency sufficient to be declassified. This information will be shared with the Board and ELL progress data will be a part of the Academic Dashboard that the Board uses to objectively assess the school's progress towards its goals. Using data, the Board can make objective and informed decisions regarding

changes necessary in the ELL instructional program and resource allocation, including human resources, that will more effectively meet the needs of the school's ELL population.

d. Gifted and Advanced Students

Discuss the school's methods and strategies for identifying and serving students who are academically advanced and/or gifted including:

- **How the school will identify advanced and/or gifted and talented students;**

Students are deemed academically advanced when they are exceeding proficiency standards in ELA and math as measured by the NYS ELA and Math assessment and/or NWEA reading and math. QHP's Head of School will define the benchmarks that students need to achieve on the NWEA MAP Reading and Math assessments to be deemed advanced while students scoring a Level 4 on the NYS assessments will be considered advanced. Baseline assessments in math, reading and writing; teacher observations during conferring in reading and math classes; and student work product may also be used as indicators of students who are deemed to be advanced. Students may also be advanced in Hebrew language as determined by the Hebrew language assessments.

QHP teachers are explicitly trained and supported to differentiate their lessons to address the needs of all learners, including accelerated learners. Grade-level teacher teams meet regularly to discuss strategies to continue to accelerate the advanced students' learning. Throughout the year, with oversight and support from the instructional leadership, teachers meet to evaluate accelerated students' progress. Analysis of assessment data shows whether academically accelerated students are being continually challenged. In addition, leveled classroom libraries support accelerated readers in continuing to advance their reading and comprehension skills. Each classroom will also be equipped with appropriate resources and tech-based learning platforms and programs including Compass Learning and ThinkCERCA that will facilitate accelerated students' engagement in their work. Teachers may set these students up to work on individualized research projects that help them to develop Internet research capacities to obtain and read more advanced treatments of a specific subject. In addition, the Proficiency Approach also supports the acceleration of students who demonstrate advanced skills in Hebrew. QHP may also seek out additional outside partnerships that can provide afterschool opportunities particularly suited to accelerated students.

Finally, the option is available to advance the student one grade. The student's classroom teacher and the Dean of Academics and Culture may determine that a student's assessment data, class work and social emotional development and maturity level indicate that consideration should be made to have the student skip a grade. Should this happen, the Head of School, Dean of Academic and Culture and classroom teacher will meet with the student's parent/guardian and the student to propose this option. The parent and child will make the ultimate decision as to whether they will choose to advance a grade.

- **Strategies and programs the school will use within general education classrooms and in other settings to accelerate learning for advanced and gifted and/or talented students including how the school would implement these strategies in a remote setting.**

Through the construct of the IBL instructional model, which promotes highly individualized instruction, teachers can effectively accelerate learning for advanced students. The IBL model supports teachers in tailoring instruction to each individual child, moving away from a one-size-fits-all approach and ensuring that the needs of both advanced and struggling students are addressed. This approach requires teachers to be attuned to ongoing student assessments, allowing for targeted interventions during the investigation and independent segments of the model. Lessons can be revisited if class-wide data indicates a collective need for further attention. The data-driven component of the IBL model is crucial in guaranteeing that all students have the opportunity to achieve at high levels.

Similar to the IBL model, the Proficiency Approach also facilitates the acceleration of students who exhibit advanced skills in the Hebrew language. The Proficiency Approach recognizes that a learner's proficiency in the target language develops gradually and often in a non-linear manner. It identifies four main phases that language learners undergo during the language acquisition process, aiming to achieve a level equivalent to that of a native speaker. These four levels encompass Novice, Intermediate, Advanced, and Superior, providing a comprehensive framework to guide learners through various stages of language proficiency. The first three levels are further sub-divided into Low, Mid and High. The levels and sub-levels enable precise evaluation of the learner's capacity to function in the target language. Ongoing and precise evaluation of the learner's progress as defined by these levels provides the teacher with a clear picture of the learner's strengths (as well as those weak areas) which need to be addressed. Thus, Hebrew teachers are able to effectively move all students, including advanced students, to higher sub-categories within each main level accelerating students' acquisition of the Hebrew language.

As highlighted earlier, all teachers supporting advanced students will receive ongoing assistance in addressing the unique needs of these learners through differentiated instruction within the IBL model construct. Within the IBL framework, teachers have the flexibility to utilize various materials for specific lessons, catering to the diverse learners in the classroom. The school's budget is strategically aligned with the anticipated need to acquire additional instructional materials, as identified by the instructional staff, to further enhance the achievement levels of advanced students. For example, purchasing higher-level books on science topics allows advanced students to delve into more sophisticated reading material within a unit of study, advancing both their reading skills and comprehension of scientific concepts.

During independent work time scheduled within the IBL model, teachers may involve advanced students in individualized research projects, fostering their internet research capacities and exposing them to more advanced treatments of specific subjects. Each classroom is equipped with appropriate resources and technology, such as student laptops, to facilitate the engagement of advanced students in such endeavors. These advanced students also become the focus of the School Intervention Team (SIT), where teachers engage in discussions about strategies to continue accelerating their learning and address their specific educational needs effectively.

All teachers will receive on-going training regarding the education of academically advanced students including during the pre-opening professional development prior to the opening of school each year. Professional Development will also address the needs of all students, including advanced students, by emphasizing differentiation and ongoing assessment of work. In addition, the School's embedded professional development model provides teachers with time for ongoing training, planning and collaboration facilitated by the Dean of Academics and Culture supported by the Hebrew Public instructional team who may engage outside professional development consultants around issues specifically related to how to continue to accelerate the advanced student.

9. Instructional Leadership

Proposals should include strategies to promote and prioritize diversity and equity within the operational, instructional, and administrative leadership and staff.

a. Instructional Leadership Roles

Describe instructional leadership (i.e. individuals supervising implementation of the academic program) 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 including a delineation of which instructional staff each instructional leader is responsible for supporting;**

In the first five years of operation at QHP, the Head of School assumes a central role in providing both instructional and academic leadership. As the primary leader, the Head of School takes on the responsibility of shaping the academic and cultural vision, setting goals, and ensuring that the academic program aligns with the school's mission. The Head of School provides overarching guidance to all leaders and instructional staff, fostering a cohesive and purposeful learning environment.

In collaboration with the Head of School, the Director of Operations focuses on the logistical aspects that underpin instructional leadership. While not directly involved in academic content, the Director of Operations oversees resource management, facility coordination, and scheduling to facilitate effective teaching and learning. This collaborative effort ensures that the academic environment is well-supported and conducive to educational success.

Furthermore, the Dean of Academics and Culture, who oversees both academics and culture, contributes to instructional leadership by cultivating a positive and inclusive school climate that puts equal emphasis on both academic and socio-emotional aspects. The Dean of Academics and Culture collaborates with the Head of School and the Director of Student Support Services to implement behavior intervention plans, support teachers in maintaining positive classroom environments, and address any challenges related to student behavior that may impact academic performance. The Dean of Hebrew Studies oversees the Hebrew language and Israeli Studies program and collaborates with the Head of School to ensure students are making progress in the acquisition of the Hebrew language.

Subject-specific leaders and specialists, such as a Dean of Student Support Services, Reading Specialist, Math Specialist, special education teachers, and ELL teachers, collaborate with the Head of School to address the diverse academic needs of students. In this collaborative framework, the Head of School takes a hands-on approach to instructional leadership (including the day to day management and supervision of teachers), working closely with various instructional leaders to ensure a well-coordinated and comprehensive approach to academic excellence.

By centralizing instructional and academic leadership under the guidance of the Head of School, QHP establishes a unified vision for educational success during its initial five years of operation. This approach emphasizes a cohesive and purpose-driven academic program that aligns with the school's mission, fostering an environment conducive to both learning and overall student development.

The following table provides a list of the instructional leadership positions at QHP, the years that the position in online and the instructional staff supported by the instructional leader. Note that as QHP builds out its instructional leadership staff, the Head of School provides direct day to day supervision and support to specific teaching staff as is indicated in the table.

Title	Years of Position	Instructional Staff Supported
Head of School	**1-5**	Dean of Academics and Culture, Director of Operations, Dean of Hebrew Studies (Years 2-5), Dean of Student Support Services (Years 2-5) Year 1: Special Education Teachers and Hebrew Teachers Year 3: Specials Teachers (Phys Ed, Music and Visual Arts) Year 4: Grades 3-4 General Education Teachers Year 5: Grades 3-5 General Education Teachers
Dean of Academics/Culture	**1-5**	Year 1: K-1 General Education Teachers, Teaching Assistants, Phys Ed Teacher, School Aide Year 2: K-2 General Education Teachers, Teaching Assistants, Phys Ed Teacher, School Aide Year 3: K-3 General Education Teachers, Teaching Assistants, School Aides Year 4: K-2 General Education Teachers, Teaching Assistants, Specials Teachers (Phys Ed, Music and Visual Arts), School Aides Year 5: K-2 General Education Teachers, Teaching Assistants, Specials Teachers (Phys Ed, Music and Visual Arts), School Aides
Dean of Hebrew Studies	**2-5**	Hebrew Teachers
Dean of Student Support Services	**2-5**	ELL Teachers, Special Education Teachers, Reading Specialist (Year 4-5), Math Specialist (Year 4-5)
Director of Operations	**1-5**	Operations Associate, School Aides

- **The process and criteria for identifying and selecting instructional leaders including how such criteria align with the school's educational philosophy and mission; and,**

The process of identifying and selecting instructional leaders at QHP embodies a meticulous and values-driven approach that harmonizes with the school's educational philosophy and mission, with a specific focus on cultivating global citizenship. It entails a detailed and comprehensive evaluation, incorporating a thorough review of candidates' educational backgrounds, teaching experience, and leadership skills. This process actively engages multiple stakeholders at both the school and network levels, ensuring a comprehensive assessment. Moreover, the evaluation emphasizes candidates' capacity to promote a global perspective within the academic program, aligning seamlessly with QHP's dedication to preparing students for a diverse and interconnected world. The assessment goes beyond traditional criteria and delves into candidates' ability to integrate global perspectives into curriculum development, instructional strategies, and initiatives geared towards fostering students' awareness of global issues.

The criteria for selecting instructional leaders are carefully crafted to ensure that candidates not only possess strong academic qualifications but also embody the core values of being a global citizen. QHP values leaders who demonstrate cultural competence, a commitment to diversity and inclusion, and a deep understanding of the school's mission to cultivate responsible and engaged global citizens.

Specifically, candidates are expected to demonstrate instructional and programmatic expertise,

understanding optimal teaching and learning practices. This includes the ability to articulate the why and how of lessons concisely, analyze data for informed decision-making, differentiate instruction based on student needs, and engage leaders and teachers creatively to enhance instruction. Additionally, a goal-based approach to curriculum and instruction, staying informed on industry trends, and being well-versed in educational research are essential.

Furthermore, candidates must exhibit strong adult leadership and management skills. This involves coaching others to optimize programmatic offerings, efficiently preparing for and conducting individual and group meetings, anticipating needs through data analysis, and strategically approaching professional development to enhance teaching and leadership. Effective collaboration, influential leadership, active board engagement, emotional intelligence, accountability, and a commitment to talent development are key aspects that contribute to successful leadership in this context.

Candidates must also align with Hebrew Public's mission, demonstrating a passion for educational excellence, equity, diversity, and global citizenship. This involves a record of closing opportunity gaps, personal experience as a multi-language learner or a deep understanding of language learning benefits and a commitment to lifelong learning.

Furthermore, the selection criteria prioritize candidates who exhibit strong interpersonal and collaborative skills, as collaboration is integral to promoting a global mindset. The interview and evaluation process includes assessing candidates' ability to work effectively in diverse teams, communicate across cultural differences, and contribute to a school culture that values global citizenship.

By aligning the criteria for selecting instructional leaders with the school's values about being a global citizen, QHP ensures that its leadership team actively promotes and models the principles of global awareness, empathy, and cultural understanding. This holistic approach to leadership selection contributes to the fulfillment of QHP's educational philosophy and mission, creating an environment where students are prepared not only academically but also as responsible and compassionate global citizens.

The process of recruiting a Head of School begins with members of the Hebrew Public Talent and Program team, with input from the CEO, conducting a thorough needs assessment to outline the essential qualifications, competencies and attributes required for the role. Collaborating with a reputable search firm, the Talent Team engages in sourcing and screening potential candidates, ensuring alignment with the position's requirements. As applications are reviewed by the search firm and Talent Team, the search firm conducts preliminary screenings to assess candidates' suitability.

Shortlisted candidates engage in a multi-stage interview process involving various stakeholders at both the school and network levels. This process includes panel interviews, instructional demonstrations, coaching simulations and meetings with staff and board members. Feedback collected from stakeholders informs the evaluation of candidates. Following comprehensive reference checks and background screenings, the Talent Team presents a list of finalists to the school board, accompanied by a detailed recommendation outlining each candidate's strengths and qualifications. The board assumes sole responsibility for making the ultimate hiring decision, conducting final interviews as necessary. Once a selection is made, the Talent Team coordinates the formal offer and onboarding process for the chosen candidate, ensuring a seamless transition into the role.

- **How instructional leaders will monitor the effectiveness of the academic program and at-risk students 'academic performance.**

Instructional leaders at QHP employ a multifaceted approach to monitor the effectiveness of the academic program and track the academic performance of at-risk students. This involves a rigorous analysis of academic data, including standardized test scores, formative assessments, and other relevant metrics, allowing leaders to identify trends and areas for improvement. Regular classroom observations and walkthroughs provide firsthand insight into the implementation of instructional strategies, ensuring

alignment with intended goals. Additionally, instructional leaders foster a collaborative environment among teachers, encouraging regular meetings and targeted professional development to refine instructional approaches. The use of educational technology tools, such as learning management systems and data analytics platforms, enables real-time monitoring of student engagement and performance. Feedback from teachers, students, and parents is actively sought through surveys and feedback sessions, providing valuable insights into the perceived effectiveness of the academic program. Interventions for at-risk students are closely monitored for implementation and effectiveness, including additional support classes, tutoring, and personalized learning plans. The alignment of the academic program with educational standards is a priority, ensuring that the curriculum meets necessary benchmarks for student achievement. This comprehensive monitoring strategy allows instructional leaders to make informed decisions, continuously improve the academic program, and provide targeted support to enhance the academic performance of at-risk students at QHP.

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. The response should include a clear outline of how and when specific school leaders will conduct their support of individual teachers explaining the frequency of different forms of support teachers can expect on a regular basis (e.g. the frequency of classroom observations and feedback, length and substance of other development meetings such as one-on-ones). This response differs from 10c in that this response should focus on supports individual teachers receive to foster their instructional development, as opposed to 10c which focuses on supports that all teachers or particular groups of teachers will receive.

At QHP, a comprehensive system is in place to provide ongoing individual teacher supervision and support, focusing on high-quality instructional planning and implementation. This approach entails bi-weekly coaching meetings, allowing teachers to receive tailored guidance on instructional strategies, set goals, and address specific challenges they may encounter. Additionally, weekly grade team intellectual preparation meetings foster collaboration among teachers within the same grade level, creating a platform for shared learning experiences and effective instructional planning. Teachers can expect at least one classroom observation with feedback per week, conducted by school leaders to offer formative insights aimed at enhancing teaching effectiveness. For new or struggling teachers, QHP implements more intense support and coaching plans, involving additional observation and feedback sessions, targeted professional development, and personalized coaching plans. Furthermore, regular one-on-one development meetings provide teachers with a confidential space to discuss their professional goals and receive individualized support for their continuous growth. This multifaceted approach underscores QHP's commitment to providing diverse and consistent supports, ensuring that teachers receive the necessary guidance and resources for ongoing improvement in their instructional practices.

c. Professional Development

Describe how the schoolwide professional development program (i.e. all staff PD sessions, specific group PD sessions such as planning meetings, new teacher trainings, etc.) will assist teachers in meeting all students 'academic needs and school goals including:

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

teachers, teachers new to the school, highly effective teachers, and teachers of all subjects, including teachers of students with disabilities and ELLs; and,

- **The process for evaluating the efficacy of the professional development program.**

The schoolwide professional development program at QHP is designed to ensure that teachers are well-equipped to meet all students' academic needs and contribute to the achievement of school goals. Professional development occurs in various formats and frequencies to cater to diverse staff needs. A one-week intensive school leader professional development, facilitated by network leaders, kicks off the academic year, focusing on leadership skills, instructional strategies, and aligning with the school's mission and design elements. A two-week intensive staff professional development, designed by network leaders and facilitated by school leaders, provides in-depth training on curriculum, instructional methods, and collaboration strategies.

Additionally, QHP prioritizes ongoing teacher development by dismissing students at 1 pm every Friday to allow for weekly teacher professional development sessions. These sessions, facilitated by school leaders, cover centralized topics identified by the network leaders and other topics tailored to the specific needs of QHP. The professional development program is differentiated to address the unique needs of teachers, including novice teachers, those new to the school, highly effective teachers, and teachers of diverse subjects, students with disabilities, and English Language Learners (ELLs). New staff undergo specialized training in the summer to ensure a smooth transition into the QHP community.

The identification of professional development topics is a collaborative process involving input from network leaders, school leaders, and staff surveys. Surveys are regularly administered to allow staff to provide feedback on professional development sessions, ensuring that the topics and formats align with the evolving needs of the school community.

The school's professional development plans are intricately tied to the mission, key design elements, and the needs of target and special populations. By focusing on leadership, curriculum, and instructional strategies, the professional development program directly supports the overarching goals of QHP. The differentiated approach ensures that all teachers, regardless of experience or subject, receive relevant training to effectively address the diverse needs of students.

To evaluate the efficacy of the professional development program, QHP employs a multifaceted approach. This includes ongoing feedback mechanisms through surveys, regular assessments of teacher implementation in the classroom, and periodic reviews by school and network leaders. The continuous evaluation process allows for adjustments and refinements to ensure that professional development remains dynamic, responsive, and aligned with the school's mission and goals.

d. Teacher Evaluation and Accountability

Describe how the school will formally evaluate teachers and hold them accountable for student achievement. If established teacher evaluations systems (e.g., Danielson rubric) would be used, the response should explain how the particular system was chosen and how it aligns with the overall proposed mission and academic program. This response should also include:

- **An explanation of how expectations for teacher performance and student achievement will be established, communicated to, and instilled in staff members; and,**

At QHP, the formal evaluation of teachers and the accountability for student achievement will be guided by a comprehensive and transparent process. The school will utilize an established teacher evaluation system, specifically the Danielson rubric, chosen for its alignment with the overall proposed mission and academic program of QHP. The Danielson rubric is recognized for its effectiveness in assessing teaching practices and promoting professional growth.

Expectations for teacher performance and student achievement will be established through collaborative efforts involving school leadership, instructional leaders, and teachers. Clear and concise performance expectations will be communicated to all staff members through regular professional

development sessions, mentorship programs, and ongoing communication channels. This collaborative approach ensures that expectations are rooted in the school's mission, vision, and academic goals, fostering a shared understanding of the standards and benchmarks for excellence.

- **A description of the school's process and criteria for evaluating teacher performance and holding teachers and leaders accountable for student achievement.**

The evaluation process for teacher performance and accountability for student achievement at QHP is comprehensive. Throughout the academic year, a combination of formal and informal classroom observations occurs to assess teaching practices continually. Additionally, mid-year and end-of-year evaluations are conducted using the Danielson framework, providing structured opportunities for a thorough assessment of educators' performance and its impact on student learning outcomes.

Feedback and targeted professional development opportunities, follow classroom observations to support continuous improvement among teachers. The evaluation of teacher performance incorporates student achievement data from both formative and summative assessments, playing a crucial role in the overall assessment. Regular data analysis sessions, led by the Hebrew Public Director of Data and Analytics and Directors of Instruction, are held to evaluate the effectiveness of instructional strategies on student learning outcomes.

The criteria for evaluating teacher performance extend beyond the classroom to encompass a holistic view of educators' contributions to the school community. This includes collaboration with colleagues, active participation in professional development, and engagement in school-wide initiatives. To maintain accountability for student achievement, QHP has implemented a data-driven accountability system, including mid-year and end-of-year reviews.

Regular reviews of both qualitative and quantitative data, guided by network support, serve as key components in decision-making processes, allowing for necessary adjustments to instructional strategies and interventions, and staffing. QHP actively promotes a culture of accountability through open communication, feedback loops, and a steadfast commitment to ongoing professional development that aligns with the school's academic goals. This holistic approach, with network support, ensures that teacher evaluation is a dynamic and collaborative process aimed at continuous improvement and excellence in student outcomes.

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 and methods the school intends to implement to support the social and emotional development in students and rationale for their selection;**
- **Any specific programs and methods the school intends to implement to support teachers and other staff in creating and sustaining an equitable school culture and the rationale for their selection;**
- **How the school will maintain a safe and orderly environment; and,**
- **How the school will instill the culture and expectations with board members, staff, students, and families.**

In establishing and maintaining a culture that supports learning and achievement, QHP will adopt the Responsive Classroom approach, emphasizing a positive and inclusive environment grounded in OLAM values, where OLAM signifies "world" in Hebrew. These values help students and staff think critically, demonstrate empathy, communicate clearly, listen well and value learning. This approach aligns with the school's commitment to partnering and collaborating with families, fostering a community where OLAM values guide students in becoming global citizens. QHP will strive to instill qualities such as **O**utstanding problem-solving skills, a commitment to **L**ifelong learning, **A**wareness in communication, and a dedication to **M**aking a positive difference in the world (these qualities provide the acronym for our OLAM values).

This choice of approach will be grounded in the research-based strategies of Responsive Classroom, which promote a sense of community, responsibility, and engagement among students. QHP recognizes the intrinsic link between social and emotional well-being and academic success, making the Responsive Classroom approach a fitting framework for holistic student development.

To prioritize social and emotional learning (SEL), QHP will implement specific programs aligned with Responsive Classroom principles that explicitly address SEL competencies. The daily Morning Meeting, designed to build a positive classroom community through greetings, sharing, and collaborative activities, will serve as a key SEL component. Additionally, the school will utilize Responsive Classroom's approach to logical consequences and guided discovery to instill valuable social skills and self-discipline, fostering emotional intelligence in students. Further, OLAM values will be introduced and regularly explored at each grade level with developmentally appropriate practices including service-learning projects, kindness projects, and daily reflection opportunities. They leverage the work of Responsive Classroom and support efforts to build a positive school culture providing a structure in which students and staff put their social emotional competencies into action for the greater good.

For teachers and staff, QHP will place a strong emphasis on training and professional development centered on SEL strategies within the Responsive Classroom framework. This will include guidance on positive teacher language, setting clear expectations, and employing techniques to create a supportive and equitable learning environment that prioritizes the social and emotional needs of students. These programs will be chosen based on the belief that educators, when embodying Responsive Classroom principles and prioritizing SEL, significantly contribute to fostering a positive and inclusive school culture.

Ensuring a safe and orderly environment will remain paramount. Led by the Head of School and the Dean of Academics and Culture, QHP will implement behavior management strategies aligned with Responsive Classroom principles that explicitly address SEL competencies. This approach will involve logical consequences, collaborative rule-setting, and the promotion of positive behavior through teacher language, all of which contribute to the social and emotional well-being of students.

To instill the culture and expectations among board members, staff, students, and families, QHP will adopt an inclusive approach through ongoing communication and community-building efforts. Regular

informational sessions, workshops, and events will be organized to involve all stakeholders in understanding and contributing to the Responsive Classroom culture, with a specific focus on prioritizing social and emotional learning as a fundamental aspect of student development and well-being. This collaborative approach aims to create a shared commitment to the values and practices that define QHP's positive, supportive, and SEL-focused learning community.

QUEENS HEBREW PUBLIC CHARTER SCHOOL

STUDENT CODE OF CONDUCT AND DISCIPLINE POLICY

Queens Hebrew Public Charter School ("QHP" or the "School") has developed a series of rules that address proper Student behavior, maintenance of order within the School and while people are engaged in school activities (the "Discipline Policy" or the "Policy").

The Discipline Policy sets forth QHP's policy regarding how students are expected to behave when participating in School activities- on and off School grounds- and how the School will respond when Students fail to behave in accordance with these rules.

In all disciplinary matters, students will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary sanctions to the staff member imposing such sanctions. Depending on the severity of the infraction, disciplinary responses include, but are not limited to, suspension (short or long term), detention, exclusion from extracurricular activities, and expulsion. Where appropriate, School officials also will contact law enforcement agencies.

CODE OF CONDUCT

QHP recognizes that the best way for the community to support Students to make safe, positive choices when handling conflicts, is to model the correct behavior. All members of the QHP community are expected to be respectful in our interactions with each other. Families are encouraged to schedule a meeting with their child's classroom teacher in the event of a problem or disagreement. If the problem persists, the Head of School may contact the family. The Head of School is ultimately responsible for resolving any issue that cannot be addressed by other staff members. If you wish to discuss a matter with the Head of School, you should schedule an appointment with him or her through the appropriate process.

I. Dignity For All Students Act Policy:

QHP and its Board of Trustees (the "Board") are committed to providing a safe and productive learning environment within the School. In accordance with New York State's Dignity for All Students Act ("DASA"), QHP is committed to promptly addressing incidents of harassment and/or discrimination of students that impede students' ability to learn. This includes bullying, taunting, or intimidation in all their myriad forms both on-campus and off-campus (including on-line).

Students' Rights

No student shall be subjected to harassment by staff or students on School property or at a School function. Nor shall any student be subjected to discrimination based on the student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, sex or any other characteristic protected by law by QHP employees or students on School property or at School functions.

In addition, QHP reserves the right to discipline students, consistent with the Discipline Policy, who engage in harassment of students off School property (including without limitation: on-line, on social media platforms, text messaging and other electronic media) under circumstances where such off-campus conduct: 1) affects the educative process; 2) actually endangers the health and safety of QHP students within the educational system; or 3) is reasonably believed to pose a danger to the health and safety of QHP Students. This includes written and/or verbal harassment which materially and substantially disrupts

the work and discipline of QHP and/or which QHP officials reasonably foresee as being likely to materially and substantially disrupt the work and discipline of QHP.

Dignity Act Coordinator

The School will designate _____, as the Dignity Act Coordinator (the "DAC"), he or she will be reachable at _____. The DAC is trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, and sex. The DAC will be accessible to Students and other employees for consultation and advice.

Reporting and Investigating

Personnel at all levels are responsible for reporting harassment of which they have been made aware to their immediate supervisor. Any student who believes that he or she is being subjected to harassment, as well as any other person who has knowledge of or witnesses any possible occurrence of harassment, shall report the harassment to any staff member or to the DAC. A staff member who witnesses harassment or who receives a report of harassment shall inform the DAC. The DAC, or their designee, shall promptly investigate the complaint and take appropriate action to include, as necessary, referral to the next level of supervisory authority and/or other official designated by QHP to investigate allegations of harassment. Follow-up inquiries and/or appropriate monitoring of the alleged harasser and victim shall be made to ensure that harassment has not resumed and that those involved in the investigation of the allegations of harassment have not suffered retaliation.

Material incidents of discrimination and harassment on School grounds or at a School function will be reported to the State Education Department as required by law.

No Retaliation

QHP and its Board prohibit any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who participate in the investigation of allegations of harassment. All complainants and those who participate in the investigation of a complaint in conformity with state law and QHP policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

DISCIPLINE POLICY

Discipline Overview

QHP sets high standards for student behavior. All students have rights, and responsibilities – to classmates, teachers, and school. When behavior concerns are recognized, the guidelines below provide objective guidance that the school will use as its approach to these concerns. QHP staff have a shared commitment to:

- Ensuring the right of all students to learn in a safe environment;
- Using and participating in consistent, school-wide prevention and intervention, focusing on instruction and restorative practices;
- Promoting shared responsibility throughout the school by means of problem-solving and collaborative conversations;
- Acknowledging and honoring individual student's identities and developmental needs; seeking to model, teach, and reinforce students' and adults' social-emotional learning (self-management, self-awareness, social awareness, relationship skills, and responsible decision making) and;
- Involving a cooperative and collaborative effort among students, parents or guardians, and staff.

Restorative Approach to Discipline:

QHP works with staff, students, and families to take a restorative approach to discipline. This allows

students the opportunity to reflect on their actions and repair harm to the school community. Restorative interventions may be an alternative to punitive consequences or may be assigned in conjunction with a punitive consequence(s). Examples of Restorative practices:

- One-on-one conference with staff
- Written reflections
- Service learning projects
- Peace circles
- Peer conferencing
- Community meetings
- Ongoing small group interventions

Assignment of Consequences based on Code of Conduct Violations:

When interventions or restorative approaches to student behaviors are attempted and the student's behaviors affect the safety or learning environment of others, additional consequences may be assigned by school personnel. Assigning consequences is the least desired option for Hebrew Public but may be necessary based on the severity or repetition of behaviors outlined in the Code of Conduct. In determining the appropriate consequence, school personnel will take the following steps:

- **Redirect** student behavior if possible to de-escalate the student and the exhibited behavior.
- **Intervene** to minimize disruption and/or potentially dangerous behaviors, resolve conflict, and minimize the loss of instructional time.
- **Gather information** from students, staff, and others who potentially witnessed behavior(s). (This may include the use of internal security footage and/or footage or evidence provided to staff through electronic means.) When potentially dangerous behaviors (Level 5 or 6) are reported, the designated staff member may begin gathering information by removing students from their designated educational setting.
- **Objectively analyze** all of the information gathered, while factoring in information such as the student's age, the context in which the incident occurred, intent, services received by the student, and any additional relevant or extenuating circumstances.
- **Determine** the appropriate consequence based on information gathered regarding the reported incident, as well as previous consequences assigned for similar or repetitive behaviors.
- **Communicate** the findings of the information gathered and inform the student and family of the assigned consequence (please see appeals process below).

Definition of Consequences:

- Reprimand. A documented verbal warning to students followed up by a parent or guardian notification.
- Family Conference. A conference about behavior with an administrator, parent or guardian, and possibly the student.
- Loss of Privilege. Loss of the ability to participate in and/or attend any extracurricular activity/event or field trip that isn't academically required/related.
- Extracurricular Activity Suspension. Suspension from extracurriculars, including rehearsals, contests, and/or performances. In addition to these consequences, students are also subject to school discipline.
- Community Repair. An alternative to punitive consequences. The dean may assign the student to repair harm to the school community through a service-oriented approach.
- Intervention plan. An intervention plan will be created as a result of an assessment of a student's behavioral concerns and/or behavioral patterns. This plan will be created via a multidisciplinary

team in conjunction with the student and the student's guardian(s). The intervention plan will include identification of current and previous strengths, specific concerns that impede educational progress, multi-tiered systems of support and interventions, goals, and progress monitoring.

- Reflection Time. An assignment of 30-45 minutes in a supervised area before or after school or during lunch or recess period.
- 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.
- Long-term Suspension & Expulsion. A long-term suspension refers to the removal of a student from school for disciplinary reasons for a period of more than five days.
- Expulsion refers to the permanent removal of a student from school for disciplinary reasons.

The school has adopted a Code of Conduct that is described in detail below. It includes four levels of violations and a range of potential consequences for these different levels. While the list of violations makes every effort to be comprehensive, the School reserves the right to address under this Code student misbehavior that is of a level of seriousness equivalent to those in the Code, and is substantially similar to other code violations, even where not specifically listed. A disciplinary violation can be addressed under the school's Code of Conduct while the student is:

- at school and/or on school grounds
- participating in school-sponsored activities
- walking to or from school or a school-sponsored activity
- walking to or from or waiting for school transportation
- riding on school transportation (for example, the school bus)
- riding on public transportation while on the way to or from school or to or from a school-sponsored activity

The school may also impose consequences under this Code of Conduct for student behavior that, while occurring outside of school, has a substantial impact on other students or staff or members of the school community.

Group 1

Infraction	Range of interventions and/or consequences
1-A: Excessive noise in the hall or building causing interruption to the learning or others **1-B:** Leaving the classroom without permission **1-C:** Engaging in any behavior that is disruptive to the orderly process of classroom instruction **1-D:** Loitering, or occupying an unauthorized place in the school or on school grounds **1-E:** Failing to attend class without a valid excuse **1-F:** Persistent tardiness to school or class (3 or more incidents per semester) **1-G:** Use of the school's network for the purpose of accessing non-educational materials, such as games and other inappropriate materials **1-H:** Posting or distributing unauthorized written materials on school grounds	• Family Conference • Loss of Privilege • Extracurricular Activity Suspension • Community Repair • Intervention Plan • Detention

Group 2

Infraction	Range of interventions and/or consequences
2-A: Leaving the school without permission **2-B:** Plagiarizing, cheating, and/or copying the work of another student or other source **2-C:** Initiating or participating in any unacceptable minor physical actions (horseplay, play-fighting) **2-D:** Failing to abide by school rules and regulations not otherwise listed (uniform violations, etc.) **2-E:** Use of profane, obscene, indecent, immoral, or offensive language or gestures **2-F:** Repeated disregard for the instructions or direction of school personnel causing interruption to other students' participation in school activities **2-G:** Unauthorized use or possession of cellular telephones or other technology devices	• Family Conference • Loss of Privilege • Extracurricular Activity Suspension • Community Repair • Intervention Plan • Detention • Suspension

Group 3

Infraction	Range of interventions and/or consequences
3-A: Use of profane, obscene, indecent, immoral, or offensive language or gestures directed at students, staff, or visitors **3-B:** Disruptive behavior on the school bus **3-C:** Fighting – acts of physical contact between two people with intent to harm, no injuries result **3-D:** Profane, obscene, indecent, and immoral or seriously offensive language and gestures, propositions, behavior, or harassment based on race, color, national origin, sex, gender, sexual orientation, age, religion, gender identity, gender expression, or disability **3-E:** Second or more documented violation of a Group 1 or 2 behavior category **3-F:** Forgery – false and fraudulent making or altering of a document pertaining to student information, or falsely representing any document on school letterhead/branding **3-G:** Second or more documented act of plagiarizing, cheating, and/or copying the work of another student or other source **3-H:** Overt display of gang affiliation **3-K:** Bullying behaviors – conduct directed toward a student that can be reasonably predicted to cause fear of physical or mental harm, harm to property, and/or interfere with student's ability to participate in school or school activities	• Family Conference • Loss of Privilege • Extracurricular Activity Suspension • Community Repair • Intervention Plan • Detention • Suspension

Group 4

Infraction	Range of interventions and/or consequences
4-A: False activation of a fire alarm that does not cause a school facility to be evacuated or does not cause emergency services to be notified **4-B:** Obtaining money, goods, or services through means of coercion or intimidation **4-C:** Threatening behaviors – any written, verbal, or physical action which may cause others to expect an immediate physical altercation **4-D:** Purposeful or malicious destruction of others' property (including school property) up to $100 **4-E:** Fighting – physical contact between more than two people with intent to harm or physical contact between two people with intent to harm that results in injury **4-F:** Unauthorized control over the physical property of another or possession (physical control over, such as contained in clothing, lockers, or bags) of stolen property that costs less than $150 **4-G:** Any extreme behavior not otherwise defined in Groups 1-4 of this SCC that very seriously disrupts the educational process **4-H:** Initiating or participating in inappropriate physical contact with school personnel, with no intent to harm school personnel **4-J:** Possession or use (physical control over, such as contained in clothing, lockers, or bags) and/or use of tobacco or nicotine products, e-cigarettes, vaporizers, matches, or cigarette lighters	• Family Conference • Loss of Privilege • Extracurricular Activity Suspension • Community Repair • Intervention Plan • Detention • Suspension • Long-Term Suspension & Expulsion

Group 5

Infraction	Range of interventions and/or consequences
5-A: Intentional use of force against school staff, personnel, and/or visitors which results in harm or injury **5-B:** Engaging in or attempting any illegal behavior which interferes with the school's educational process **5-C:** Burglary – knowingly and without authority entering or remaining in a building or vehicle with intent to commit a felony or theft therein **5-D:** Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than $150 **5-E:** Use of intimidation, credible threats of violence, coercion, or persistent severe bullying. Intimidation is a behavior that prevents or discourages another student from exercising his/her right to education **5-F:** Aggravated assault – assault with a deadly weapon or done by a person who conceals his/her identity **2** **5-H:** Use or possession of illegal drugs, narcotics, controlled substances, "look-alikes"of such substances, or use of any other substance for the purpose of intoxication in or before school or a school-related function **5-J:** Use of any computer, including social networking websites, or use of any information technology device to threaten, stalk, harass, bully, or otherwise intimidate others **5-K:** Vandalism (willful or malicious destruction or defacing of property) or criminal damage to property that results in damage exceeding $500 **5-L:** Inappropriate consensual sexual activity **5-M:** Use or possession of alcohol in school or at, before, or after a school-related function **5-N:** Gang activity or overt displays of gang affiliation	• Family Conference • Loss of Privilege • Extracurricular Activity Suspension • Community Repair • Intervention Plan • Detention • Suspension • Long-Term Suspension & Expulsion

Group 6

Infraction	Range of interventions and/or consequences
6-A: Use, possession, and/or concealment of a firearm/destructive device or other weapons or "look-alikes" of weapons **6-B:** Arson – knowingly damaging, by means of fire or explosive, a building and/or the personal property of others **6-C:** Bomb threat – a false indication that a bomb, or other explosives of any nature, is concealed in a place that would endanger human life if activated **6-D:** Theft (obtaining or exerting unauthorized control over) or possession (physical control over, including in clothing, lockers, or bags) of stolen property that costs more than $1,000 **6-E:** Robbery – taking personal property in the possession of another by the use of force or by threatening the imminent use of force **6-F:** Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, "look-alikes" of such substances, contraband, or any other substance used for the purpose of intoxication **6-G:** Use or possession of alcohol in school or at, before, or after a school-related function **6-H:** Sex acts which include the use of force **6-J:** Battery that causes great harm, is done by a person who conceals his/her identity, or aiding and abetting in the commission of such battery **6-H:** Sale, distribution, or intent to sell or distribute alcohol, illegal drugs, narcotics, controlled substances, "look-alikes" of such substances, contraband, or any other substance used for the purpose of intoxication	• Short Term Suspension • Long-Term Suspension & Expulsion

Please note that behavior violations in Level 5 and 6 typically involve serious and potentially illegal incidents of misbehavior. These violations may result in more severe consequences such as short-term suspension, long-term suspension, or expulsion. school officials will report student behavior to law enforcement authorities wherever they are required to do so by law or to maintain the safety and security of the school and its students and staff.

II. Levels of Suspension & Due Process Procedures

A. SHORT TERM SUSPENSION

A short-term suspension refers to an in-school removal or out-of-school removal of a student for disciplinary reasons for a period of ten (10) or fewer days. A student who has committed a Level 2 infraction may be subject minimally to a short-term suspension, unless the Head of School determines that an exception should be made based on the individual circumstances of the incident and the student's disciplinary record. The Head of School reserves the right to adjust the punishment for each infraction per his or her judgment.

Procedures and Due Process for Short Term Suspension

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

Before imposing a short-term suspension, the Head of School shall immediately notify the parents or guardian that the student may be suspended from school. Written notice of the decision to impose suspension shall be provided by email (if known) personal delivery or express mail delivery within 24 hours at the last known address(es) of the parents or guardian. Where possible, notification also shall be

provided by telephone. Such notice shall provide a description of the incident(s) for which suspension is proposed and shall inform the parents or guardian of their right to request an immediate informal conference with the Head of School. Such notice and informal conference shall be in the dominant language or mode of communication used by the parents or guardian. The parents or guardian of the Student and the Student shall have the opportunity to present the student's version of the incident. Such notice and opportunity for an informal conference shall take place prior to the suspension of the student unless the Student's presence in the school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.

The Head of School's decision to impose a short-term suspension may be appealed by the parent(s) or guardian in accordance with QHP's Complaint Policy, contained in the Student Handbook, accessible on the School's website and available in hard copy from the School's Office upon request.

B. LONG TERM SUSPENSION/EXPULSION

A long-term suspension refers to the removal of a student from school for *disciplinary reasons for a period of more than ten (10) days.* Expulsion refers to the permanent removal of a student from school for disciplinary reasons. A student who is determined to have committed any Level 4 infraction may be subject to a long-term suspension or expulsion, unless the Head of School determines that an exception should be made based on the circumstance of the incident and the student's disciplinary record. Such a student may also be subject to any of the disciplinary measures outlined elsewhere in this document including a referral to the appropriate law enforcement authorities.

A student who commits any of the acts previously described as causes for short term-suspension may, instead or in addition, be subject to a long-term suspension in the Head of School's reasonable discretion if the student has committed the act at least three (3) times in the academic year or if the Head of School shall otherwise reasonably determine that subjecting a Student to a long-term suspension is reasonable and warranted.

Procedures and Due Process for Long Term Suspension

The Head of School may impose a long-term suspension. Such a suspension may be imposed only after the student has been found guilty at a formal suspension hearing. In extreme circumstances, the Head of School may expel the student from school. Upon determining that a student's action warrants a possible long-term suspension, the Head of School shall verbally inform the student that he or she is being suspended and is being considered for a long-term suspension (or expulsion) and state the reasons for such actions. The Head of School also shall immediately notify the student's parent(s) or guardian(s) in writing. Written notice shall be provided by personal delivery, express mail delivery, or equivalent means reasonably calculated to assure receipt of such notice within 24 hours of suspension at the last known address. Where possible, notification also shall be provided by telephone if the school has been provided with a contact telephone number for the parent(s) or guardian(s). Such notice shall provide a description of the incident or incidents that resulted in the suspension and shall indicate that a formal hearing will be held on the matter that may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s). At the formal hearing, the student shall have the right to be represented by counsel, question witnesses, and present evidence.

If the Head of School initiates the suspension proceeding, he or she shall personally hear and determine the proceeding or may, at his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer's report shall be advisory only and the Head of School may accept or reject all or part of it. The Head of School's decision to impose a long-term suspension or expulsion may be challenged by the parent or guardian by submitting a written appeal to the Board of Trustees within five (5) days of receipt of the Head of School's decision (appeal can be submitted by email to _____ or left

in hard copy with the Head of School or Director of Operations), at which point the Board shall designate two (2) or more Trustees (the "Designated Trustees") to review the appeal which may include, in the Designated Trustees discretion, an in-person meeting (the "Meeting") whereby the parents/guardians of the affected Student and the Head of School shall each have up to fifteen (15) minutes to present information for the Designated Trustees' consideration. The Designated Trustees shall render their decision within five (5) days of the Meeting. NOTE: In any instance where the Head of School is directly involved in the instance(s) at issue for a suspension or expulsion, the Head of School shall appoint a designee to handle any investigation, hearing and determination.

You may appeal the Board's decision, in writing, to the School's authorizer, the State University of New York – Charter Schools Institute ("SUNY-CSI"). To do so, you must send a written copy of the School Board's decision along with your complaint to charters@suny.edu or by mail to:

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246

If SUNY-CSI as the authorizer of the School does not satisfactorily resolve your formal complaint, you can appeal SUNY-CSI's written determination to the New York State Board of Regents through the New York State Education Department. Please or by submit written appeals by mail to:

New York State Education Department
Charter School Office
89 Washington Avenue, Room 5N Mezzanine
Albany, NY 12234

III. Firearm Violations

Federal and New York law require the expulsion from school for a period of not less than one (1) year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Head of School may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended). "Weapon," as used in this law means a "firearm," as defined by 18 USC § 921, and includes firearms and explosives. (New York Education Law §3214 effectuates this federal law.) The following are included within this definition: (a) Any device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury. Knives with a blade of two and half inches or more in length fall within this definition; (b) Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (c) the frame or receiver of any weapon described above; (d) Any firearm muffler or firearm silencer; (e) Any destructible device, which is defined as any explosive, incendiary, or poison gas, such as a bomb, grenade, rocket having a propellant charge of more than four ounces, a missile having an explosive or incendiary charge of more than one-quarter ounce, a mine, or other similar device.

The Head of School shall refer a student under the age of sixteen (16) 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 Head of School 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.

IV. Provision of Instruction During Removal

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

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

V. DISCIPLINARY POLICY FOR STUDENTS WITH DISABILITIES

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

If a student violates the School's discipline code and is being considered for a suspension or removal, the School must ensure the following due process protections are provided to the student and to the student's parent(s) in addition to those set forth in the regular education discipline code. For suspensions of five (5) school days or less, the student's parent(s) or guardian must be provided with a written notice, and a follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the Head of School and appropriate staff to discuss the incident and question any complaining witness against the Student. For suspensions in excess of five (5) consecutive school days, the student's parent(s) or guardian must be provided with a written notice which indicates that the School proposes to suspend the Student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the student has an opportunity for a fair hearing conducted by the Head of School or his or her designee at which the student will have a right to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on his/her behalf. Where possible, notification must also be provided by telephone. In addition, the School must provide alternative education to the student during the suspension as set forth below, including any special services required by the Individualized Education Program (IEP) prepared by the student's Committee on Special Education (CSE) of their district of residence. Final determination on a suspension or removal of a Student, following due process, shall be made by the Head of School.

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

Students for whom the IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the CSE of the student's district of residence for consideration of a change in the guidelines.

If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student will immediately be referred to the CSE of the student's district of residence for reconsideration of the student's educational placement. Such a student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement. In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

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

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

1. Convene a CSE meeting within ten (10) school days to make a manifestation determination
2. Convene a CSE meeting within ten (10) business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.
3. Provide the student's parent with a copy of their procedural due process rights.
4. Work closely with the CSE of the students' district of residence in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

Provision of Services During Removal

Those students removed for a period fewer than ten (10) days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. QHP also shall provide additional alternative instruction with reasonable promptness and by appropriate means to assist the student, so that the student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten (10) or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for weapon, drug or infliction of serious bodily injury-related offenses pursuant to 34 CFR §300.530(g)(1), (2) and (3), respectively, services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the student's district of residence. The

school will place students in interim alternative educational settings as appropriate and mandated by the IDEA.

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

CSE Meetings

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

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

Due Process

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

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

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

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

Students with a 504 Plan and "Deemed to Know" Students

With regard to disciplinary actions, including suspension or expulsion, the Section 504 rights of charter school students with disabilities are the same as other students with disabilities.

When addressing discipline for students with disabilities, including students with 504 plans or those who are "presumed to have a disability," QHP will comply with applicable legal requirements governing the discipline of a student for misconduct.

Compliance with the Child Find Requirements of IDEA

QHP will comply with the federal Child Find requirements (34 CFR §300.111), which require schools to have in place a process for identifying, locating and evaluating students with disabilities. Students enrolling for the first time in a New York public school will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the child may need a specialized or Individualized Education Program, or referral to the CSE of the student's district of residence. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist and a disability is suspected, the student will be referred to the CSE of the student's district of residence for an evaluation.

VI. SEARCH AND SEIZURE

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

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

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

VII. FREEDOM OF EXPRESSION

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

publications, if any, shall be supervised by qualified faculty advisors and shall strive to meet high standards of journalism. In order to maintain consistency with the school's basic educational mission, the content of such publications is controlled by school authorities.

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

VIII. OFF-CAMPUS EVENTS

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

IX. STUDENT USE OF SCHOOL TECHNOLOGY

The use of technology provided by QHP is a privilege permitted at QHP 's discretion and is subject to the conditions and restrictions set forth in applicable School policies, administrative regulations, and this Acceptable Use Agreement. QHP reserves the right to suspend access at any time, without notice, for any reason.

QHP expects all students to use technology responsibly in order to avoid potential problems and liability. QHP may place reasonable restrictions on the sites, material, and/or information that students may access through the system.

Each student who is authorized to use QHP technology and his/her parent/guardian may be required each year to sign an agreement that contains, among other things, the terms set forth in this Discipline Code.

Definitions

QHP technology includes, but is not limited to, computers, QHP's computer network including servers and wireless computer networking technology (Wi-Fi), the Internet, third-party platforms (e.g. Google Classroom, Zoom, Skype, etc.) utilized by QHP for delivery of instruction and/or information to students and families, email, USB drives, wireless access points (routers), tablet computers, smartphones and smart devices, telephones, cellular telephones, personal digital assistants, MP3 players, wearable technology, any wireless communication device including, and/or future technological innovations, whether accessed on or off site or through School-owned or personally owned equipment or devices.

Technology Ownership

This technology is, and at all time remains, the property of QHP, and is herewith lent to the student for educational purposes only.

Equipment provided by QHP to the student will be returned to QHP when requested to do so by QHP, or sooner, if the student withdraws from QHP prior to the end of the school year.

Student Obligations and Responsibilities

Students are expected to use QHP technology safely, responsibly, and for educational purposes only. The student in whose name QHP technology is issued is responsible for its proper use at all times. Students shall not share their assigned online services account information, passwords, or other information used for identification and authorization purposes, and shall use the system only under the account to which they have been assigned.

Students are prohibited from using QHP technology for improper purposes, including, but not limited to, use of QHP technology to:

1. Access, post, display, or otherwise use material that is discriminatory, libelous, defamatory, obscene, sexually explicit, or disruptive.
2. Bully, harass, intimidate, or threaten other students, staff, or other individuals ("cyberbullying").
3. Disclose, use, or disseminate personal identification information (such as name, address, telephone number, Social Security number, or other personal information) of another student, staff member, or other person with the intent to threaten, intimidate, harass, or ridicule that person.
5. Infringe on copyright, license, trademark, patent, or other intellectual property rights.
6. Intentionally disrupt or harm QHP technology or other QHP operations (such as destroying QHP equipment, placing a virus on QHP computers, adding or removing a computer program without permission from teacher or other QHP personnel, changing settings on shared computers).
7. Install unauthorized software.
8. "Hack" into the system to manipulate data of the QHP or other users.
9. Engage in or promote any practice that is unethical or violates any law or QHP policy, administrative regulation, or QHP practice.

Privacy

Since the use of QHP technology is intended for educational purposes, students shall not have any expectation of privacy in any use of School technology.

QHP reserves the right to monitor and record all use of QHP technology, including, but not limited to, access to the Internet or social media, communications sent or received from QHP technology, or other uses. Such monitoring/recording may occur at any time without prior notice for any legal purposes including, but not limited to, record retention and distribution and/or investigation of improper, illegal, or prohibited activity. Students should be aware that, in most instances, their use of QHP technology (such as web searches and emails) cannot be erased or deleted.

All passwords created for or used on any QHP technology are the sole property of QHP. The creation or use of a password by a student on QHP technology does not create a reasonable expectation of privacy.

Personal Devices

If a student uses a personally owned device to access QHP technology, he/she shall abide by all applicable QHP policies. Any such use of a personally owned device may subject the contents of the device and any communications sent or received on the device to disclosure pursuant to a lawful subpoena or public records request.

Reporting

If a student becomes aware of any security problem (such as any compromise of the confidentiality of any login or account information), experiences problems with the functioning of or notices the misuse of QHP technology, he/she shall immediately report such information to the teacher or other QHP personnel.

Consequences for Violation

Violations of the law, QHP policy, or this agreement may result in revocation of a student's access to QHP technology and/or discipline, up to and including suspension or expulsion. In addition, violations of the law, QHP policy, or this agreement may be reported to law enforcement agencies as appropriate.

X. STUDENT RECORDS

QHP will maintain written records of all suspensions and expulsions including the name of the Student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons. QHP will comply with NYSED's VADIR data collection requirements and disciplinary data and submit that information to NYSED by required deadlines.

Charter schools are subject to the federal Family Education Rights and Privacy Act of 1974 ("FERPA") that requires a school to protect a student's privacy. QHP will not disclose any information from the student's permanent records except as authorized pursuant to FERPA, or in response to a subpoena, as required by law. The parent(s) or guardian(s) of a student under 18 years of age, or a student 18 years of age or older, is entitled to access to the student's school records by submitting a written request to the Head of School. Further information concerning the disclosure of student information and limitations on such disclosure may be found in FERPA and the school's FERPA policy.

DISCIPLINARY POLICY FOR STUDENTS WITH DISABILITIES

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

If a Student violates the School's discipline code and is being considered for a suspension or removal, the School must ensure the following due process protections are provided to the Student and to the Student's parent(s) in addition to those set forth in the regular education discipline code. For suspensions of five (5) school days or less, the Student's parent(s) or guardian must be provided with a written notice, and a follow up telephone call if possible, within 24 hours of the incident leading up to the suspension which describes the basis for the suspension and explains that the parent or guardian has the right to request an informal conference with the Head of School and appropriate staff to discuss the incident and question any complaining witness against the Student. For suspensions in excess of five (5) consecutive school days, the Student's parent(s) or guardian must be provided with a written notice which indicates that the School proposes to suspend the Student from school in excess of five consecutive school days, describes the basis for the proposed suspension, explains that the Student has an opportunity for a fair hearing conducted by the Head of School or his or her designee at which the Student will have a right to question any witnesses accusing him/her of committing the misconduct charge and to present witnesses on his/her behalf. Where possible, notification must also be provided by telephone. In addition, the Schools must provide alternative education to the Student during the suspension as set forth below, including any special services required by the Individualized Education Program (IEP) prepared by the Student's Committee on Special Education (CSE) of their district of residence. Final determination on a suspension or removal of a Student, following due process, shall be made by the Head of School.

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

Students for whom the IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the Student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the CSE of the Student's district of residence for consideration of a change in the guidelines.

If a Student identified as having a disability is suspended during the course of the school year for a total of eight days, such Student will immediately be referred to the CSE of the Student's district of residence for reconsideration of the Student's educational placement. Such a Student shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the Student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement. In considering the placement of Students referred because of disciplinary problems, the CSE of the Student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

QHP shall work with the district to ensure that the CSE of the Student's district of residence meets within seven (7) days of notification of any of the following: (1) The commission of an infraction by a Student with a disability who has previously been suspended for the maximum allowable number of days; (2) The commission of any infraction that QHP suspects is the result of the Student's disability; (3) The commission of any infraction by a disabled Student, regardless of whether the Student has previously

been suspended during the school year if, had such infraction been committed by a non-disabled Student, the Head of School would seek to impose a suspension in excess of five (5) days.

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

1. Convene a CSE meeting within ten (10) school days to make a manifestation determination

2. Convene a CSE meeting within ten (10) business days to develop a plan to conduct a functional behavioral assessment or review an existing functional behavioral assessment or behavioral intervention plan.

3. Provide the Student's parent with a copy of their procedural due process rights.

4. Work closely with the CSE of the Students' district of residence in determining education services or the interim alternative educational setting consistent with the FAPE requirements.

Provision of Services During Removal

Those Students removed for a period fewer than ten (10) days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended Student to make up assignments or tests missed as a result of such suspension. QHP also shall provide additional alternative instruction with reasonable promptness and by appropriate means to assist the Student, so that the Student is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals equals ten (10) or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, school personnel, in consultation with the child's special education teacher, shall make the service determination.

During any removal for weapon, drug or infliction of serious bodily injury-related offenses pursuant to 34 CFR §300.530(g)(1), (2) and (3), respectively, services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the Student's district of residence. The school will place Students in interim alternative educational settings as appropriate and mandated by the IDEA.

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

CSE Meetings

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

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

Due Process

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

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

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

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

Students with a 504 Plan and "Deemed to Know" Students

With regard to disciplinary actions, including suspension or expulsion, the Section 504 rights of charter school students with disabilities are the same as other students with disabilities.

When addressing discipline for students with disabilities, including students with 504 plans or those who are "presumed to have a disability," QHP will comply with applicable legal requirements governing the discipline of a student for misconduct.

Compliance with the Child Find Requirements of IDEA

QHP will comply with the federal Child Find requirements (34 CFR §300.111), which require schools to have in place a process for identifying, locating and evaluating students with disabilities. Students enrolling for the first time in a New York public school will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the child may need a specialized or Individualized Education Program, or referral to the CSE of the student's district of residence. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist and a disability is suspected, the student will be referred to the CSE of the student's district of residence for an evaluation.

d. Dress Code Policy

If the school would implement a dress code policy, describe the policy and the rationale for its selection. Include a description of how the school would subsidize the cost of uniforms for parents unable to afford them.

QHP will require students to wear school uniforms. School uniforms will symbolize a sense of purpose and order for all students who attend the school. A dress code further supports our culture of learning by helping students feel like active and united members of our learning community. Our dress code will decrease distractions and increase academic focus among students.

From a practical standpoint, economically disadvantaged families generally find uniforms a lesser financial burden than regular school clothes, as they eliminate the need to supply their children with a full wardrobe and reduce the stress level associated with children's desire to keep up with expensive fashion trends.

While institution of a school uniform can actually *alleviate* the financial pressure on parents, there may be instances in which families truly do not have the resources to buy the uniform. No student will be denied access to the school because they cannot afford to purchase the uniform. QHP will keep reserves on hand to pay for uniforms of children whose families cannot afford them. We may be able to also take advantage of rebates from school uniform companies to help parents cover the cost of the uniform.

The proposed Uniform Policy for QHP follows.

Proposed QHP Uniform Policy*

QHP will adopt a uniform policy (dress code) that encourages a sense of community, respect, professionalism, unity, equity, and inclusion. All QHP students are required to wear a uniform daily, unless given special permission to dress-down.

During Remote Learning, students are welcome to wear any clothing that is safe and appropriate.

Tops: Solid white, solid light blue, solid navy polo (collared) or button-down shirt. Navy blazers, sweaters, and sweater vests are permitted over uniform tops. If a student is wearing outerwear such as a sweater or vest, there must also be a school approved top. Hoodies are not permitted. "Queens" t-shirts may be worn on Special Days only with uniform bottoms.

Bottoms: Navy blue skirt, jumper, dress shorts or dress pants. Shorts/tights/leggings are strongly encouraged under skirts and jumpers. Leggings cannot be worn as pants. No denim (jeans) or sweatpants are allowed.

Shoes: We request that your child wear rubber-soled, closed toe shoes. Please DO NOT send your child to school in flip flops or strapless/backless sandals. Your child will use the staircase daily and flip flops and strapless/backless sandals pose a danger for your child on the stairs. Additionally, shoes that light up are a distraction and are not permitted. During inclement weather (rain, snow), please be sure that your child has a change of shoes so that they do not need to wear boots throughout the day.

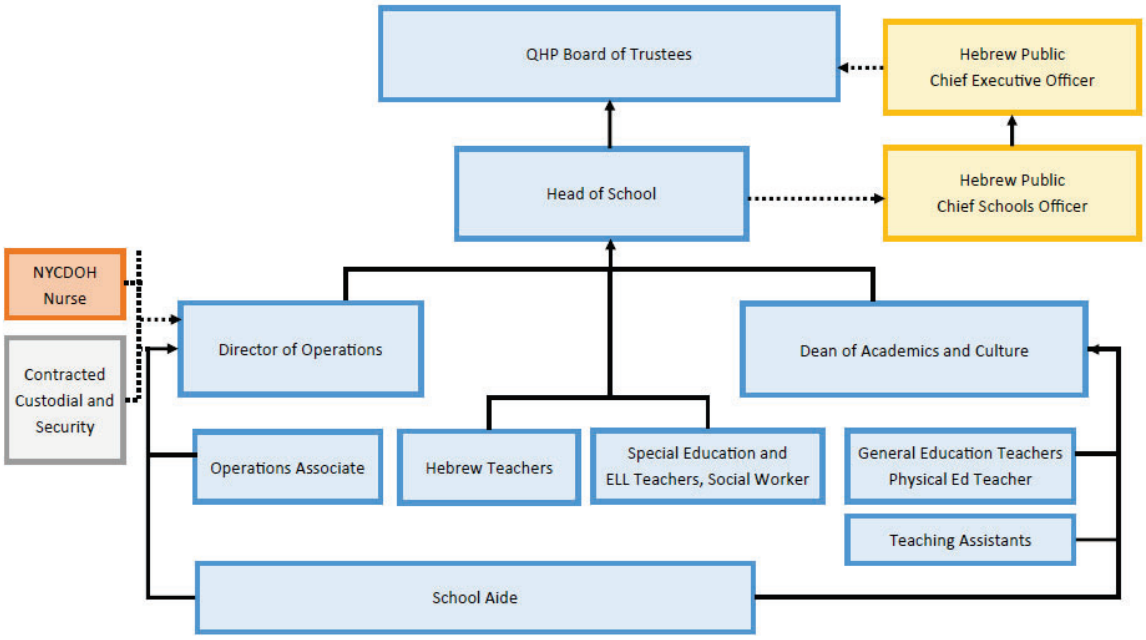
Accessories: No hats or head coverings are allowed - unless they are for religious purposes. Students are permitted to wear other accessories of their choice, such as bracelets or earrings. Accessories must be safe, appropriate, and not disruptive. For example, if a bracelet makes LOTS of noise and disturbs other students, a student may be asked to put their bracelet in their bookbag.

11. **School Management and Leadership**

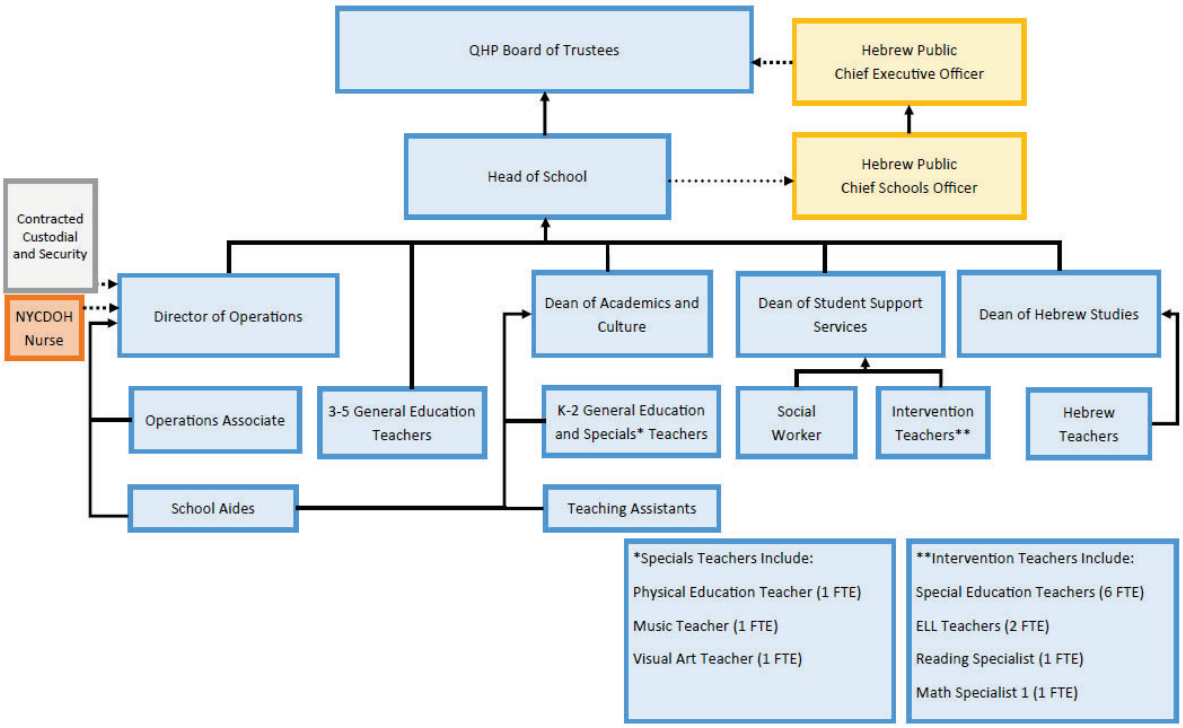
a. Organizational Chart

Provide organizational charts for <u>both</u> the first and fifth years of operation clearly showing reporting structures between the school leader(s), the board of trustees, and staff. If the school intends to contract or partner with an entity for management or educational services, the organizational charts should also reflect that relationship.

Queens Hebrew Public Charter School Organizational Chart
Year 1 (2025-26)



Queens Hebrew Public Charter School Organizational Chart
Year 5 (2029-30)



b. School Leadership and Management Structure

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

QHP's organizational charts above establish clear reporting lines and accountability between staff and school leadership and school leadership and the QHP Board of Trustees (Board), as well as reporting and accountability lines between Hebrew Public (QHP's CMO) and the Board and Head of School. The Board is QHP's oversight and policy-making body and is ultimately responsible for the school's academic, operational and fiscal success and ensuring that the school fulfills its mission and vision. The roles and responsibilities of the Board are described in *Response 14ad-Governance*. QHP's Board will appoint a Head of School who is QHP's overall leader and instructional leader and who sets the school's academic and cultural expectations and who will be responsible for management and oversight of the QHP's academic, fiscal and operational program. As the school's instructional leader, the Head of School (with substantial support and oversight from Hebrew Public's Chief Schools Officer) is responsible for all aspects of curriculum, instruction, assessment, teacher support, evaluation and professional development.

The Board has engaged Hebrew Public as its CMO. In this management relationship, the Board delegates to Hebrew Public the day-to-day management, supervision and evaluation of the Head of School and under the authority of and with oversight by the QHP Board. The Head of School will oversee the administration of QHP and be supported by a school-based leadership team composed of (by Year 2) the

Director of Operations, the Dean of Academics and Culture, the Dean of Hebrew Studies and the Dean of Student Support Services.

The Head of School and school staff, with support from Hebrew Public will be responsible for implementing the educational, fiscal and operational programs in accordance with the Board's policies and the School's charter. The QHP school-based leadership team and staff receives significant support from Hebrew Public's program team, operations team, talent team and external team to carry out its responsibilities. QHP's organizational structure ensures that the school's instructional and operational leaders and teachers and staff have the support they need. This includes support from its management relationship with Hebrew Public which provides an array of comprehensive services to the QHP Board and school leadership and staff designed to ensure that the school implements the academic program outlined in its approved charter with fidelity and achieves its charter goals.

First Year of Operations

In its first year of operations, the Head of School, Director of Operations and Dean of Academics and Culture form the school leadership team. The Dean of Academics and Culture reports to the Head of School and shares with the Head of School the day to day management and supervision of the QHP teaching staff. In Year 1, the Head of School will have direct oversight of the Hebrew teachers and the intervention teaching staff (Special Education Teachers, ELL Teacher and Social Worker) and during the first year, the Head of School will carry out special education coordination services (or may designate a certified special education teacher to carry out special education coordination services under his or her direction) while the Dean of Academics and Culture will have direct oversight over the General Education Teachers, Physical Education Teacher, Teaching Assistants and School Aides (which dual report to the Director of Operations).

The Director of Operations, with support from the Hebrew Public Director for School Operations, is responsible for managing the school's fiscal and business operations and reports to the Head of School. Supporting the Director of Operations and reporting to the Director of Operations is an Operations Associate and School Aide. In addition, the Director of Operations oversees the contracted custodial and security staff and the nurse provided to the school by the NYC Department of Health.

Second Year to Fifth Year of Operations

As the school grows, QHP builds out its instructional leadership adding a Dean of Student Support Services (DSSS) and Dean of Hebrew Studies in Year 2. By Year 2, the school leadership team is now comprised of the Head of School, the Director of Operations and the three Deans (Academics and Culture, DSSS and Director of Hebrew Studies. The DSSS assumes responsibility for the intervention program and thus the direct oversight and day-to-day management of the intervention staff (Special Education Teachers, ELL Teacher and Social Worker). The Dean of Hebrew Studies assumes responsibility for the Hebrew program and the direct oversight and day-to-day management of the Hebrew teachers. The Dean of Academics and Culture and Head of School continue to share day-to-day management of teaching staff—specifically in Year 2 the K-2 general education teachers, specials teachers and teaching assistants.

In the subsequent years, 3 to 5, the QHP leadership team remains the same and the school continues to add general education teachers and special education teachers to staff the next grade level common branch classrooms and ICT classrooms and a Hebrew Teacher for the next grade level of students. In addition, by Year 3, QHP will have expanded its specials teachers to include an Art and a Music Teacher and by Year 4, intervention staffing increases by 1 more ELL Teacher and a Reading Specialist and a Math Specialist. In Year 5 with the school fully enrolled and fully staffed, the Head of School and Dean of Academics continue to share direct oversight of the general education and specials teaching staff (including Assistant Teachers) with the Head of School overseeing the upper elementary school general education teachers and the Dean of Academics and Culture overseeing the lower elementary school

general education teachers, the school's specials teachers and the teaching assistants.

- **Describe the proposed management practices and procedures (e.g., how the school will set priorities and make key organizational decisions); and Outline the evaluation procedures for staff in management positions**

The proposed management practices and procedures at QHP are structured to promote effective leadership, collaboration, and alignment with the overarching goals set by the Hebrew Public network. The Head of School (HOS) will play a central role in guiding QHP's direction. The Director of Operations and the three Deans will report directly to the HOS, creating a streamlined communication structure.

To set priorities and make key organizational decisions, QHP will adhere to the annual network priorities established by Hebrew Public in consultation with the school leaders, in addition to any jointly identified school-specific priorities. These priorities encompass academics, school culture, and global citizenship. Regular reviews of data will serve as a crucial tool in assessing QHP's progress and identifying areas for improvement. QHP will receive support from the network, and collaborative data reviews will be integral to making informed organizational decisions.

Regarding staff evaluation procedures for those in management positions, QHP will implement a comprehensive and fair approach. The evaluation process will be transparent, focusing on key performance indicators and aligning with the goals set by the network and QHP. Evaluations will include a combination of self-assessment, peer reviews, and feedback from supervisors, ensuring a holistic understanding of each manager's contributions and areas for growth. Continuous professional development will be emphasized to support staff in their roles at QHP, ensuring that they have the necessary skills and knowledge to excel in their positions. The evaluation process, facilitated by QHP, will not only serve as a means of accountability but also as a tool for fostering a culture of ongoing improvement and collaboration among QHP's leadership team.

The Head of School evaluation process comprises two major components: 1) 360 Evaluation and 2) Hebrew Public's Instructional Leader Evaluation and Development Framework. The 360 Evaluation, led by the Chief Schools Officer and Chief Talent Officer, aims to gain a comprehensive perspective on the Head of School's performance by actively seeking insights from various stakeholders, including staff, network leaders, and external contributors. This process serves as a valuable tool to identify and celebrate strengths while pinpointing areas for professional development.

The overall process is designed to be inclusive and transparent. Anonymous input collection encourages open and honest feedback, fostering a culture of transparency and candid input from teachers, staff, network leaders, and external contributors. Structured questionnaires, grounded in our mission, values, and leader competencies, guide respondents in providing constructive feedback, ensuring a systematic and focused evaluation process. The collation and analysis of collected feedback play a crucial role in identifying common themes, providing a comprehensive understanding of the Head of School's impact on the school community.

The ultimate goal of the 360 Evaluation is the improvement of practice. Feedback is utilized to tailor personalized professional development plans, fostering continuous growth and skill enhancement. The process is leveraged to strengthen the Head of School's leadership skills, promoting a responsive leadership style. Addressing feedback related to interpersonal skills, team dynamics, and stakeholder engagement contributes to enhanced communication and collaboration. Insights gained are implemented to drive sustainable and positive changes within the school, ultimately contributing to the overall improvement of educational outcomes.

In addition to the 360 Evaluation, Heads of School and other instructional leaders including Assistant Heads of School, Academic Deans & Special Education Coordinators are evaluated using Hebrew Public's Instructional Leader Evaluation and Development Framework. Within this leadership evaluation framework, leaders are assessed across five essential domains, each playing a crucial role in shaping the

trajectory of our schools and ensuring the highest standards of educational excellence.

Leadership within our educational framework revolves around key domains, each crucial to our mission. In Shared Vision, School Culture, and Family Engagement, leaders foster a collective vision of high expectations, ensuring alignment of values, cultural competence, and a commitment to equity. Engaging families and communities as essential partners is crucial for enhancing student achievement.

In the Learning and Teaching domain, leaders implement rigorous curricula, drive student achievement through effective instructional strategies, and strategically allocate resources. The Talent Management domain focuses on recruiting and retaining effective staff, and cultivating a high-performing instructional leadership team. The Strategic Planning and Systems domain involves identifying priorities, setting ambitious goals, and organizing resources to support student learning.

Within the Personal Leadership & Growth domain, leaders prioritize self-awareness, ongoing learning, and resilience, managing change to improve student achievement. This holistic approach to leadership ensures alignment with our commitment to providing the highest quality education and fostering continuous improvement.

Leaders undergo evaluation on a scale reflecting their proficiency and growth, ranging from "Unsatisfactory" and "Working Towards Proficient" to "Proficient" and "Advanced Proficient." This evaluative scale provides a comprehensive framework to assess and nurture the leadership capabilities that contribute to the overall success and growth of our schools. The domains collectively form a roadmap for our leaders, aligning their efforts with our shared commitment to providing the highest quality education and fostering continuous improvement.

Describe recruitment plans for the school leader including:

- **The overall process and criteria the school will use to select the school leader;**

The recruitment plans for selecting school leaders at QHP are meticulously designed to align with the school's overarching educational philosophy and mission, with a specific emphasis on fostering global citizenship. The process entails a comprehensive evaluation, incorporating a detailed review of candidates' educational backgrounds, teaching experience, and leadership skills. This approach actively engages multiple stakeholders at both the school and network levels, ensuring a thorough and inclusive assessment. Moreover, the evaluation underscores candidates' ability to promote a global perspective within the academic program, reflecting QHP's commitment to preparing students for a diverse and interconnected world. The criteria extend beyond traditional considerations, focusing on candidates' capacity to integrate global perspectives into curriculum development, instructional strategies, and initiatives aimed at fostering students' awareness of global issues.

The criteria for selecting instructional leaders reflect a careful balance between strong academic qualifications and the core values associated with being a global citizen. QHP places high value on leaders who exhibit cultural competence, a commitment to diversity and inclusion, and a profound understanding of the school's mission to cultivate responsible and engaged global citizens. Candidates are expected to showcase instructional and programmatic expertise, including the ability to articulate lesson rationales concisely, analyze data for informed decision-making, differentiate instruction based on student needs, and creatively engage leaders and teachers to enhance instruction. A goal-based approach to curriculum and instruction, staying informed on industry trends, and a strong foundation in educational research are deemed essential.

Furthermore, candidates must demonstrate robust adult leadership and management skills, involving the coaching of others to optimize programmatic offerings, effective preparation and conduct of meetings, anticipation of needs through data analysis, and a strategic approach to professional development. Key attributes such as effective collaboration, influential leadership, active board engagement, emotional intelligence, accountability, and a commitment to talent development contribute significantly to successful leadership in this context.

Alignment with Hebrew Public's mission is a crucial criterion, requiring candidates to showcase a passion for educational excellence, equity, diversity, and global citizenship. This includes a proven record of closing opportunity gaps, personal experience as a multi-language learner, or a deep understanding of the benefits of language learning, coupled with a commitment to lifelong learning.

Moreover, the selection criteria prioritize candidates with strong interpersonal and collaborative skills, recognizing collaboration as integral to promoting a global mindset. The interview and evaluation process encompass assessing candidates' ability to work effectively in diverse teams, communicate across cultural differences, and contribute to a school culture that values global citizenship.

By aligning the selection criteria with the school's values on global citizenship, QHP ensures that its leadership team actively promotes and models principles of global awareness, empathy, and cultural understanding. This holistic approach to leadership selection not only upholds QHP's educational philosophy and mission but also creates an environment where students are academically prepared and shaped into responsible and compassionate global citizens.

- **Processes, policies, and strategies the school would implement to ensure hiring processes for school leaders are open and fair with outreach to a broad and robust pool of candidates, including underserved and unrepresented communities;**

In order to ensure an open and fair hiring process for school leaders, the school implements a comprehensive set of processes, policies, and strategies. Firstly, the engagement of a diversity-focused search firm plays a pivotal role, soliciting the support of a specialized firm in diversity and inclusion to ensure an objective and unbiased recruitment process. This demonstrates the school's commitment to seeking a diverse pool of candidates. Furthermore, the school establishes Inclusive Hiring Policies that clearly communicate the institution's dedication to diversity and inclusion, actively encouraging candidates from all backgrounds to apply.

To reach a broad and varied pool of candidates, the school employs diverse outreach strategies, utilizing various channels such as educational networks, community organizations, and online platforms to advertise leadership positions. The transparent application process ensures that potential candidates have clear information on qualifications and expectations for the role, coupled with accessible and user-friendly application procedures designed to encourage candidates from diverse backgrounds to apply.

Inclusive selection committees are formed to represent diverse perspectives and backgrounds, emphasizing the importance of varied input in the decision-making process. To mitigate unconscious biases within these committees, the school provides training to committee members, ensuring a fair and unbiased evaluation of candidates. Additionally, the implementation of a structured interviewing process, with standardized questions, contributes to fair and consistent evaluations throughout the hiring process.

By integrating these processes, policies, and strategies, the school establishes a framework that not only promotes openness and fairness but actively seeks out a diverse and inclusive pool of candidates for school leadership positions, including those from underserved and unrepresented communities. This commitment reflects the school's dedication to fostering an equitable and inclusive educational environment.

- **Who has been or will be involved in the selection process; and,**

The selection process for the QHP Head of School involves a collaborative effort from a diverse group of key stakeholders within Hebrew Public, QHP’s charter management organization. This includes senior leadership such as the Chief Executive Officer (CEO), Chief Talent Officer, and Chief Schools Officer, who provide strategic direction, oversee talent management, and ensure alignment with educational goals. Additionally, members of the Program Team contribute insights into educational programs and curricula, while the Talent Team plays a crucial role in recruiting and selecting qualified candidates. The Operations Team ensures that selected leaders can effectively manage the operational aspects of running a school,

and the External Team may engage external partners or stakeholders. School-based leaders and teachers are also involved, offering practical insights and representing the perspectives of those directly involved in the educational process. This comprehensive approach ensures a well-rounded and inclusive decision-making process that considers various facets of the organization's needs and goals.

- **The role of any CMO or partner organization (if any) in the selection process.**

As described above, in the hiring process for a Head of School, the role of the CMO is instrumental. While the CMO may not serve as the final decision maker (the QHP Board of Trustees has final decision over the ultimately selection of QHP's Head of School), its input holds significant weight in shaping the selection process. The CMO plays a crucial role in providing expertise and strategic guidance to ensure that the hiring aligns with the overall mission, values, and educational objectives of Hebrew Public. This involvement often includes active participation in the development of job and selection criteria, interviewing candidates, and assessing their alignment with QHP's vision. The CMO's deep understanding of QHP's unique context allows them to contribute valuable insights that contribute to a well-rounded decision-making process. By actively engaging in the hiring process, the CMO ensures that the selected Head of School not only meets the QHP's educational goals but also aligns with the broader mission and philosophy of Hebrew Public.

1. Personnel

a. Staffing Chart and Rationale

Complete the table provided in the budget template to list every position (both instructional and non-instructional, and including part-time 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 and identifies a specific comparative source for staff salaries (e.g., a document with teacher salaries from the school district of location). Please note all positions outlined within the application should be reflected in the staffing chart.

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	K-1	K-2	K-3	K-4	K-5
	Enrollment	112	168	224	280	336

***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	2.0	2.0	2.0	2.0
Deans, Directors & Coordinators	0.0	1.0	1.0	1.0	1.0
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	1.0	1.0	1.0
TOTAL ADMINISTRATIVE STAFF	4.0	6.0	6.0	6.0	6.0
INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	4.0	6.0	8.0	10.0	12.0
Teachers - SPED	2.0	3.0	4.0	5.0	6.0
Substitute Teachers	0.0	0.0	0.0	0.0	0.0
Teaching Assistants	3.0	3.0	3.0	3.0	3.0
Specialty Teachers	4.0	6.0	9.0	12.0	13.0
Aides	1.0	1.0	2.0	2.0	2.0
Therapists & Counselors	1.0	1.0	1.0	1.0	1.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL INSTRUCTIONAL	15.0	20.0	27.0	33.0	37.0
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	0.0	0.0	0.0	0.0	0.0
Security	0.0	0.0	0.0	0.0	0.0
Other	0.0	0.0	0.0	0.0	0.0
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0
TOTAL PERSONNEL SERVICE FTE	19.0	26.0	33.0	39.0	43.0

The staffing table above reflects the comprehensive staffing model required to successfully implement the QHP's academic, fiscal and operational program, as well as the staffing necessary to support the projected student enrollment and growth plan. The following table below details the specific positions that are expected to be filled over the five year charter period. The staff is broken down by the

required budget categories in the previous table and provides more insight into how the staffing model is aligned with the proposed student enrollment, the school's key design elements and budget.

QHP PERSONNEL (FTE)						
Budget Category	**QHP Position**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
Executive Management	Head of School	1	1	1	1	1
Instructional Management	Dean of Academics and Culture	1	1	1	1	1
	Dean of Hebrew Studies		1	1	1	1
Deans, Directors and Coordinators	Dean of Student Support Services		1	1	1	1
Operations/Business Manager	Director of Operations	1	1	1	1	1
Administrative Staff	Operations Associate	1	1	1	1	1
Instructional Personnel						
Teachers-Regular	Classroom Teachers (K-5)	4	6	8	10	12
Teachers-Special Education	ICT Classroom	2	3	4	5	6
Teaching Assistants	Teaching Assistants	3	3	3	3	3
Specialty Teachers	ELL Teacher	1	1	1	2	2
	Reading Specialist		1	1	1	1
	Math Specialist				1	1
	Hebrew Teacher	2	3	4	5	6
	Music Teacher			1	1	1
	Art Teacher			1	1	1
	Gym Teacher	1	1	1	1	1
Therapists & Counselors	Social Worker	1	1	1	1	1
Other	School Aides	1	1	2	2	2
	Total FTE	19	26	33	39	43

School Leadership

Detail on the QHP school leadership team members accountability and reporting lines (both to whom they report and who report to them) and roles are included in *Response 11ab-School Management and Leadership* and *Response 09ad-Instructional Leadership.*

Instructional and Student Support Staff

The staffing chart reflects the teaching staff required to carry out the educational program of the school and meet the needs of its expected student body (the organizational charts in *Response 11ab-School Management and Leadership* provide information on the reporting lines from instructional staff to instructional leadership). The school will have one classroom with an ICT setting at each grade level, Kindergarten to 5th, if required by enrolled students' IEPs. This setting requires a certified common branch teacher and a certified special education teacher in the classroom. Additionally, in the Kindergarten ICT classroom there will also be an assistant teacher supporting instruction and classroom management. In the non-ICT classrooms in Grades K-1, there will be a general education teacher supported by an assistant teacher.

Given the expectations for other at-risk populations to be enrolled in QHP in percentages similar to that of the surrounding district (around 13% for ELLs and 70% Economically Disadvantaged), QHP instructional staffing also includes two ELL Teachers (1 for each grade span, K-2 and 3-5; the second ELL teacher begins in Year 4). Additionally, to support the needs of students in achieving grade level proficiency in reading and math, QHP's staffing includes one Reading Specialist and one Math Specialist (both coming on board in Year 4).

QHP teaching staff also includes one Hebrew Teacher for each grade level. Finally, the academic program also includes instructional staff for Physical Education (beginning in Year 1) and a Visual Art Teacher and a Music Teacher both coming on board in Year 3. As discussed in *Response 06af Curriculum and Instruction* and *Response 07ac-Calendar and Schedules,* in the first two years of operations, art and music will be integrated into Hebrew class as part of students' concurrent engagement in Israeli Studies when they learn about the arts and culture of the country in which Hebrew is spoken. Specifically, as it relates to engagement in arts learning experiences, children will explore Israeli art, music and dance. Once the visual art and music teachers come on board in year 3, students across all grades will have designated art and music classes. Note that the exploration of art and culture will continue to be part of Israeli Studies in Year 3 and after.

To support the social and emotional needs of QHP students a Social Worker will be hired in year 1. The Social Worker will be responsible for working with students who are having problems adjusting or are showing behavior issues, including students with IEPs who require counseling services. The Social Worker will also support the Dean of Academics and Culture in establishing and strengthening school culture and the parent-teacher-school connection to ensure that the learning environment at both the school and at home facilitate learning.

Salary Considerations

We are confident that the compensation and benefits package that we offer for all leadership and instructional positions are competitive with the prevailing charter school/public school NYC market. Our salaries have been informed by the NYC Charter School Center's Compensation Survey Report, the UFT and CSA pay scales and 4th Sector Solution's own client information (anonymized).

b. Qualifications and Responsibilities

Provide a list of qualifications and responsibilities for each position including all instructional, non-instructional, and administrative positions as well as any part-time positions.

Head of School

Reporting to the school's Board and to Hebrew Public's Chief Schools Officer, the Head of School will serve as the school's program and instructional leader as well as manage a growing leadership team that oversees all instructional and operational staff. The Head of School will work to build a strong staff and community culture including meaningful partnerships with all families.

KEY COMPETENCIES AND ATTRIBUTES:

Strong candidates will have a wide and deep range of competencies and mission-aligned attributes in five primary areas:

Mission alignment

- Interest in and passion for the mission of the School and Hebrew Public
- Commitment to educational excellence and equity
- Commitment to diversity and inclusion and meeting the needs of all children
- Excellent problem-solving skills
- Commitment to personal and organizational learning
- Highly developed communication skills, including listening and demonstrating empathy, and communicating across cultures and differences
- Knowledge of Modern Hebrew and about Israel are a significant plus; knowledge of any second or additional languages is a plus
- Ability to partner with the Hebrew Public network team and school's Board

Instructional and programmatic expertise in the following areas (in partnership with Hebrew Public's Program Team)

- Coaching of teachers and school based instructional and culture leaders
- Knowledge of state standards
- Instructional best practices including academic and culture data analysis and implementation of data cycles and ongoing instructional improvement
- Knowledge of core curricula and Responsive Classroom a plus
- Multi-tiered systems of support
- Special education and Multilingual learner supports and services

Adult leadership and management (in partnership with Hebrew Public Program and Talent Teams)

- Leading and motivating a staff, and managing people toward important outcomes
- Organizing staff resources in effective ways, including delegation and distribution of responsibility and accountability
- Fostering of a professional learning community among staff
- Implementing robust staff evaluation systems

Community and stakeholder engagement (in partnership with Hebrew Public CEO, External, and Operations Teams)

- Parent/family engagement
- Student recruitment
- Board relations
- Relationships with network team
- Authorizer relations
- Cross-cultural communication skills
- Knowledge of and experience in Staten Island a plus

Operational and financial management (in partnership with Hebrew Public Talent, Operations, and Finance Teams)

- Staff recruitment
- Budget management
- School safety
- Building management

- Compliance
- Strategic planning

EDUCATIONAL BACKGROUND AND WORK EXPERIENCE:

- 6+ years of experience in educational leadership roles preferred; 3+ of those years as a senior dean, assistant principal or principal in an elementary or middle school within a public or charter school setting
- Experience as part of a founding school community a plus

Dean of Academics and Culture
Job Responsibilities:

Academics
Primary responsibilities include, but are not limited to:

- Working with the network and school leaders, provide instructional coaching, supervision and management, professional development, and evaluations to school based instructional staff.
- Collaborating with other members of the network academic team, establish a unified vision of academic rigor grounded in data-driven instructional decision making.
- Analyze instructional data, including student achievement outcomes, and leverage insights to inform academic priorities.
- Establish and manage exceptional professional relationships with critical stakeholders including Head of School, Network Directors of Curriculum and Instruction and all teaching staff to provide best-in-class coaching and support.

Culture

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

Minimum Requirements:

- Three years full-time classroom teaching experience is strongly preferred, preferably in grades pre-K-8.
- Two years full-time experience as a Dean of Students, Climate, and/or Culture required
- A team player, with a strong work ethic and consistent follow-through
- Very strong understanding of the social and emotional development of children
- Exceptionally effective at building lasting and meaningful relationships with elementary aged students and their families

- Strong organizational skills and attention to detail
- Strong track record of student achievement in your past roles
- A strong sense of personal accountability for school wide student achievement and social emotional growth
- An unshakable conviction that all students can learn at a high level

Dean of Hebrew Studies

Job Responsibilities & Attributes for Success:

- Manage and develop Hebrew teachers, including Arbel fellows (teachers who come to our schools directly from Israel for 2-3 year fellowship) in the areas of Hebrew instruction and classroom management.
- Manage and develop Specials teachers (Art, Music, P.E.) in their execution of their programs.
- Implement and coach Hebrew teachers in Hebrew Public's language instructional units and supporting aids based on the proficiency approach, including assessments and evaluation materials
- Develop lessons for the implementation of Global Studies.
- Develop detailed guidelines for teachers on how to use Hebrew and language instructional units.
- Design technology-based lessons to support the Hebrew curriculum.
- Develop materials and strategies to challenge/differentiate instruction for proficient students.
- Develop effective, standards-aligned lessons that support student learning and achievement of state learning standards and school academic objectives and benchmarks.
- Possess proficiency in subject matter and knowledge of curricular guidelines.
- Keep current with research, new ideas, practices and developments within the School, the state and nationally.
- Maintain lesson plans that reflect knowledge, skills, and concepts in curricular areas.
- Align the lesson objective with the curriculum, state standards, and school goals.
- Align all instructional materials to the specific lesson objective.
- Can articulate the context of a given lesson objective with the course/subject curriculum.
- Logically sequences course topics.
- Participate in the curriculum revision process at the network and school level.
- Is open to and implements new ideas.
- Use school adopted curricula and texts and appropriate supplementary materials, either published or teacher-designed which are appropriately aligned with curricular objectives.
- Collaborates with school leaders on designing and implementing global studies.
- Collaborate with Hebrew teachers, specialists and other colleagues in designing and co-teaching lessons that integrate Hebrew language into other content areas and classroom routines when appropriate, in order to promote the acquisition of the Hebrew language as well as to improve student achievement.

Minimum Requirements:

- Bachelor's Degree required; Masters Degree preferred
- Hebrew fluency at mother tongue level or at near native level
- Five years full-time classroom teaching experience strongly preferred, preferably in grades pre-K-8
- School leadership experience strongly preferred
- Pennsylvania Teacher Certification preferred
- A team player, with a strong work ethic and consistent follow-through
- Very strong understanding of the social and emotional development of children

- Exceptionally effective at building lasting and meaningful relationships with elementary aged students and their families
- Strong organizational skills and attention to detail
- Strong track record of student achievement in past roles
- A strong sense of personal accountability for school-wide student achievement and social emotional growth
- An unshakable conviction that all students can learn at a high level

Dean of Student Support Services
Job Responsibilities:

- Serves as the primary liaison between the district and school personnel for special education services provided by the school
- Coordinates and oversees special education services and personnel to ensure students' needs are being met
- Support academic deans with coaching of teachers
- Ensures compliance with local, state, and federal regulations pertaining to the education of students with special needs, including ADA, IDEA, and students' IEPs
- Oversees English Language Learners program services to ensure student's needs are being met
- Provides specialized instructional support and leadership in progress monitoring, student observations, and consultation with general education teachers.
- Leads the Response to Intervention (RTI) Committee and supports/oversees implementation of suggested intervention services.
- Supports the development of students' IEPs and curriculum development
- Demonstrates a relentless pursuit to promote excellence in student achievement and conduct
- Maintains and exemplifies culture of high expectations and accountability for scholarly and professional conduct
- Facilitates the development and administration of policies related to students with special needs
- Supports faculty in curriculum development, and promotion of effective classroom instruction and management
- Supports, prepares, and submits requisite reports in a timely manner

Minimum Requirements:

- NYS Special Education Certification
- Masters Degree in Special Education or related field
- Previous experience in leadership role preferred
- Minimum 3 years of successful teaching experience
- Track record of accomplishment and achievement
- Experience with and commitment to improving the quality of urban education, specifically for scholars who have been traditionally underserved

Director of Operations
Primary responsibilities include, but are not limited to:
Operations Management

- Manage the school operations team members (both full-time staff and contracted services), including professional development
- Design and implement daily systems and procedures to ensure seamless execution of all school operations, including, parent communication, student transportation, data reporting, attendance, school food, school safety plans and facilities management

- Serve as Lead role overseeing school-wide compliance with health and safety laws, charter contracts, state education mandates, teacher certification, and federal and state workplace regulations
- Create school-wide operation strategies and policies that will successfully serve the school community
- Train school staff on daily procedures by ensuring operational systems are implemented with fidelity by all staff members and by giving feedback to stakeholders when systems are not meeting school needs
- Actively oversee and enforce policies and procedures within the school community, meeting high standards for school aesthetics and safety protocols
- Use an operational lens and expertise to develop long-term operational strategy and carry out the leadership team's school goals and vision
- Understand the importance of remaining diplomatic when leading both positive interactions, and those requiring conflict resolution
- Serve as Lead role in overseeing and ensuring accuracy of school SIS and communication systems
- Manage staff PTO (Paid Time Off) process and assist with scheduling coverage as needed
- Serve as the human resources liaison for school staff in the areas of hiring, personnel matters, benefits, leave tracking and the maintenance of local files; working closely with the network HR team
- Building Environment: serve as Lead role overseeing building aesthetics, repairs, and facilities management working closely with the HOS to create vision that aligns with school mission
- Support the vision and mission of Hebrew Public ; exhibit professional judgment and demonstrate behaviors that are professional, ethical and responsible
- Continuously improve school operations systems and procedures and lead or support with special projects

Student and Family Engagement

- Build and manage relationships with key stakeholders (families, staff, students, Charter School Office, vendors, organizational partners, and Hebrew Public network team)
- Develop internal processes and lead student recruitment efforts to ensure fiscal solvency of the school
- Serve as Lead role overseeing the student enrollment process including application, lottery, waitlist, transfer, withdrawal process, and monitoring of accurate ATS and SIS records
- Serve as Lead role in establishing and managing student attendance plan, working with school teams and families to increase student attendance
- Communicate regularly with families about their children's performance, school policies, trips, and events
- Build and foster relationships with community leaders and organizations, including maintaining a robust database of community organizations.

Finance, Procurement and Technology

- Support in stewardship of annual school budget and track expenditures in conjunction with the school's HOS and the network Finance team and in accordance with the Financial Policies & Procedures
- Serve as Lead role in the school based procurement process, including working with the Hebrew Public team on vendor selection and contracts as needed
- Make purchasing decisions that align with the school's mission for facility needs

- Manage asset tracking for on-site technology activities in alignment with school's operational goals and budget and make purchasing recommendations to HOS
- Collaborate with the network Technology Team to ensure a fully functioning technology infrastructure

REQUIRED EDUCATIONAL BACKGROUND AND WORK EXPERIENCE:

- A Bachelor's degree
- A minimum of six years of related work experience
- Charter and/or Public School operations experience required

Operations Associate

Job Responsibilities:

Main Office

- Supports vision to actualize a main office culture that provides high quality, warm, professional customer service to all stakeholders.
- Main office duties include reception, printing & copying, mail and shipments, family communication, staff communication, filing, data entry, etc.
- Provides the leadership team with administrative and ad hoc support as needed (e.g. organizing staff appreciation initiatives, coordinating surveys, coordinating professional development, etc.)
- Contributes to the overall success of the school and the network by welcoming related, different, and new requests; remaining aware of the demands on others and volunteering to help without being asked, as appropriate/ possible

Staff Services & Support

- Coordinates space and facilities requests and needs, including booking permits and distribution of keys
- Ensures leadership's vision for physical climate, branding and beautification are met.
- Ensures the custodial staff are meeting expectation, such as physical safety compliance, cleaning, repairs, permits, events and physical climate
- Assists with and/or coordinates (1) moving and lifting of boxes and other deliveries, (2) small scale repair and maintenance needs and (3) set-up and cleaning of spaces
- Ensures organizing, inventory, and restocking of supplies and materials
- Coordinates usage & maintenance of machines (e.g. copiers, poster machines, laminators)
- Assists with technology (e.g. liaising with our IT vendor, navigating mandatory systems, check-out and return of materials, tracking student and staff tech inventory, etc.)

Student Services & Support

- Coordinates services with external partners related to meals, transportation, safety, uniforms, etc.
- Assists with non-instructional student systems and processes such as attendance, school-wide systems (breakfast, lunch, recess, and dismissal), family meetings and conferences, assemblies and more.

Student Enrollment & Data Management

- Supports in all start-of-year enrollment and registration tasks
- Manage student recruitment data systems: SchoolMint, ATS, etc.
- Supports with managing/maintaining Student Information and Communication Systems (ATS, PowerSchool, ParentSquare, OneCall, etc.)

Procurement

- Coordinates planning, purchase, delivery and installation of school furniture, supplies, learning materials and curriculum items.
- Maintains a system to order, purchase, receive, inventory and return (if necessary) goods to ensure the school staff and students consistently have everything they need to operate and achieve our mission
- Completes all school orders in compliance with Hebrew Public's protocols for order processing
- Troubleshoots missing or incomplete orders and maintains communications with staff throughout the purchase cycle
- Ensures all orders posted for invoicing are compliant with accounting systems and protocols
- Proactively develops relationships with vendors to assure cost-competitive products

Student Recruitment

- In collaboration with Hebrew Public's External Communication Team, plan and execute open houses and other recruitment events
- Actively recruit new students by meeting families at events and in the community
- Respond to calls and emails from prospective families about enrollment to QHP
- Support student recruitment marketing efforts, such as targeted mailings, online interest campaigns, metro or neighborhood signage, etc.
- Seek out productive community relationships and build partnerships with organizations when appropriate
- Support with parent teacher organization meetings and events to foster relationships with families
- Identify other opportunities and strategies to meet enrollment targets
- On behalf of HLA Charter School, attend recruitment events, school fairs, etc.

Minimum Requirements:

- 1 to 3 years of school operations, administrative or office experience required
- Experience working with elementary school children is preferred, but not required.
- Proficiency with computers, Google Suite, and Microsoft applications is required.
- Attention to detail: Thinks critically about the details of a task at hand
- Flexibility: Ability to adjust expected tasks and schedule to the updated priorities
- Independence: Can work independently, be assertive, and make thoughtful decisions about projects
- Collaborative: Works with teammates and is responsive to feedback. Willingness to go above and beyond the requirements of the job to be innovative and support the organization

Elementary General Education Teacher
Job Responsibilities

- Produce quality NYSLS-aligned lesson plans that strive for higher-level objectives while accommodating all learning styles;
- Analyze and regularly review student assessment data from a variety of sources – both formally and informally - to drive curricular and pedagogical choices and adjustments;
- Maximize learning time through effective classroom management;
- Provide an inviting, exciting, learning environment using varied instructional techniques and developmentally appropriate strategies;
- Mastery/deep knowledge in instructional subject area, with an undergraduate major or minor or graduate degree in the subject;

- Evidence of student achievement growth in previous teaching roles;
- Strong desire to collaborate with other faculty and instructional leaders to discuss student work and ensure curricular coherence;
- Strong desire to engage families through intentional relationship building and ongoing communication;
- Passion for his/her subject and the ability to connect with and motivate, individually and collectively, a diverse group of students;
- A strong commitment to all students with the belief that all students can learn and must be held to high academic standards;
- Boundless energy and enthusiasm for working with students and other adults in the building;
- Commitment to professional growth through self-reflection, receptiveness to feedback and a continuous desire to improve; and
- Demonstrate a solutions-oriented mindset and flexible thinking when faced with challenges.
- A person who believes in the critical importance of diversity in the life of a school

Minimum Requirements:

- Bachelor's degree from an accredited institution required; Masters degree preferred
- Elementary and/or Middle School teaching experience preferred
- Hold NY teacher certification or working towards certification is preferred
- Excellent oral and written communication skills
- Legally authorized to work in the USA

Elementary Special Education Teacher
Job Responsibilities:

- Provide instructional services in an ICT (integrated co-teaching) setting to students with IEPs in the areas of reading, mathematics, and writing;
- Deliver prescribed instructional delivery methods as determined by the student's IEP;
- Consult with school personnel to coordinate efforts in providing services to students;
- Communicate and conference with parents providing information on student progress;
- Manage and support an organized and professional classroom that is conducive to learning;
- Work closely with peers and administration to develop multifaceted curriculum that integrate multiple subjects and approaches to meet the individual needs of students;
- Lead classroom differentiation through curricular modifications, instructional techniques, parallel instruction, and integrated classroom strategies;
- Assess and develop goals for the IEP process;
- Implement IEP goals and strategies into an integrated classroom;
- Maintain an awareness of school's strategic initiatives and incorporate them into your work;
- Regularly and accurately report student progress and maintain accurate and up to date records related to student achievement, performance, and IEP goals;
- Review data daily and amend your approach accordingly;
- Take an active role in your professional development by identifying and creating opportunities to expand your skills to meet the demands of individual student needs;
- Attend IEP meetings and parent conferences;
- Develop strong relationships with parents and students to create investment in school culture and academics;
- Meet professional obligations through efficient work habits such as: meeting deadlines, honoring schedules and collaborating effectively with co-teachers and colleagues;

- Commitment to professional growth through self-reflection, receptiveness to feedback and a continuous desire to improve; and
- Demonstrate a solutions-oriented mindset and flexible thinking when faced with challenges.

Minimum Requirements:

- Bachelor's degree from an accredited institution required; Masters degree preferred
- Elementary and/or Middle School teaching experience preferred
- Hold a NY special education certification or be in the process of obtaining certification
- Excellent oral and written communication skills
- Legally authorized to work in the USA

Physical Education Teacher
Job Responsibilities:

- Provide an active, developmentally appropriate and differentiated PE program with an emphasis on physical activity, development of motor skills, and delivery of a diverse program that helps students develop skills in a broad-range of sports and activities
- Teach knowledge and skills in physical fitness, health education, and individual, dual, or team sports.
- Supervise safety of pupils in out-of-classroom activities.
- Analyze, demonstrate, and explain basic skills, knowledge, and strategies of formal sports, games, health/nutrition, and fundamentals of body movement.
- Provide appropriate safety instruction and makes safety checks on equipment and field areas to insure the overall safety of pupils.
- Collaborate with PE teachers across the network and with Hebrew Public's Director of Israel Studies to help students explore and develop an understanding of uniquely Israeli forms of movement, sports and games
- Prior experience around Israel studies is welcomed but not required. Hebrew Public will provide training and support in these areas
- Establishes and maintains standards of pupil behavior needed to provide an orderly, productive environment in the physical education areas.
- Evaluates each pupil's growth in physical skills, knowledge, and contribution in team sports.
- Mastery/deep knowledge in instructional subject area, with an undergraduate major or minor or graduate degree in the subject.
- Passion for his/her subject and the ability to connect with and motivate, individually and collectively, a diverse group of students.
- A strong commitment to all students with the belief that all students can learn and must be held to high academic standards.
- Boundless energy and enthusiasm for working with students and other adults in the building.
- Contribute to the life of the school beyond assigned roles
- A person who believes in the critical importance of diversity in the life of a school

Minimum Requirements:

- Bachelor's degree from an accredited institution is required; Masters degree preferred
- Elementary and/or Middle School teaching experience preferred
- Hold NYS certification or working towards certification is required
- Excellent oral and written communication skills
- Legally authorized to work in the USA

Specials Teacher
Job Responsibilities:

- Build a classroom culture in which students love specials (Art, Music and/or Theater)
- Collaborate with Teachers across the network to build a world-class specials program while investing the community in the vital role of the arts in education;
- Collaborate with Hebrew Public's Director of Israel Studies to help students explore and develop an understanding of Israel and Israeli specials
- Prior experience around Israel studies is welcomed but not required. Hebrew Public will provide training and support in these areasEngage students with a repertoire that is relevant to their lives and interests; Design and execute professional-quality performance opportunities for all students
- Ensure that students master grade-level standards
- Establish and maintain standards of pupil behavior needed to provide an orderly, productive environment in the physical education areas.
- Boundless energy and enthusiasm for working with students and other adults in the building.
- Performs other duties from time to time that may be assigned by the supervisor.
- A person who believes in the critical importance of diversity in the life of a school

Minimum Requirements:

- Bachelor's degree from an accredited institution required; Masters degree preferred;
- Elementary and/or Middle School teaching experience preferred
- Hold NYS teacher certification or working towards certification is preferred.
- Excellent oral and written communication skills
- Legally authorized to work in the USA

Hebrew Teacher
Job Responsibilities:

- Design and submit weekly lesson plans that reflect the school's proficiency-based curriculum and that are based on current second language acquisition principles;
- Conduct immersive Hebrew lessons, and anytime throughout the school day, communicate with students exclusively in Hebrew;
- Analyze, design and document formative and summative assessments to monitor achievement and language performance
- Maximize learning time through effective classroom management;
- Provide an inviting, exciting, learning environment using varied instructional techniques and developmentally appropriate strategies;
- Mastery/deep knowledge in instructional subject area, with an undergraduate major or minor or graduate degree in the subject;
- Evidence of student achievement growth in previous teaching roles;

Minimum Requirements:

- Bachelor's degree from an accredited institution required; Masters degree preferred
- Elementary and/or Middle School teaching experience preferred
- Hold NY teacher certification or working towards certification is preferred
- Excellent oral and written communication skills
- Legally authorized to work in the USA
- Strong communication skills in English and a **native or near-native level of fluency in Hebrew**

ELL Teacher

Responsibilities

- Providing direct and indirect instruction to ELL students;
- Engaging in long and short-term planning addressing individual needs of ELL students;
- Evaluating ELL students' progress;
- Teaching a multi-model approach;
- Providing an inviting, exciting, innovative, learning environment;
- Establishing and maintaining effective and appropriate classroom management procedures;
- Preparing written reports accurately;
- Communicating and consulting effectively with parents, students, teachers and administrators;
- Performing such additional tasks and assuming such additional responsibilities as are assigned by the Director of Student Support Services, Head of School, Dean of Academics and Culture and are consistent with the goals and objectives of the position.

Minimum Qualifications and Training:

- Bachelor's degree from an accredited institution is required;
- Masters Degree from an ESL program, preferred
- Appropriate state certifications (NYS TESOL)
- Bilingual (Spanish/English, preferred)
- At least two years' experience as an ESOL (English for Speakers of Other Languages) or ELL program teacher in an elementary school environment, particularly in an urban environment with high need students;
- Legally authorized to work in the USA
- Demonstrated proficiency in sheltered instruction techniques and strategies

Reading Specialist

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

Responsibilities:

- Works closely with K-5 teachers to provide direct reading intervention to targeted students in both a push in and pull out model.
- Researches and provides content knowledge and resources to staff about learning and teaching literacy – including:
    - teaching strategies (e.g. Reading in the Content Area);
    - assessment techniques (reading and writing skills);
    - interpretation of assessment results; etc.
- Researches and prepares materials for the use by the teachers, including:
    - teaching strategies (e.g. Reading in the Content Area);
    - assessment techniques (reading and writing skills);
    - interpretation of assessment results; etc.
- Research and provide information and guidance regarding a range of effective and innovative literacy practices through various activities such as:
    - individual discussions (informal and formal);
    - coaching sessions;
    - demonstration lessons with pre- and post-discussion/analysis;

  - study groups;
  - staff meetings; and
  - professional development programs
- Maintain paperwork consistently, appropriately and in a timely manner.

Minimum Qualifications and Training:

- Understanding of and commitment to the mission, goals, educational philosophy and activities of the school.
- Masters Degree from Reading Specialist/Literacy Program
- Appropriate state certifications;
- At least three years of experience as reading specialist/literacy coach in an elementary school environment.
- Bilingual (including English/Spanish) helpful, but not required
- Legally authorized to work in the USA

Math Specialist

The Math Specialist is responsible for providing content knowledge and resources to instructional staff regarding learning and teaching math. In addition, the Math Specialist will be responsible for providing math intervention instruction to struggling elementary school students and math enrichment to accelerated elementary school students through push-in and pull-out instruction. The Math Specialist will report to the Dean of Student Support Services.

Responsibilities

- Provide direct instructional support to K-5 students identified to be in need of math support and intervention as well as enrichment in both push-in and pull-out models.
- Demonstrate, model and coach effective research-based mathematical instructional intervention strategies
- Provide leadership in the area of math instruction for the elementary school and elementary school community
- Utilize student data for placement and progress monitoring
- Serve as a resource for teachers by demonstrating and suggesting strategies, ideas or materials that can enhance instruction and support students who are at risk of not meeting academic standards
- Provide and facilitate professional development workshops, model strategies or techniques and teach demonstration or collaborative lessons in the classroom
- Guide and assist staff with assessment/analysis of students for identification and placement in intervention programs
- Mentor and coach K-5 teachers in the use of research-based strategies and programs
- Coordinate and communicate regularly with the Head of School, Dean of Student Support Services and Dean of Academics and Culture on math intervention and enrichment activities
- Support the professional growth of elementary school common branch teachers by strengthening classroom teachers' understanding of math content.
- Promote enhanced mathematics instruction and student learning by helping teacher develop more effective mathematics teaching practices that allow all students to reach high standards as well as sharing research addressing how students learn mathematics.

Minimum Requirements and Training

- Valid certification to meet New York State requirements with specific endorsement in elementary or middle school education, mathematics, or K-8 mathematics specialist.
- Bilingual (Spanish/English) preferred, not required
- Demonstrated and successful record of prior employment in educational environments.
- Five or more years experience as a common branch teacher with math expertise in the 3-5 span or math teacher in the grade 6-8 span.
- Legally authorized to work in the USA

Social Worker
Job Requirements:

- Lead the school's efforts in ensuring that students are emotionally supported through strength based, solution focused modalities
- Contribute as needed to the development and implementation of the school's social emotional learning program
- Provide support to students and families related to student attendance, truancy, and excessive tardiness
- Provide individual and group counseling to address academic, personal, and/or interpersonal challenges, for mandated students as per Individualized Education Plan (IEP) and for non-mandated students as needed.
- Work collaboratively with Head of School, Dean of Academics and Culture, Dean of Student Support Services, Special Education Team, Teachers, Staff and outside providers to help develop solutions to student, group, and school-wide issues
- Coordinate services with external providers and link families to appropriate community resources as needed
- Create programs for students and families to promote emotional and mental health
- Response to day-to-day issues, crisis intervention, referrals, and case management services to student and families
- Conduct home and community visits as needed to assess student and family needs
- Offer resources available to families that promotes students' academic, social, and emotional functioning
- Complete documentation, progress notes and reports as required by state, local and federal mandates and ethical responsibilities
- Ability to plan, organize, and implement meetings/workshops involving a variety of topics and personnel
- Serve as liaison on child welfare issues and share expertise with school team
- Attend regular staff meetings and professional development workshops
- Provide workshops to school staff and parents on variety of areas relating to child social/emotional development
- Participate in grade level and school-wide events
- Is highly visible and present during school day
- Perform other duties as assigned

Minimum Requirements:

- LMSW from an accredited institution is required, LCSW preferred; Clinical supervision for an LCSW will be provided
- Hold NYS certification or working towards certification is preferred
- At least 3 years of experience in a clinical setting
- Experience in providing trauma-focused services is preferred

- Excellent oral and written communication skills
- Experience in an urban school setting in which the students were selected by lottery and not by entrance exam or by discretionary criteria is preferred

Teaching Assistant
Job Responsibilities:

- Work alongside a lead teacher assisting throughout the day
- Support teachers with tutoring, grading, and individual or small group student instruction.
- Full participation in summer and school-year professional development, as well as regular meetings with an instructional coach.
- Strong desire to collaborate with other faculty and instructional leaders to discuss student work and ensure curricular coherence.
- Passion for his/her subject and the ability to connect with and motivate, individually and collectively, a diverse group of students.
- A strong commitment to all students with the belief that all students can learn and must be held to high academic standards.
- Boundless energy and enthusiasm for working with students and other adults in the building
- A person who believes in the critical importance of diversity in the life of a school

Minimum Requirements:

- High School Diploma or GED required
- Elementary and/or Middle School teaching experience preferred
- Hold NYS certification or working towards certification is preferred
- Excellent oral and written communication skills
- Legally authorized to work in the USA

School Aide
Job Responsibilities:
Culture

- The school aide works closely with the culture team to provide support to students and classroom teachers and is responsible for providing behavioral support to students, ensuring students are on task and that the behavior expectations established by the school culture are implemented in a consistent, caring and disciplined manner. Additionally, the school culture associate will:
- Provide classroom management support
- Provide 1:1, small group, and whole class assistance as needed to students
- Help monitor uniform compliance
- Maintain culture office hours during the day to receive students who are referred out of the classroom
- Input all behavior-related data into the Hebrew Public data system
- Report all behavior referrals to the Dean of Students
- Attend and participate in culture team meetings and professional development
- Monitor students in In-School-Suspension

Operations

- The school aide assists the operations team in various essential tasks to ensure the smooth running of the school. This may involve supporting administrative duties such as managing

student records, assisting with enrollment processes, and contributing to the coordination of daily school activities.

- Assist in maintaining organized student records and paperwork, ensuring accuracy and compliance with established procedures.
- Provide support in coordinating daily school activities, including helping with schedules and basic logistical tasks.
- Handle basic data entry tasks related to student attendance, enrollment, and other information, contributing to the upkeep of accurate records.
- Actively participate in safety drills, maintaining emergency contact information, and supporting the dissemination of safety procedures.
- Assist in communication between different departments, facilitating smooth information flow and collaboration.
- Aid in the setup and coordination of school events, helping with basic logistical details to ensure successful execution.
- Address basic inquiries from parents or guardians, providing information and forwarding more complex issues to appropriate staff.
- Assist in the procurement of supplies, ensuring timely and cost-effective acquisition while following established guidelines.

Minimum Requirements:

- High School degree required, Bachelor's degree preferred
- The ability to create a school environment where students feel safe, supported, and challenged
- Ability to set clear expectations and boundaries with students
- Ability to build quick rapport with students
- Passion and commitment to teaching students in underserved areas and belief that all students can succeed
- Relentless drive to set and achieve ambitious goals
- Strong collaboration and teamwork skills
- Growth mindset and ability to use feedback to improve practice
- Experience teaching or working with students in underserved areas preferred

c. Staff Recruitment and Retention

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

- **Processes, policies, and strategies the school would implement to ensure hiring processes for teachers and staff are open and fair with outreach to a broad and robust pool of candidates, including underserved and unrepresented communities;**

QHP is dedicated to implementing a comprehensive set of processes, policies, and strategies to ensure open and fair hiring processes for teachers and staff, with a focus on outreach to a diverse pool of candidates, including underserved and unrepresented communities. Inclusive advertising strategies will be a cornerstone, as QHP plans to develop and execute advertising campaigns that actively target diverse channels, ensuring visibility across mainstream and niche platforms. Utilizing multiple communication channels, such as social media and community events, will be integral to reaching a broad and varied audience. Additionally, QHP aims to establish partnerships with local community organizations and educational institutions to create pathways for outreach to underserved communities. Targeted recruitment events, both in-person and virtual, will be organized to engage with communities historically underrepresented in the educational workforce. Participation in job fairs and career expos catering to diverse talent pools will further showcase QHP's commitment to fostering an inclusive and equitable work environment. To address implicit biases, QHP will provide mandatory training for hiring committees and

administrators, equipping them with tools to ensure fair and unbiased evaluations of candidates. Furthermore, the integration of Diversity, Equity, and Inclusion (DEI) initiatives into hiring policies will emphasize a steadfast commitment to equity and fairness, with regular assessments and updates to align procedures with evolving best practices in diversity, equity, and inclusion. This comprehensive approach reflects QHP's dedication to building a diverse and inclusive staff that reflects the richness of its community.

- **Description of processes and policies to recruit and hire qualified teachers and other staff members that consider the specific quality and availability of talent in the proposed geographic area;**

In establishing effective processes and policies for recruiting and hiring qualified teachers and staff members, QHP prioritizes a meticulous consideration of the specific quality and availability of talent in the proposed geographic area. The organization implements a strategic approach to talent acquisition, tailoring recruitment efforts to the unique characteristics of the local talent pool. Policies are designed to ensure that the recruitment process is not only inclusive but also considers the distinct needs and attributes of the community in which the school operates.

The QHP Head of School, in coordination with the Hebrew Public Talent Team, will recruit highly qualified candidates to fill teacher positions and meet its educational needs. Staff selection shall be based on skills outlined in the instructional staff job descriptions provided earlier in this response. QHP teaching staff will be expected to fulfill their individual responsibilities and work effectively in concert with administrators and with the other members of the teaching staff. In selecting and hiring teachers, the school will comply with state laws regarding certification and with the requirements of the *Every Student Succeeds Act* (or its successor laws, if applicable) including not exceeding the proportion of uncertified teaching staff allowed by law should there non-certified teachers that will be attractive candidates for the school.

QHP will make every effort to hire only highly qualified and appropriately certified teaching staff, particularly for core subjects and intervention (i.e. Special Education, Reading Specialist and ELL teachers). However, it may find high quality candidates for instance in such subject areas as art, music and physical education who do not have appropriate teaching certification but who are professional musicians, visual artists, or athletes with the complementary skills and experience as an educator, who can engage students in learning experiences in their content area. In the event that an uncertified candidate is considered to be the best fit for a teaching position, QHP will comply with Education Law § 2854(3)(a-1) regarding the hiring of uncertified teachers. Furthermore, QHP will work with these individuals to develop a plan to become NYS certified in their respective areas within a designated period of time. QHP will comply with all federal, state and local laws and requirements regarding the hiring of staff and will not discriminate in hiring, employment, contracting, or retention for reasons of race, sex, age, religion, disability or other reasons prohibited by local, state or federal law.

QHP will establish a broad and diverse applicant pool for all vacant positions. As discussed previously, it will recruit teachers through a variety of means, which includes advertisements in newspapers and educational journals, relationships with colleges and graduate schools of education, teacher recruitment fairs, and email and phone networks. The QHP Head of School will also benefit from the relationships forged by Hebrew Public's Talent team and will leverage the relationships of the QHP Board members as well as the network of relationships that the founding group had developed in CSD 28 in order to support its outreach, networking and teacher recruitment initiatives.

The teacher recruitment and hiring process will include the following phases:

Screening—Prospective employees will complete an employment application, which will request information related to prior work experience, special skills and academic credentials and will also provide consent to check references. Candidates will be required to attach a résumé to the application and will retain both the application and the résumé in its employee files. The screening process will comply with

all applicable law and school policy;

Interviewing—The QHP's interview process is designed to help determine whether a candidate possesses the necessary skills to be a productive staff member and is prepared and capable of working cooperatively with colleagues, administrators, parents and students. QHP may also designate and engage a faculty committee, comprised of QHP school teachers (prior to QHP's opening, teachers from other Hebrew Public network schools) to interview forwarded candidates by telephone or videoconference to discover whether the candidate has the knowledge and experience required and to ascertain whether the candidate agrees with and can work in a manner consistent with the school's instructional philosophy and culture. Phone interviews may be recorded only after informing the candidate that the call will be recorded. The committee would provide their feedback on candidates to QHP's instructional leadership (Head of School, Dean of Academics and Culture, Dean of Student Support Services, Dean of Hebrew Studies) who has been delegated all teacher hiring and retention decisions by the Board. Candidates for teaching positions will be asked to provide a sample lesson and/or portfolio and will be asked to teach a demonstration lesson at the school (in years after QHP has opened) which will be observed by the QHP Head of School and instructional leaders or teachers as the QHP may designate.

Checking References—QHP has an absolute policy of calling references provided by the employee, as well as contacting former employers. The QHP Board recognizes that an employer may be found liable for harm caused by an employee if the employer failed to discover something in that employee's past that a reasonable degree of investigation would have uncovered, and if this information would have revealed a distinct possibility of harm. The QHP Director of Operations with support from Hebrew Public's Talent team will therefore implement a rigorous reference-checking policy;

Offering Employment—The QHP Head of School will offer employment through a job offer letter and, in most cases, a phone call. The QHP job offer letter will include at least the following: a) job title or position offered; b) salary, benefits and perks offered; c) instructions to accept or decline the job offer; and d) where appropriate, a statement that the employment will be at-will; and

Fingerprinting—Before employees can begin working, they must clear the SED fingerprint screening process. The QHP Director of Operations will oversee completion of this process.

- **Description of strategies for retaining high-quality teachers.**

To further enhance the recruitment and retention of high-quality teachers, QHP employs various strategies. Professional development opportunities are at the forefront, with the implementation of a robust program that provides continuous learning opportunities for teachers, allowing them to enhance their skills and stay current with best practices in education. The professional development initiatives are tailored to individual needs, fostering a culture of ongoing growth and improvement.

Additionally, QHP recognizes the importance of competitive compensation and benefits in attracting and retaining top-tier educators. The school offers competitive salary packages, including certification and "hard-to-staff" increases, along with comprehensive benefits. Regular reviews and adjustments of compensation structures ensure alignment with industry standards, acknowledging the dedication and contributions of educators within the HP-network school community.

Notably, Hebrew Public recently overhauled its teacher compensation system to provide more transparency about compensation, guaranteed annual pay increases, enhanced career pathways, and substantial salary increments for teachers who are certified, in hard-to-staff roles, or who are rated highly promising or highly effective. In total, these increments can add 20% to a teacher's base salary (as highly promising and highly effective are mutually exclusive categories). Teachers can further earn stipends for roles such as grade level lead. This system is designed both to attract and retain high quality staff. Under Hebrew Public's recently awarded $4.2 million Federal Teacher and School Leader Incentive Program grant, it is further refining these systems.

Furthermore, QHP places a strong emphasis on recognizing and appreciating the efforts of its teaching staff. The implementation of regular recognition programs serves to acknowledge and celebrate the accomplishments and contributions of teachers, contributing to a positive and supportive work environment. Lastly, the organization focuses on career advancement opportunities as a key retention strategy. Clear pathways for career progression within the school are developed, allowing teachers to take on leadership roles, actively participate in decision-making processes, and contribute to the overall vision of the institution.

12. Personnel

d. Personnel Policies

Submit a copy of the proposed education corporation's personnel policies. The policies should include Act requirements for personnel such as fingerprint supported criminal background checks and receipt of the Code of Ethics, Conflict of Interest Policy (if separate), and Whistleblower Policy, and ensure compliance with applicable state and federal employment laws and regulations. The hiring procedures described in the personnel policies must include (in addition to other anti- discrimination language that may be required by law) specific reference to the fact that the school 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, and list the name, office address, and telephone number of the employee or employees appointed to provide information and investigate complaints pursuant to 34 CFR § 106.8.

Hebrew Public has created an Employee Handbook that contains the policies and procedures related to the employment of all personnel employed at each New York City charter school it manages. This Employee Handbook is reviewed by Hebrew Public's Talent Team annually, updated as needed and reviewed by legal counsel. As a charter school proposed to be managed by Hebrew Public, QHP's Board of Trustees will adopt and ratify the Employee Handbook and the personnel policies contained therein.

The Employee Handbook that follows is the 2023-24 Hebrew Public Employee Handbook which is in compliance with all applicable state and federal laws and regulations. Should QHP be authorized, this Employee Handbook will be updated for the 2025-26 school year to incorporate school-specific information for QHP, including but not limited to names and/or positions and contact information of QHP staff members who have roles in certain policies and procedures, the escalation of the formal complaint process to appeal to the State University of New York-Charter Schools Institute, etc.).

(Please note that the charter application's required formatting for paginating responses has resulted in invalidating the original pagination of the Employee Handbook. Therefore, the Employee Handbook Table of Contents page no longer contains accurate page numbers for the different Handbook sections.)

HEBREW PUBLIC

Charter Schools For Global Citizens

Employee Handbook

Effective Date: 2023-2024

מדריך לעובד

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INTRODUCTION

Welcome to the Hebrew Public charter network!

ברוכים הבאים לרשת היברו פאבליק!

We are thrilled that you are a member of our team, leading a movement of exceptional, diverse public charter schools. Together we will provide a safe, engaging, rigorous, and supportive learning environment for the children we serve.

Introduction to the Employee Handbook

We want all employees of the Hebrew Public charter network ("Hebrew Public" or the "Network") and each of its respective network schools (each, a or, the "School" and together, the "Schools") to be informed about the benefits and services that we provide and to know and understand our principles, policies, and the expectations that we have of ALL members of our team.

This Handbook serves as a summary of those principles, policies, and expectations. It contains guidelines only and supersedes any prior policies, statements or Handbooks. Employees will be required to sign and date an Acknowledgment of Receipt and Understanding upon receipt of this document. Any questions about the contents herein can be directed to a Human Resources representative.

This Handbook should not be construed as, and does not constitute, a contract of employment, either expressed or implied, or for any specific duration. No representative of the school other than the Head of School or authorized members of the School's Board of Trustees (the "Board") has the authority to enter into an agreement to the contrary. In order to be valid, any such agreement must be made in writing and signed by the Head of School.

The School reserves the right to modify, rescind, delete, and/or supplement provisions of this Handbook, or add provisions to this Handbook without advance notice, as required. Therefore, before relying on an item in this Handbook, employees should check with a Human Resources representative as to whether the item is still current. Every effort will be made to keep employees informed of all changes to law, regulation and policy. Human Resources representatives will attempt to provide employees with notification of any significant changes as they occur.

Possession of this Handbook does not make employees eligible for the various benefits described herein. Employees may need to satisfy certain eligibility requirements before obtaining coverage. In some instances, state or federal laws may impose certain requirements, in addition to those stated as company policy. In any situation where insurance or other benefit plans are concerned, the official plan documents and insurance contracts will always prevail over statements contained in this Handbook.

Flexibility in personnel matters is significant to the School's ability to respond to the changing needs of our organization, employees, network school employees, students, communities and the Law. We, therefore, reserve the right to change, delete, suspend or discontinue any part or parts of the policies in this Handbook at any time or without prior notice. Any such action will apply to existing employees as well as those hired after the change is made.

Hebrew Public Mission

To lead a national movement of exceptional, diverse public charter schools that teach Modern Hebrew to children of all backgrounds and prepare them to be successful global citizens.

אנו מובילים תנועה לאומית של בתי ספר ציבוריים מגוונים ומצוינים, אשר מלמדיםתלמידים מכל הרקעים עברית מודרנית, ומכינים אותם להיות אזרחים גלובליים מצליחים.

Hebrew Public

Hebrew Public was created in 2009 to advance the Hebrew language charter school movement. Since then, we have expanded our network from one elementary school in Brooklyn to a growing network of thirteen operating schools serving more than 3,100 students. Our network is growing, with four new schools having opened in 2019 and 2020, and our current schools growing.

Today, Hebrew Public is one of the most innovative educational organizations in the United States, pioneering Modern Hebrew and Israel Studies in public schools serving students from diverse backgrounds. Our schools offer an excellent choice for families interested in immersing their children in dual-language programming, innovative teaching methods, and global citizenship. Each school serves a diverse student population, representing varied racial and socio-economic backgrounds.

In addition to exemplary academic instruction, Hebrew Public students also learn music, art, chess, and yoga. They work collaboratively to build responsibility and empathy and learn what it means to be global citizens.

Each Hebrew Public school serves a diverse student population, representing varied racial and socio-economic backgrounds.

Our 13 schools, located in Brooklyn, East Brunswick, NJ, Washington, DC, Minneapolis, San Diego and Los Angeles, educate more than 3,100 pre-K-8th grade students from all backgrounds. In eight years, we aim to educate over 10,000 students across the country.

Hebrew Public Values

We believe that global citizens approach life as lifelong learners, problem-solvers and aware communicators who can make big and small differences through their actions. This is what we value for our students, and for all adults in the organization working to support them. Because of our focus on the world - and each of our roles in improving on it - we have selected OLAM (Hebrew for "World") as a guiding acronym to share and express our shared values.

Outstanding Problem Solvers	We are optimistic and solutions-oriented. We believe that constructive disagreement and discourse are fundamental to the teaching and learning process.
Lifelong Learners	We are raising students to fall in love with learning, so that they may continue on their journey for a lifetime. As adults, we welcome and embrace feedback, and we know that the key to student improvement is our own growth and development.

Aware **Communicators** **Making a Difference**	We know that listening deeply, taking others' perspectives and learning about multiple languages and cultures are all fundamental characteristics of global citizens. We use our problem solving, learning and communication skills to make big and small differences in the world. From the kindergarten student helping a friend tie his shoelaces, to the teams of adults committed to providing outstanding educational opportunities for our students, each of us plays a role in positively shaping the world we live in.

Parents/Guardians as Partners: Community Outreach

The School recognizes the needs of communities to have an alternative approach and philosophy in the delivery of educating students. Impressions are constantly changed and formed by every contact parents and guardians have with the School and its employees. We recognize and encourage parents and guardians to join as partners in the education of their children. When community members send their children to our schools, they have great expectations. It is up to each employee to fulfill these expectations and build a lasting impression. The mission of the School requires that all staff develop relationships of collegiality. All employees must consider the quality and professionalism in every aspect of what they do and say. Employees are role models at all times to the students, parents and guardians, and the communities we serve and must conduct themselves accordingly.

Charter Schools

Hebrew Public Network Schools are founded and authorized under the provisions of Article 56 of the New York State Education Law, also known as the New York Charter Schools Act of 1998, which establishes charter schools as independent and autonomous public schools. They are bound by all of the provisions contained in the New York State Charter School Act of 1998 and must comply with all applicable constitutional provisions, statutes and regulations, as may be amended from time to time. Charter schools are public schools funded with public money. Charter schools are exempt from many state and local laws governing public or private schools.

Charter schools must comply with the student performance standards adopted by the NYS Board of Regents. As per the Regulation of the Commissioner, in addition to improving student learning and achievement, the purpose of the charter schools law includes:

1. Increasing learning opportunities for all students, particularly those at risk of academic failure

2. Encouraging the use of different and innovative learning methods

3. Creating new professional opportunities for educators

4. Providing parents and students with expanded educational opportunity choices within the public school system

5. Providing schools with a method to change from rule-based to performance-based accountability systems

EMPLOYMENT POLICIES AND PROCEDURES

Employment at Will

An employee's relationship with the School is "at will" and therefore either the employee or employer may terminate the employment relationship under the policies set forth in this document. In the absence of a specific policy, the employment relationship may be terminated by either party at any time without notice, cause or liability.

Employees shall not earn any additional benefits, rights, or privileges beyond the last day worked. This notice applies to all employees regardless of the date of hire. However, no person other than the Hebrew Public CEO, Head of School, or a designated member of the School's Board of Trustees has the authority to enter into any agreement for employment with an employee for any specified period and any such agreement must be in writing.

Equal Opportunity Employer

Non-Discrimination in Hiring or Employment

The School is firmly committed to equal employment opportunity. We do not discriminate in employment opportunities or practices for all qualified persons on the basis of race, color, religion, creed, sex, gender, sexual orientation, ethnicity, national origin, ancestry, age, disability (including HIV/AIDS), marital status, military status, citizenship status, predisposing genetic characteristics, or any other characteristic protected by local, state, or federal law. Employment decisions at the School will be made in a non-discriminatory manner and are based on qualifications, abilities, and merit. This policy governs all aspects of employment including recruitment, hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, compensation, employee benefits, discipline, and other terms and conditions of employment.

Reporting Discrimination

If employees have any questions or concerns about any type of discrimination, they should bring these issues to the attention of their supervisor or a Human Resources representative as soon as possible. All incidents of discrimination should be promptly reported to Human Resources or the Head of School. Anyone found to be engaging in any type of discrimination will be subject to disciplinary action, up to and including termination of employment.

Recruitment

The School will make every effort to ensure that both the letter and spirit of the laws prohibiting discrimination are fully implemented in all of our working relationships. We actively seek diversity in our student/parent body, faculty, staff and administration and we are committed to equal employment opportunity. Hebrew Public will take all appropriate steps to verify the information provided on an employment application. These steps may take place before or after the commencement of employment. Any misrepresentations, falsifications or omissions of any information or date on an employment application may result in your exclusion from further consideration for employment and/or termination of employment.

Co-Teaching

The School promotes the collegiality of its employees in the co-teaching model. It is expected that employees adhere to professional conduct and teamwork as adult learners in the best interest of the quality delivery of instruction to our children.

Nepotism and Workplace Relationships Relatives

While the School may hire and retain relatives of employees, it will not do so if it determines that hiring or retaining a relative may or does create problems of supervision, security, morality, or appearance of or actual conflicts of interest. Relatives of those involved will not be

permitted to work in a direct supervisory or reporting relationship. The School will attempt to provide alternative employment within the School for relatives who are affected by the policy stated in this paragraph, but this attempt creates no legal obligation.

For the purposes of this policy, a relative is defined as spouses, partners, parents, children, stepchildren, siblings, in-laws, stepparents, brothers, or sisters, and stepchildren. No employee shall manage or be managed by a relative.

Personal Relationships

Employees may not manage or be managed by another employee with whom they have a personal relationship. A "personal relationship" is defined as a relationship between individuals who have or have had a relationship of a romantic or intimate nature or who cohabitate. If a personal relationship exists between an employee and another employee, consultant, or candidate for employment, it is the responsibility and obligation of each employee in the relationship to disclose it to Human Resources; once aware of the relationship, Hebrew Public and/or the affiliate school will respect privacy, but work with both parties to resolve any conflict of interest issues on a case-by-case basis.

Fingerprinting/Background Checks

Pursuant to § 2852(4) of The New York State Charter School Act, Charter Schools must fingerprint prospective employees for the purposes of a criminal history background check. The School requires fingerprints of long-term volunteers, prospective employees and contractors who are in direct contact with children. Individuals must comply with any related processing procedures and must provide all required information. Failure to do so may result in termination from interactions with Hebrew Public or its affiliate schools.

Employment with the School is conditional upon background check and fingerprint clearance. Furthermore, no one required to be fingerprinted may enter a school building unless they are cleared by their background check. These requirements are the responsibility of the employee, and the information must be submitted to Human Resources. To the extent permitted by law, the School may require criminal background costs to be borne by the employee.

Arrest of Employees

Any person employed by the School who has been arrested and charged with a violation, misdemeanor or felony must notify a Human Resources representative or the Head of School immediately. Failure to disclose such charges may result in disciplinary action, up to and

including termination. In disclosing the violation, a misdemeanor of a felony, the employee must provide a copy of the criminal court complaint. The employee may be removed from direct contact with children initially. Upon final disposition of the criminal charges, there will be a review with law enforcement and legal agencies. If necessary, the appropriate disciplinary action up to and including termination will be enacted as appropriate.

Employment Categories

The School recognizes multiple classifications of employees. Employee classification, including exempt or non-exempt status, will be communicated upon hire.

The employment categories are as follows:

1. Regular employees are hired to work on a regular basis for an indefinite period. Such employees may be full or part-time, exempt or non-exempt.

2. Full-time employees are not in temporary or introductory status and are regularly scheduled to work 40 or more hours per week. Generally, they are eligible for benefits, subject to the terms, conditions, and limitations of each benefit program.

3. Part time employees are not assigned to a temporary or introductory status and are regularly scheduled for fewer than 28 hours per week. While they do receive all legally mandated benefits (such as Social Security and Workers' Compensation insurance), they are generally ineligible for other benefit programs, in accordance with the terms, conditions, and limitations of each benefit program.

4. Temporary employees are hired for short-term periods and are not eligible for benefits. The work assignment, work schedule and duration of the temporary employee position will be determined on an individual basis. Summer employees, interns and seasonal employees are also considered temporary employees. A temporary employee does not become a regular employee by virtue of being employed longer than the agreed-upon specified period.

5. School calendar employees are those employees that with the exception of certain limited days before and after the official school year, only work during the School's official calendar. This designation may include instructional and non-instructional employees, as determined by the Head of School or authorized member of the Board of Trustees, as applicable.

6. Full year employees are those employees that work throughout the entire year (e.g. do not follow the school calendar).

7. Instructional Employees are those employees with classroom responsibility as determined by the Head of School or the Board of Trustees (or their designee, as applicable)

Exempt Employees

Employees employed in a bona fide *executive, administrative, or professional* capacities (including but not limited to teachers) are commonly exempt from federal and state minimum wage and overtime requirements and are referred to as "exempt" employees.

Non-exempt Employees

Employees who are not exempt employees (and are therefore referred to as "non-exempt" employees) are eligible for overtime for all hours worked over 40 hours per week and will be paid overtime at the rates required by federal, state and local law, usually time and a half for each hour of overtime worked. Upon hiring, you will be notified if you are a non-exempt employee.

Although overtime work is an infrequent occurrence at the School, the nature of overtime is that it sometimes is required with little or no advance notice. Accordingly, employees must maintain flexibility in order to be available for overtime assignments (any employee who is required to participate in an overnight trip will be given notice well in advance of the trip.) Employees may not work overtime without the prior approval by the Head of School or the Head of School's designee. Overtime must be reported on employee time sheets and a signature must be obtained from the appropriate supervisor. Failure to comply with this policy may lead to disciplinary action.

Employees With Disabilities

In 1990, Congress passed a civil rights law prohibiting discrimination on the basis of disability in the private and public sectors. The Americans with Disabilities Act (http://www.ada.gov/pubs/ada.htm) provides civil rights protection to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities in public accommodations, employment, transportation, State and local government services, and telecommunications.

Subject to applicable law, the School will comply with the requirement to provide a reasonable accommodation(s) to any qualified employee or applicant with a known disability, where his or her disability affects the performance of his or her essential job functions, except where doing so would be unduly disruptive or would result in undue hardship.

Individuals who believe they need an accommodation to perform the essential functions of their jobs should submit a written request to the Director of Operations/Head of School with appropriate medical documentation to support their request, describing the activities that can

and cannot be performed. Consideration of a request for accommodation may be delayed or denied if the appropriate documentation is not provided in a timely manner. Employees requesting an accommodation may be required to provide medical certification from the employee's health care provider that includes: (1) identification of the health care provider; (2) the health care provider's diagnosis of the disabling condition; (3) specific limitations and/or suggested restrictions and their relation to the disability; and (4) suggested accommodations.

Immigration Reform and Control Act

The School only employs individuals who are authorized to work in the United States, either citizens or non-citizens with appropriate authorization. We do not unlawfully discriminate on the basis of citizenship or national origin. In compliance with the Immigration Reform and Control Act of 1986, we are required to verify the identification and employment eligibility of all newly hired individuals through the completion of the Employment Eligibility Verification Form I-9. New hires will be provided this form on their first day of employment and are required to produce the appropriate identification and documentation which will confirm eligibility for employment in the United States. Newly hired employees have three business days to produce identification. Failure to provide required proof of citizenship or work authorization can result in withdrawal of offer or delay in employment. Former employees who are rehired must also complete the form if they have not completed an I-9 with the Hebrew Public Network within the prior three years, or if their previous I-9 is no longer retained or valid.

Under Federal immigration law, each employee hired must provide certain documentation and complete and I-9 form demonstrating authorization to work in the United States. Failure to provide such documentation in a timely manner may require discharge of the employee. Should the employee subsequently become unauthorized to work, the law requires that he or she be discharged pending receipt of additional documentation demonstrating an extension of the authorization to work in the United States.

EMPLOYMENT POLICIES

Certification

To the extent required by New York State law, it is the responsibility of all School employees to acquire the necessary teaching or administrative certification as it may pertain to their current position. Unless otherwise agreed upon in writing between the employee and the School, the costs of gaining certification, including the costs of all tests, courses, or application fees, are the responsibility of the individual employee. The School can be a helpful resource in guiding employees through the certification process. It is, however, the individual employee's responsibility to work toward achieving and maintaining his or her certification status.

Performance/Job Requirements and Evaluations

Job performance of all employees will be reviewed by the employee's supervisor on a regular basis. Employees will generally receive performance evaluations at a frequency determined by the School. These evaluations provide both the employee and their supervisor the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss purposeful approaches for meeting goals. Each evaluation will be in writing and employees will be asked to sign their evaluation forms to acknowledge having reviewed them. Employees should feel free to comment on any statement they do not understand or with which they disagree, verbally or in writing. The evaluation, together with any written comments, becomes a part of each employee's personnel file and may have a bearing on any personnel decisions involving the employee. The administration and Board of Trustees of the School are committed to maximizing the educational experience of its pedagogical staff. To that end, observations, reviews and evaluations will, in the first instance, be made with the objective of enhancing the experience and ability of the teacher. The frequency of observations both formal and informal is determined by the administration.

At the School, instructional staff will be engaged in ongoing activities related to improving the delivery of instruction in the classroom. The frequency and location of activities for adult learners at the School will be determined. Instructional staff is expected to engage in the practice of improving the craft of teaching through individual, group, school-based, and off-site activities coordinated by the School.

The Board of Trustees of the School, its administrators and faculty understand and appreciate that employment is directly associated with the budget process and enrollment. There is no expectation of employment from one School year to the next. Position descriptions will be reviewed annually for accuracy at the time of the performance evaluation, and will be updated if necessary. The Board of Trustees approves position descriptions and titles.

Anniversary Date

The first day you report to work is your official anniversary date. Your anniversary date is used to compute various conditions and benefits described in this handbook if not otherwise calculated using the School's fiscal year as set forth in this Handbook.

Workdays, Work Week and Work Year

Standard work hours for most school-based School Calendar employees are 7:30 a.m. to 3:45 p.m. or until dismissal duties have been completed, Monday through Friday. Standard work hours for most school-based Full Year employees will generally cover the same hours as School Calendar employees but may require additional time or somewhat modified schedules depending on the needs of the School. School or Network leadership reserves the right to change the standard schedule at any time if needed for any reason. Schedule exceptions can be

made only with the approval of a direct supervisor or Head of School.

Additionally, classroom instructional staff are expected to work such hours that ensure the timely start of the school day, an orderly process for ending the school day, and sufficient interaction with other instructional staff and administrators to help support the educational mission of the School.

Work years for some employees last twelve months (Full Year Employees), while other employees (School Calendar Employees, e.g. instructional staff) may have a shorter work year. Employees must consult their supervisors to determine the length of the work year appropriate to their positions.

Time Recording

All employees are required to sign in and out each day using the School's approved time tracking system. Employees are not permitted to log-in/out or sign-in/out for one another.

Accurately recording time worked is the responsibility of every non-exempt employee. Non-exempt employees are required to record their work hours daily at the time they begin and end their work. It is essential that all non-exempt employees actually record their hours of work to include, as applicable, the beginning and ending of the workday, each meal period, any split shift; time out of the building for personal reasons; time off for sick/personal leave and time off for vacations and holidays.

Failing to record time, providing inaccurate time records, altering, falsifying, tampering with time records, or recording time on another employee's time record may result in disciplinary action, up to and including termination of employment. Such action may also result in charges of civil or even criminal theft or fraud.

Staff Attendance

School culture is a collective responsibility, and we realize that having an external substitute will affect the entire community. Staff attendance (instructional and non-instructional) is significant to the quality of the delivery of instruction and school operations. It is expected that staff attendance is exemplary. Given that we hold our students to high attendance standards, it is critical that our staff members are here every day. We ask teachers to try to schedule doctor appointments and other appointments on days that school is not in session or after school hours. When a teacher or administrator is out, it creates inconsistencies and stress for students and colleagues. The School will do its best to try to accommodate your needs. Staff must adhere to School call-in procedures to facilitate the coordination of a recorded absence and substitute coverage as appropriate. Excessive absenteeism, unexcused absences on Blackout Days, or unauthorized poor attendance will lead to disciplinary action, up to and including loss of pay and/or termination of employment.

Personnel Records and Files

Employee personnel files are maintained by the School. These files are confidential and employee information other than verification of job title and dates of employment is not released outside of the Hebrew Public Network without prior employee authorization, unless required by law. Managers and/or supervisors are only granted access to personnel file information on a need-to-know basis.

Employees have a right to inspect their personnel file in the presence of a Human Resources representative or another designated person. Consistent with the Genetic Information Nondiscrimination Act of 2008 ("GINA"), prohibition on covered employers requesting or requiring genetic information of an individual or family member of the individual (except as specifically allowed by this law), neither employees nor their health care provider should provide any genetic information when responding to any work-related requests for medical information. "Genetic Information" as defined by GINA includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

As required by law, all written medical information will be kept in medical files separate from employee personnel files.

An employee's personnel file includes information such as his or her job application, résumé, offer letter, contracts, benefit forms, work history, salaries, vacations, sick days, performance evaluations, and correspondence concerning discipline. In accordance with the Americans with Disabilities Act, the School keeps medical records in a file separate from personnel files.

Personnel and medical files are the property of the School and access to the information is restricted. In addition to the employee to whom the personnel file applies, the only persons allowed to review personnel files are supervisors that may have a legitimate reason to do so. If an employee wishes to review his or her own personnel or medical file, the employee should contact the Director of Operations. With reasonable advance notice, an employee may review his or her own personnel or medical file in the School offices and in the presence of an individual appointed by the Head of School to maintain the files. Employees have the right to copy information and to submit written statements to their personnel files.

Failure to report the correct information may adversely affect the benefits to which an employee is entitled. All employees are required to complete all applicable federal and state

tax withholding forms. Failure to file such documentation with the School will result in the employee not being paid. Providing false information may result in disciplinary action, including termination of employment.

All reference checks or inquiries from other employers should be directed to the Director of Operations. No one in the School other than the Head of School is authorized to respond either verbally or in writing to personnel inquiries of any type about current or prior employees of the School. The School will not release any information about its current and prior employees to external sources other than dates of employment and job title, except where such release is required or authorized by law or otherwise authorized by employees. Employees who wish to have the Director of Operations provide information to any particular company or individual must provide a written release.

Pay Periods

Hebrew Public employees are paid on a semi-monthly basis, with paydays on the 15th and last day of each month, covering time worked since the previous payday. If a payday falls on a holiday, checks and direct deposit transfers will be distributed a day earlier. The Director of Finance or his or her designee will notify employees of the specific pay dates.

Every effort is made to avoid errors in your paycheck. Employees who believe an error has been made should notify the Director of Operations or their his/her designee immediately. They will take steps to research the problem and endeavor to make any necessary corrections by the next regular pay day.

Incentive Pay

Employees may be eligible to earn additional compensation in the form of stipends by participating in certain school committees or other stipend positions, payable in accordance with the terms established for such committees as may be set forth in this Handbook or written notices, as may be amended from time to time.

Paid Deductions and Garnishments

The only deductions from an employee's paycheck are those required by law or authorized in writing by the employee. The check stub identifies each deduction and should be kept as a permanent record. If an employee's wages are garnished, the School and the Network will comply with the notice of garnishment and will immediately notify the employee. The Director of Operations will notify employees of garnishments that must be (or have been) deducted from their paychecks.

Overtime

From time to time, employees may be required to work more than 40 hours in a work week. In such a case, the following overtime rules apply:

Resignation

All employees must file a written notice with the School at least thirty (30) days prior to the date of resignation. We believe that a thirty-day written notice is appropriate in order to achieve the appropriate educational and operational transition. Should an employee terminate his or her employment by voluntarily discontinuing work during the academic year, we will cease salary and benefit payments (depending on the carrier's policy) as of the date work was discontinued.

Employees who resign in accordance with the provisions of this section will be fully compensated for unused but earned vacation time at termination, as is described in Section 9. Employees who resign and do not comply with the provisions of this section may experience delays in receiving their final pay check.

Instructional Employees who have given notice prior to the end of the school year and whose last day of work will occur during the summer months and after the employee has completed all work obligations through the end of the school year will be paid for summer months ("Summer Pay") during which school is not in session. Pay for that period will be on the standard semi-monthly cadence (July 15, July 31, and August 15).

Instructional Employees who either give notice or are terminated prior to the end of the school year and whose last day of work falls prior to the last day of the school year will receive a prorated amount of "Summer Pay". For example, an employee who works 10 out of the 20 pay periods in an academic year has worked 50% of the year and will receive 50% of the normal "Summer Pay".

Return of School Property

Upon separation, termination, or resignation, employees must return all keys, electronics devices, records, files, supplies, or any other School property (including, but not limited to, intellectual property), and shall keep confidential such information to which employee has access during his or her employment that is protected by the Family Educational Rights and Privacy Act ("FERPA") or otherwise protected by the Law or School policy. The employee will be responsible for any lost or damaged items. Should a former employee fail to return School property or return the property damaged, the School may take legal action.

Final Pay

The School will pay employees through their last day of employment. Departing employees will be provided with compensation for services rendered, plus payment for any accrued, unused vacation time through their last day of employment. The School will not provide payment for any unused sick time. Departing employees will receive their final pay according to normal payroll processing cycle, or in accordance with applicable wage laws, unless otherwise agreed in writing.

Instructional Employees who depart voluntarily prior to the end of the school year and whose last day of work will occur during the summer months will be paid for summer months during which school is not in session, provided the employee has completed all work obligations through the end of the school year. Pay for that period will be included in a final payroll on June 30 (covering the July 1-15, July 16-31, and August 1-15 pay periods).

Instructional Employees who either give notice or are terminated prior to the end of the school year and whose last day of work falls prior to the last day of the school year will receive a prorated amount of "Summer Pay". For example, an employee who works 10 out of the 20 pay periods in an academic year has worked 50% of the year and will receive 50% of the normal "Summer Pay".

Post-Employment Requests

All reference checks or inquiries from other employers directed to the School or Network should be referred to Human Resources. No one other than a Human Resources representative or the Head of School is authorized to respond on behalf of the School or Network either verbally or in writing to personnel inquiries of any type about current or prior employees. The School or Network will not release any information about its current and prior employees to external sources other than dates of employment and job title, except where such release is required or authorized by law or otherwise authorized by employees. Employees who wish to have Human Resources provide information to any particular company or individual must provide a written release. Any individual employee that is approached directly may provide a reference, but is acting independently and not on behalf of the school.

EMPLOYEE BENEFITS

School Calendar and Holiday Leave

Each year the School will establish a School Calendar that complies with the New York State Education Law relating to compulsory attendance. The School has discretion with regard to the dates of attendance; the School will be closed on all legal holidays; however, the calendar days of observance are subject to change. The School Calendar should be consulted

for these and other dates when the School is closed. Copies of the School calendar are available in the Main Office at all times.

School Calendar employees are entitled to paid holidays as defined by the School's Academic Calendar for the year. Full Year Employees are entitled to paid holidays as defined by the Hebrew Public Office Closure Calendar. Full Year Employees are not necessarily eligible for all Academic Calendar holidays.

The School administration will define a set of days during which all staff are required to attend and should not request personal time off ("Blackout Days"). These days may include, but are not limited to school-wide testing days and professional development days. A list of Blackout Days will be shared with all staff at the beginning of the school year. Any employee that has an unchangeable conflict with a Blackout Day must notify their supervisor immediately.

Weather Days and Other Closings

The School may be closed due to inclement weather or other situations. In the case of building closure, instruction may be canceled for the day *or* shift online for a day of remote school. Public media outlets, staff and parents will be advised through an orderly process for notification. At the discretion of the Hebrew Public Network administration, any classroom days lost to closure due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to be the end of the school year.

Floating Holiday

All full-time, regular employees will receive one floating holiday per year in addition to Hebrew Public's regular paid holidays. This floating holiday may be used only for religious or cultural holidays or other state or federal holidays during which Hebrew Public remains open.

The floating holiday is available at the beginning of each school year for all current employees.

Employees must specify the holiday for which they are requesting to use a floating holiday. The request must be scheduled and approved in advance by the employee's immediate supervisor.

The floating holiday will not be carried over to the next school year, nor may it be cashed out if not taken or paid out upon termination of employment.

Early Dismissal for Religious Observance

Employees who require alternate scheduling to accommodate religious observance may make arrangements with the approval of the Head of School. Such arrangements may require balancing time with additional hours of work in order to make up missing hours. All such arrangements require approval by the Head of School.

Notwithstanding the foregoing, if an employee departs between two (2) and four (4) hours prior to the regularly-scheduled end of the school day for the purposes of religious observance, the employee must use one-half (½) of a personal day, and if the employee departs any earlier than four (4) hours before the regularly-scheduled end of the school day, the employee must use a full personal day.

Personal Leave – School Calendar Employees

Unless otherwise provided for, or as approved by the Head of School, paid time off leave ("PTO") is to be used by all full-time School Calendar Employees in accordance with the following provisions:

1. PTO is to be used for planned and unplanned leave, including but not limited to vacation, time off, emergencies, and sick time off.
2. Requests for planned personal leave must be made to the Head of School by email at least two (2) weeks in advance of the requested leave. Leave requests should not be considered approved until the employee receives written approval from the Head of School.
3. Notice of unplanned leave (i.e. sickness) should be provided to the Head of School or designee by 6:00 A.M on the day of the leave, if possible, or as soon thereafter as is reasonable, allowing reasonably enough time for the Head of School or designee to find a suitable replacement for the day.
4. Employees absent for three (3) or more days due to illness or injury must provide a physician's statement verifying the condition and its beginning and expected end dates.
5. Except in unusual circumstances, planned leave will not be approved during Blackout Days.
6. Instructional employees shall make every reasonable attempt to use paid time off only when the use of such leave would not conflict with classroom instruction time.
7. Paid time off may be used in increments of one-quarter workday.
8. Compensatory time (i.e., time off in lieu of overtime) is not permitted under New York Law and is not available to employees of the School.
9. No paid time off may be scheduled for a day immediately preceding school vacation or for a day immediately following school vacation.

Unless otherwise provided for or as approved by the Head of School or authorized member of

the Board of Trustees, Full Time School Calendar Employees who begin on the first day of the school year, scheduled on or around August 15, shall accrue one (1) day of PTO on a monthly basis, totaling ten (10) days of PTO for the school year. School Calendar Employees whose first day falls after the school year begins shall earn one (1) day of PTO for every month worked, beginning on the first day of the month following hire.

In exceptional cases, employees may be allowed to take PTO that they have not yet accrued. Employees will require approval from their Head of School to do so, and will be limited to a balance of -5 days at any time, provided they will accrue enough to bring their balance back to zero or higher by the end of the School Year.

Unused personal leave *cannot* be carried forward to the next School calendar year. In the event that any School Calendar Employee's accrued personal days are unused by the end of the school or fiscal year, employees will be paid for up to five (5) unused days at a rate of $200 per day ($1,000 limit). This amount will be subject to normal withholding in the same manner as other income from the School. Employees will not be paid for any personal days during a leave.

Personal Leave – Full Year Employees

Unless otherwise provided for, or as approved by the Head of School, PTO is to be used by all full-time Full Year Employees in accordance with the following provisions:

1. PTO is to be used for planned and unplanned leave, including but not limited to vacation, time off, and emergencies.

2. Requests for planned leave should be made to the Head of School by email at least two (2) weeks in advance of the requested leave. Leave requests should not be considered approved until the employee receives written approval from the Head of School.

3. Except in unusual circumstances, planned leave will not be approved during Blackout Days.

4. Paid time off may be used in increments of one-quarter workday.

5. Compensatory time (i.e., time off in lieu of overtime) is not permitted under New York Law and is not available to employees of the School.

6. No paid time off may be scheduled for a day immediately preceding school vacation or for a day immediately following school vacation.

Unless otherwise provided for or as approved by the Head of School or authorized a member of the Board of Trustees, Full Year Employees that are employed by the School on a twelve-month basis are entitled to ten (10) days of PTO per fiscal year (July 1 – June 30) accrued on a monthly basis. For the avoidance of doubt, any PTO days taken during the traditional school breaks that are not included on the 12 month vacation calendar, shall be counted against the ten (10) days granted per year.

In exceptional cases, employees may be allowed to take PTO that they have not yet accrued. Employees will require approval from their Head of School to do so, and will be limited to a balance of -5 days at any time, provided they will accrue enough to bring their balance back to zero or higher by the end of the School Year. Employees who have any accrued unused PTO days at the end of the School Year will have an option to rollover, receive payout at $200/day, or a combination of the two, for up to 10 days of accrued unused PTO.

Time Off to Vote

The School encourages employees to fulfill their civic responsibilities by voting.. If you are a registered voter who does not have sufficient time outside of your regular working hours within which to vote at any election, you may, without loss of pay for up to two (2) hours, take off sufficient time in the beginning or at the end of the regular workday to vote. If the polls are open for at least four (4) consecutive hours either before or after your regular workday, you will be deemed to have sufficient time outside of your regular workday to vote.

Employees should request time off to vote from their supervisors in writing at least ten

(10) working days prior to the Election Day with evidence as to why they cannot vote prior or after the workday. The School reserves the right to designate whether employees can take time off at the beginning or end of their shifts.

Military Duty

Members of the United States Army, Navy, Air Force, Marines, Coast Guard, National Guard, Active Reserves or Public Health Service will be granted an unpaid leave of absence for military service, training or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA) and New York State law. Advance written notice of military service is required, unless military necessity prevents such notice. PTO does not accrue during any period of military leave of absence. Employees returning from a military leave of absence will be reinstated in their jobs in accordance with Federal and State law. The School will not discriminate against employees because they are subject to federal military duty.

Jury and Witness Duty

Upon receipt of a proposed jury summons, juror questionnaire or subpoena to testify, an employee should notify his/her direct supervisor immediately. Note that New York State automatically grants one request for postponement of jury duty. Therefore, if a teacher or member of the administrative staff is called to jury duty for the first time during a School year, he or she is urged to reschedule jury duty for a School vacation or for the summer. Employees

may not volunteer for jury duty. Employees presenting proof of court appearance will be paid the employee's full regular salary. Employees shall remit to the School any jury duty or witness pay received while on paid jury duty or witness leave. Employees must submit copies of subpoenas or other court notices to the Director of Operations for verification purposes. Employees are required to report to work whenever the court schedule permits. Upon completion of jury duty service, the employee must provide a copy of the "Completion of Jury Duty" to the Director of Operations for inclusion in the employee's personnel file. Employees will continue to earn all benefits and vacation, if applicable, during jury duty leave. It is the policy of the School not to penalize, threaten, or coerce an employee with respect to his or her employment because the employee is required to attend court for jury service.

Verification of Absence

The Head of School or the Head of School's designee shall require a physician's note or other verification as to an employee's claimed reason for absence in any situation in which the Head of School deems such verification to be necessary. Such verification shall be made within five working days of absence.

Employees who are absent on a defined Blackout Day without prior approval will be required to fill out an Employee Verification Regarding Authorized Use of Earned Safe and Sick Leave. Employees who are absent for more than three consecutive days that include at least one Blackout Day, will be required to provide medical documentation from a licensed health care provider. Failure to do so will result in disciplinary action.

Unauthorized Absence

An employee is deemed to be on unauthorized leave at such times and on such occasions as the employee may absent himself or herself from required duties. This would cover nonperformance, unauthorized use of leave, unauthorized use of other leave benefits, nonattendance at required meetings and failure to perform supervisory functions at School-sponsored activities.

An employee who is absent for a period of at least three (3) days without notifying the Head of School or the Head of School's designee will be considered to have resigned effective on the initial date of absence. The Head of School or the Head of School's designee will make the determination of unauthorized absence.

Nursing Accommodations

Employees who are nursing are provided with break time to express breast milk for up to three (3) years after the birth of a child. Any employee who requires lactation breaks should contact

Human Resources. The School will respond to a request for a lactation room within a reasonable time, not to exceed five (5) business days.

The School will designate an area in each location where employees work where nursing mother employees may express breast milk, which is private, shielded from view, and free from any intrusion from other employees and the public. Pursuant to Section 206-C of the New York Labor Law, the time and duration of breaks for expressing breast milk or breastfeeding will be established based on an individual's work schedule and specific need to express breast milk. If possible, such lactation break time may run concurrently with any break time with which the employee is already provided. Should two or more individuals need to use the lactation room at the same time, the School will work with the employees' schedules to ensure that all their needs are met. In situations where request(s) for a lactation room pose an undue hardship for the School, the School will engage in a cooperative dialogue with all parties involved. No employee will be discriminated against, disciplined, or subjected to any adverse employment action if she chooses to exercise her rights under this policy and applicable law.

Overview of Insurance Benefits Provided

Eligible employees at the School are offered a range of benefits. Benefits eligibility is dependent upon a variety of factors, including employee classification. Employees should contact an administrator for help understanding eligibility.

Information on elective benefits programs – including retirement accounts, medical, dental, and vision insurance, – will be provided to eligible employees upon hire and during open enrollment. This information is also available year round by request.

Some programs (such as Social Security, workers' compensation, state disability, and unemployment insurance) cover all employees in the manner prescribed by law. Detailed information concerning the terms, conditions, and limitations of these programs can be found in official plan documents, which are controlling. Consequently, if there is any actual or apparent conflict between the brief summaries contained in this Handbook or the information in the official plan documents, the provisions of the official plan documents, as interpreted in the sole discretion of the plan administrator, will control.

Reservation of Rights

The School reserves the right to alter the benefits package made available to employees at any time, consistent with all applicable laws. Each employee will be notified of any alteration in the benefits package.

Declination of Insurance Benefits

Any employee who wishes to not accept any of the insurance benefits offered by the School is required to submit such a request in writing to the Head of School and the Director of Operations.

Workers' Compensation

The School, in accordance with New York State Law, will provide Workers' Compensation to its employees in case of injury or illness arising out of and in the course of employment. Employees who sustain work-related injuries or illnesses should inform their supervisors as soon as is practicable after the injury.

Unemployment Compensation

The School contributes to the Unemployment Compensation plan administered by the State of New York. Employees who leave the School's employ may be eligible to receive unemployment benefits. The terms of such benefits will be governed by the rules governing the Unemployment Compensation plan. Detailed information is available from the New York State Department of Labor.

Travel and Employee Business Expenses

The School will reimburse employees for pre-approved out-of-town travel following the federally mandated per diem rates for lodging and meals and incidentals. The rates are specific to the city of destination. Reimbursement for mileage will be at current IRS allowed rates: (https:/www.irs.gov/tax-professionals/standard-mileage-rates). All other expenses will be reimbursed at actual cost unless otherwise limited by contractual/grant agreement where applicable.

Reasonable travel and business expenses incurred by employees will be reimbursed upon submission of receipts. The School is exempt from state and federal tax, and therefore does not reimburse employees for tax. Employees can obtain a copy of the Tax Exempt Certificate from the Director of Operations.

Receipts

Receipts substantiating all reimbursable expenses shall be obtained whenever practical, but are required for all amounts in excess of $25, as required by the Internal Revenue Service.

The School may reimburse properly authorized employees for pre-approved School-related

travel. The School does not reimburse employees for automobile trips (for professional development or other reasons) of less than 50 round-trip miles (venues within 25 miles of the school). For trips greater than 50 round-trip miles, the School will reimburse drivers authorized to take such trips at the current IRS mileage reimbursement rate for every mile upon submission of appropriate documentation such as a mileage reimbursement form.

Employees who seek reimbursement for trips requiring train or air transportation must obtain advance approval of the Head of School. If approved, the School will pay the costs of these trips. It is our expectation that trips are booked through the Director of Operations with enough advanced notice to get low-cost fares. School employees will fly/ride in coach, and, if available, they will stay at the lowest-cost national chain convenient to the applicable event. The School will make a determination whether renting a car or using taxis will be a more economical option, and, upon appropriate authorization, the School will reimburse employees for such authorized expenses upon submission of appropriate documentation.

It is the expectation that School employees will stay two to a room (in two separate beds) with other the School employees of the same sex. For trips that involve an overnight stay, the School recognizes that some additional food expenses will be incurred because of travel, so the School will reimburse (upon submission of appropriate receipts) up to $40/day for meals. The School employees must keep all receipts for travel reimbursement. Employees will not be reimbursed without receipts.

Parking and Moving Violation Fines

The School will not pay parking or other moving violation tickets (i.e. speeding tickets, etc.) for any staff member, volunteer or other person conducting School business. Staff members, volunteers, and others engaged in School business are expected to park legally, and all such persons are expected to abide by all driving and parking laws, especially when transporting children.

Other Reimbursements

Please contact the Director of Operations in advance if you require reimbursement for other School-related expenses. Such reimbursement shall be granted at the sole discretion of the Director of Operations and Head of School and only upon submission of appropriate documentation.

Benefits Continuation - COBRA

The Federal Consolidated Omnibus Reconciliation Act (COBRA) provides employees and their qualified beneficiaries the opportunity to continue health insurance coverage under the School's health plan for at least 18 months (under certain circumstances up to 36 months)

when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are resignation, termination of employment, or death of an employee; a reduction in an employee's hours or a leave of absence; an employee's divorce or legal separation; and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at the School's group rates plus an administration fee, and this amount must normally be paid on the first business day of each month to avoid termination of coverage. The School provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under the School's health insurance plan. The notice contains information about the employee's rights and obligations.

LEAVE

Family Leave

It is the policy of the School to encourage employees to balance their work and family life by taking reasonable unpaid leave for certain circumstances that affect the family. The School offers two options for Family Leave: one under the U.S. Family and Medical Leave Act ("FMLA"), and the other under New York State Paid Family Leave ("NYPFL").

FMLA Family Leave

Employees who have worked for a total of at least 12 months (not necessarily consecutive) and have worked at least 1,250 hours over the immediately preceding 12 months may be eligible for FMLA.

The School complies with FMLA which requires employers to grant unpaid leaves of absence to qualified workers for certain medical and family-related reasons. The School also abides by any state and local leave laws. Contact Human Resources to discuss options for leave.

The FMLA requires private employers with 50 or more employees and all public agencies, including state, local, and federal employers, and local education agencies (schools), to provide eligible employees up to twelve (12) weeks of unpaid, job-protected leave in any 12-month period for certain family and medical reasons. The 12-month period is a rolling period measured backward from the date an employee uses any FMLA leave, except for leaves to care for a covered service member with a serious illness or injury. For those leaves, the leave entitlement is twenty-six (26) weeks in a single 12-month period, measured forward from the date an employee first takes that type of leave.

Basic Leave Entitlement

The FMLA requires covered employers to provide up to twelve (12) work weeks of unpaid, job-protected leave to eligible employees for the following reasons:

- the birth of a child and to care for the newborn child within one year of birth;
- the care for the employee's adopted or foster child within one year of the child's placement;
- to care for the employee's spouse, child, or parent who has a serious health condition; or
- for a serious health condition that makes the employee unable to perform the essential functions of their job;

The School will require, where applicable, that paid leave be applied towards the FMLA 12-week limit. Paid leave includes any unused, accrued paid vacation (if any), Workers' Compensation Leave (if applicable), and Short-Term Disability Leave (if applicable), and Paid Family Leave Benefits under the New York Paid Family Leave Benefits Law (if applicable), but does not include accrued sick leave or personal leave. The use of such accrued leave time shall be counted against the employee's FMLA leave entitlement and will not extend the maximum amount of leave time that the employee can take.

Military Family Leave Entitlements

Eligible employees with a spouse, son, daughter, or parent on active duty or called to active-duty status in the National Guard or Reserves in support of a contingency operation may use their 12-week leave entitlement to address certain qualifying exigencies. Qualifying exigencies may include addressing issues that arise from: 1) short notice of deployment (limited to up to seven (7) days of leave); 2) attending certain military events and related activities; 3) arranging childcare and school activities; 4) addressing certain financial and legal arrangements; 5) attending certain counseling sessions; 6) spending time with covered military family members on short-term temporary rest and recuperation leave (limited to up to five (5) days of leave); 7) attending post-deployment reintegration briefings; 8) arranging care for or providing care to a parent who is incapable of self-care; and 9) any additional activities agreed upon by the employer and employee that arise out of the military member's active duty or call to active duty. The FMLA also includes a special leave entitlement that permits eligible employees to take up to 26 weeks of leave to care for a covered service member during a single 12-month period. A covered service member is a current member of the Armed Forces, including a member of the National Guard or Reserves, who has a serious injury or illness incurred in the line of duty on active duty that may render the service member medically unfit to perform his

or her duties and for which the service member is undergoing medical treatment, recuperation, or therapy; or is in outpatient status; or is on the temporary disability retired list.

Benefits and Protections During FMLA Leave

During FMLA leave, the School will maintain the employee's health coverage under any "group health plan" on the same terms as if the employee had continued to work. Upon return from FMLA leave, most employees will be restored to their original or equivalent positions with equivalent pay, benefits, and other employment terms. However, an employee on FMLA leave does not have any greater right to reinstatement or to other benefits and conditions of employment than if the employee had been continuously employed during the FMLA leave period.

Certain highly compensated key employees also may be denied reinstatement when necessary to prevent "substantial and grievous economic injury" to the School's operations. A "key" employee is an eligible salaried employee who is among the highest paid ten percent of the School employees within 75 miles of the work site. Employees will be notified of their status as a key employee, when applicable, after they request FMLA leave. Use of FMLA leave cannot result in the loss of any employment benefit that accrued prior to the start of an employee's leave.

Definition of Serious Health Condition

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

Use of Leave

An employee does not need to use this leave entitlement in one block. Leave can be taken intermittently or on a reduced work schedule when medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt the employer's operations. Leave due to qualifying exigencies also may be taken on an intermittent or reduced work schedule basis.

Substitution of Paid Leave for Unpaid Leave

The School requires employees to use any accrued paid time off during an unpaid FMLA leave taken because of the employee's own serious health condition or the serious health condition of a family member or to care for a seriously ill or injured family member in the military. To use paid leave for FMLA leave, employees must comply with our paid leave procedure policies.

Employee Responsibilities

Employees must provide thirty (30) days' advance notice of the need to take FMLA leave when the need is foreseeable. When 30 days' notice is not possible, the employee must provide notice as soon as practicable and generally must comply with the School normal call-in procedures. The School may delay leave to employees who do not provide proper advance notice of the foreseeable need for leave, absent unusual circumstances preventing the notice.

Employees must provide sufficient information for the School to determine if the leave qualifies for FMLA protection and the anticipated timing and duration of the leave. Employees also must inform us if the requested leave is for a reason for which FMLA leave was previously taken or certified. Employees also are required to provide a medical certification and periodic recertification supporting the need for leave. The School may require a second and, if necessary, a third opinion (at the School's expense), and when the leave is a result of the employee's own serious health condition, a fitness for duty report to return to work. The School also may delay or deny approval of leave for lack of proper medical certification.

The School's Responsibilities

The School will inform employees requesting leave whether they are eligible under the FMLA. If they are, the notice will specify any additional information required as well as the employees' rights and responsibilities. If employees are not eligible, we will provide a reason for the ineligibility.

THE School will inform employees if leave will be designated as FMLA-protected and the amount of leave counted against the employee's FMLA leave entitlement. If the School determines that the leave is not FMLA-protected, we will notify the employee.

Other Provisions

Employees may not perform work for self-employment or for any other employer during an approved leave of absence, except when the leave is for military or public service or when the School has approved the employment under its Outside Employment policy and the employee's reason for FMLA leave does not preclude the outside employment.

Unlawful Acts by Employers

The FMLA makes it unlawful for any employer to 1) interfere with, restrain, or deny the exercise of any right provided under the FMLA, or 2) discharge or discriminate against any person for opposing any practice made unlawful by the FMLA or for involvement in any proceeding under or relating to the FMLA.

Enforcement

An employee may file a complaint with the US Department of Labor or may bring a private lawsuit against an employer.The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

Limitations on Reinstatement

All employees are entitled to reinstatement following return from FMLA leave only if you would have continued to be employed had FMLA leave not been taken. Thus, you are not entitled to reinstatement if, because of a layoff, reduction in force or other reason, you would not be employed at the time job restoration is sought.

The School reserves the right to deny reinstatement to salaried, eligible employees who are among the highest paid 10 percent of the School's employees employed within 75 miles of the worksite ("key employees") if such denial is necessary to prevent substantial and grievous economic injury to the School's operations.

NYS Family Leave

NYPFL established under the New York Paid Family Leave Benefits Law provides wage replacement for up to 12 weeks to employees for any of the following purposes:

New Child: You can take NYPFL during the first 12 months following the birth, adoption or fostering of a child. Expectant mothers cannot take NYPFL for their own pregnancy. NYPFL for the birth of a child begins after the birth. It is not available for prenatal conditions.

Serious Illness: You can take NYPFL to care for a close relative with a serious health condition. You cannot take NYPFL for your own health condition. A serious health condition is an illness, injury, impairment, or physical or mental condition that involves (i) inpatient care in a hospital,

hospice, or residential health care facility; or (ii) continuing treatment or continuing supervision by a health care provider. A close relative includes a spouse, domestic partner, child and stepchild, parent and stepparent, parent-in-law, grandparent or grandchild.

Military Active: You can take NYPFL to assist with family

Service Deployment: Situations arising when your spouse, domestic partner, child or parent is deployed abroad on active military service or has been notified of an impending military service abroad. You cannot use NYPFL for your own qualifying military event.

Eligibility Requirements

All employees are entitled to participate in NYPFL, regardless of citizenship or immigration status, if they satisfy either of the following two conditions:

- Employees with a regular schedule of 20 or more hours per week are eligible after 26 weeks of employment or;
- Employees with a regular schedule of less than 20 hours per week are eligible after 175 days worked.

Time spent on paid vacation, sick or personal days can be counted toward an employee's eligibility determination.

Funding and Timeline of Paid Benefit

NYPFL is funded through employee payroll contributions that are set each year to match the cost of coverage. The rate of employee contributions is reviewed annually and is subject to change by the New York State Department of Financial Services. Currently, the NYPFL benefit for 2023 is set to 67% of your average weekly wage (AWW), not to exceed 67% of the NYS average weekly wage, for a maximum of 12 weeks.

Advance Notice and Medical Certification

You will be required to provide advance leave notice and medical certification. Taking leave may be denied or delayed if requirements are not met.

- 30 days' notice must be provided to the School when the leave is "foreseeable". Otherwise, notify the School as soon as possible.

Job Benefits and Protection

- For the duration of NYPFL, your health coverage will be maintained. However, you must pay your part of the premiums during the leave.
- Upon return from NYPFL, you will be restored to your original or a comparable position.

Unlawful Acts by Employers

NYPFL makes it unlawful for any employer to:

- Interfere with, restrain, or deny the exercise of any right provided under NYPFL;
- Discharge, discriminate or retaliate against any person for opposing any practice made unlawful by NYPFL or for involvement in any proceeding under or relating to NYPFL.

How Paid Family Leave Works with Other Leave and Paid Time-Off

NYPFL will run concurrently with designated FMLA leave when the reason for leave qualifies under both NYPFL and FMLA. Eligible employees must then apply for both NYPFL and FMLA.

You may not receive short-term disability and NYPFL benefits at the same time. You may not take more than 26 combined weeks of short-term disability and NYPFL in a 52-week period.

If you are unable to work and qualify for Workers' Compensation Benefits, you may not use NYPFL benefits at the same time as you are receiving Workers' Compensation benefits.

If you are receiving reduced earnings, you may be eligible for NYPFL. Please check with Human Resources.

Employees must supplement NYPFL, when such leave overlaps with FMLA, with accrued time-off in order to receive full pay during their absence[1]. While on NYPFL, employees will not continue to accrue sick or vacation time. If both parents are employees, only one at a time may access the paid benefits of this policy. Both, however, continue to be entitled to family and medical leave if eligible.

Medical Leave

Employees who have worked for the School for at least 6 months and who have a "serious health condition" that prevents them from performing the functions of their job are eligible for *unpaid* Medical Leave.

A "serious health condition" means an illness, injury, impairment or mental condition which makes the employee unable to perform the essential functions of the job and which in all situations involves either:

• A period of incapacity and treatment in connection with, or consequent to, inpatient care (i.e., an overnight stay) in a hospital, hospice, or residential medical care facility;

• A period of incapacity requiring absence from work, school or other regular daily activities of more than three (3) calendar days, which also involves continuing treatment by (or under the supervision of) a health care provider; or

• The continuing treatment by a health care provider for:

a) a period of incapacity due to pregnancy or prenatal care;

b) a period of incapacity or treatment for such incapacity due to a chronic serious health condition;

c) a period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective; or

d) a period of absence to receive multiple treatments by a health care provider either for restorative surgery after an accident or for a condition that would likely result in a period of incapacity of more than three (3) consecutive calendar days.

Although medical leave is unpaid, employees may be eligible to receive certain disability, federal, or workers' compensation benefits during their medical leave. However, even though the employee may qualify for these benefits, they are still required to follow the procedures under this policy in order to be on approved medical leave for purposes of employment. The School reserves the right to deny a request for leave where permitted by law, particularly in the event that such leave would cause a substantial or serious economic injury to operations.

New York Safe and Sick Leave

In accordance with the New York City Earned Safe and Sick Time Act ("ESSTA"), employees who work eighty (80) or more hours per calendar year shall receive up to forty (40) hours of paid safe/sick leave per school calendar year (July 1st to June 30th). Safe and sick leave time shall be earned at a rate of one (1) hour for every thirty (30) hours worked. Full days off will be considered equivalent to eight (8) hours for purposes of tracking time used.

An employee can use safe and sick leave to take time off from work when:

- Employee has a mental or physical illness, injury, or health condition; employee needs

to get a medical diagnosis, care, or treatment of his or her mental or physical illness, injury or condition; employee needs to get preventive medical care.

- Employee must care for a family member who needs medical diagnosis, care, or treatment of a mental or physical illness, injury, or health condition, or who needs medical care.
- The School closes due to a public health emergency or employee needs to care for a child whose school or child care provider closed due to a public health emergency.
- Employee or his or her family member may be the victim of any act or threat of domestic violence or unwanted sexual contact, stalking, or human trafficking and such employee needs to take actions necessary to restore the physical, psychological, or economic health or safety of employee or his or her family members or to protect those who associate or work with employees, including to:
    - Obtain services from a domestic violence shelter, rape crisis center, or other services program.
    - Participate in safety planning, relocate, or take other actions to protect employee's safety or that of your family members, including enrolling children in a new school.
    - Meet with an attorney or social service provider to obtain information and advice related to custody; visitation; matrimonial issues; orders of protection; immigration; housing; discrimination in employment; housing, or consumer credit.
    - File a domestic incident report with law enforcement or meet with a district attorney's office

The law recognizes the following individuals as "family members":

- Any individual whose close association with the employee is the equivalent of family
- Child (biological, adopted, or foster child; legal ward; child of an employee standing in *loco parentis*)
- Grandchild
- Spouse; Domestic Partner
- Parent; Grandparent
- Child or Parent of an employee's spouse or domestic partner
- Sibling (including a half, adopted or step sibling)
- Any other individual related by blood to the employee

Any employee feeling ill or unwell is encouraged to stay home. An employee who will be out sick, must notify their immediate supervisor by 6 am on the day they will be out or as soon as possible (preferably sooner).

For an absence of more than three (3) consecutive workdays, employees are required to

provide documentation verifying that the leave was used for safe or sick leave purposes, as follows:

- for sick leave, The School would require documentation from a licensed healthcare provider prior to the return-to-work date;
- for safe leave, The School would require reasonable documentation signed by a social service provider, a member of the clergy, an attorney, court or police records or a notarized letter by the employee explaining the need for safe leave.

The documentation does not need to specify the reason for the leave. The misuse of sick/safe leave may be cause for disciplinary action, up to and including termination. The School will not retaliate against any employee for using safe/sick leave. Employees have the right to file claims for violation of the New York City Earned Safe and Sick Time Act with the NYC Department of Consumer Affairs (nyc.gov/paidsickleave or dial 311).

Sick Leave

Unless otherwise provided for or as approved by the Head of School, or authorized by a member of the Board of Trustees, Full Year Employees that are employed by the School on a twelve-month basis are entitled to ten (10) paid sick days per fiscal year (July 1 – June 30). These employees shall accrue sick days in equal monthly increments. Unless otherwise provided for or as approved by the Head of School, sick leave is to be used by employees full-time Full Year Employees in accordance with the following provisions:

- Sick leave is to be used only in the event of illness of the employee, or of the employee's immediate family, Sick leave can also be used to seek medical diagnosis or medical treatment. Such leave should be taken in situations where reporting to work is not feasible, or where it would jeopardize the well-being of the employee or their colleagues or students.
- Misuse of sick leave is cause for termination of employment.
- For the purposes of this section, "immediate family" is defined as a spouse, domestic partner, parent, child, sibling, grandparent, any other relative permanently residing with the employee, or any other person as defined by the Head of School.
- Notice of unplanned leave (i.e. sickness) should be provided to the Head of School or designee by 6:00 A.M on the day of the leave, if possible, or as soon thereafter as is reasonable, allowing reasonably enough time for the Head of School or designee to find a suitable replacement for the day.
- Employees absent for three (3) or more days must sign Employee Verification Regarding Authorized Use of Earned Safe & Sick Leave form upon return to work
- When possible, such as in the event of foreseeable extended illnesses and planned medical procedures, advance notice of the use of Sick Leave should be given to the

employee's supervisor at least five (5) days in advance.

- Notice of total Sick Leave used should be provided to the Director of Operations or Head of School upon an employee's return to work.
- Sick Leave shall be used in increments of one-half workday.
- Up to five (5) unused sick days per fiscal year may be carried over and used in the following year.

Parental Leave

Regular, full-time employees who have been employed with the School for at least 1 year and who are Primary Caregivers (as defined below) may take up to six (6) weeks of *paid* Primary Caregiver Leave upon the birth of their child, adoption by them of a child or placement with them of a foster child. Any such leave shall run concurrently with any applicable disability leave.

Regular, full-time employees who have been employed with the Company for at least 1 year but who are not a Primary Caregiver may take up to three (4) weeks of *paid* Non Primary Caregiver Leave upon the birth of their child, adoption by them of a child or placement with them of a foster child. Any such leave shall run concurrently with any applicable disability leave.

Regular, full-time employees who have been employed with the School for less than 1 year and who are Primary Caregivers (as defined below) may take up to **three (3) weeks** *paid* Primary Caregiver Leave and nine (9) weeks unpaid leave upon the birth of their child, adoption by them of a child or placement with them of a foster child. Regular, full-time employees who have been employed with the Company for less than 1 year but who are not a Primary Caregiver may take up to two (2) week of paid Non Primary Caregiver Leave upon the birth of their child, adoption by them of a child or placement with them of a foster child. Any such leave shall run concurrently with any applicable disability leave.

"Primary Caregiver" is generally defined as an individual who has exclusive care responsibility for the child for a significant fraction of the day during the regular workweek, but the definition will vary across family situations, as determined by the School.

Short-Term Disability Insurance

In accordance with state and local law, all employees who have worked more than 4 weeks are eligible for New York State short-term disability insurance after the 8th consecutive day of

absence due to a disability. Short-term disability insurance allows payment in the event of certain injuries, illnesses, or other disabilities occurring outside of the workplace that result in the employee's inability to perform the regular duties of his or her employment, including disability caused by pregnancy. Any employee wishing to claim disability pay must file appropriate reports and forms with the Head of School or the Head of School's designee. Employees are also responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

Long-Term Disability Insurance

The School provides all eligible full-time employees with long-term disability insurance. Any employee wishing to claim disability pay must file appropriate reports and forms with the Head of School or the Head of School's designee. Employees are also responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

Disability Leave

Under the terms of the School's disability policies, an employee will be considered disabled if, due to sickness or injury; they are unable to perform any of the material and substantial duties of their regular job responsibilities. During a period of disability, the Employee will be granted Disability Leave of up to 12 weeks within a 12-month period, measured forward from the date that the employee's first disability leave begins. Disability Leave counts towards the 12 weeks overall limit on all leave permitted for each employee during a twelve-month period. During Disability Leave, the employee will receive the benefits provided by the applicable short or long term insurance policy.

An employee returning from Disability leave will be guaranteed the same approximate duties/responsibilities and salary as the employee had just preceded the period of Disability Leave. If the Disability Leave period exceeds 12 weeks, the School may need to modify the Employee's duties/responsibilities.

Employees should refer to the summary plan description or the other governing plan document for a complete description of the disability benefits offered. The plan documents are available from the disability insurance provider and school administration.

Bereavement Leave

An active, full-time employee who suffers the loss of a family member and wishes to take time off will be granted a paid bereavement leave according to the following schedule:

- Up to five (5) consecutive days off from regularly scheduled duty with regular pay in the

event of the death of the employee's immediate family member, defined as: spouse or domestic partner, natural/step/foster child, son- or daughter-in-law, natural/step/foster/in-law parent, son-in-law, daughter-in-law, natural/step/foster sibling, grandparent, grandchild, an adult who stood in loco parentis to the employee during childhood, or any relative residing in the same household

● One (1) day off from regular scheduled duty with regular pay in the event of death of the employee's extended family member, defined as: brother-in-law, sister-in-law, aunt, uncle, cousin, or spouse's grandparent.

- If travel is required you will have up to three days off from regular schedule duty with regular pay.

The employee may use any earned, unused personal days for additional time off. The Head of School may also grant additional unpaid time off on a case-by-case basis as needed.

Employees under discipline for attendance issues may be required to provide documentation with regard to their bereavement leave.

Spousal Military Leave

As a New York employee, you are entitled to an unpaid leave of up to ten (10) days if your spouse is a member of the armed forces who has been deployed during a period of military conflict to a combat theater or combat zone of operations (or a member of the National Guard or Military Reserves deployed during a period of military conflict), when the service member is on leave from active duty. The School will not retaliate against you for requesting or obtaining a leave of absence in accordance with this policy.

Blood Donation Leave

Employees who work at least 20 hours per week may take up to three hours of unpaid leave in any 12-month period to donate blood. The School asks that employees attempt to schedule such leave time during non-working hours. Employees should give no fewer than three days' notice prior to taking blood donation leave. Retaliatory actions against an employee for requesting or obtaining leave pursuant to this policy are prohibited.

Bone Marrow Donation Leave

Employees who work at least 20 hours per week may take up to 24 hours of unpaid leave to undergo a medical procedure to donate bone marrow and/or recover from such donations. The leave is not to exceed 24 work hours unless agreed to by the School. The School asks that

employees attempt to schedule such leave time during non-working hours. Retaliatory actions against an employee for requesting or obtaining leave pursuant to this policy are prohibited.

Victim and Witness Leave

The School recognizes an employee's rights to paid time off for the following reasons:

- to exercise their rights as a victim as provided by the Criminal Procedure Law and the Executive Law;
- to consult with the District Attorney as provided in the Criminal Procedure Law;
- to exercise rights as provided by law prior to appearing as a witness.

Under the law, "victims" include the aggrieved party or the next of kin of a deceased aggrieved party; the representative or guardian of a victim; a Good Samaritan (citizen who assists in an arrest or prevents a crime); or a pursuing application for or enforcement of an order of protection under the Criminal Procedure Law or the Family Court Act. When practicable, employees must provide notice to their immediate supervisor for leave to be approved.

Leaves With or Without Pay

The Head of School, with permission from the Board of Trustees has the authority to provide leave with or without pay to any employee providing that it is in the best interest of the School and/or the Hebrew Public Network.

Limitations on Leave

Employees are limited to a total of 12 weeks of combined Family or Medical Leave during any 12 month period. FMLA Leave and NYPFL run concurrently. In no event may an employee take more than 12 weeks of Family or Medical leave during a single year, and employees are not permitted to extend their total leave by combining different types of leave. The time limits specified for each type of leave is an annual limit, not calculated per occurrence, and each time any leave is taken counts towards the annual limit. Therefore, each time an employee takes Family Leave, the amount of leave is subtracted from their then-current leave balance. Personal days will not accrue while on leave.

Benefits Continuation While on Leave

Your current group insurance plan benefits will continue while on Family or Medical Leave on the same basis as if you had been continuously employed during your period of leave, including any applicable employee contribution to the cost of those benefits. To the extent that your leave is paid, your portion of health insurance premiums, if any, will be deducted from your salary. While on unpaid leave, if you fall more than thirty (30) days in arrears for

any required employee contributions (i.e. those contributions that would otherwise be deducted from your pay), coverage will be canceled retroactive to the beginning of the month in which the delinquency occurred. The School will give you notice prior to discontinuing your health insurance coverage. You will not accrue vacation or seniority during Family or Medical Leave. Family or Medical Leave time will count toward eligibility and vesting service under the School Retirement Plan.

Requests for Leave

To request Family or Medical Leave, the employee must give the School written notice by completing the Employer's Request for Leave form and submitting it to the Director of Operations. The Employer's Request for Leave form is available from the Director of Operations. When the need for leave is reasonably foreseeable, employees must give written notice to the School at least thirty (30) days in advance of the need for leave. If an employee fails to give advance written notice for foreseeable leave, the leave may be denied until at least thirty (30) days after the date of the notice is provided. If the leave must begin in less than thirty (30) days, employees must give their supervisor as much advance notice as is practicable. If leave is necessary for planned medical treatment, employees must attempt to schedule treatment so as not to disrupt the operations of the School. Employees should consult with their supervisors prior to the scheduling of the treatment.

Required Documentation

In the case of Medical Leave, the employee must provide a completed medical certification by a health care provider as to: (a) the date the condition commenced; (b) its probable duration; (c) appropriate medical facts regarding the condition, and a statement that the employee is unable to perform the functions of the employee's position.

In the case of Family Leave, the Employee must provide a statement that the employee is needed to care for a family member and the expected duration of such need. If an employee requests intermittent leave or a reduced work schedule, the School also will require certification that such type of leave is medically necessary and verification as to the dates and duration of treatment and of the expected duration of the leave.

Employees must submit the required certifications within fifteen (15) days of requesting Family or Medical Leave in connection with a serious health condition. Failure to provide adequate certification in a timely manner may result in a delay of leave. If the School has reason to doubt an employee's or an employee's family member's initial certification, the School may: (i) with the employee's permission, have a designated health care provider contact the employee's or employee's family member's health care provider in an effort to clarify or authenticate the initial certification; and/or (ii) require the employee or the employee's family member to obtain a second opinion by an independent, designated provider at the expense of the School. If the initial and second certifications differ, the School may, at its expense, require the

employee or employee's family member to obtain a third, final and binding certification from a jointly selected health care provider.

Intermittent or Reduced-Schedule Leave

When medically necessary, an employee may take Family or Medical Leave on an intermittent or reduced schedule to care for a sick family member or because of the employee's own serious health condition. Leave taken intermittently is still limited to a total of 12 weeks in a 12-month period. During an intermittent or reduced-schedule leave, the School may require an individual to transfer temporarily to an alternative position with equivalent pay and benefits.

Employee Status during Leave

Employees will not accrue PTO during the Family or Medical Leave period. During the leave, employees on leave for their own serious health condition or the serious health condition of a close family member may be asked to submit medical re- certifications from time to time during the leave. During the leave, the School may require employees to provide written notification on their intent to return to work. If the anticipated return to work date changes and it becomes necessary to take more or less leave than originally anticipated, the employee must provide the School with reasonable notice (i.e., within two (2) business days) of the changed circumstances and new return to work date. If the employee gives the School notice of his or her intent not to return to work, the employee will be considered to have voluntarily resigned. Employees are not permitted to engage in other employment while they are absent from the School under this policy, without prior approval of the School. Violation of this policy may lead to disciplinary action, up to and including termination of employment.

Employee Status after Leave

Employees on leave should provide the School with at least one-week's written notice of their intent to return to work. In the case of Family, Medical, or Disability Leave, included in this notice should be a doctor's certification confirming the Employee's medical ability to return to work. The School reserves the right to require a medical examination by a physician of the School's choosing prior to an employee's resumption of duties.

The School will make a reasonable effort to return an employee coming off Medical Leave to the same job or a similar job as they held prior to the Leave, subject to staffing needs and School needs that may exist. If an employee has a continued absence from work after the period of the Leave granted, and has not made other arrangements approved by the Head of School, the Employee will be deemed to have voluntarily resigned from employment. The School may choose to exempt certain highly compensated employees from this requirement. Any employee who fraudulently obtains family and medical leave will be subject to

immediate discipline, up to and including termination.

Subject to limitations specified below, upon return from Family or Medical Leave, the School will attempt to reinstate the Employee in the same position they held before the leave or an equivalent position with equivalent pay, benefits and other employment terms. If, during the leave period, the employee's position is eliminated or restructured, reasonable efforts will be made to restore the individual to a comparable position. However, employees who have taken Family or Medical Leave have no greater right to job restoration than if they had been continuously employed.

Failure to Return to Work Following Family, Medical or Disability Leave

Failure to return to work following the conclusion of Family, Medical, or Disability Leave will be considered a voluntary resignation. Unless an employee's failure to return to work is caused by the Employee or Employee's family member's serious health condition or another circumstance beyond the Employee's control, the School may recover health insurance premiums that the School paid on the Employee's behalf. If an employee's failure to return to work is caused by the Employee's or Employee's family member's serious health condition, the School may require the employee to provide medical certification of the employee's or employee's family member's serious health condition.

An employee who is absent for a period following Family, Medical, or Disability leave of at least three (3) days without notifying the Head of School or the Head of School's designee will be considered to have resigned effective on the initial date of absence. The Head of School or the Head of School's designee will make the determination of unauthorized absence.

Additional Information

For further information or clarification about Family or Medical Leave, please contact Human Resources.

PROFESSIONAL CONDUCT OF EMPLOYEES

Code of Ethics and Standards of Conduct

The successful operation and reputation of the School are built upon principles of ethical conduct of our employees. The School's reputation for integrity and excellence requires careful observance of all applicable laws and regulations, as well as a scrupulous regard for the highest standards of conduct and personal integrity. The School will comply with all applicable laws and regulations and expects all employees to conduct their work in accordance with all relevant laws and to refrain from any illegal, dishonest, or unethical conduct.

Confidentiality

Employees of the school shall not, in any way, release any information about this School, its activities, or its personnel except: (1) as required by their duties; (2) with the express consent of the Head of School and (3) in conformity with the requirements of applicable Freedom of Information Laws, the Family Educational Rights and Privacy Act, the Health Insurance Portability and Accountability Act, and any other applicable federal, state, or local law or regulation, or published School policy.

No employee shall publish, disclose, use, or authorize anyone else to publish, disclose, use, or in any way cause to be published, disclosed, or used any private or proprietary information which such employee may in any way acquire, learn, develop, or created by reason of employment with this School, unless otherwise directed by the Head of School. Any employee with any concern or issue relating to the proper sharing of Confidential Information should consult with their supervisor or the Head of School before sharing any such information with anyone. Employees in possession of documents or other material containing confidential or personal information about the School, its personnel, or its activities are required to return such information to the Head of School upon termination or resignation.

This policy reiterates our need for confidentiality in all aspects of employment. While employed at the School, employees may learn or work with and be entrusted with confidential and/or privileged information about fellow employees, administrators, School parents, students or applicants. Employees must exercise the highest degree of care not to disclose any such information, even inadvertently, to any unauthorized person inside or outside of the School. Employees may not disclose any confidential or privileged information except to persons specifically designated in advance and in writing by the Head of School.

Confidential information includes, but is not limited to, the following examples:

1. Student records
2. Financial information
3. Personnel records
4. Payroll records
5. Computer programs, codes, processes and passwords
6. Business processes and practices
7. Marketing information
8. Legal information
9. Vendor and supplier lists
10. Personnel lists and organizational charts

11. Personal information regarding School parents and students

If an employee believes confidential information must be disclosed to a third party, he or she should consult with the Head of School prior to the disclosure. Failure to follow this policy will result in disciplinary action, up to and including termination of employment. An employee's obligations under this policy continue after his or her termination of employment. Upon termination of employment, all confidential information in the

Copyrights/Work for Hire

Employees acknowledge that the entire right, title, and interest of any and all writings, works of authorship, and other creations that they prepare, create, write, initiate or otherwise develop in the course of their employment by the School, shall be the sole property of the School. This includes, but is not limited to, any development of a curriculum or other educational material or process. These works are "works for hire" and shall be the School's sole and exclusive property, whether in copyright, patent or trademark. For items covered by this paragraph, employees hereby assign and transfers to the School all rights, title and interests in all such works or items, including without limitation, all patent, trademark and copyright rights that now exist or may exist in the future. Employees further agree that at any reasonable time upon request, and without further compensation or limitation, they will execute and deliver any and all papers or instruments including assignments, declarations, applications, powers of attorney and other documents, that in the School's opinion may be necessary or desirable to secure the School's full enjoyment of all right, title, interest and properties herein assigned. Employees agree to not charge the School for use of their copyrighted, trademarked and patented materials.

Conflict of Interest

It is imperative that the School, both in reality and in perception, be deemed to operate solely in the best interests of the students it serves. Any taint to its reputation will significantly affect the mission of the School. Employees of the School must be ever mindful of the need to conduct themselves both in and outside of the School in a manner that will not bring criticism to themselves or to the School.

Employees have an obligation to conduct their affairs within guidelines that prohibit actual or potential conflicts of interest. An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for him or her, for a relative or for anyone else who has a close personal relationship with the employee because of the School business dealings. For the purpose of this policy, a relative or a person with a close personal relationship is any person who is related by blood or marriage, or whose relationship with the employee is similar to that of persons who are related by blood or marriage.

No "presumption of guilt" is created by the mere existence of a relationship with an outside firm or vendor. However, if an employee has any influence on transactions involving purchases, contracts, or supplies it is imperative that he or she disclose that relationship to the Head of School immediately so that safeguards can be established to protect all parties.

Common conflicts, which employees should avoid, include, but are not limited to:

1. Using proprietary or confidential information for personal gain or to the School's detriment;
2. Directly or indirectly accepting gifts, loans, services, entertainment, etc. of more than the minimal value from a vendor or someone seeking to do business with the School (as noted elsewhere);
3. Using the School's assets or labor for personal use; and
4. Instances where an employee or an employee's relative or someone with a close personal relationship has significant ownership in the vendor or firm with which the School does business.

If the School finds that any employee has engaged in any conduct, which presents a conflict of interest with the School, such an employee is subject to discipline, up to and including termination of employment.

Ban On Acceptance of Gifts

In accordance with the Conflict of Interest Provision contained in this Handbook, no employee of the School is permitted to accept gifts of any kind of a value exceeding fifty dollars ($50.00) – including but not limited to money, goods, food, entertainment, or services – directly or indirectly from:

1. Individuals, parents, schools, partner organizations, or companies serving as vendors or potential vendors for this School;
2. Elected officials or their representatives;
3. Candidates for public office or their representatives; or
4. Political party officials or their representatives.

The Head of School and the Board of Trustees may make exceptions, including in instances where such gifts intended for and will be used by the School. Offers of such gifts in excess of $50.00, even when refused, must be communicated immediately by the employee receiving such an offer to the Head of School.

Independent Fundraising

Any fundraising efforts organized by an Employee on behalf of the School, to benefit the School, or that use the School name, must be approved by the Head of School and the Network External Relations Department.

No Solicitation

In the interest of efficiency and security, the School's general policy is to restrict solicitations or distributions by employees to non-work areas during non-work time. Employees and non-employees are prohibited from soliciting or distributing literature in work areas or during work time.

Personal Appearance/Dress Code

All employees are expected to present themselves professionally and appropriately at all times during working hours. Everyone should be clean, neat and well-groomed and avoid extremes in dress including, but not limited to, ripped clothes, shorts or overly revealing clothing. Employees should feel free to seek clarification from their supervisors or from the Head of School regarding the appropriateness of workplace attire.

Separation of Church and State

The School is a public school and public schools may not instruct students in any religion, although teaching about religion from a purely secular, academic viewpoint is permitted. Each employee will participate in professional development to ensure that proper guidelines are followed at all times with no exception. If a staff member willingly and knowingly teaches about religion in an improper way as a public-school employee of the School, such an employee is subject to discipline, up to and including termination of employment. Staff members are also not permitted to supervise or otherwise participate in non-instructional religious clubs or activities taking place on campus, except in a purely custodial capacity.

Problem/Conflict Resolutions

In the event of a problem or dispute with other personnel or adults, the employee is encouraged to make good faith effort to work with the adversarial party to the dispute to resolve the conflict. It is expected that employees at the School will conduct themselves as mature adults and human beings who model conflict resolution techniques at all times. This effort will consist of problem identification, possible solutions, selection of resolution, the process for implementation of the resolution and a follow-up. In the case, that the conflict is not resolved after a good faith attempt as outlined above the employee may submit the

grievance to the School supervisor for resolution.

Outside Employment

Employees are requested to disclose in writing any other employment, self-employment, consulting, volunteer or board membership activities in which they are engaged while an employee of the School. If said activities were not mentioned at the time of hire, they must be reported to the Head of School prior to commencing work. If said activities are "new" activities during the time of employment, they must be disclosed immediately. Where a conflict of interest exists, the employee will be notified and may be required to cease such activity or refrain from initiating the activity.

Student, Parent and Guardian Communication

Employee interactions with students in our schools must be reasonable, professional, and appropriate at all times. With the exception of additional work activity that has been specifically approved by an employee's supervisor, or approved off-hour field trips or similar activities, no employee may communicate directly (including through text, email or social media) with students outside of school hours. Staff are not allowed to visit with students outside of school property without explicit written permission from the Head of School. Staff who violate this policy will be subject to disciplinary action. When communication is necessary, it should be channeled through parents/guardians or occur when parents/guardians are present. In addition, teachers should make every effort to communicate regularly with parents/guardians about their children's progress and make themselves available to answer questions when needed. Communication should be professional and courteous at all times. All teachers are expected to respond to parent inquiries within one business day of receipt.

Colleague Communication

Just as with parents, employees are expected to communicate in a timely and professional manner with other members of our team. Any emails, texts, voicemails, or other electronic communication from a coworker that seeks a response should be responded to within one business day.

Publicity

From time to time, the school may secure photograph(s), video(s), or audio recording(s) of employees engaging in various work and non-work activities and the school may want to publicize for commercial reasons the photograph(s), video(s), or audio recording(s) in various media such as but not limited to brochures, school's website, social media sites (e.g., Facebook, etc.), training material, etc. As such if an employee does not want his/her persona, which includes but is not limited to name, voice, signature, photograph, image, likeness,

distinctive appearance, etc. to be used by the school, the employee is responsible for notifying the Head of School or their designee in writing of his/her intentions to be excluded from such publicity.

In-Person Communication

Personal contact between adults and students must be nonsexual, appropriate to the circumstances and unambiguous in meaning. Adults should avoid the appearance of impropriety in their interactions with students. Behaviors that can create an appearance of impropriety include, but are not limited to:

● Conducting ongoing, private conversations with individual students that are unrelated to academics, school activities or the well-being of students and that take place in locations inaccessible to others;

● Inviting a student or students for home visits; ● Visiting the homes of students without the knowledge and permission of parents/guardians;

● Inviting students for social contact off school grounds without the permission or knowledge of parents/guardians; and

● Transporting students in personal vehicles without the knowledge of parents or supervisors.

Electronic Communication

Digital technology and social networking provide multiple means for educators and other School employees and volunteers to communicate appropriately with students and personalize learning. Such communication between adults and students must be transparent, accessible to supervisors and parents, nonsexual, appropriate to the circumstances, and unambiguous in meaning. Adults must restrict one-on-one, electronic communications with individual students to accounts, systems and platforms that are provided by and accessible to the School's administration and leadership.

If an adult does not have access to a School approved communication device and there is a time sensitive, school-related matter that must be communicated to students, the adult may use a personal communication device or personal social media to communicate this information to the student's parent/guardian. The adult must note the date, time and nature of the contact and make this information available to a supervisor upon request.

Drug- and Alcohol-Free Workplace/Drug Screening

It is the policy of the School to create a drug-free workplace in keeping with the spirit and intent of the Drug-Free Workplace Act of 1988. The unlawful manufacture distribution, dispensation, possession, sale or use of a controlled substance in the workplace or while engaged in business off premises, such as at a parent's/guardian's home, is strictly prohibited.

Drug and/or alcohol testing may be required if the School has a reasonable suspicion that an employee is under the influence of alcohol or drugs in violation of this guideline. The results of any test conducted under this guideline will be treated in a confidential manner.

Employees, agents and contractors shall not engage in the use, possession or sale of alcohol or illegal drugs during work hours within our school property or in a school vehicle or any time when conducting school business. Nor shall they report to work under the influence of such substances or display evidence of having used such substances. Further as role models for our students and as representatives of the school, employees, agents and contractors shall not engage in the unlawful use, possession or sale of controlled substances during their off duty hours.

For the avoidance of doubt, while the use of certain types of cannabis/marijuana has been decriminalized in New York State, the use of cannabis/marijuana (in any form) is strictly prohibited while on School grounds. School employees are also prohibited from using/consuming cannabis/marijuana prior to arriving at work if doing so may impair their ability to completely, effectively and safely perform their duties.

Smoking

As per New York State law, the use of any tobacco product is not permitted anywhere on School premises. Employees who violate any aspect of this policy may be subject to disciplinary action, up to and including termination of employment. At its discretion, the School may require employees who violate this policy to successfully complete a drug abuse assistance or rehabilitation program as a condition of continued employment.

POLICY AGAINST VIOLENCE OR HARASSMENT IN THE WORKPLACE

Violence Not Permitted

The School is committed to preventing workplace violence. The School has adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence that may occur during business hours or on its premises.

All employees should be treated with courtesy and respect at all times. Employees are

expected to refrain from fighting, rowdy behavior, or other conduct that may be dangerous to others. Employees may not bring firearms, weapons, or other dangerous or hazardous devices or substances onto the premises of the School.

The School will not tolerate conduct that threatens, intimidates, or coerces another employee, a student, parent, visitor, guest, or candidate for employment. This prohibition includes all acts of harassment, including harassment that is based on an individual's race, color, religion, creed, sex, gender, sexual orientation, ethnicity, national origin, ancestry, age, disability (including AIDS), marital status, military status, citizenship status, predisposing genetic characteristics, or any other characteristic protected by local, state, or federal law.

Immediately report violence or threats of violence, both direct and indirect, to a supervisor. This includes threats by employees, students, or visitors. Reports should be as specific and detailed as possible.

The School will promptly and thoroughly investigate all reports of violence or threats of violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical. In order to maintain workplace safety and the integrity of its investigation, the School may suspend employees, either with or without pay, pending investigation.

Anyone determined to be responsible for acts or threats of violence or other conduct in violation of these guidelines will be subject to disciplinary action, up to and including termination of employment, and may face criminal charges.

The School encourages employees to bring their disputes or differences with other employees to the attention of their supervisors.

Sexual Misconduct and Abuse Prohibited

The School provides students with a safe and supportive learning environment. The responsibility to protect students from sexual misconduct and abuse is shared by School/Network staff, Administrators, Teachers, and other School employees and volunteers. The School encourages healthy relationships between students and adults that promote student achievement and success. At the same time, clear and reasonable boundaries for interactions between students and adults are necessary to protect students from sexual misconduct and abuse and to protect adults from misunderstandings and false accusations.

This policy applies to School employees, School volunteers, and vendors providing instructional services to students. In this policy, these individuals will be referred to as "adults".

Adults are prohibited from engaging in sexual misconduct and abuse of students, which includes but isn't limited to dating; making sexual advances; seeking romantic or sexual relationships; having conversations of a sexual nature not related to the adult's professional responsibilities; and sexual contact. Adults who violate this policy may also be subject to legal consequences.

Reporting of Violations

All School personnel are required to report any case of suspected sexual misconduct or abuse to the Head of School and/or a Human Resources representative and to the State Central Register of Child Abuse and Maltreatment ("SCR") pursuant to §413 of the Social Services Law.

In addition, School personnel are required to report suspected incidents of violations of this policy regarding in-person and electronic communications with students to the Head of School and/or a Human Resources representative. School employees who are not based in a school are to immediately report suspected incidents of violations of this policy to their department head or designee.

Investigation and Consequences for Violations

The Head of School with Human Resources and/or representatives from the Network or designee shall investigate reports of suspected violations of this policy. School employees are subject to disciplinary procedures for violation of this policy up to and including termination. In the case of termination of employment for sexual misconduct or abuse, the School will notify the appropriate regulatory agency.

Harassment Not Permitted

The School is committed to providing a work environment that is free from harassment and where everyone is treated with dignity and respect. All employees share the responsibility to create and maintain a safe, respectful, and positive work environment and are therefore required to abide by this policy.

As such, all types of harassment are prohibited at all times and will not be tolerated. Each individual has the right to work in a professional atmosphere that prohibits discriminatory practices, including sexual harassment and harassment based on race, color, religion, national origin, sexual orientation, age, handicap, disability, or any other category protected

by law. The purposes of this policy against harassment are to educate all of our employees about what may constitute harassment, to notify everyone who works here that the School will not condone or tolerate harassment, and to establish a procedure which encourages anyone who feels they have been subjected to harassment to report such conduct to representatives of the School, who will investigate and respond to any report. This prohibition applies in employees' relationships with all other employees, students, parents and guardians, visitors, guests, independent contractors and consultants.

All employees, applicants for employment, interns, whether paid or unpaid, contractors and persons conducting business with the School must abide by this policy.

Definition of Harassment

Harassment is verbal or physical conduct that denigrates or shows hostility or aversion towards an individual because of race, color, religion, sex, national origin, sexual orientation, age, handicap or disability, or any other legally protected characteristic For example, racial harassment includes harassment based on an immutable characteristic associated with race (e.g., skin color or facial features). Religious harassment may include demands that an employee alters or renounce some religious belief in exchange for job benefits; and sexual harassment is defined more specifically below. The School's policy is to prohibit behavior based on a person's race, color, religion, sex, national origin, sexual orientation, age, handicap, disability or any other legally protected characteristic that: (1) has the purpose or effect of creating an intimidating, hostile or offensive work environment; (2) has the purpose or effect of unreasonably interfering with an individual's work performance; or (3) otherwise adversely affects an individual's employment opportunities.

Regardless of whether any single instance of improper behavior described below rises to the level of harassment prohibited by law, it is the School's policy that such behavior is inappropriate and offensive, and it will not be tolerated. Examples of behavior that violate this policy and may constitute harassing conduct include, but are not limited to:

- epithets, slurs, quips, or negative stereotyping that relate to race, color, religion, sex, national origin, sexual orientation, age, handicap, disability, or any other category protected by law;
- threatening, intimidating or hostile acts that relate to race, color, religion, sex, national origin, sexual orientation, age, handicap or disability;
- written or graphic material (including graffiti) that denigrates or shows hostility or aversion toward an individual or group because of race, color, religion, sex, national origin, sexual orientation, age, handicap or disability and that is placed on walls, bulletin boards, or elsewhere on the School's premises, or circulated or displayed in the workplace; or

- "jokes," "pranks" or other forms of "humor" that is demeaning or hostile with regard to race, color, religion, sex, national origin, sexual orientation, age, handicap or disability.

Confidentiality

Confidentiality will be maintained to the extent practical and appropriate under the circumstances. The School will maintain confidential records of all complaints and how each was investigated and resolved.

Responsive Action

The School will take whatever corrective action is deemed necessary, including disciplining any individual who is believed to have violated these prohibitions against harassment and retaliation. Responsive action may include, for example, mandatory training or referral to counseling and disciplinary action such as warnings, reprimands, withholding of a promotion or pay increase, reassignment of the offender, temporary suspension without pay, termination of employment, or other measures as the School believes will be effective in ending the misconduct and correcting the effects of the harassment.

False and Malicious Accusations

False and malicious accusations of sexual or other harassment, as opposed to complaints, which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action, up to and including termination of employment.

Summary of Responsibilities

Employees (this includes all employees of the School) must: a) Refrain from all conduct which might be considered discrimination or harassment.

b) Report complaints to a supervisor or the Head of School, who will treat such information with sensitivity to its confidential nature. c) Cooperate reasonably in any investigation conducted by the School or its agent.

Supervisors (this includes all employees to whom other staff members report) must:

a) Maintain a workplace free of discrimination, harassment, and intimidation.

b) Inform employees of the School's policy prohibiting discrimination and harassment and of their right to bring complaints of this nature, confidentially, to the Head of School.

c) Report all complaints of discrimination and harassment to the Head of School.

d) Investigate promptly each complaint and, where the investigation confirms the allegation, to take appropriate corrective action, up to and including termination of employment.

e) Be sensitive to the confidential nature of these matters and to the privacy of all parties involved in such complaints.

f) Refrain from any retaliation against any employee for bringing a good faith complaint.

Administration (this includes the School Leader(s) must:)

a) Educate and train employees at each level.

b) Ensure that all Supervisors and employees are apprised of the School's policy against discrimination and harassment and of their responsibilities hereunder.

c) Meet with employees during orientation upon their hire to review the Policy and the types of conduct prohibited.

d) Assist supervisors in their investigation of complaints, including training all investigators on proper investigative procedures and safeguards. Where complaints are lodged directly with the Administration, it shall investigate promptly and report findings to the appropriate supervisor or level of management with

recommendations concerning corrective action where appropriate.

The Board of Trustees must:

a) Listen to each complaint.

b) Ensure availability and access if the complaint concerns the Head of School. To ensure action is taken if the complaint concerns the Head of School.

Annual Sexual Harassment Training

As required by law, annually, the School provides online training that satisfies both the New York State and New York City sexual harassment prevention training requirements.

Policy Against Sexual Harassment

Hebrew Public and the School are committed to maintaining a workplace free from sexual harassment. Sexual harassment is a form of workplace discrimination. Hebrew Public and the School have a zero-tolerance policy for any form of sexual harassment, and all employees are required to work in a manner that prevents sexual harassment in the workplace. This Policy is one component of Hebrew Public and the School's commitment to a discrimination-free work environment. Sexual harassment is against the law. All employees have a legal right to a

workplace free from sexual harassment, and employees can enforce this right by filing a complaint internally with the School, or with a government agency or in court under federal, state or local antidiscrimination laws.

Policy

1. This Policy applies to all employees, applicants for employment, interns, whether paid or unpaid, contractors and persons conducting business with both Hebrew Public and the School
2. Sexual harassment will not be tolerated. Any employee or individual covered by this policy who engages in sexual harassment or retaliation will be subject to remedial and/or disciplinary action, up to and including termination.

3. Retaliation Prohibition: No person covered by this Policy shall be subject to adverse employment action including being discharged, disciplined, discriminated against, or otherwise subject to adverse employment action because the employee reports an incident of sexual harassment, provides information, or otherwise assists in any investigation of a sexual harassment complaint. Hebrew Public and the School have a zero-tolerance policy for such retaliation against anyone who, in good faith complains or provides information about suspected sexual harassment. Any employee of the School who retaliates against anyone involved in a sexual harassment investigation will be subjected to disciplinary action, up to and including termination. Any employee, paid or unpaid intern, or non-employee[1] working in the workplace who believes they have been subject to such retaliation should inform a supervisor, manager, or the Hebrew Public Human Resource Director . Any employee, paid or unpaid intern or non-employee who believes they have been a victim of such retaliation may also seek compensation in other available forums, as explained below in the section on Legal Protections. [1] A non-employee is someone who is (or is employed by) a contractor, subcontractor, vendor, consultant, or anyone providing services in the workplace. Protected non-employees include persons commonly referred to as independent contractors, “gig” workers and temporary workers. Also included are persons providing equipment repair, cleaning services or any other services provided pursuant to a contract with the employee.

4. Sexual harassment is offensive, is a violation of our policies, is unlawful, and subjects Hebrew Pubic and the School to liability for harm to victims of sexual harassment. Harassers may also be individually subject to liability. Employees of every level who engage in sexual harassment, including managers and supervisors who engage in sexual harassment or who knowingly allow such behavior to continue, will be penalized for such misconduct.
5. Hebrew Public and the School will conduct a prompt, thorough and confidential investigation that ensures due process for all parties, whenever management receives a complaint about sexual harassment, or otherwise knows of possible sexual

harassment occurring. Effective corrective action will be taken whenever sexual harassment is found to have occurred. All employees, including managers and supervisors, are required to cooperate with any internal investigation of sexual harassment.

6. All employees are encouraged to report any harassment or behaviors that violate this policy. Hebrew Public and the School will provide all employees with a complaint form for employees to report harassment and file complaints.
7. Managers and supervisors are required to report any complaint that they receive or any harassment that they observe to the Hebrew Public Director of Human Resources.
8. This policy applies to all employees, paid or unpaid interns, and non-employees and all must follow and uphold this policy. This policy must be posted prominently in all work locations and be provided to employees upon hiring.

What is "Sexual Harassment"?

Sexual harassment is a form of sex discrimination and is unlawful under federal, state, and (where applicable) local law. Sexual harassment includes harassment on the basis of sex, sexual orientation, gender identity and the status of being transgender.

Sexual harassment includes unwelcome conduct which is either of a sexual nature, or which is directed at an individual because of that individual's sex when:

- Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment, even if the complaining individual is not the intended target

  of the sexual harassment;

- Such conduct is made either explicitly or implicitly a term or condition of employment; or

- Submission to or rejection of such conduct is used as the basis for employment decisions affecting an individual's employment.

A sexually harassing hostile work environment consists of words, signs, jokes, pranks, intimidation or physical violence which are of a sexual nature, or which are directed at an individual because of that individual's sex. Sexual harassment also consists of any unwanted verbal or physical advances, sexually explicit derogatory statements or sexually discriminatory remarks made by someone which are offensive or objectionable to the recipient, which cause the recipient discomfort or humiliation, which interfere with the recipient's job performance.

Sexual harassment also occurs when a person in authority tries to trade job benefits for sexual favors. This can include hiring, promotion, continued employment or any other terms,

conditions or privileges of employment. This is also called “quid pro quo” harassment.

Any employee who feels harassed should complain so that any violation of this policy can be corrected promptly. Any harassing conduct, even a single incident, can be addressed under this policy.

Examples of Sexual Harassment

The following describes some of the types of acts that may be unlawful sexual harassment and that are strictly prohibited:

● Physical assaults of a sexual nature, such as:

o Touching, pinching, patting, grabbing, brushing against another employee’s body or poking another employees’ body;

o Rape, sexual battery, molestation or attempts to commit these assaults.

● Unwanted sexual advances or propositions, such as:

o Requests for sexual favors accompanied by implied or overt threats concerning the victim’s job performance evaluation, a promotion or other job benefits or detriments;

o Subtle or obvious pressure for unwelcome sexual activities.

● Sexually. oriented gestures, noises, remarks, jokes or comments about a person’s sexuality or sexual experience, which create a hostile work environment.

● Sexual or discriminatory displays or publications anywhere in the workplace, such as:

o Displaying pictures, posters, calendars, graffiti, objects, promotional material, reading materials or other materials that are sexually demeaning or pornographic. This includes such sexual displays on workplace computers or cell phones and sharing such displays while in the workplace.

● Hostile actions taken against an individual because of that individual’s sex, sexual orientation, gender identity and the status of being transgender, such as:

o Interfering with, destroying or damaging a person’s workstation, tools or equipment, or otherwise interfering with the individual’s ability to perform the job;

o Sabotaging an individual’s work;

o Bullying, yelling, name-calling. Who can be a target of sexual harassment? Sexual harassment can occur between any individuals, regardless of their sex or gender.

Who can be a target of sexual harassment?

New York Law protects employees, paid or unpaid interns, and non-employees, including independent contractors, and those employed by companies contracting to provide services in the workplace. A perpetrator of sexual harassment can be a superior, a subordinate, a coworker or anyone in the workplace including an independent contractor, contract worker, vendor, client, customer or visitor.

Where can sexual harassment occur?

Unlawful sexual harassment is not limited to the physical workplace itself. It can occur while employees are traveling for business or at employer sponsored events or parties. Calls, texts, emails, and social media usage by employees can constitute unlawful workplace harassment, even if they occur away from the workplace premises or not during work hours.

What is "Retaliation"?

Unlawful retaliation can be any action that would keep a worker from coming forward to make or support a sexual harassment claim. Adverse action need not be job-related or occur in the workplace to constitute unlawful retaliation. Such retaliation is unlawful under federal, state, and (where applicable) local law. The New York State Human Rights Law protects any individual who has engaged in "protected activity." Protected activity occurs when a person has:

- filed a complaint of sexual harassment, either internally or with any anti-discrimination agency;
- testified or assisted in a proceeding involving sexual harassment under the Human Rights Law or other anti-discrimination law;
- opposed sexual harassment by making a verbal or informal complaint to management, or by simply informing a supervisor or manager of harassment;
- complained that another employee has been sexually harassed; or ● encouraged a fellow employee to report harassment.

Reporting Sexual Harassment. Preventing sexual harassment is everyone's responsibility. Hebrew Public cannot prevent or remedy sexual harassment unless it knows about it. Any employee, paid or unpaid, intern or non-employee who has been subjected to behavior that may constitute sexual harassment is encouraged to report such behavior to a supervisor, manager or the Hebrew Public Human Resource Director. Anyone who witnesses or becomes aware of potential instances of sexual harassment should report such behavior to a supervisor, manager or Chief Talent Officer.

Reports of sexual harassment may be made verbally or in writing. A form for submission of a written complaint is available from the Chief Talent Officer and all employees are encouraged to use this complaint form. Employees who are reporting sexual harassment on behalf of

other employees should use the complaint form and note that it is on another employee's behalf. Employees, paid or unpaid interns or non-employees who believe they have been a victim of sexual harassment may also seek assistance in other available forums, as explained below in the section on Legal Protections.

Supervisory Responsibilities

All supervisors and managers who receive a complaint or information about suspected sexual harassment, observe what may be sexually harassing behavior or for any reason suspect that sexual harassment is occurring, are required to report such suspected sexual harassment to Chief Talent Officer.

In addition to being subject to discipline if they engaged in sexually harassing conduct themselves, supervisors and managers will be subject to discipline for failing to report suspected sexual harassment or otherwise knowingly allowing sexual harassment to continue.

Supervisors and managers will also be subject to discipline for engaging in any retaliation.

Complaint and Investigation of Sexual Harassment

All complaints or information about suspected sexual harassment will be investigated, whether that information was reported in verbal or written form. Investigations will be conducted in a timely manner and will be confidential to the extent possible.

Informal Complaint Procedure

The School encourages, but does not require, individuals who believe they are being harassed to promptly notify the offender that his or her behavior is unwelcome. If for any reason an individual does not wish to confront the offender directly, or if such a confrontation does not successfully end the harassment, the individual should notify his/her supervisor who may speak to the alleged harasser on the individual's behalf. An individual reporting sexual or other harassment should be aware, however, that the School may decide it is necessary to take action to address the harassment beyond an informal discussion into an investigation. The decision will be discussed with that individual. The best course of action in any case will depend on many factors and, therefore, the informal procedure will remain flexible. Moreover, the informal procedure is not a required first step for the reporting individual.

Formal Complaint Procedure

If an employee believes that he or she has been harassed by any School employee, student, vendor, client, or other school contact, the employee should immediately report the incident to his or her supervisor, or Human Resources by filing out the "Complaint Form". If an employee is either unsure of the appropriate person to contact or has not received a satisfactory response within five (5) business days of reporting an incident, the employee should contact Human Resources directly.

If the employee is uncomfortable making the report to his or her supervisor, Human Resources and the Head of School, the employee should make the report directly to the Board of Trustees.

Investigation

An investigation of any complaint, information or knowledge of suspected sexual harassment will be prompt and thorough, and should be completed within 30 days. The investigation will be confidential to the extent possible. All persons involved, including complainants, witnesses and alleged perpetrators will be accorded due process to protect their rights to a fair and impartial investigation.

Any employee may be required to cooperate as needed in an investigation of suspected sexual harassment. Employees who participate in any investigation will not be retaliated against.

Investigations will be done in accordance with the following steps:

- Upon receipt of complaint, Human Resources will conduct an immediate review of the allegations, and take any interim actions, as appropriate. If the complaint is oral, encourage the individual to complete the "Complaint Form" in writing. If he or she refuses, prepare a Complaint Form based on the oral reporting.
- If documents, emails or phone records are relevant to the allegations, take steps to obtain and preserve them.
- Request and review all relevant documents, including all electronic communications.
- Interview all parties involved, including any relevant witnesses;
- Create a written documentation of the investigation (such as a letter, memo or email), which contains the following:

- A list of all documents reviewed, along with a detailed summary of relevant documents;
- A list of names of those interviewed, along with a detailed summary of their statements; • A timeline of events;
- A summary of prior relevant incidents, reported or unreported; and
- The final resolution of the complaint, together with any corrective action(s).

- Keep the written documentation and associated documents in the employer's records.
- Promptly notify the individual who complained and the individual(s) who responded of the final determination and implement any corrective actions identified in the written document.
- Inform the individual who complained of their right to file a complaint or charge externally as outlined below.

Legal Protections and External Remedies

Sexual harassment is not only prohibited by Hebrew Public and the School, l but is also prohibited by state, federal, and, where applicable, local law. Aside from the internal process at the School, employees may also choose to pursue legal remedies with the following governmental entities at any time.

New York State Division of Human Rights (DHR)

The Human Rights Law (HRL), codified as N.Y. Executive Law, art. 15, § 290 et seq., applies to employers in New York State with regard to sexual harassment, and protects employees, paid or unpaid interns and non-employees regardless of immigration status. A complaint alleging a violation of the Human Rights Law may be filed either with DHR or in New York State Supreme Court.

Complaints with DHR may be filed any time within three years of the sexual harassment. If an individual did not file at DHR, they can sue directly in state court under the HRL, within three years of the alleged harassment. An individual may not file with DHR if they have already filed an HRL complaint in state court.

Complaining internally the School does not extend your time to file with DHR or in court. The three years is counted from the date of the most recent incident of harassment. You do not need an attorney to file a complaint with DHR, and there is no cost to file with DHR. DHR will investigate your complaint and determine whether there is probable cause to believe that discrimination has occurred.

DHR's main office contact information is: [redacted]
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United States Equal Employment Opportunity Commission (EEOC)

The EEOC enforces federal anti-discrimination laws, including Title VII of the 1964 federal Civil Rights Act (codified as 42 U.S.C. § 2000e et seq.). An individual can file a complaint with the EEOC anytime within 300 days from the harassment. There is no cost to file a complaint with the EEOC. The EEOC will investigate the complaint and determine whether there is reasonable cause to believe that discrimination has occurred, at which point the EEOC will issue a Right to Sue letter permitting the individual to file a complaint in federal court.

If an employee believes that he/she has been discriminated against at work, he/she can file a "Charge of Discrimination." The EEOC has district, area, and field offices where complaints can be filed. Contact the EEOC by calling [redacted] If an individual filed an administrative complaint with DHR, DHR will file a complaint with the EEOC to preserve the right to proceed in federal court.

Local Protections

Many localities enforce laws protecting individuals from sexual harassment and discrimination. An individual should contact the county, city or town in which they live to find out if such a law exists. For example, employees who work in New York City may file complaints of sexual harassment with the New York City Commission on Human Rights. Contact their main office at Law Enforcement Bureau of the NYC Commission on Human Rights, 4[redacted]

Contact the Local Police Department

If the harassment involves physical touching, coerced physical confinement or coerced sex acts, the conduct may constitute a crime. Contact the local police department.

Grievance Policy

The Grievance Policy formalizes the process for conflict resolution and provides School employees with a pathway for raising and resolving concerns. If there is a concern that is not resolved by the Head of School, or the employee does not feel comfortable discussing it directly

with the Head of School (or if the complaint involves the Head of School), a formal complaint may be filed through Human Resources.

The Grievance Policy is used when employees have concerns about:

- Specific allegations of unlawful discrimination in employment based on the employee's race, color, age, national origin, religion, sex, sexual orientation, disability, military or veteran status, genetic information, medical condition, or any other legally protected characteristic;
- Specific allegations of unlawful discrimination or retaliation based on the employee's exercise of legally protected rights;
- Specific allegations of adverse personnel action based on the employee's good faith report to an appropriate law enforcement authority of a violation of law by the School or the School's employee(s), i.e., "whistle-blower complaints."

Early reporting and intervention have proven to be the most effective method of resolving conflicts. Therefore, we strongly urge the prompt reporting of complaints or concerns within five (5) days of the occurrence so that rapid and constructive action can be taken.

The steps outlined below are listed in order of escalation. If during any particular step, a resolution has been reached, the Grievance Policy concludes, and the employee does not need to escalate the process further.

1. Employee attempts resolution with the other party.
   - As a first step, Employee should informally attempt to resolve the conflict with the other party. If a resolution is unsuccessful, the Employee should proceed to discuss the matter with their direct supervisor.
2. Employee then speaks with his/her direct supervisor in an attempt to resolve the matter with the other party. If a resolution is still unsuccessful *or* if the conflict is between the Employee and his/her direct supervisor, Employee should proceed to initiate a formal complaint with the Head of School (or in the case that the conflict is with the Head of School, to Human Resources).
3. Employee submits a formal complaint to the Head of School (or in the case where the complaint is about the Head of School, to Human Resources) in writing.
   - In the formal complaint, Employee outlines the conflict's facts and sequence of events. If the complaint is not related to the Head of School, the Head of

School will then review the complaint to decide if Human Resources should be involved. The Head of the School will first determine whether he/she can find an immediate resolution.

4. If the matter is still not resolved (or if the complaint is about the Head of School), Human Resources will then begin the investigation process.
   - The investigation may include individual interviews with the parties involved and, where necessary, with individuals who may have observed the alleged conduct or may have other relevant information. Employees who participate in any investigation will not be retaliated against.
   - After the investigation has been concluded and a determination has been made, Human Resources will promptly notify the Head of School of its decision and implement any corrective actions deemed appropriate in the given circumstances.
5. If the Employee is not satisfied with the Head of School or Human Resources' determination (as applicable), Employee may appeal to the appropriate Network Leadership. The Network Leadership will then investigate the complaint and respond in a timely manner.
6. If the employee is not satisfied with The Network Leaderships determination, Employee may appeal to the appropriate School's Board of Trustees by emailing____ for HLA or ____for HLA 2 or _____ for SIHP. The School's Board of Trustees will then investigate the complaint and respond in a timely manner.

Confidentiality will be maintained throughout the investigatory process to the extent consistent with adequate investigation and appropriate corrective action. The School and Hebrew Public will take steps to ensure the preservation of all information relevant to the complaint(s). Additionally, if, after investigating any complaint, the School and Hebrew Public determines that the complaint was not made in good faith and/or that an employee has provided false information, disciplinary action may be taken against the individual who filed the complaint and/or who gave the false information, up to and including termination of employment.

Procedure for Formal Complaints under Section 2855 of the Charter Schools Act

Section 2855(4) of the New York Education Law (part of the New York State Charter Schools Act (CSA)) provides that any individual or group may bring a complaint directly to the School's Board of Trustees alleging a violation of the CSA, the School's charter, or any other provision of law relating to the management or operation of the School. All such formal complaints should be in writing and include the following:

1. the name, address, and phone number of the complainant;
2. a detailed statement of the complaint, including the specific provision of the School's charter or law that allegedly has been violated;
3. the relief sought by the complainant; and
4. the response, if any, received from the School thus far.

The Board of Trustees will respond in writing to any complaint submitted in writing no later than thirty (30) days from receipt of the written complaint. Depending upon the circumstances, the Board's first response to a complaint may be to advise the complainant as to the timeline for further review, investigation, and resolution of the complaint, rather than an immediate resolution of the complaint.

If the complainant believes that the School's Board of Trustees has not adequately addressed the formal complaint, the individual or group may then present the complaint to the School's charter entity, which for HLA is the New York Department of Education ("DOE"), and for HLA 2 and SIHP is the Board of Regents of the University of the State of New York ("Board of Regents"). The Board of Regents has delegated authority to handle complaints concerning charter schools to the Commissioner of Education. The Charter School Office of the New York State Education Department, on behalf of the Commissioner, will investigate and respond to complaints concerning charter schools that have been appropriately filed. Upon completion of the investigation of a complaint brought to the Board of Regents, a decision will be issued by the Commissioner, which may include a remedial order as appropriate.

For HLA, the process for bringing a complaint to the DOE can be found by emailing: charteroversight@schools.nyc.gov

For HLA 2 and SIHP, the process for bringing a complaint to the Board of Regents can be found at: http://www.nysed.gov/charter-schools/complaint-process

The complaint may be submitted via email to the Board of Regents at charterschools@nysed.gov, or by writing to the Board of Regents at the following address:

New York State Education Department Charter School Office

Room 5N Mezz

[redacted]

SAFETY

Student Accidents or Medical Emergencies

In the event of a medical emergency, immediately notify the Head of School or their designee and call 911. The Head of School or their designee will go to the scene of the emergency.

Police Involvement with Students

In the absence of parental consent, the police may not question a student suspected of committing a crime nor may they question a student victim or witnesses unless there is a continued threat of imminent danger. In investigations of child abuse, the school must permit the NYPD to interview the child without parental notification or consent if the suspect is the parent, custodian or guardian. If the NYPD interview a student, children under the age of 18 may not be interviewed without the presence of a parent or the Head of School/designee. Except in cases of health or safety emergencies or child abuse investigations, a student's home address, phone number and other student record information may not be provided without a lawfully authorized subpoena or parental consent.

Safety Plan

The School will have an annual school safety plan in place in conjunction with the NYCDOE and the NYPD. The Safety Plan will include information on operations, schedules, staff, offices, chain of command, yard duty assignments, hall duty assignments, arrival/dismissal information, AED information and additional school activities. In addition, the information will be provided regarding safety evacuation procedures and medical emergency response information. It is the expectation that each employee will adhere to the guidelines in the safety plan. Each school will be evaluated on its readiness to execute its safety plan, evacuation procedures and medical emergency procedures.

CPR and Defibrillation

The School has access to an Automatic External Defibrillators ("AED") for emergency purposes. An AED is a portable, lightweight, automatic external defibrillator that is used to shock the heart of a person who is undergoing sudden cardiac arrest. The use of this piece of equipment requires training and is an essential part of administering emergency first aid immediately to a heart attack victim. The AED enables a trained individual to provide potentially lifesaving assistance in an emergency. Since sudden cardiac arrest can strike anyone at any time, it is vital

to know what to do and who to call to perform CPR and defibrillation.

Fire Drill / Evacuation Procedures

The School conducts fire and other emergency drills in accordance with applicable state and local laws. All employees are expected to participate in such drills, as building and safety personnel require.

Visitors in the Workplace

To maintain safety and security, only authorized visitors are allowed in the School. No visitors (children, parents, spouse, partners, or friends) may come to the School without official prior approval from the Head of School or the Head of School's designee. All visitors must sign in at the main desk and show a legal identification. All visitors must enter the Main Office and express the purpose of their visit for approval by the Head of School or the Head of School's designee. Unless staff has planned visits in their schedules, the presence of visitors may negatively reflect on classroom activities causing unwarranted disruption and possibly diminish productivity.

Security in the Schools

The maintenance of safety and good order is the collective responsibility of all school staff, parents, students and agencies such as the NYPD/NYCDOE Division of Safety. Employees are expected to cooperatively consult and work with the Head of School and School Safety Agents on all matters related to safety. It is expected that they notify each other promptly of incidents that occur on school property. Therefore, employees shall notify the Head of School or the Head of School's designee of any school related crime, sexual misconduct, medical emergency or child abuse allegation or incident. It is expected that employees cooperate in completing any incident reports in order to provide a sufficient, detailed factual description of the incident.

Building Security

- External doors should never be propped open; especially during evenings, weekends, and holidays.
- Make sure that external doors are locked when you leave the School. • When possible, lock classroom doors when you are the last one leaving.
- Make sure that all valuables and computers are properly locked. • Students and teachers should never "let in" strangers. Follow appropriate visitor's policies.
- All visitors must check with security and go directly to the main office prior to meeting with a staff member.

- All visitors must wear a visitor's tag.
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Personal Belongings

The School is not responsible or liable for personal property that is lost, stolen, or damaged while on School premises. In the interest of safety and security, the School reserves the right to search all bags and containers brought onto the School premises, at any time.

School-Wide Health

It is the responsibility of the Employee to comply with all health related safety policies as they are implemented by the School. These policies may change and it is essential that each Employee remains up to date on their role in School health measures. If at any point the Employee is unclear about their responsibilities, they must seek clarification from the Head of School.

School Nurse

A school nurse is available at posted hours. These hours are typically posted on the school nurse's office door (or are available from the director of school operations). If a student is injured, the faculty member in charge must bring him or her to the school nurse. In a medical emergency in school, the School Nurse should be notified immediately. Only the school nurse may determine if a child must go home for medical reasons. In the event that a school nurse is not present, the school must receive permission from a child's parent or legal guardian to allow the child to go home for medical reasons.

Medication Administration

Except as expressly permitted by the School, School employees, including faculty, are not to administer medication of any kind (including Tylenol and cough medicine) to students. Only registered nurses and doctors who have proper authorization are permitted to do so, except in the event of a true emergency. Students may not have prescription or non-prescription medication in their possession without the express written consent of the school nurse.

In the absence of a school nurse, only a Head of School, dean, teacher, coach, physical therapist, or occupational therapist, who is authorized and has received training in safely administering medications from a school nurse or licensed physician, may administer oral, topical, inhalant, or injectable medications. No medication (prescription or non-prescription), however, should be administered to any student without the written order of a licensed physician, licensed dentist, advanced practice registered nurse or physician assistant, and the written authorization of a parent or guardian. The administration of medications as prescribed shall be recorded on the Individual Student Medication Form. As each form is completed, the school nurse will file it in the student's cumulative health record.

Child Abuse or Maltreatment Pursuant to §411 et seq. of the Social Services Law

Pursuant to §413 of the Social Services Law, all School personnel are required to report instances of suspected child abuse or maltreatment to the State Central Register of Child Abuse and Maltreatment ("SCR"). A hotline has been established for reporting by mandated reporters, which include School officials. [redacted]

Child "abuse" occurs when a parent or other person legally responsible for the child inflicts serious physical injury upon the child, creates a substantial risk of serious physical injury, or commits a sex offense against the child. In addition, the definition includes instances where the parent (or person legally responsible) knowingly allowed another to inflict such harm. Child "maltreatment" (which includes neglect) occurs when a child's physical, mental, or emotional condition has been impaired, or is in imminent danger of impairment, by the parent's (or other person legally responsible for the child) failure to exercise a minimum degree of care by (1) failing to provide sufficient food, clothing, shelter or education; (2) failing to provide proper supervision, guardianship, or medical care; or (3) inflicting excessive corporal punishment, abandoning the child, or misusing alcohol or other drugs and, in doing so, causing the child to be placed in imminent danger.

As mandated reporters, School officials are required to report suspected child abuse or maltreatment when they have reasonable cause to suspect either has occurred. "Reasonable cause" to suspect child abuse or maltreatment means that, based on a School official's rational observations, professional training, and experience, the official suspects that the parent or other person legally responsible for the child has harmed the child or placed the child in imminent danger of harm.

The law guides the mandated reporter to make an oral report to the State Central Register directly. The following procedures should be followed in reporting instances of child abuse and maltreatment.

- If a School employee learns of or suspects a situation of abuse or maltreatment of a student by his or her parent or person legally responsible for the student's care, the employee must report the situation to the building Head of School immediately in order to coordinate the employee's ability to make a call to the State Register.
- The mandated reporter should ask the SCR representative his or her name and the "Call I.D."
- Within 48 hours of the oral report to the SCR hotline, he or she must complete and submit to the SCR mandated reporter a form "LDSS-2221A". A form LDSS-2221A may be obtained from the New York State Office of Children and Family Services website [redacted]
- If a School official is uncertain about whether a situation rises to the level of

abuse or maltreatment, the official should contact the hotline to discuss the matter with a trained SCR specialist.

- All information relating to reports of child abuse or maltreatment shall be strictly confidential.

Annually, the School shall provide training to all employees at the School regarding the New York State law and guidelines for child abuse and reporting.

Child Abuse in the Educational Setting

Pursuant to New York Education Law §1126, and the regulations of the Commissioner of Education (8 N.Y.C.R.R. 100.2(hh), any oral or written allegation to a teacher, school nurse, guidance counselor, psychologist, social worker, administrator, board member, or other school personnel required to hold a teacher or administrator license or certificate, that a child has been subjected to child abuse by an employee or volunteer in an educational setting, shall promptly make a report, on a form provided by the Commissioner of Education, consisting of the following:

- The name of the child's parent or guardian;
- The name of the person who reported the abuse and their relationship to the child;
- The name of the employee or volunteer against whom the allegation is made; and
- A listing of the specific allegations. The report must be given to the School leader immediately. The report and all other written materials, photographs, and/or videos concerning the allegation and report are strictly confidential and may only be disclosed to law enforcement authorities involved in the investigation of the alleged child abuse, or as expressly authorized by law or pursuant to a court-ordered subpoena. Willful disclosure of a confidential record to an unauthorized person is a "Class A" misdemeanor

The duties of administrators upon receipt of a written report alleging child abuse in an educational setting, where the administrator has a reasonable suspicion that an act of child abuse has occurred, shall be as follows:

- If the alleged child-victim made the report, promptly notify the parent/guardian of the allegation and provide the parent with a written statement pursuant to §100.2(hh) of the Commissioner's Regulations setting forth the duties of employees and administrators upon receipt of the allegation, additional duties of superintendents, notification by the district attorney pursuant to Education Law §1130, and actions to be taken upon criminal conviction of a licensed or certified school employee pursuant to Education Law §1131.

- If the parent/guardian makes the allegation, promptly provide the parent with the above-referenced written statement.
- If someone other than the child-victim or parent/guardian made the report, ascertain from the reporting person the source and basis of the allegation and promptly notify the parent/guardian and provide the parent with the requisite written statement.
- If a school administrator received a written report alleging abuse, the administrator must promptly provide Human Resources with a copy of the report as well.
- A report of child abuse in an educational setting must be promptly forwarded to the appropriate law enforcement agencies.
- The School shall forward the report of child abuse to the Commissioner of Education if the accused employee or volunteer holds a license or certification issued by the NYS Education Department.
- Any child abuse report that does not, after investigation, result in criminal conviction shall be expunged after five (5) years or at such earlier time that the school determines.
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Corporal Punishment

The Regulation of the Commissioner 100.2 defines corporal punishment as any act of physical force upon a pupil for the purpose of punishing that pupil. Corporal punishment is prohibited. Any allegation of corporal punishment must be reported to the administration immediately. Upon investigation and the findings, disciplinary actions will be followed up to and including termination.

Verbal Abuse

Verbal abuse is prohibited. Any allegation of verbal abuse must be reported to the administration immediately. Upon investigation and the findings, disciplinary actions will be followed up to and including termination.

Right to Know

The New York State Right-to-Know law gives employees the right to find out which toxic substances are present in their workplace – in this case the School. This law covers New York State public sector employees, including former employees who were employed after December 1980. By law, the School is obligated to inform all employees of all substances known to be present in any compound or mixture, if they comprise 1% or more by weight of the compound or mixture hazardous. Upon written request, the School will provide any information regarding any substances used, within a 3-day period.

OSHA

Consistent with federal Occupational Safety and Health Act (OSHA) (see http://www.osha.gov/comp-links.html) requirements and to protect the well-being of employees, the School recognizes a need to limit the potential harmful effects of occupational exposure to blood and other potentially infectious bodily fluids where exposure to these materials (primarily hepatitis B and human immunodeficiency virus (HIV/AIDS)) could result in infection, illness or death of employees. The Health Safety policy covers all the School employees but particularly those who may reasonably anticipate coming into contact with these materials because of their job duties. If an employee's job duties may put him or her into this category, the School will provide that employee with appropriate information.

Whistleblower

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

Additionally, employees and/or the public may contact the School's attorney with indemnity. The School's attorney / Whistleblower contact will be listed on the School's website, shared in the Employee Handbook, and posted in the School's building. [redacted]

FACILITIES AND TECHNOLOGY

Damage to Property

The School is a public school. Damage to school property is not acceptable. It will be determined based on a thorough investigation if the employee will be liable for any damage to school property. This includes damage to school owned technology.

Keys as Property

The keys and/or key cards you are issued are the property of the School. Each employee will submit the keys and/or key cards at the end of the school year. In the case of termination, they must be returned to the School.

Phone, Copiers and Mail Systems

The School's phones are provided for business use. Personal calls to and from the School are to be held to a minimum. Any personal phone calls that incur costs above and beyond the provided phone plan will be charged to the employee.

Employees may not use photocopiers for personal purposes and may not photocopy copyrighted materials without prior authorization. Employees should not receive personal mail at the School.

Personal Use of School Property

Employees may be allowed to borrow certain equipment for their own personal use while on our premises. If school equipment is borrowed for use off school premises, it is only with the approval of the Head of School and the completion of a form with the serial number of any tools or equipment. The employee is responsible for returning the equipment or tools in good condition. The employee must pay for any damages that occur while using the equipment or tools for personal projects.

Computer, Electronic and Voice Mail

This policy establishes rules governing employee use of the School's computer network, and options for electronic mail ("-mail") and telephone message handling ("voicemail") services and Internet access. The School has developed these rules to ensure that everyone understands how these options function and the limits that properly apply.

All the School equipment, including desks, computers and computer systems, computer software, data storage devices, e-mail, voicemail and other physical and electronic items are for business use only, provided that you may receive necessary and appropriate personal messages on your office voicemail and/or through office e-mail. All communications and information transmitted by, received from, or stored in these systems are School records and property of the School. You have no right of personal privacy in any matter stored in, created, received, or sent over the School computer, email, internet, or voicemail system.

The School at all times retains the right, without notice, to search all directories, indices, data storage devices, files, databases, e-mail messages, voicemail messages, internet access logs and any other electronic transmissions contained in or used in conjunction with the School's computer, e-mail, voicemail and Internet access systems and equipment.

Deleted or erased computer, e-mail and voicemail messages may remain stored in the School computer server or telephone system. By placing information on the School's computer system, employees give the School the right to edit, delete, copy, republish and distribute such

information.

The School Harassment Prevention Policy and the School Policy with respect to Confidential Information apply to all forms of communication including written, e-mail and voicemail.

All School systems require users to identify themselves with a user ID and password to obtain network access. Unauthorized use of systems without making this identification or bypassing this process is a violation of the School policy. Employees should make every effort to safeguard their passwords.

Sharing your network access with other users is strictly prohibited.

If the School provides access to an Internet service such as web browsing, such access is only for business use. This restriction includes any Internet service that is accessed on or from the School premises using the School's computer equipment or via the School-paid access methods and/or used in a manner that identifies you with the School. Very limited or incidental use of Internet services for personal, non-business purposes is acceptable. However, personal use must be infrequent and must not: a) Involve any prohibited activity (see Prohibited Activities); b) Interfere with your productivity or the productivity of your co-workers; c) Consume system resources or storage capacity on an ongoing basis; or d) Involve large file transfers or otherwise deplete system resources available for business purposes.

Note: Employees must take the necessary anti-virus precautions before downloading or copying any file. If you become aware of any potential virus, notify your supervisor immediately.

The following guidelines have been established to help ensure responsible and productive Internet usage and you are strictly prohibited from using the School-provided computer, e-mail, voice-mail and Internet access services in a manner contrary to the following ("Prohibited Activities"): a) All Internet data composed, transmitted, or received is subject to disclosure to law enforcement or third parties. Therefore, all information must be accurate, appropriate, ethical and lawful. b) Data composed, transmitted, accessed, or received must not contain content that could be considered discriminatory, offensive, pornographic, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person. Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably offend someone on the basis of race, color, religion, creed, sex, gender, sexual orientation, ethnicity, national origin, ancestry, age, disability (including AIDS), marital status, military status, citizenship status, predisposing genetic characteristics, or any other characteristic protected by law. Sending uninvited e-mail of a personal nature is also prohibited. c) The unauthorized use, installation, copying, receipt or distribution of copyrighted, trademarked, or patented material is prohibited. d) The deliberate alteration of system files or accessing any restricted files of the School is prohibited, as is the use of the

School's computer resources to create or propagate computer viruses, cause damage to the School computer files or to disrupt computer services.

The School purchases and licenses the use of various computer software for business purposes only and does not own the copyright to this software or its related documentation and therefore the School does not have the right to reproduce such software for use except as expressly provided in the license or purchase agreement. The School expressly prohibits the illegal duplication of software and its related documentation.

Employees who violate this policy will be subject to discipline, up to and including termination of employment. Employees who use the School computer system for defamatory, illegal or fraudulent purposes may also be subject to civil liability and criminal prosecution.

Social Media

Introduction/Purpose

Social media technology can serve as a powerful tool to enhance education, communication, and learning. This technology can provide both educational and professional benefits, including preparing students to succeed in their educational and career endeavors.

1. The School is committed to ensuring that anyone who utilizes social media technology for professional purposes, including staff and students, does so in a safe and responsible manner. The School strives to create professional social media environments that mirror the academically supportive environments of our schools.
2. These Social Media Guidelines ("Guidelines") provide guidance regarding recommended practices for professional social media communication between School employees, as well as social media communication between School's employees and the School's students.
3. 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 School staff.
4. Failure to abide by these guidelines may result in disciplinary action.

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, Face. Personal social media use is a non-work-related social media activity (e.g., a School employee establishing a Facebook page or a Twitter account for his/her own personal use).

Personal Social Media Use

1. Communication with School Students and Families- In order to maintain a professional and appropriate relationship with students, School employees should not communicate with students or families who are currently enrolled in the School on personal social media sites. This provision is subject to the following exceptions: (a) communication with relatives and (b) if an emergency situation requires such communication, in which case the School employee should notify his/her supervisor of the contact as soon as possible.
2. Guidance Regarding Personal Social Media Sites-
3. School employees should exercise caution and common sense when using personal social media sites: As a recommended practice, School 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.
4. Furthermore, social media sites can change their current default privacy settings and other functions. As a result, employees have an individualized responsibility to understand the rules of the social media site being utilized;
5. School employees should not "tag" photos of other School employees, volunteers, contractors or vendors without the prior permission of the individuals being tagged;
6. School employees are prohibited from posting images of scholars to your personal social media accounts without first sending checking with the School so that we can determine if the family has signed the required authorization to publish. Employees are permitted to repost images to their personal accounts in the event that the image has already appeared on the School's official Instagram account;
7. 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 School policies, regulations, and law;
8. The posting or disclosure of personally identifiable student information or confidential information via personal social media sites, in violation of School policies, is prohibited;
9. School employees should not use the School's logo in any postings and should not link to the School website or post School material on any personal social media sites without the permission of the Head of School; and
10. School employees are discouraged from engaging in online back-and-forth on behalf of the school or as a representative of the School. If you notice negative or inappropriate commentary on School maintained social media sites or another forum that may require attention, alert Human Resources as soon as possible.
11. School employees may only utilize **school-sponsored platforms** for parent and student communication and shall not create or manage their own accounts on any such platforms.

Violation of this policy may result in disciplinary action including termination.

Media

The School's employees must refrain from responding to any media requests for information or comment on behalf of the School.

In the event that an employee receives an inquiry from the news media (including, but not limited to, newspapers, magazines, television stations, radio stations, websites, or blogs) he or she should not answer any questions or respond with "no comment". Employees in this situation should ask for the person's name, media outlet, contact information, subject he or she would like to discuss, and the deadline for response, and immediately forward the message to the Head of School.

Media are not permitted on school premises.

Applicability of School Policies and Other Laws

These Guidelines provide guidance intended to supplement, not supersede, existing School policies. Users of professional social media sites are responsible for complying with all applicable federal, state and local laws, including, but not limited to the Children's Online Privacy Protection Act (COPPA), Family Educational Rights and Privacy Act (FERPA) laws.

These Guidelines are not designed to serve as a code of conduct for social media use. However, all existing School policies, regulations and laws that cover employee conduct may be applicable in the social media environment.

School employees who are mandated reporters 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, please contact Human Resources. As these Guidelines address rapidly changing technology, the School will regularly revisit these Guidelines and will update them as needed.

Acknowledgement of Receipt of Employee Handbook

Employee Name: _____

I acknowledge that I have received a copy of the Employee Handbook. I understand that I am responsible for reading the Employee Handbook and for knowing and complying with the policies set forth in the Employee Handbook during my employment with the School.

Date: _____

Signed: _____

13. Partner Organization

a. Partner Information

This is not applicable. QHP is submitting a proposal in conjunction with a CMO and will not have any non-CMO partner organization.

13. Partner Organization

b. Partner Commitment

This is not applicable. QHP is submitting a proposal in conjunction with a CMO and will not have any non-CMO partner organization.

14. Governance

a. Board Members

Provide a brief narrative describing the methods used to recruit and select board members. The response should describe the process applicants used and will use to recruit well-qualified proposed board members who bring relevant experience that will support effective governance and should also describe the steps that were taken and will be taken to recruit board members who are representative of the interests of the student and families the school proposes to serve. Use the proposed Board Members table to identify a minimum of five proposed Board members. In circumstances where one or two members are affiliated with the CMO, a total of at least six or seven trustees must be identified when the proposal is submitted.

TRUSTEE NAME	POSITION ON THE BOARD (OFFICER OR CONSTITUENT REPRESENTATIVE)	COMMITTEE AFFILIATIONS (IF ANY)	EXPERTISE AND/OR ROLE AT SCHOOL (PARENT, STAFF, ETC.)	VOTING	EX-OFFICIO
1. Jane Tuv	Chair	Executive, Governance, Education and Accountability	Early childhood and Special Education, Community Relations, Youth and Family Engagement	Yes	No
2. Vivek Baid	Treasurer	Executive, Finance and Audit, Governance	Finance, Real Estate, Community Relations	Yes	No
3. Michelle Galeotti	Secretary	Executive, Finance and Audit, Governance	School Operations, K-8 Education	Yes	No
4. Corey Graham	Member	Finance and Audit, Executive	Real Estate, Finance, Community Relations	Yes	No
5. Jennifer Eddy	Vice Chair	Executive, Education and Accountability, Governance	World Language Education, Second language learning (K-16+)	Yes	No
6. Alyssa Pigott	Member	Education and Accountability	K-8 Curriculum	Yes	No

			and Instruction (including HP Model) Special Education and English as a Second Language Instruction Certification		

As discussed in *R-03ad Proposal History,* four of the six proposed founding Board of QHP are also a part of the QHP Applicant Team. As Hebrew Public leadership worked with community leaders in CSD 28 in its community outreach, they sought to identify individuals for both the Applicant Team and the proposed Board who were passionate about bringing a global-citizen focused school of choice into the community, were personally connected to the community, brought a range of professional and personal experiences to the work to start-up and implement the charter school, and who represented the diversity of the school district. This group of individuals accomplishes each point. Four of the six Board members either reside and/or work in Queens and two of the Queens residents are also residents of CSD 28. In addition, two Board members are also parents of school-age children in CSD 28, and although their current children would not be age-eligible to apply to QHP should it be authorized, as parents and residents of CSD 28 and the borough of Queens, they are personally invested in the opportunity to bring a high quality and unique public school model to CSD 28. As the Table above and the resumes for each member contained in *R-14h Board Member Resumes* illustrate, these individuals will bring to bear a set of professional experiences and skill sets (for instance, K-8 curriculum and instruction, finance, real estate, community engagement including with immigrant communities, and world language learning) needed to oversee the successful launch of QHP and its development and growth. This initial group of Board members is also very diverse: 67% are women, 33% reside in CSD 28, 50% reside in Queens and 67% either reside or work in Queens. 17% identify as Black and 17% as Asian. One proposed Board member is an employee of Hebrew Public, the school's proposed charter management organization (CMO). Hebrew Public and the founding Board are continuing to engage in outreach efforts to identify a pool of individuals who have the experiences and skill sets that fill in still identified gaps on the Board that are needed to support and oversee the start-up work of the founding team to establish the school. And if QHP is authorized, it will work to bring on additional Board members, pending the Charter School Institute's approval.

The Recruitment Process for New Trustees

The Board is cognizant of the need it will have throughout the life of the school to continue to draw new members to the board to fill open seats, to address identified gaps and to plan for board member succession. It is critical that Board collectively has the requisite experience and network to help the school prosper. The Board will look for individuals who bring the experience and expertise needed by our school as it grows from a start-up to a maturing academic institution. In addition, the Board will ensure that its composition is representative of the community's diversity and key community groups.

The Board's Governance Committee will spearhead the recruitment process for new Trustees which will proceed generally as follows:

On an annual basis, the Governance Committee with support from Hebrew Public will analyze the profile of the current board using a matrix designed for this purpose. Key factors that define sought-after expertise, knowledge, skills, experience, as well as relevant demographic factors are arranged down the side of the matrix. Additional common factors include: age, race, ethnicity, community contacts, and status as a parent of a school age child(ren). The names of current board members are listed along the top of the matrix. The Board will analyze the matrix from the perspective of the needs identified and the capacity of the current Board to fill those needs. This will allow the Board to identify the gaps between skills and needs and will inform the Board as to the kinds of people whose professional experiences would meet the identified needs to support the school.

Once these needs identified, the Governance Committee with support from Hebrew Public will discuss and lay out a plan for a process to identify people who have these areas of expertise. All Board members as well as Hebrew Public and school staff members and parents will have the opportunity to recommend candidates to the Governance Committee. The Board Chair (as Chair of the Governance Committee) is responsible for setting up an interview process with the Governance Committee these potential candidates. Candidates are invited to visit the school, meet the school leadership and attend a board meeting. If the Board Governance Committee finds the candidate will be a valuable addition to the Board, the candidate is nominated to the full Board for consideration for board membership. After further discussions and an eventual vote is taken to approve the candidate for Board membership. In accordance with the School's by-laws, prospective candidates will be elected to the Board by the vote of the majority of the Trustees then in office and shall be officially seated as voting Trustees after CSI approval as required in the School's Charter Contract.

b. Education Corporation Board Roles and Responsibilities

Describe the roles and responsibilities of the education corporation's board of trustees.

The Queens Hebrew Public Charter School Education Corporation Board of Trustees is the oversight and policy-making body of the school and is responsible for conducting and directing the affairs of QHP, subject to all applicable laws (including but not limited to applicable New York Education Law, New York General Municipal Law and New York Not-for-Profit Corporation Law), the Charter, the Education Corporation By-laws, Code of Ethics and Conflict of Interest Policy. Appropriate Board decisions include setting the budget, determining the strategic plan, formulating major policy, overseeing the school's compliance with relevant laws and regulations and raising funds to support the growth of the school. The Board of Trustees may delegate certain responsibilities and duties to Hebrew Public, its proposed CMO, the Head of School and other school staff under the following conditions: (a) that those to whom responsibilities are delegated will operate with oversight from the Board; and (b) that the Board is ultimately and finally responsible and accountable for the actions of any entity or individual to whom responsibility has been delegated and for any and all obligations, programs and policies of the school.

The proposed Education Corporation Board is currently composed of 6 members. There will be 12 meetings per year inclusive of the annual meeting. Board members will also be expected to prepare for and attend board meetings, serve on Board Committees, carry out and complete assignments related to their Board or Committee work, participate in any mandatory or agreed-upon board training and attend schoolwide events and/or celebrations. In addition to the above, the Board of Trustees will be responsible for:

- Ensuring that the School implements its programs in a manner consistent with the mission, goals, terms and conditions of its charter, as well as with all applicable state and federal laws and regulations.
- Overseeing the implementation of all policies governing the operation of the school.

- Overseeing implementation of the educational program to ensure the charter school operates in an educationally sound manner. This includes ensuring that the school progresses toward and fulfills its goals and objectives set forth in the charter and Accountability Plan.
- Approving the School's annual budget, reviewing regular financial updates, and ensuring that the school operates in a fiscally sound manner, including adequate internal financial controls.
- Providing support to the School with additional fundraising, marketing, and other services as such needs arise.
- Advocating on behalf of the School by working to establish partnerships with community organizations, institutions of higher learning, community-based organizations and corporate entities, as appropriate, to support the school's mission.
- Hearing and making determinations regarding complaints submitted to the Board in a timely manner pursuant to the Education Corporation's Complaint Policy.

- **Selecting school leader(s) (and partner or management organizations);**

The Board is responsible for appointing a Head of School based on the results of a search process implemented by Hebrew Public. The Head of School will be managed and supervised on a day-to-day basis by the Chief Schools Officer of Hebrew Public. The Head of School is the school's leader and supervises the school's leadership team and is responsible for day-to-day school operations with support from Hebrew Public. In submitting this charter application, the founding Board has agreed to engage Hebrew Public as the school's CMO. It will be the Board responsibility to evaluate Hebrew Public's performance under the terms of the Educational Services Agreement (ESA) to ensure that Hebrew Public is providing its contracted services and complying with its duties as set forth in the management contract. The Board will ultimately determine if the contract with Hebrew Public will be renewed based on this evaluation.

- **Monitoring school performance including fiscal performance, specifically detailing what that monitoring will entail and what sources of data it will use to assess that the school is meeting its mission, accountability, fiscal and operational goals;**

The Committees of the Board are responsible for closely monitoring the school's academic, fiscal and operational performance in order to ensure that the school its meeting its mission, academic accountability, fiscal and operational goals and reporting such findings to the Board at monthly meetings. The four standing committees of the Board and their roles and responsibilities to closely monitor designated aspects of the school's performance are discussed in *c. Education Corporation Board Design.*

Fiscal and Operational Performance: In order to monitor the school's fiscal and operational performance, Hebrew Public's Chief Finance and Operating Officer and QHP Head of School along with the school's contracted financial consultant meet monthly to review the financial condition of the school prior to the monthly Board meetings. Together with the Head of School, the Hebrew Public Chief Finance and Operating Officer (or a member of the Hebrew Public finance team) prepares monthly financial statements that the Finance and Audit Committee and Board needs in order to monitor QHP's financial condition. The Finance and Audit Committee reviews: (1) bi-monthly per pupil summary information against budget; (2) Budget vs. Actuals along with year-end projections; (3) Profit and Loss statement; (4) Cash Flow Statement; (5) Balance Sheet; and (6) monthly bank reconciliations. These documents are also shared with the full Board. Among the key elements that the Finance and Audit Committee and Board focus on are cash on hand, the accounts payable and accounts receivables to ensure that there is no concern regarding about the ability to cover obligations owed by the school. In addition, student enrollment variance is an important data point to ensure that over the course of the school year, QHP will be on target to meet budgeted enrollment projections and thus meet overall revenue projections.

Key financial data are published on the Board's Data Dashboard which is reviewed and discussed at every board meeting.

Academic Performance: The Education and Accountability Committee is responsible for keeping the Board abreast of the academic progress of the school against its charter goals. The Education and Accountability Committee meets quarterly with the Hebrew Public Chief Schools Officer or her designee and QHP Head of School who share reports on the school containing internal and NYS academic assessment data, NYC School survey data, student discipline data, student demographics, attendance, student enrollment, teacher certification, teacher retention, among other information. This data is included on the Board's Data Dashboard which is reviewed and discussed at every board meeting. The Academic Committee presents the findings of the final report and any recommendations it has to the full BOT meeting in August for vote, as necessary. At the midpoint of the school year and after the end of the school year, the Education and Accountability Committee facilitates a deep dive discussion of school-level academic data with the Board that is tied to QHP's charter goals. This end of year work is aligned with the work of Hebrew Public Chief Schools Officer's and Head of School's to preparation the Annual Accountability Plan Progress Report that it will submit to the Charter Schools Institute. The Academic Committee presents the findings of APPR and any recommendations it has to the full Board meeting for vote.

- **Evaluating school leaders (and partner organizations including CMOs, if any) and holding them accountable for the achievement of the school's mission and goals.**

The Hebrew Public Chief Schools Officer is responsible for the day-to-day management and supervision of the Head of School, under the Board's broad oversight. The Chief Schools Officer's draft annual evaluation of the Head of School is presented to and reviewed by the Board which finalizes the evaluation and uses it as the basis for its decision to renew the Head of School's contract the following year. In addition to routine, regular feedback and evaluation in day-to-day interactions and at Board meetings, the Board Executive Committee and Hebrew Public will complete a formal written evaluation of Hebrew Public's performance on an annual basis and the parties' working relationship. The Executive Committee will evaluate the quality of service provided by Hebrew Public in each area of service under the Educational Services Agreement using a tool that requires the Executive Committee to rate Hebrew Public's delivery of service in each Program Area in the ESA. There are four ratings: Exceeds Expectations, Satisfactory, Needs Improvement and Unsatisfactory. The Board Executive Committee has the responsibility for determining and recommending to the full Board if the contract with Hebrew Public will be renewed based on its evaluation. The Board is ultimately responsible for determining if the contract will be renewed by a vote of the members of the Board.

c. Education Corporation Board Design

Describe the rationale for the proposed design of the education corporation's board of trustees

The QHP Education Corporation by-laws allow for the number of voting Trustees to be not less than 5 and not more than 15 members. The Founding Board currently has 6 members. However, should QHP be authorized, additional Board members will be seated and Hebrew Public and the founding Board continue the work to identify potential individuals who would provide needed expertise and responsible oversight to the school. Ideally, QHP will ultimately have an odd number of members to ensure that to the greatest degree possible when a vote is taken it will not result in a tie vote. Further, expanding the board to a larger number is desired to allow for Board Committees to have a sufficient number of members to conduct the work of the Committees without requiring that each Board member sit on every Committee.

The structure of the Board includes four standing committees. Much of the work of the Board will be conducted at the Committee level and Hebrew Public will support the work of each Committee. Each

Committee will also be staffed by a QHP staff member. Each committee will be comprised of at least three members, except for the Executive Committee which will be comprised of at least five members. The standing committees are:

The Executive Committee, chaired by the Board Chair, will facilitate effective decision-making by the Board. Comprised of the Officers of the Board and one additional Trustee, the Executive Committee is responsible for: a) planning Board meeting agendas; b) making decisions on behalf of the full Board under emergency circumstances or otherwise as specifically authorized; and c) serving as a communication link with other Board members. The Executive Committee is responsible for the annual evaluation of Hebrew Public.

The Governance Committee will be chaired by the Board Chair. An important responsibility of the Governance Committee is to implement a Board Recruitment Process to ensure at all times the QHP Board is comprised of individuals with the necessary skill set and desire profile to support the charter school's needs and provide effective oversight. The Governance Committee is responsible for New Member Orientation, ongoing Board professional development and training and the annual evaluation of the Board. The Governance Committee will ensure that Board continues to build their capacities to serve the school and that there will be a pipeline of qualified individuals to serve on the Board.

The Finance and Audit Committee, chaired by the Board Treasurer, coordinates the Board's financial oversight responsibilities. This Committee is responsible for partnering with Hebrew Public and the Head of School to develop annual budgets. After the budget is developed, it is presented to the Board for review and vote. Additional responsibilities include oversight of the school's auditing, facilities and financial management initiatives. The Finance and Audit Committee has and may exercise the authority, without limitation, to (i) recommend the annual appointment of the Education Corporation's auditors, (ii) review with the Education Corporation's auditors the scope of the audit and non-audit assignments and related fees, accounting principles the Education Corporation shall use in financial reporting, internal auditing procedures and the adequacy of the Corporation's internal control procedures, (iii) otherwise to take all actions necessary and appropriate in light of, and in order to comply with, all applicable statutes, rules and regulations of regulatory agencies and bodies, and (iv) perform such other matters as the Board of Trustees may assign from time to time.

The Education and Accountability Committee works to ensure the school is meeting its accountability goals related to student achievement, helps ensure the academic quality and credibility of the school as an academic institution and supports the Head of School in the maintenance, promotion and improvement of the academic standards set forth in the charter. The primary responsibilities of this Committee include: a) Review of student performance data; b) Monitoring of teacher recruitment and retention data; c) Annually reviewing proposed school calendar and PD plan. Additionally, the committee will ensure that the board is in compliance with the mission, charter agreement and all pertinent local, state and federal laws and regulations, excluding compliance related to financial matters which is under the purview of the Finance and Audit Committee.

- **Ex-officio members (voting and non-voting)**
  There are no plans to include ex-officio members on the QHP Board of Trustees.

- **Information to be received from the CMO, partner, school leadership, staff or contractors as applicable;**

As described earlier in this response (*b. Education Corporation Board Roles and Responsibilities)*, the Board as well as each Committee will require Hebrew Public and school leadership to provide it with comprehensive reports highlighting relevant data that will inform its discussions regarding the academic performance and fiscal and operational health of the school. The Head of School and other designated staff will be required to prepare written reports for each monthly meeting covering this data for review

by the Board as well as make a presentation at each Board meeting. QHP, with support from Hebrew Public, will create a data dashboard that summarizes key academic, school climate, financial, student attendance and retention, personnel, and other data that will be updated each month to include current and year to date information. The Board will use this data to: (1) establish priorities; (2) measure whether QHP is meeting its mission and goals, particularly those related to student achievement; (3) evaluate the effectiveness of the School's policies and programs; (4) identify new issues or challenges; (5) diagnose problems and revisit proposed or enacted solutions; (6) hold Hebrew Public, the Head of School, instructional staff and other administrators,—as well as the Board itself—accountable for results; (7) "de-personalize" decisions; and (8) make informed budget decisions.

- **New Trustee orientation process**

Providing new Trustees with the information they need to perform effectively will be a critical step in developing and maintaining a strong Board of Trustees for the School. The Governance Committee of the Board (which is Chaired by the Board Chair), with support from Hebrew Public, will be responsible for implementing an effective program of Board orientation.

New Member Orientation

When a new Trustee has been brought onto the Board, the new Trustee orientation process is expected to proceed generally in the following way:

- Before the first Board meeting, the Board Chair will schedule a meeting between the new Trustee and key individuals in the School and from the QHP Board. The new Trustee will be provided with a Board member manual, which will include bylaws, Articles of Incorporation, the charter school contracts and applications, as well as a thorough description of the educational program including educational philosophy, curriculum, instructional methods, assessment, the current budget, last audited financial statements a list of board members and their addresses, lists of committees and any staff assignments, copies of minutes for the previous year and a copy of the QHP charter application.
- Also during this meeting, the Board Chair will discuss options for committee involvement with the new Trustee. The intent is to forge a solid match between the interests, skills and preferences of each Trustee and the requirements and challenges of the committee the new Trustee joins.
- At the new Trustee's first board meeting, the Board Chair will introduce the new Trustee to all current Trustees and staff members. A mentor Trustee will be assigned to work with the new Trustee at least through the first several months.

Early Service—During the first three months of service the Board Chair will ensure that:

- Regular check-ins between new Trustee and their Board mentors will be conducted to answer questions and help them become acquainted.
- New Trustees have become involved in their chosen committee assignment and continue orientation to the work of that specific committee. This responsibility will be shared by the Board Chair, the chair of the committee and when appropriate, the Head of School.
- Written background materials continue to be provided to the new Trustees in response to their interests and questions.

- **Board/trustee training and development.**

In addition to new Board member orientation, the Governance Committee will be responsible for planning an annual and ongoing Board education and training program for all Trustees, including preparing Trustees to take on officer positions of the Board. Board training and professional development providers will be identified and contracted by Hebrew Public to support QHP's Board training needs. The

QHP Board is committed to developing a well-informed board, one with the knowledge needed to lead an effective charter school. The Governance Committee, working closely with Hebrew Public, will plan a formal annual program of board training and development for all Trustees. The Governance Committee will also plan more specialized training and development activities to strengthen the leadership skills of Trustees who are being groomed for other leadership positions within the Board. Hebrew Public will work closely with the Board Chair to identify board training opportunities and board training consultants who could be utilized by the Board.

- **Board/Trustee training and development including the self-evaluation tool the board intends to use.**

The Governance Committee will be responsible, with support from Hebrew Public, for the Board's annual evaluation. The Board will complete a self-evaluation every year and is considering using the research-based McKinsey and Company Board Self-Assessment Tool (https://tidebelize.org/wp-content/uploads/2020/06/6.-McKinsey-Nonprofit-Board-self-assessment-tool.pdf). The self-evaluation requires Board members to assess their performance in a range of areas, including understanding of and commitment to the school's mission; consideration of the school's mission in developing policy and making decisions; distinguishing between governance activities appropriate for the Board and management activities appropriate for staff; identifying and using appropriate expertise to guide decision-making; fiduciary oversight; financial planning; monitoring school performance; relations with school leadership and key staff members; legal and regulatory compliance; and running effective meetings. In each area, Board members are required to provide evidence to support their self-assessment results. During a designated portion of a regularly scheduled Board meeting (likely the June Annual Meeting), the Board as a whole will discuss each Board member's responses in each area and develop a completed Board evaluation document that outlines strengths and areas of challenge. The Governance Committee uses the results of these evaluations to inform the development of strategic goals and action plans as well as areas for Board development and training. The Governance Committee is also responsible for monitoring its composition to maintain adequate skill sets with which to govern the school as well as diversity to ensure a variety of perspectives and to reflect the constituency that QHP serves. Hebrew Public will support the Governance Committee with member recruitment, strategic planning and training.

d. Stakeholder Participation

Explain how the board will effectively collaborate with parents, the community, and school staff in the governance of the educational corporation.

Our community stakeholders, particularly our families and staff, will be integral partners to the school and QHP is committed to engaging them fully in its life and governance in order to ensure that their voices inform the growth and development of the school in ways that are aligned with the school's mission and ultimate achievement of the school's goals. Among the ways that QHP's Board will promote the engagement of its stakeholders in school governance, decision-making and advocacy are the following:

Board Meetings: QHP will conduct its board meetings in accordance with the Open Meetings Law, and as such, all school stakeholders and any other interested party will be welcome to attend. As is required by law, advanced public notice of every Board meeting will be provided to the school community and greater public in order to facilitate attendance. The Board and school leadership will actively encourage parents and staff to attend Board meetings in order to be able to hear directly from the Board regarding the school's progress against academic, financial and operational benchmarks and to have an opportunity to provide input directly to the Board on issues of importance to them. There is a standing item on the Board meeting agenda for Public Comment for this purpose.

Board Committees: Each Board committees will be staffed by a member of the QHP staff in order to support the work of the Board, and staff members will be asked to present reports (for instance, academic

reports, financial reports, etc.) directly to the Board at meetings. In addition, families, faculty and staff members may be invited by the Board to participate in ad hoc or advisory committees that are created to support activities that will address identified school needs. For example, such committees may be formed to study and advise the Board on building expansion plans, budget issues, student recruitment activities, use of the school building, and/or other issues.

Parent Association: QHP will establish its Parent Association, comprised of parents and legal guardians of students enrolled in the school who wish to participate. The Parent Association will be involved in a variety of school activities, including fundraising events, family volunteer efforts, field trips, and promotion of QHP throughout the community. The Parent Association will also be involved in the governance of the school by having regular interaction with the Head of School regarding policies and practices and by advising on approaches for providing information to parents, strategies for arranging staff interaction with parents, etc. The President of the Parent Association will be encouraged to attend monthly Board meetings and use the Public Comment period to share Parent Association accomplishments, upcoming initiatives and events, concerns and other issues of importance with the Board.

Schoolwide Planning: QHP intends to engage in collaborative planning and school improvement initiatives, including development of an annual School-wide Title I plan. These planning and school improvement initiatives will include parents/guardians and teachers as committee members. It should be noted that these school improvement initiatives will be informed by feedback from the broader staff and family community through annual school surveys, specifically the NYC School Survey that will be completed by families and staff. Survey results will be analyzed by school leadership and the Board to evaluate stakeholder perception of the school's performance in a variety of domains and action will be taken, when necessary, in response to the data.

BY-LAWS
OF
QUEENS HEBREW PUBLIC CHARTER SCHOOL

ARTICLE I
NAME

The name of this corporation is Queens Hebrew Public Charter School (the "School, or the "Corporation"").

ARTICLE II
MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the trustees of the Corporation (hereinafter the "Trustees"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board of Trustees (hereinafter the "Board").

ARTICLE III
BOARD OF TRUSTEES

Section 1. Powers. The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the provisions of applicable law (including the New York Education Law, Not-for-Profit School Law and Open Meetings Law), as well as the requirements of the School's charter (the "Charter") and these By-laws (the "By-laws"). The Board may delegate the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these By-laws, and the following specific powers:

(a) To elect and remove Trustees;

(b) To select and remove Officers, agents and employees of the School; to prescribe powers and duties for them and to fix their compensation;

(c) To conduct, manage and control the affairs and activities of the School is authorized to operate pursuant to the Charter, and to make rules and regulations;

(d) To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of or promoting the interests of the School;

(e) To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;

(f) 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;

(g) 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;

(h) To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities, subject to the provisions of the Not-for-Profit School Law and any limitations noted in the By-laws; 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 applicable provisions of the Not-for-Profit School Law and the limitations noted in these By-laws.

Section 2. Number of Trustees. The number of Trustees of the School shall be not fewer than five (5) and shall not exceed fifteen (15), with the actual number established by resolution of the Board.

Section 3. Election of Trustees. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office. Trustees-elect assume office upon approval by the State University of New York Board of Trustees.

Section 4. Eligibility. The Board may elect any person who is not an employee of the School and who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively.

Section 5. Term of Office. Trustees shall hold office for a term of three (3) years. Trustees may succeed themselves in office and there shall be no limits on the number of terms a Trustee may serve. The Board shall be divided into three classes of Trustees (which shall be as nearly equal in number as possible) for the purpose of staggering the terms of office.

Section 6. Restrictions on Board membership. (a) Not more than forty percent (40%) of the voting persons on the Board may be directors, officers, employees, agents or otherwise affiliated with any single entity (with the exception of the School or another charter school education School), regardless of whether said entity is affiliated or otherwise partnered with the School. For the purposes of the foregoing sentence, "single entity" shall mean any individual entity, as well as any and all related entities to such entity such as parents, subsidiaries, affiliates and partners. The State University of New York Board of Trustees may, in its sole discretion, waive this restriction upon written request from the School.

(b) Where the School has engaged a not-for-profit educational service provider or other entity that provides comprehensive management services to the School pursuant to a contract between such entity and the School no more than two (2) Trustees may be affiliated with such not-for-profit entity, or have immediate family members so affiliated; provided, however, that in such case the following restrictions shall apply:

(i) termination of the contract with the not-for-profit educational service provider or other entity shall constitute cause for removal of such person(s) from the Board, and upon such termination such person(s) may be removed from the Board by vote of the Board

provided there is a quorum of at least a majority of the entire Board present at the meeting;

(ii) such person(s) shall not hold the offices of Chairperson or Treasurer of the Board;

(iii) when the Board has proper grounds to go into executive session pursuant to the New York Open Meetings Law, and the Board is to discuss or vote upon an issue related to the not-for-profit management company or entity, the personnel of such company or entity, or such person(s), the Board may, after such person(s) has had an opportunity to fully address the Board, continue such executive session outside of the presence of such person(s); and

(iv) the number of Trustees on the Board shall not be less than seven (7) where two (2) Trustees are affiliated with the not-for-profit entity and not less than six (6) where one (1) Trustee is affiliated with the not-for-profit entity.

Section 7. Removal of Trustees. The Board may remove or suspend a Trustee with cause by vote of a majority of the entire Board on examination and due proof of the truth of a written complaint by any Trustee of misconduct, incapacity or neglect of duty, in accordance with Section 226(8) of the Education Law and other such sections of the Education Law and the Not-for-Profit School Law. In accordance with the procedures set forth in the Education Law, the Board of Regents may remove any Trustee for misconduct, incapacity, neglect of duty, or where it appears to the satisfaction of the Regents that the Board has failed or refuses to carry into effect its educational purposes.

Section 8. Resignation by Trustee. A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. If any Trustee fails 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.

Section 9. Vacancies. The office of any Trustee shall become vacant on his or her death, resignation, refusal to act, removal from office, expiration of term, or any other cause specified in the School's charter. Vacancies shall be filled such that the classes of Trustees are as nearly equal in number as possible. If a vacancy occurs on the Board for any reason, the position shall be filled by the Board, by the affirmative vote of at least a majority of the Trustees then in office until the next annual meeting of the Board, at which time the person filling the vacancy may be eligible for nomination as a candidate to stand for election for the remainder of the term of such position, if any.

Section 10. Compensation of Trustees. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting School business.

Section 11. Meetings.

Section 11.1. Annual Meetings. The annual meeting of the Board shall be held at the School each year in the month of June at a date and time designated by the Board or in such other month, date and time as the Board may designate. At the annual meeting, the Board shall elect Trustees and officers and

transact any other business as may properly come before the meeting. Nothing herein shall prohibit the election of Trustees and officers at such other times the Board may designate if there are open seats to be filled by vacancy or otherwise.

Section 11.2. Regular Meetings. The Board shall meet at the School to conduct business and to review the Treasurer's accounts as frequently as it deems necessary but no less than on a monthly basis as required by the New York Education Law.

Section 11.3. Special meetings of the Board of Trustees may be called at any time by the Chairperson or by the senior Trustee on written request of three Trustees if the Chairperson is absent. Seniority shall be according to the order in which the Trustees are named in the charter or subsequently elected.

Section 12. Notice of Meetings. Annual, regular and special meetings of the Board of Trustees shall be held on notice to the Trustees. Notice of any adjournment of a meeting of the Board of Trustees to another time or place shall be given to the Trustees who were not present at the time of the adjournment and, unless such time and place are announced at the meeting, to the Trustees who were present. Notices shall state the time and place of the meeting and shall indicate that they are being issued by or at the direction of the person calling the meeting. Notice of each meeting of the Board of Trustees shall be mailed not less than five (5) nor more than ten (10) days before the meeting to the usual address of every Trustee.

Section 13. Waiver of Notice. Notice of a meeting need not be given to a Trustee who submits a signed waiver of notice or written consent to holding the meeting whether before or after the meeting, or who attends the meeting without protest prior to the meeting or at its commencement of the lack of notice. The Secretary shall incorporate all such waivers and consents into the minutes of the meeting.

Section 14. Board Participation by Other Means. To the extent permitted by Article 7 of the Public Officers Law, Trustees who do not reside in New York, or who cannot be present at the location on the date of the meeting may participate by video conference in order to be counted for the quorum and vote on relevant matters. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees participating in the Board meeting other than in-person or by live video-conferencing shall not be included in establishing a quorum and will not be permitted to vote. Further, members will not be permitted to vote by proxy. Appropriate notice and access will be given to the public such that they can be participate in the meeting if they so wish at any location in which video conferencing is being used. Public notice will inform the public that video conferencing will be used, identify the locations for the meeting, and state that the public has the right to attend the meeting at any of the locations.

Section 15. Quorum. Unless a greater proportion is required by law, a majority of the entire Board of Trustees shall constitute a quorum for the transaction of business or of any specified item of business, but a majority of the Trustees present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 16. Open Meetings. Notwithstanding any other provisions of these By-laws, the School shall comply with the New York Open Meetings Law.

Section 17. Action by the Board of Trustees. Any reference in these By-laws to action to be taken by the Board of Trustees shall mean such action at a meeting of the Board of Trustees. Except as otherwise expressly required by law or by these By-laws, the vote of a majority of the Trustees present at the time of the vote, if a quorum is present at such time, shall be the act of the Board of Trustees. In any case in which a Trustee is entitled to vote, he or she shall have no more than, nor not less than, one vote.

Section 18. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

Section 19. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:

(a) one or more Officers or employees of the School whom the Trustee believes to be reliable and competent in the matters presented;

(b) legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or

(c) a Board committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's charter or these By-laws, as to matters within its designated authority, provided the Trustee believes the committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in section 19 above, and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Section 20. Investments. In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above in section 19, and shall consider among other relevant considerations the long and short term needs of the School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

Section 21. Duty to Maintain Board Confidences. Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE IV
OFFICERS

Section 1. Officers of the School. The officers of the School shall be the Chair, a Secretary, a Treasurer, and such other officers as the Board may from time to time establish. All Officers shall be selected from among the Trustees. Any two or more offices may be held by the same person, except the offices of Chairperson and Secretary or the offices corresponding thereto.

Section 1.1. Chair. The Chair shall preside at all meetings of the Board at which the Chair is present and shall serve as Chair of the Executive Committee. The Chair shall perform such other duties as from time

to time may be assigned by the Board. The Chair shall execute all documents on behalf of this School unless the Board has generally or specifically delegated the authority to execute the document in question to another officer or employee of the School.

Section 1.2. Secretary. The Secretary shall keep the minutes of all meetings and copies of minutes of previous meetings in accordance with these By-Laws or as required by the laws of the State of New York, and shall act as the custodian of the School's records.

Section 1.3. Treasurer. The Treasurer shall have general custody of all money and securities of the School and from time to time shall render to the Board, and to the Chair upon request, a statement of the financial condition of the School and all of his/her transactions as Treasurer. In general, the Treasurer shall perform all duties incident to the office of Treasurer and such other duties as from time to time may be assigned to him/her by the Board or the Chair.

Section 2. Election. At each annual meeting of the Board, the Officers of the School shall be elected for a term of one (1) year. Upon election, each officer shall hold office until such officer's successor shall have been duly elected and shall have qualified, or until such officer's earlier death, resignation or removal; provided, that such Officer's term of office shall end automatically if such person ceases for any reason to be a Trustee. Officers appointed to fill vacancies shall be elected as vacancies occur.

Section 3. Resignation. Any Officer may resign, at any time, by giving written notice to the Secretary or the Chair. The resignation shall be effective upon receipt of such notice or any later date specified in the notice, but no resignation shall discharge any accrued obligation or duty of an Officer.

Section 4. Removal. The Board may remove or suspend any Officer from office by the majority vote of the full Board. Such action shall be taken only upon the examination and due proof of the truth of a written complaint of any Trustee of misconduct, incapacity or neglect of duty; provided that at least one week's prior notice of the proposed action shall have been given to the accused and to each Trustee.

Section 5. Compensation. No compensation shall be paid to any Officer. However, the Board may approve reimbursement of an Officer's reasonable, actual and necessary expenses incurred while conducting School business.

ARTICLE V
COMMITTEES

Section 1. Committees.

(a) The Board of Trustees, by resolution adopted by a majority of the entire Board of Trustees, may designate from among its members an Executive Committee, consisting of five or more Trustees, and other standing committees, each consisting of three or more Trustees as the Board may deem appropriate. Notwithstanding the foregoing, nothing herein shall prevent or restrict individuals other than Trustees from participating in committees in a supporting capacity. All committees are subject to the New York Open Meetings Law.

(b) Unless a shorter term is prescribed by the Board in its resolution creating a committee, the committee members shall be elected for a one-year term at each annual meeting of the Board. The Board shall elect members of committees, except that with respect to the Executive

Committee, members shall be elected by an affirmative vote of a majority of the entire number of Trustees including vacancies. Vacancies in the membership of any committee with the authority of the board shall be filled in the same manner as initial appointment. The membership of committees, other than committees with the authority of the board, shall not be restricted to Trustees but shall be drawn from the administration, faculty, parent body and community at large, as appropriate, and ratified by the Board. Except as otherwise provided in these By-laws or by the Board, the chairperson of each committee shall be chosen by the Chairperson of the Board from among the Trustee members of the committee.

Section 2. Authority of Committees. The Board may grant to a committee any of the authority of the Board of Trustees, except with respect to the following and as otherwise prohibited by law:

(a) the election or removal of Trustees and Officers;

(b) filling of vacancies on the Board of Trustees or any committee;

(c) the amendment or repeal of these By-laws or the adoption of new By-laws;

(d) the appointment of other committees, or the members of the committees;

(e) the amendment or repeal of any resolution of the Board of Trustees which, by its terms, shall not be so amendable or repealable;

(f) the approval of a merger or a plan of dissolution;

(g) the authorization of the sale, lease, exchange, or other disposition of all or substantially all of the assets of the School; or

(h) the approval of amendments to the certificate of incorporation (provisional charter).

Section 3. Alternate Members. The Board of Trustees may elect one or more Trustees as alternate members of any such committee, who may replace any absent member or members at any meeting of such committee.

Section 4. Special Committees. The Board of Trustees may create such special committees as it may deem desirable. Special committees shall have only the powers specifically delegated to them by the Board of Trustees and in no case shall have powers which are not authorized for standing committees with authority of the board.

Section 5. Executive Committee. The Executive Committee, in intervals between the meetings for the Trustees, may transact such business of the School as the Trustees may authorize, except to grant degrees, to make removals from office, or to undertake any actions specified in Section 2 of this Article.

Section 6. Audit and Finance Committee. No person who is an employee of the School or who has any material financial interest in any entity doing business with the School may serve on the Audit and Finance Committee. To the extent permitted by law and these By-laws, the Audit and Finance

Committee shall (a) recommend to the Board an annual budget and fiscal policy (and amendments thereof from time to time); (b) recommend to the Board an independent auditor to conduct an annual audit of the financial statement of the School and oversee such independent auditor; and (c) fulfill such other duties and responsibilities as the Board may assign from time to time.

Section 7. Education and Accountability Committee. The Education and Accountability Committee shall oversee the education program and review student achievement data for the School. Additionally, the committee will ensure that the board is in compliance with the mission, charter agreement and all pertinent local, state and federal laws and regulations, excluding compliance related to financial matters which is under the purview of the Finance and Audit Committee.

Section 8. Governance Committee: The Governance Committee will be responsible for recruiting new members to the board of trustees to fill any board vacancies by soliciting prospective board members from existing board member's personal networks. The Governance Committee will be responsible for Board trainings and annual Board evaluations.

Section 9. Procedures of Committees. All committees may adopt rules governing the time of, the method of calling, or the method of holding their meetings, and the conduct of their affairs. All committees shall keep a record of their acts and proceedings in accordance with the New York Open Meetings Law and shall report thereon to the Board of Trustees.

Section 10. Quorum and Manner of Acting. A majority of the members of a committee shall constitute a quorum for the transaction of business, and the act of a majority of those present at a meeting at which a quorum is present shall be the act of the committee. The members of a committee shall act only as a committee.

ARTICLE VI
CONFLICTS OF INTEREST

Section 1. Disclosure. Trustees, officers and employees shall seek to avoid potential conflicts of interest in personal and in professional relationships, and shall timely disclose potential conflicts of interest to appropriate supervisory personnel and/or other applicable School officials in accordance with the School's policies. In addition, all Trustees, officers and staff shall fully cooperate in the management of any potential conflicts of interest. In addition, trustees, officers and employees shall fully comply with the School's Conflict of Interest Policy.

Section 2. Conflicts of Interest Policy. The Board shall adopt a Conflict of Interest Policy applicable to Trustees, officers, key persons and employees of the School consistent with the requirements of the Not-for-Profit School Law and the General Municipal Law. The Conflict of Interest Policy shall: (a) define the circumstances that constitute a conflict of interest; (b) include procedures for disclosing, addressing and documenting potential and actual conflicts of interest; (c) prohibit a conflicted Trustee, officer, key person or employee from participating in deliberations or voting or improperly influencing a vote on such conflict; (d) require that the existence and resolution of a conflict be properly documented, including in the minutes of any meeting at which the conflict was discussed or voted upon; (e) require Trustees, prior to their initial election and annually thereafter, to disclose any entities with which they are affiliated and with which the School has a relationship, and any transactions possibly giving rise to a conflict for the Trustee; (f) require the Board to oversee the adoption and implementation of and

compliance with the Conflict of Interest Policy; and (g) limit participation in any committee deliberations or vote on matters relating to the Conflict of Interest Policy to independent Trustees.

ARTICLE VII
CONTRACTS, LOANS, CHECKS AND BANK ACCOUNTS

Section 1. Contracts. Except as otherwise provided by law, the Board of Trustees may, prospectively or retroactively, authorize the Secretary or, prospectively, authorize any other officer(s) or agent(s) of the School, in the name and on behalf of the School, to enter into any contract. Any such authority may be general or confined to specific instances. Unless so authorized by the Board, or expressly authorized by these By-laws, no officer, agent or employee of the School shall have any power or authority to bind the School by any contract or engagement or to pledge its credit or to render it liable financially in any amount for any purpose.

Section 2. Loans. No loans or other indebtedness shall be contracted on behalf of the School unless specifically authorized by the Board of Trustees.

Section 3. Checks, Drafts, etc. All checks, drafts and other orders for the payment of money out of the funds of the School, and all notes or other evidences of indebtedness of the School, shall be signed on behalf of the School in such manner as shall from time to time be determined by resolution of the Board.

Section 4. Deposits. All funds of the School not otherwise employed shall be deposited from time to time to the credit of the School in such banks, trust companies or other depositories as the Board may select.

ARTICLE VIII
NON-LIABILITY; INDEMNIFICATION; INSURANCE

Section 1. Non-Liability of Trustees. Except as otherwise required by law, the Trustees shall not be personally liable for the School's debts, liabilities or other obligations.

Section 2. Indemnification of Trustees and Officers. To the maximum extent permitted by applicable law, the School shall indemnify any person who is or was made, or threatened to be made, a party to any action, suit, or proceeding, whether civil, criminal, administrative, or investigative, by reason of the fact that he/she is or was a Trustee or/and officer of the School acting within the scope of his/her normal duties, against judgments, fines, amounts paid in settlement, and expenses (including, without limitation, attorneys' fees, costs and charges) reasonably incurred by such person in connection with such action, suit or proceeding. However, the School will not indemnify a Trustee or an Officer against any costs incurred in any action, suit, or proceeding if there is a judicial determination that such person failed to act in good faith or that such acts were the result of active and deliberate dishonesty and were material to the cause of action, or that such person personally gained in fact a financial profit or other advantage to which he or she was not legally entitled. The foregoing right of indemnification shall not be deemed exclusive of any other rights to which a person seeking indemnification may be entitled under the Charter (as may be amended and/or restated from time to time) or any Bylaw, agreement, vote of disinterested Trustees, or otherwise. The School shall reimburse or advance to any person referred to in this section the funds necessary for payment of expenses (including, without limitation, attorneys' fees,

costs and charges) incurred in connection with any action or proceeding referred to in this section to the fullest extent permitted by law.

Section 3. Insurance. The School may maintain insurance, at its expense, to protect itself and any person described in Section 2 of this Article VIII against any expense, liability or loss on any terms and conditions set forth in a resolution of the Board.

ARTICLE IX
BOOKS AND RECORDS

Correct and complete books and records of account and minutes of the proceedings of the Board and all committees shall be kept at the principal office of the School, which shall be located [_____]. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the School, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligations imposed by any applicable federal, state or local law.

ARTICLE X
FISCAL YEAR

The fiscal year of the School shall begin on July 1 and shall end on June 30 in each year.

ARTICLE XI
AMENDMENTS

Section 1. Amendments. These By-Laws may be amended, repealed, or restated by a vote of two-thirds of the Trustees then in office. 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 advance, in accordance with the notice provisions set forth in Article III of these By-laws.

Section 2. SUNY Charter Schools Institute Approval. No material amendment to these By-laws shall be effective without approval of the SUNY Charter Schools Institute on behalf of the Board of Trustees of the State University of New York.

***

CERTIFICATE OF THE SECRETARY

The undersigned does hereby certify that the undersigned is the Secretary of the Corporation, an education corporation duly organized and existing under the laws of the State of New York; that the foregoing By-laws of said Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing By-laws are now in full force and effect.

_____ _____

Board Secretary Date

Draft

Adopted _____

QUEENS HEBREW PUBLIC CHARTER SCHOOL

CODE OF ETHICS
FOR TRUSTEES, OFFICERS AND EMPLOYEES

The Board of Trustees (the "Board") of Queens Hebrew Public Charter School ("QHP or the "Corporation") recognizes that ethical standards of conduct increase the effectiveness of Trustees, officers and employees as educational leaders in the community. Actions based on ethical conduct promote public confidence in Queens Hebrew Public's leadership, and the attainment of the Corporation's goals and objectives. The Board also recognizes its obligation to adopt a Code of Ethics consistent with the provisions of New York State General Municipal Law and the Education Law setting forth standards of conduct required of all Trustees, officers and employees.

Therefore, each Trustee, officer and employee of Queens Hebrew Public, paid or unpaid, shall adhere to the following standards of conduct:

1. **Gifts**. No Trustee, officer or employee shall, directly or indirectly, solicit any gifts, nor shall any Trustee, officer or employee accept or receive any single gift having a value of $75 or more, or gifts from the same source having a cumulative value of $75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

2. **Confidential Information**. No Trustee, officer or employee shall disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he or she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

3. **Representation before the Board**. A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board.

4. **Representation before the Board for a Contingent Fee**. A Trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board, whereby the compensation is to be dependent or contingent upon any action by Queens Hebrew Public 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.** Any Trustee, officer or employee who has, will have, or later acquires an interest in, or whose spouse has, will have or later acquires an interest in, any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with Queens Hebrew Public, or in any other matter brought before the Board shall publicly disclose the nature and extent of such interest in writing

to his or her immediate supervisor and to the Board as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the official record of the proceedings of the Board. 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, appear before the Board or any panel or committee of the Board in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former Trustee, officer or employee of any claim, account, demand or suit against the Corporation 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 Chair of the Board shall cause a copy of this Code of Ethics to be distributed annually to every Trustee, officer and employee of Queens Hebrew Public. 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.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violates any of the provisions of this Code of Ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

QUEENS HEBREW PUBLIC CHARTER SCHOOL

CONFLICT OF INTEREST POLICY

The purpose of this Conflict-of-Interest Policy (the "Policy") is to protect the interests of Queens Hebrew Public Charter School ("QHP" or the "Corporation") when it is contemplating entering into a transaction or arrangement that may benefit the private interests of a Trustee, Officer, Key Person or employee of the Corporation. Before entering into any transaction or arrangement that may benefit the private interests of a Trustee, Officer, Key Person, or employee of the Corporation, the Board of Trustees of the Corporation (the "Board") shall determine whether the transaction or arrangement is prohibited under this Policy.

Article 1
Conflicts of Interest

Section 1. Trustees, Officers and employees of the Corporation, subject to certain limited exceptions, are generally prohibited from having a direct or indirect pecuniary or material benefit accrue from a contract with the Corporation; 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 QHP, as applicable. A Trustee, Officer or employee will also be considered to have a pecuniary or material benefit in a contract if the Corporation is party to a contract with (i) his or her spouse, minor children or dependents (except contracts of employment with QHP, (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, director or employee or (iv) a corporation any stock of which is owned or controlled directly or indirectly by him or her.

Section 2. Trustees, Officers and Key Persons of the Corporation are also restricted from engaging in any Related Party Transaction, which is not already expressly prohibited by Section 1 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 Corporation 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 not less than a majority vote of those present at the meeting, and contemporaneously document in writing the basis for the approval and the consideration of any alternative transactions.

Section 3. No Trustee, Officer or employee shall directly or indirectly, solicit any gift, or accept or receive any gift having a value of seventy-five dollars ($75.00) or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing or promise, or in any other form without prior approval of the Board

Section 4. Employees of QHP may not serve on the Board.

Article 2
Disclosure and Voting

Any person with a potential or actual conflict of interest described in Article 1 of this Policy must promptly disclose such potential or actual conflict of interest in good faith in writing to his or her immediate supervisor, as applicable, and to each member of the Board, together with all material facts known to such Trustee, Officer, Key Person or employee with respect to the actual or potential conflict of interest. Such written disclosure shall be made part of and be 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, Key Person 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 a Trustee to which the potential or actual conflict of interest relates shall not be permitted to vote. No Trustee, Officer, Key Person 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 QHP.

Article 3
Committee Review

The Board may delegate to the Finance and Audit Committee, or any Board committee comprised solely of Independent Trustees (each a "Committee") the 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, Key Person 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 shall disclose in writing to the Board Secretary:

(i) Any entity of which the Trustee is an officer, director, trustee, member, owner (either as a sole proprietor or a partner), or employee;

(ii) Any entity of which a Relative of the Trustee is an officer, director, trustee, member, owner or employee and with which the Corporation has a relationship;

(iii) Any Financial Interest the Trustee may have in any corporation, organization, partnership or other entity which provides professional or other goods or services to the Corporation for a fee or other compensation; and

(iv) Any position or other material relationship such Trustee may have with any not-for-profit corporation, or any position or other material relationship held by a Relative of such Trustee, with which the Corporation has a business relationship.

Each Trustee 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. The Secretary shall provide a copy of all completed statements to the Chair of the Board.

Article 6
Miscellaneous

Section 1. Any contract willfully entered into by or with the Corporation 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 QHP 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, Key Persons 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, Key Person or employee shall disclose in writing all known facts prior to participating in a Board discussion of these matters and the Trustee, Officer, Key Person or employee's interest in the matter will be reflected in the Board minutes.

Section 5. Trustees, Officers, Key Persons and employees shall make all appropriate disclosures whenever a grievance or conflict of interest is lodged against them.

Section 6. In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate this Conflict-of-Interest Policy may be fined, suspended or removed from office or employment in the manner provided by law.

Section 7. No Trustee, Officer or employee shall disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her personal interests.

Section 8. 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 Corporation 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 Corporation.

(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 Corporation.

(iii) **Independent Trustee**. A member of the Board who:

a. Has not been an employee of the Corporation, a Key Person of the Corporation or an Affiliate of the Corporation within the last three (3) years;

b. Does not have a Relative who has been a Key Person of the Corporation or an Affiliate of the Corporation within the last three (3) years;

c. Has not received more than $10,000 in compensation directly from the Corporation or an Affiliate of the Corporation in any of the last three (3) years (not including reimbursement for expenses reasonably incurred as a Trustee, as set by the Corporation);

d. Does not have a Relative who has received more than $10,000 in compensation directly from the Corporation or an Affiliate of the Corporation in any of the last three (3) years

(not including reimbursement for expenses reasonably incurred as a Trustee, as set by the Corporation);

e. Does not have a substantial Financial Interest in and has not been an employee of any entity that has provided payments, property or services to or received payments, property or services from, the Corporation or an Affiliate of the Corporation in excess of the sliding scale amounts set forth in NY CLS N-PCL §102(21), over the last three fiscal years (payment does not include charitable contributions);

f. Does not have a Relative who has a substantial Financial Interest or who has been an employee of any entity that has provided payments, property or services to or received payments, property or services from, the Corporation or an Affiliate of the Corporation in excess of the sliding scale amounts set forth in NY CLS N-PCL §102(21), over the last fiscal three years (payment does not include charitable contributions);

g. Is not a current owner, director, officer or employee of the Corporation's outside auditor or who has worked on the Corporation's audit at any time during the past three years;

h. Does not have a relative who is a current owner, director, officer or employee of the Corporation's outside auditor or who has worked on the Corporation's audit at any time during the past three years.

i. Is not in an employment relationship or under control or direction of any Related Party and does not receive payments subject to approval of a Related Party;

j. Does not have a Relative who is in an employment relationship or under control or direction of any Related Party and receives payments subject to approval of a Related Party;

(iv) **Key Person**. A person, other than a Trustee or officer, whether or not employed by the Corporation, who (a) has responsibilities, or exercises powers or influence over the Corporation as a whole similar to the responsibilities, powers, or influence of directors or trustees and officers; (b) manages the Corporation, or a segment of the Corporation that represents a substantial portion of the activities, assets, income or expenses of the Corporation; or (c) alone or with others controls or determines a substantial portion of the Corporation's capital expenditures or operating budget.

(v) **Officer**. A person who has the authority to bind the Corporation as designated in the By-Laws of the Corporation.

(vi) **Related Party**. Persons who may be considered a Related Party of the Corporation under this Policy include:

a. Trustees, Officers, or Key Persons of the Corporation or any Affiliate of the Corporation;

b. Relatives of any individual described in subparagraph (a) of this subsection;

c. Any entity in which a person in subparagraph (a) or (b) of this subsection 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%; and

d. Founders of the Corporation.

(vii) **Related Party Transaction**. Any transaction, agreement or any other arrangement in which a Related Party has a Financial Interest and in which the Corporation or any Affiliate of the Corporation is a participant, 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; (ii) the transaction would not customarily be reviewed by the Board or boards of similar organizations in the ordinary course of business and is available to others on the same or similar terms; or (iii) the transaction constitutes a benefit provided to a Related Party solely as a member of a class of the beneficiaries that the Corporation intends to benefit as part of the accomplishment of its mission which benefit is available to all similarly situated members of the same class on the same terms..

(viii) **Relative**. A spouse or domestic partner as defined in section 2994-A of the New York Public Health Law; ancestors, brothers and sisters (whether whole or half-blood), children (whether natural or adopted), grandchildren, great-grandchildren; or spouses or domestic partners of brothers, sisters, children, grandchildren, and great-grandchildren.

(ix) **Trustee**. Any voting or non-voting member of the governing board of the Corporation.

Effective _____

Queens Hebrew Public Charter School

Complaint Policy

Informal Complaint Procedures

Step 1: Bring Your Complaint to the Head of School

Begin by contacting the Head of School to try to resolve any violations, issues or complaints informally. Before doing so, we encourage you to familiarize yourself with the school's policies, guidelines, and reference materials. Such items include, but are not limited to, the parent and student handbook (which contains the student discipline code) and other policies such as the dress code policy. No later than the first day of school each year (or upon enrollment of your student if after the first day of school), you will be provided with a Student and Parent Handbook which contains the policies and procedures set forth above.

Step 2: Contact the School's Charter Management Organization, Hebrew Public.

If after speaking with the Head of School you are not satisfied with the outcome or decision pertaining to the Complaint, you may reach out to Hebrew Public ("HP"), which is the organization that provides day-to-day school management services that support the work of the Head of School and the School's leadership team. You may reach HP directly by emailing _____ or calling _____ at (____) _____ and asking for _____.

Formal Complaint Procedures

Step 1: Bring your Complaint to the School's Board of Trustees.

If after contacting the Head of School and HP you are not satisfied with the outcome or decision pertaining to the complaint, you may file a formal complaint with the School's Board of Trustees who has the ultimate oversight authority at the School level. The Board meets publicly on a regular basis. The procedure to file a formal complaint is as follows:

- Put the concern in writing and give it to the Head of School to forward on to the Board of Trustees or you may send to the Board of Trustees directly (by mail at the School's location or by email to _____.
- The Board of Trustees or its designee will send a written acknowledgement of receipt of complaint within 5 business days of receiving such complaint.
- The Board of Trustees will cause the written complaint to be investigated and will respond to the parent or guardian within thirty (30) business days from receipt of the written complaint, and the individuals tasked with investigating the complaint will report on the matter at the next Board of Trustees meeting.

Step 2: Appeal to the State University of New York – Charter School Institute:

If the school board of trustees does not satisfactorily address the issue, you may appeal the decision, in writing, to SUNY – CSI, the School's Authorizer. You must send a written copy of the school board's decision along with your complaint. Please complete the SUNY Formal Complaint Form and email it along with the school board's decision to: charters@suny.edu or by U.S. Postal Service to the SUNY Charter Schools Institute at: H. Carl McCall SUNY Building, 353 Broadway, Albany, NY 12246.

If you have questions about the complaint appeals process, you may leave a message at (518) 445-4250 and an Institute staff member will return your call.

Note: It is very important that before you escalate your complaint to the School's authorizer level you determine it constitutes a formal complaint involving a violation of the school's charter or of state charter law. ***Informal complaints about policies, most procedures that do not violate either the school's charter or state charter law should be resolved between the parent/guardian and the School's Head of School, Charter Management Organization or Board of Trustees*.**

Step 3: Appeal to the New York State Board of Regents

If the School's authorizer does not satisfactorily address the issue, the parent/guardian may appeal to the New York State Board of Regents through the New York State Education Department's Charter School Office.

Note: Appealing to the Board of Regents should only be done if after going through the first two (2) levels of informal complaint process (Appealing to the Head of School and then Hebrew Public, the Charter Management Office) and then the first level of the formal complaint process (appeal to the School's Board of Trustees) and finally the second level of the formal complaint process (appeal to SUNY-CSI), you are still not satisfied with the complaint outcome. At that point, you may contact the New York State Board of Regents as a final escalation point using this contact information:

New York State Education Department

Or via email to:

(subject line should include the name of the school and the word 'Complaint')

Response 14h-Board Member Resumes

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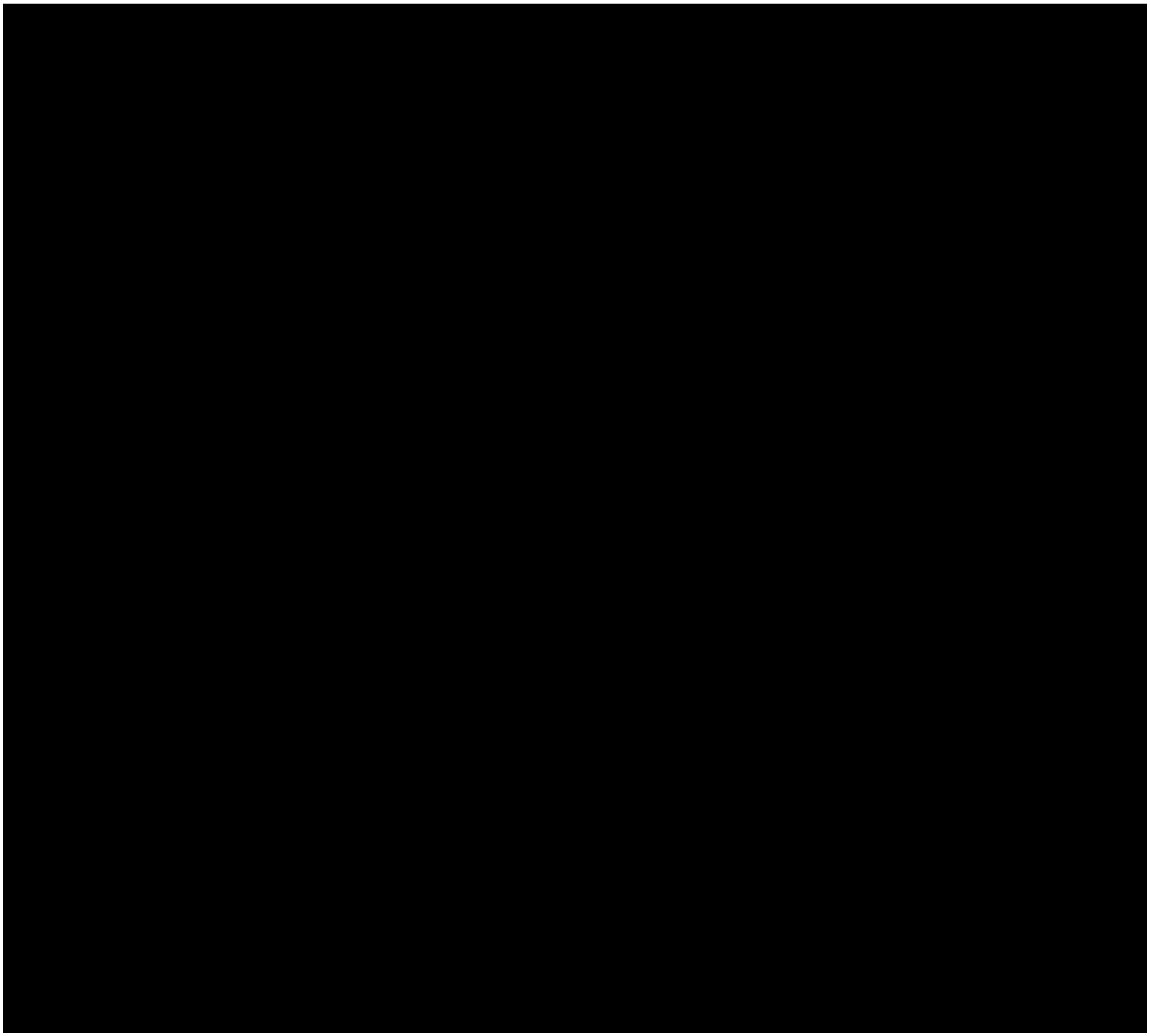
VIVEK BAID

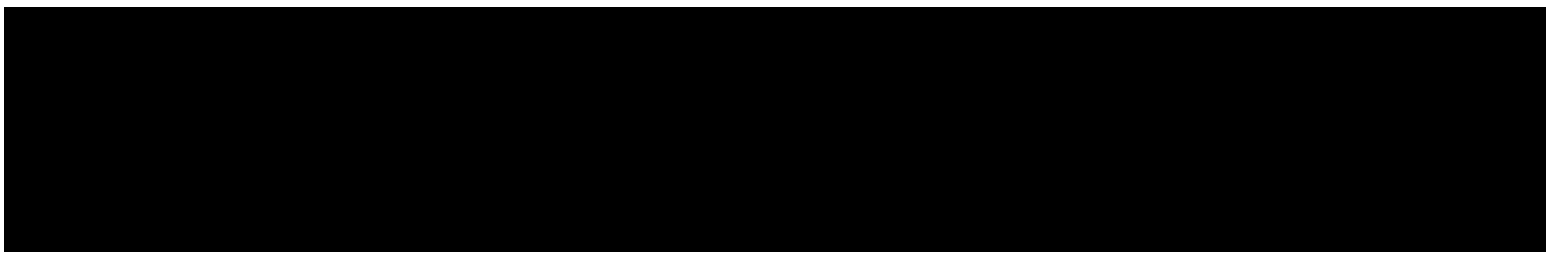
[redacted]

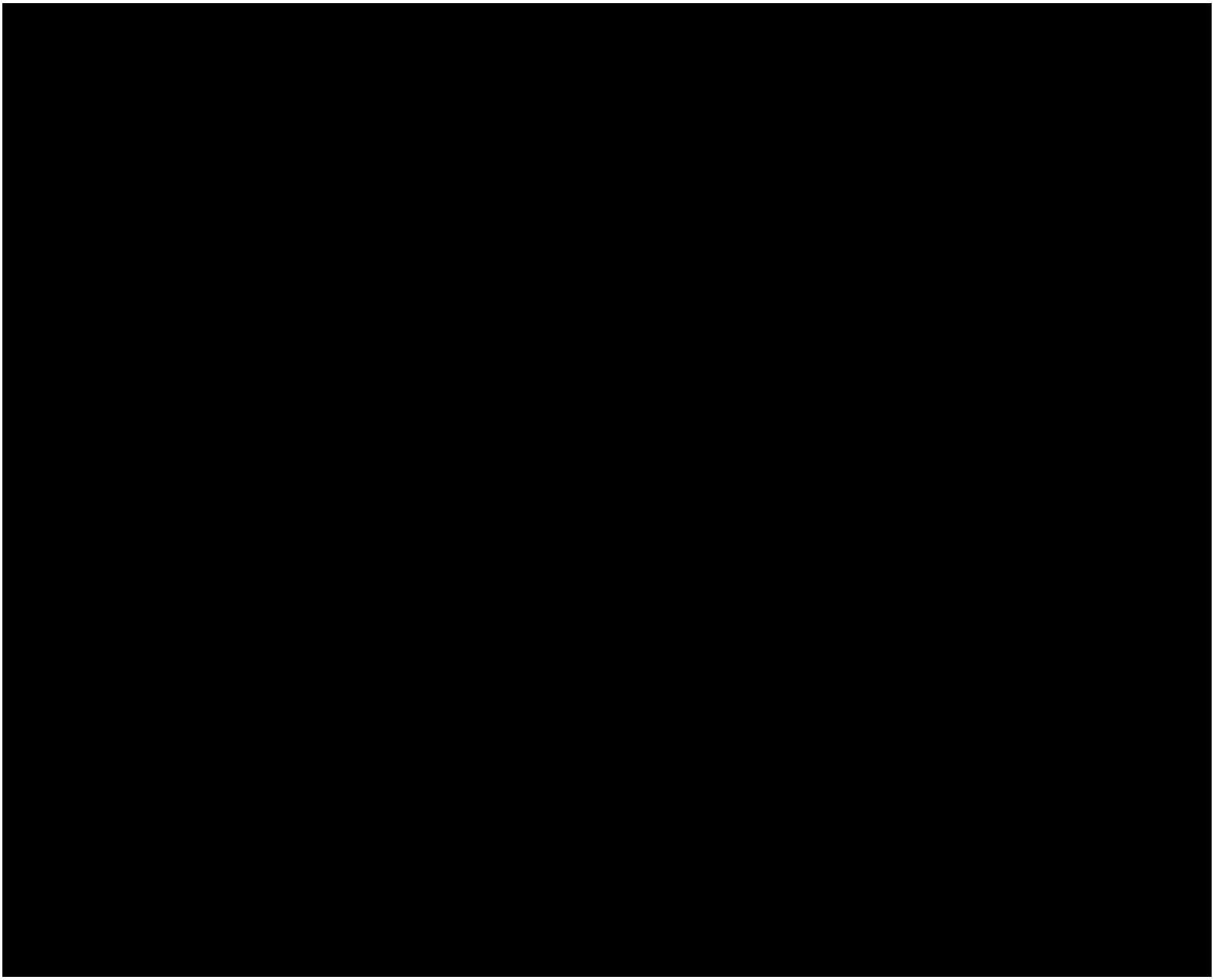
Dr. Jennifer Eddy

[redacted]

[redacted]







Michelle Galeotti

[redacted]

[redacted]

[redacted]

Corey K Graham

Alyssa Pigott

[redacted]

[redacted]

[redacted]

[redacted]

JANE V. TUV

(413) 386-6718

[redacted]

[redacted]

[redacted]

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SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the
State University of New York Board of Trustees

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

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.

   Queens Hebrew Public Charter School

2. Full name: Vivek Baid

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

   Vivek Baid has been a Vice President at Metropolitan Commercial Bank in New York City in its Commercial Real Estate division since 2017 where he has been responsible for the origination, structuring and closing of commercial real estate loans ranging in size between $5 million and $50 million and has successfully originated approximately $1 billion in loans across portfolios and individual assets located nationwide. Prior to Metropolitan Commercial Bank, Vivek was an Acquisitions Associate at AVS Properties for 6 years where he sourced, underwrote and assisted in overall financial/operational analysis of potential acquisition opportunities in asset classes such as multifamily residential, commercial and hospitality sectors. Vivek has a BS in Hotel and Tourism Management with a concentration in Hotel Management, Casino Management, Food & Beverage

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.

Response 14i-5

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.

Response 14i-6

☐ 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.

Any dealing with respect to the school should benefit the school in its entirety and its constituents. If self-dealings are to be noticed and affirmed, it should be presented to the board as a whole and handled equitably to benefit the school and no individual person(s). That said, consequences should be considered by the Board depending on the severity of the dealing(s) themselves.

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

I, Vivek Baid, 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 Queens Hebrew Public Charter School is true and correct in every respect.

[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.

   Queens Hebrew Public Charter School

2. Full name: Dr. Jennifer Eddy

[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.

From the CODE OF ETHICS FOR TRUSTEES, OFFICERS AND EMPLOYEES: Any person with a potential or actual conflict of interest described in Article 1 of this Policy must promptly disclose such potential or actual conflict of interest in good faith in writing to his or her immediate supervisor, as applicable, and to each member of the Board, together with all material facts known to such Trustee, Officer, Key Person or employee with respect to the actual or potential conflict of interest. Such written disclosure shall be made part of and be set forth in the minutes of the Board. All such

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

I, Dr. Jennifer Eddy, 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 Queens Hebrew Public Charter School is true and correct in every respect.

[redacted]

SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the State University of New York Board of Trustees

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Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

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.

   Queens Hebrew Public Charter School

2. Full name: Michelle Galeotti

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:
I am the Managing Director of Operations for Hebrew Public (HP). HP is the proposed charter management organization (CMO) for Queens Hebrew Public. As such, I know all the employees and Board members of Hebrew Public.

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:
As previously stated, I am an employee of Hebrew Public which is the proposed CMO for Queens Hebrew Public Charter School.

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:
I am not conducting business with Hebrew Public. As stated previously, I am an employee of Hebrew Public.

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:
As previously stated, I am an employee of HP the proposed CMO for Queens Hebrew Public Charter School. In the event where the board will discuss and/or vote on a matter that may or may appear to have a potential conflict with Hebrew Public, in my role as trustee, I would recuse myself and not participate in the discussion or vote.

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.

After identifying the issue I would inform the CMO and/or the Board Chair for the matter to be handled transparently with the 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

I, Michelle Galeotti, 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 Queens Hebrew Public Charter School is true and correct in every respect.

[redacted]

SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the
State University of New York Board of Trustees

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

Response 14i-41

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.

   Queens Hebrew Public Charter School

2. Full name: Corey Graham

[redacted]

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

[redacted]

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):

   St. Bernard's Housing Development Fund, a nonprofit organization

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 suspect self-dealing within the education corporation's board I would document evidence and follow reporting procedures including but not limited to, informing the Board Executive Committee of the situation which would be expected to bring the situation before the full board and investigate the matter.

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

I, Corey Graham, 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 Queens Hebrew Public Charter School is true and correct in every respect.

[redacted]

SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the State University of New York Board of Trustees

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Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

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.

   Hebrew Public Charter School

2. Full name: Alyssa Pigott

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.

In a situation in which I believe one or more members of the education corporation's board are involved in self-dealing, I would take appropriate action by bringing the information to the education corporation board supervisor or administrator and ask for support on how to proceed.

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.

NA

Certification

I, Alyssa Pigott, 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 Hebrew Public Charter School is true and correct in every respect.

[redacted]

DocuSign Envelope ID: 98936622-B34E-4A4E-BAE3-9AE164FDB318

SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the State University of New York Board of Trustees

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Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

Response 14i-58

DocuSign Envelope ID: 98936622-B34E-4A4E-BAE3-9AE164FDB318

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.

   Queens Hebrew Public Charter School

2. Full name: Jane Tuv

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):

DocuSign Envelope ID: 98936622-B34E-4A4E-BAE3-9AE164FDB318

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:

DocuSign Envelope ID: 98936622-B34E-4A4E-BAE3-9AE164FDB318

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:

DocuSign Envelope ID: 98936622-B34E-4A4E-BAE3-9AE164FDB318

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.

DocuSign Envelope ID: 98936622-B34E-4A4E-BAE3-9AE164FDB318

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.

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☐ 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 such a situation were to arise, I would review the Board's bylaws and conflict of interest policy in addition to the legal framework of the education corporation. Then, I would discreetly gather facts and document evidence to confirm the presence of self-dealing. I would most likely consult with legal counsel to ensure any subsequent actions are legally sound, after which I would discuss the matter confidentially with the Board Chair or the organization's ethics committee.

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

I, Jane Tuv, 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 Quees Hebrew Public Charter School is true and correct in every respect.

[redacted]

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. Include any evidence of efforts taken to establish a relationship with the district and the results of such outreach.

Hebrew Public proactively reached out to Community Education Council (CEC) 28 as part of the charter application community engagement and outreach process. On November 6, 2023, Hebrew Public's Senior External Relations Manager emailed the President of CEC 28, Vijah Ramjattan, to share the plans for opening QHP in CSD 28 and to request an opportunity to speak at an upcoming CEC meeting. As discussed in *Response-R04abc-Community Outreach, Support and Demand,* while President Ramjattan could not accommodate QHP on the meeting agenda, he encouraged us to prepare remarks and present during the Public Comment period at their December meeting. Hebrew Public's CEO Jon Rosenberg accepted that invitation and had the chance to share information during the Public Comment period (Jon's remarks are contained in *R-04d Evidence of Outreach*). Hebrew Public has endeavored to build upon this initial connection reaching out again to the President to secure a spot on the actual meeting agenda for a future meeting, but has not received a response from CEC 28. We will continue to try to engage with CEC 28 through email communications and updates on our plans. But, given a relationship with them has to be a two-way street, we may be stymied in our efforts if they do not reciprocate the communication with us.

We may be able to work together with Community Board 12, whose Education Committee chair, Latoya Legrand reached out to Hebrew Public and invited us to present at their January 2024 Community Board meeting (as discussed in *R04abc-Community Outreach, Support and Demand*). Chairperson Legrand has been very collegial in our communications and interactions. We may be able to capitalize on the positive relationship we have forged with her and work together to have a more productive and collegial relationship with CEC 28, which is what we strive to have. Additionally, while we have not yet had the opportunity to connect with Community Board 6 which is another of the four Community Boards that intersect with CSD 28, according to their most recent *Statement of Community District Needs and Community Board Budget Request*[1], they wrote "Community Board 6 looks forward to working closely with District 28 as well as all the public, private and parochial schools. More importantly, the lines of communication between the board and the schools should be more transparent." If authorized, QHP would look to work with Community Board 6 to engage in these conversations—it is a potential opening for real dialogue and collaboration with CEC 28 as well as among all schools in CSD 28.

Of note, the CSD 28 Superintendent was present at both the Community Board 12 meeting and the CEC 28 meeting. Should QHP be approved, Hebrew Public's Chief External Officer and Chief Executive Officer will reach out directly to him in the hopes that we can meet to discuss how we can work together with the district to meet student need.

Finally, we have received significant support from elected officials representing neighborhoods within CSD 28 as well as community organizations within the district. We will also explore ways in which these stakeholders might be able to advise us on developing a partnership with CSD 28/CEC 28 leadership and/or facilitating further conversations with them.

b. School Partnerships

Provide a description of the low-performing schools in the area where the proposed school intends to be located and explain how the school might partner with those schools to share best practices and innovations.

[1] https://docs.google.com/viewer?url=https://github.com/NYCPlanning/labs-cd-needs-statements/raw/master//QN%20DNS%20FY%202024/FY2024_Statement_QN06.pdf

The discussion contained in *R01ac-Community Need and Impact*, specifically in *(b) Programmatic Impact* of that response, provides detail into the public schools located within CSD 28. Specifically, *Table 11: Public and Nonpublic Schools in CSD 28*, lists all the public elementary schools and their proficiency rates on the 2023 NYS ELA and math assessments. Notably, the majority of the low-performing schools are located in the southern neighborhoods of CSD 28. QHP's planned location at the epicenter between the northern and southern portions of the district place it in the ideal location to collaborate with these schools. The relationship we established with Community Board 12 Education Committee Chair Latoya Legrand can help facilitate an introduction to some of the schools in the southern portion as Community Board 12 includes the neighborhoods in which these lower performing schools are located: Jamaica and South Ozone Park. We sincerely desire to establish a collaborative relationship with the existing public schools in CSD 28. We believe that not only can we share best practices and innovations with our public school counterparts, but we could learn also from all the schools in the district who have vast experience working with its students and families. Working through the Community Board Education Committee Chair will likely be more successful than reaching out to individual schools on our own. The Chair could potentially facilitate introductions between QHP's school leadership and with local public school principals in Jamaica and South Ozone Park with whom she may have a collegial relationship. That kind of connection would more likely result in meetings than QHP's own outreach without such an intermediary.

Should we be successful in beginning a dialogue with our neighboring public school counterparts, particularly the lower performing schools, we hope to be able to shine light on exemplary practices both at QHP and at our public school counterparts. We will endeavor to be an effective facilitator of such an effort; however, as the new school on the CSD 28 block, we are loath to approach this task assuming we are the only ones who have all the answers, because we know we do not—our public school and charter school peers in the community also have much to share with us and each other. Instead, we would seek to galvanize schools to join in a coalition of educators committed to sharing best practices by asserting that every school has something valuable to contribute, that every school can learn from each other and that every school is at once both a teacher and a learner. Schools where there are innovation and excellence need to be opened up to the broader community so that other schools can learn how to adapt these best practices to their own unique environments. This is what we want to engage in, and we will work to initiate this type of dialogue and sharing among CSD 28 schools.

16. Facility

a. Facility Needs

Describe the facility needs of the proposed school for each year of the charter term 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**

QHP will begin its first year of operations in 2025-26 with 112 total students in Grades K and 1. Each year, QHP will grow by adding another 56 students in K as the existing grades move up one level until by 2029-30 there are 336 students in Grades K-5. As discussed in *R-16b Facility Selection* below, Hebrew Public teamed up with Barone Management, an experienced New York City real estate developer to identify sites in CSD 28 that could house the school. Based on Hebrew Public's experience in identifying private sites for Hebrew Language Academy Charter School 2 and Staten Island Hebrew Public Charter School as well as Barone Management's extensive experience in developing facilities for charter schools in New York City, we planned for programming space of approximately 85 square feet per pupil. This meant that a suitable building to house the school at full capacity would be approximately 30,000 square feet. In addition, because of the desire to create a learning community that is diverse by design, it was important to locate the building in an area of CSD 28 that was easily accessible to the different neighborhoods in the district. In this way since New York City is still very segregated within neighborhoods in community school districts, QHP will be to draw families from the spectrum of socio-economic, linguistic and racial and ethnic backgrounds that reside in this school district. Finally, safety of the location, suitability for an elementary school, proximity to public transportation and local playgrounds were important factors in considering potential buildings. Ideally, we were looking to identify one building that the school could grow into to avoid the disruption and the extra financial burden of having to occupy an initial incubator space and then moving to a permanent home during the charter term.

A building with 30,000 square feet would provide enough space to allow the school to implement its elementary school design and instructional model with fidelity. QHP would need 2 general education classrooms ("homerooms") for each grade level which over the course of the five year charter term would mean the following:

Year	Grades Served	Number of General Education Classrooms
2025-26	K-1	4
2026-27	K-2	6
2027-28	K-3	8
2028-29	K-4	10
2029-30	K-5	12

QHP's building would also need intervention space for individual and small group pull-out instruction, arts rooms, nurse's office, social worker/counseling office, a gym/auditorium, faculty room/teacher work-room, conference room, sufficient storage space for school, an administrative space (including main reception with separate offices for the Principal, and shared office space for the Operations Team), a cafeteria with food prep/kitchen/serving area and storage area and a janitor's storage area. The following table shows the space needs of QHP in Year 1 and then the space needs when the school is at full capacity in Year 5.

Year 1	Year 5
● Four common branch classrooms (2 Homerooms for each grade, K and 1st) ● 1 Intervention Classroom for pull-out instruction ● 1 Music Room ● 1 Gym/Auditorium ● 1 Cafeteria with food prep/kitchen/serving area and storage area ● 1 Faculty Room/Teacher Work Room ● Administrative Space, including main reception area with separate offices for Head of School and shared office space for operations team ● Conference Room ● Sufficient Storage Space for Classroom curriculum and instructional materials and supplies ● Nurse's Office ● Social Worker/Counseling Office ● Janitor's Storage Area	● 12 common branch classrooms (2 Homerooms for each grade, K and 5th ● 1 Intervention Classroom for pull-out instruction for Grades K-2 ● 1 Science Room/Lab ● 1 Intervention Classroom for pull-out instruction for Grades 3-5 ● Up to 3 specials rooms for the Arts ● 1 Gym/Auditorium ● 1 Cafeteria with food prep/kitchen/serving area and storage area ● 1 Faculty Room/Teacher Work Room ● Shared space for instructional coaches from Hebrew Public ● Administrative Space, including main reception area with separate offices for Head of School and shared office space for operations team ● Conference Room ● Sufficient Storage Space for Classroom curriculum and instructional materials and supplies ● Nurse's Office ● Social Worker/Counseling Office ● Janitor's Storage Area

As will be described below in *b. Facility Selection,* we have identified a facility larger than the minimum projected needs. This building will have the capacity to ultimately house QHP as a K-8 school should QHP be authorized and subsequently renewed with approval to expand to middle school.

- **If the applicants intend to offer a residence program for students, describe the facility requirements to support this program, including overnight staffing, and include specific and detailed information regarding the number of residence rooms, configuration, restrooms, food service and other facility-related needs.**

Not Applicable. QHP will not offer a residence program.

b. Facility Selection

Describe the efforts 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.**

Working with Barone Management, an experienced New York City Real Estate Development and Construction firm founded in 1999 which has extensive expertise in New York City charter school building projects (according to a 1/31/24 article in *The Real Deal*, Barone Management is the city's largest private charter school landlord[1]), Hebrew Public engaged in an extensive search of properties in CSD 28 that could house QHP. After narrowing down potential sites for the school, Hebrew Public and Barone Management are moving forward on a building located at 139-30 Queens Boulevard. The building was chosen because (1) it could accommodate the facility needs required by QHP's school design and instructional program described in the previous response; (2) the building had "as of rights zoning" meaning there would be no special permits or re-zoning required to have a school be located in it; (3) as it is an existing building, converting the building to be used by a school would be easier, more cost-efficient and take less time than ground up construction. Further, the building which had been a former bank headquarters, is in pristine shape including with many high-end finishes. Instead of a complete gut renovation, the developer can retain many of the existing spaces (for example, bathrooms) for use by the school so that the renovation is much more surgical in nature; and (4) its location within CSD 28 couldn't be more ideal for QHP to truly create a learning community that is "diverse by design."

The building is located in a high density residential neighborhood with commercial and retail on Queens Boulevard itself. The building is almost at the literal center of CSD 28 located in the Briarwood neighborhood. To the north of Briarwood are the neighborhoods of Kew Gardens and Forest Hills, to the south of Briarwood is Jamaica and Jamaica Estates. Thus, from a location perspective its supports QHP's and Hebrew Public's commitment to creating a diverse learning community. Part of achieving diversity by design is a school location that is easily accessible to all the different demographics of families in a CSD. Given the racial segregation that exists in New York City even within community school districts, this is not an easy task. But this building is at the absolute juncture of neighborhoods which are primarily populated by families of color, families of limited financial means (including migrant families) and families with lower levels of educational attainment and neighborhoods populated by families with more economic and financial security, families with higher levels of educational attainment and more families of White and Southeast Asian backgrounds.

Finally, the building is close to several public transportation stations, encompassing a range of bus and train lines. It is within 4 and 8 blocks of two subway line stops, and there are four NYC MTA buses that have stops within 3 blocks of the school. In addition to the school having its own gym and outdoor play space on the roof, the building is within walking distance to Hoover Playground and Hoover Manton Playground, two expansive New York City Parks Department playgrounds with abundant green space, recreational facilities (multiple basketball courts, a baseball field, numerous handball courts and jungle gyms). Finally, there will be parking available on the building site for staff as well as outdoor play space (both on the roof of the building and on the site the building occupies).

The building has four levels (a cellar and three above-ground floors) and a roof on which an outdoor play/sports space will be constructed. Each level is approximately 10,000 square feet, giving the school at capacity a total of about 40,000 square feet. The building has the capacity to accommodate 475 students for 84 square feet per student (not including the roof space) which is consistent with other charter school facilities Barone Management has developed. Given QHP will have 336 in Grades K-5 at capacity, should QHP be authorized and subsequently renewed for a second charter term with expansion to middle school approved, the building will have the capacity to accommodate its expansion. The building sits on a 46,500 square foot site. With the building taking up a 10,000 square foot footprint, it has another 36,500 square feet of outdoor space for parking for staff as well as outdoor space for students. Until Barone Management begins construction on part of this site for a residential development it is planning (by year 4), the school will have access to space for its own use.

[1] https://therealdeal.com/new-york/2024/01/31/developer-looks-to-master-charter-school-niche/

The developer will proceed with renovation in three phases. The cellar and first floor of the building will be delivered in time for the first year of operations (2025-26) with our inaugural classes of Grades K and 1. In year 2, the developer will deliver the 2nd floor to the school and the roof which will take the school through Year 4 when it has Grades K-4. By year 5, the developer will deliver the whole building to QHP. At each phase, there is more than sufficient classroom and other programmatic space for the number of students and grade levels based on our enrollment plan. Floor plans for the building are provided in *Response-16d Facilities Documents.*

- **How the proposed facility will be able to meet New York City Department of Buildings School Use (sometimes denoted as use "G"), and state sanitary specifications by the commencement of the first year of operations.**

There is no question that the building will meet New York City Department of Buildings School Use standards and state sanitary specifications by commencement of the first year of operations. First off, the building has as described previous "as of rights" zoning and thus requires no special permits or re-zoning for school use. Barone Management will be developing the building. Barone Management has successfully developed numerous charter school facilities in New York City including:

- Growing Up Green Charter School II Elementary School (Jamaica, Queens)
- Growing Up Green Charter School Middle School (Long Island City, Queens)
- New Dawn II Charter High School (Jamaica, Queens)
- Our World Neighborhood Charter School 3 (Corona, Queens)
- Renaissance Charter School 2 (Elmhurst, Queens)

Additionally, Barone Management is currently developing facilities for five New York City charter schools. The buildings are scheduled to come on line over the next three summers. These are the following schools whose buildings are currently under development and the date of completion:

- Brooklyn Rise Charter School Elementary School (Sunset Park, Brooklyn): Summer 2026
- Hebrew Language Academy Charter School 2 (Brooklyn): Summer 2024
- Equality Charter School Elementary School and High School (Bronx): Summer 2025
- Merrick Academy Charter School (Jamaica, Queens): Summer 2026
- Bronx Charter School for Children (Bronx): Summer 2024

As such, Barone Management is well aware of the New York City Department of Building permitting requirements and sign offs and all aspects of a New York City school construction project to ensure the building is up to code and passes all inspection requirements to secure the CO in time for occupancy in 2025-26. Furthermore, the architect for the building renovation is Stephen B. Jacobs Group, which has worked on 6 charter school buildings for Barone Management alone in the past four years (all the charter schools listed above with the exception of Our World Neighborhood Charter School 3 and Hebrew Language Academy Charter School 2). Should QHP be authorized, construction will begin in the summer of 2024 and be delivered to the school on July 1, 2025.

- **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;**

Not Applicable.

- **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;**

Not Applicable.

- **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,**

Not Applicable.

- **If another organization is assisting the applicants in obtaining facilities, provide information about the organization.**

Hebrew Public has taken the lead on the facility search, identification and securement process. As a reminder, as discussed in *R-03ad Proposal History,* members of the Hebrew Public leadership team are members of the QHP Applicant Team. In terms of the lease arrangement with this facility, a not-for-profit "friends" organization that provides support to Hebrew language charter schools will, for strategic purposes, lease this to-be-developed facility from the developer and the "friends" organization will sublease the building to the school. A signed letter of intent from Barone Management to Jon Rosenberg, CEO of Hebrew Public is provided in *Response 16d-Facilities Documents.*

c. Facilities-related Conflict 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.

Not Applicable.

Response 16d-Facilities Documents

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[redacted]w Public Charter School

January 31, 2024

[redacted]

Re: Lease for 139-30 Queens Blvd., Jamaica, New York

[redacted]

This letter summarizes recent discussions to lease the premises described below, and is not intended to be contractual in nature, but only expresses the basis upon which we would be interested in negotiating a long-term lease. The parties acknowledge that this letter is intended to outline initial terms for consideration only and that no party shall be obligated contractually hereunder unless and until a the School is charartered and a mutually satisfactory lease agreement is approved by Landlord, Tenant and the School (and any required authorizer approvals) and signed and delivered by Landlord and Tenant.

Property	139-30 Queens Blvd. Jamaica, NY
Premises	The entirety of the existing building currently on the premises (the "Building"), with a to-be-agreed-upon interior program sufficient to accommodate the School's programming needs and with poritions of the Building completed and phased in over the first few years of the term as the School phases in enrollment, as to be more fully set forth in the Lease.
Landlord	An SPE affiliate of Barone Management LLC, 1044 Northern Blvd., Suite 302 Roslyn NY 11576.
Tenant	An SPE affiliate of Friends of Hebrew Language Academy Charter Schools, Inc.
Designated Subtenant/the "School"	Queens Hebrew Public Charter School
Premises Delivery Date	Possession of the Premises shall be delivered to Tenant when completes Delivery Conditions (defined below), which is expected to be on or about July 1, 2026 (the "Delivery Date"), however may be December 31, 2026 or July 1, 2027, as to be more fully set forth in the Lease.
Permitted Use; Access	Charter School for students in grades Pre-K through 5, and related educational use (to be further set forth in the lease). Tenant to have access to the Premises 24 hours/day; 7 days/week.
Term	Thirty two (32) years from delivery of the Premises.
Base Rent; Commencement;	Base Rent shall be a function of thirty percent (30%) of the

Escalation	School's Per Pupil Funding ("PPF") multipled by the actual student enrollment number during each Lease Year with a base set of enrollment parameters to be agreed upon. A 5% rent credit shall be applied beginning with Lease Year 4 to be used towards facilities operational expenses (e.g. utilities, etc.) provided the School maintains a minimum enrollment of 360 students. Base Rent shall commence upon delivery of the Premises. Base Rent shall increase annually (as of July 1st) at a rate equal to the greater of (a) 3.5%; and (b) the PPF percentage increase.

Real Estate Taxes	Tenant shall create a Leasehold Condominium, under which Tenant shall apply for its full real estate tax exemption under 420-a, given its status as a not-for-profit entity with 501(c)(3) status. Landlord shall assist Tenant and support its application using commercially reasonable efforts. In the event that tax exempt status is not granted, Tenant shall be responsible for all real estate taxes. Landlord and Tenant shall both use commercially reasonable efforts to obtain an ICAP tax abatement, which is as-of-right. Landlord shall pay for the fees to secure the ICAP abatement.
Utilities	Tenant is responsible for the payment of all utilities; same to be directly metered. Meters to be installed by Landlord at the Landlord's sole cost and expense. Tenant shall pay its proportionate share of any utility charges which are not directly metered.
Security Deposit	$375,000.00, which shall be deposited with Landlord at lease execution.
Landlord's Work	Prior to Lease execution, Landlord and Tenant shall collaborate on a set of Plans and Specifications, which shall be appended to the Lease and which Landlord shall perform at Landlord's sole cost and expense.
Tenant's Work	Tenant is responsible, at its sole cost and expense, for: (i) its furniture, fixtures and equipment; (ii) any installations which are other than "building standard," and (iii) Tenant's own IT installations, including but not limited to cabling, backbone, terminations, and equipment.
Assignment and sublease	Standard terms (e.g. not to be unreasonably withheld, conditioned or delayed); to be fully set forth in the Lease.
Maintenance and Repairs	Landlord is responsible for structural repairs to the Building only, unless need for same is caused by an act or omission of the Tenant. Tenant is responsible for the maintenance and repair of the Premises as defined further in the Lease. Tenant to maintain service contracts to be set forth in the Lease.
Alterations:	Certain alterations (e.g. decorative changes) can be made without Landlord's approval. Others require Landlord's approval, which is not to be unreasonably withheld, conditioned or delayed unless related to the Building structure. Specifics to be set forth in the Lease.

Sidewalks & Cleaning	Tenant is responsible for the maintenance and repair of the sidewalk adjacent to the ground floor portion of the Premises, including, without limitation, the removal of snow, ice and debris. Tenant shall be responsible for cleaning of its Premises and removal of its garbage from the Building.
Licenses, Permits and Approvals	On the Delivery Date, Landlord shall have completed the Delivery Conditions, which shall be defined as: (a) substantial completion of Landlord's Work (as applicable to the portion of the Premises being delivered for year 1), leaving just a minor "punch list" which shall not affect the use of the Premises by the School beyond a de minimis extent and shall be completed within sixty (60) days of the Delivery Date; (b) obtain a Temporary Certificate of Occupancy for the Premises, and any portion of the Building required for Tenant's ingress and egress to and from the Premises, permitting the Permitted Use; (c) obtain a completed and passed fire inspection of the Premises (and Building, if applicable) from FDNY; and (d) obtain such PA Permits as the School may require to operate within the Premises, provided that Tenant provide Landlord with Plans for such PA space contemporaneously with Lease execution. Tenant shall obtain, at its sole cost and expense, all other licenses, permits and approvals required for the Permitted Use, if any. Landlord and Tenant shall work together with the Department of Transportation in connection with the designation of the adjacent curbside as a loading/unloading zone and/or "school day only" parking.
Kitchen	Landlord shall provide a warming kitchen where Tenant may re-heat food previously prepared off site. Electrical and wet plumbing connections shall be provided by Landlord (no gas cooking permissible). Kitchen equipment shall be the responsibility of Tenant.
Signage	Reasonable signage to be permitted, subject to the Landlord's approval as to appearance and location. Temporary notices associated with a school shall be permitted without Landlord's consent (to be further set forth in the Lease)
Insurance Requirements	Consistent with typical insurance carried by New York State charter school, subject to commercially reasonable/standard increases (to be further set forth in the Lease).
School Deliverables	Tenant to promptly provide to Landlord any notice received by the School that has the potential to materially affect the the School's charter (e.g., a notice of corrective action, a probation letter, a revocation letter, or a notice of intent not to renew).
Non-Disturbance	Landlord to obtain a non-disturbance agreement from its Lender/ground lessor, as applicable.

We look forward to working with you and the Applicant Team on this exciting project.

[redacted]

[redacted]

Response 16-d-8

17. Food Services

Describe the plans for food services the school will provide. Indicate if the school will participate in the Federal school lunch and/or breakfast program. While food service plans are at the discretion of the school, please note that many school districts allow charter schools to participate in district food service contracts or programs.

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

18. Health Services

Describe the plans for health services the school will provide including provision for a school nurse, medical space and equipment, procedures for proper collection and storage of immunization and medical records, immunization records checks, and procedures for provision of medication to students who require it within applicable law.

QHP shall comply with all health services requirements applicable to other public schools including, but not limited to, all immunization requirements and diagnostic testing requirements. QHP will provide on-site health care services. This will be done, if possible, through a contractual arrangement with the NYC Department of Health (DOH) which would provide a full time school nurse to QHP. If QHP is unable to secure a nurse from the NYC DOH, QHP will hire a full time nurse for the school. (Note: the QHP budget assumes that QHP will secure a nurse from the NYC DOH. All the Hebrew Public schools in New York City have secured a nurse from the NYC DOH). The school nurse will occupy their own designated nurse's office/suite in QHP's school building.

The nurse is responsible for supervising the disbursement of medication, treating students who are sick or injured, and maintaining records and correspondence in secure facilities in accordance with §2853(4)(a) and §912 of the Education Law. QHP's health services program ensures that each student has a certificate of immunization that complies with §2164 of the Public Health Law at the time of registration or within the acceptable time frame after enrollment (subject to medical exemptions permitted under the law). Prior to the first day of school, QHP staff will receive training regarding school health policies and procedures, including policies on the storage and administration of students' medications, first aid provisions, and protocols for health emergencies. All faculty and staff will have access to first aid resources with at least two staff members being certified in First Aid and cardiopulmonary resuscitation. In accordance with §917 of the Education Law, QHP will maintain on-site automated external defibrillators (AED) to ensure ready and appropriate access for use during emergencies and shall ensure that two or more staff members are trained in the operation and use of such equipment in the school and at any school-sponsored events at other locations. Prior to beginning of each school year, QHP will secure parental consent to identify students with health risks and provide accommodations to faculty and staff when appropriate.

Procedures for provision of medication to students

QHP will establish a secure, easy to understand, and safe medication delivery system. The nurse, with support from the Head of School, will communicate to parents, students and staff the requirements for the administration of medications in the school. The school will seek to avoid misunderstandings by widely circulating the requirements. These requirements for the administration of medication in school will be communicated in the student-parent handbook and school publications/calendars. Education of families regarding QHP's medication protocols is an ongoing responsibility of the school.

Pharmacies:

(1) Only those medications necessary to maintain the student in school and which must be given during school hours will be administered in school. Any student who is required to take medication during the regular school day or while participating in school-sponsored activities (e.g., field trips, athletics) should comply with all procedures;

(2) Any prescribed medication that requires administration through a subcutaneous, intramuscular, intravenous or rectal route; or prescribed medications being administered through pumps, tubes or nebulizers; or oral, topical or inhalant medication needed by non-self-directed students *will be given by the nurse or licensed practical nurses under the direction of the nurse*. *Administration of such prescribed medications will not be performed by the other members of the QHP staff;* and

(3) Designated staff in the school setting, following assignment and in conjunction with approval by the nurse, may assist *self-directed students* with the taking of their own oral, topical and inhalant medication. The nurse as well as the school administration will assure that the staff person receives the training and supervision needed to perform these tasks in a safe and effective manner.

Physician Orders: QHP will require written orders from a duly licensed prescriber and written parental permission to administer the medication. All medications, including nonprescription over the counter (OTC) drugs, shall be prescribed by a licensed prescriber on an individual basis as determined by the student's health status.

- Written orders for prescription and nonprescription OTC medications should minimally include:
    - Student's name and date of birth;
    - Name of medication;
    - Dosage and route of administration;
    - Frequency and time of administration;
    - For prn (as necessary) medications, conditions under which medication should be administered;
    - Date written;
    - Prescriber's name, title, and signature; and
    - Prescriber's phone number.
- The nurse may request additional information, such as self-administration orders, diagnosis and/or potential adverse reactions, however, medication delivery should not be delayed pending this information, unless such information is essential to the safe administration of the medication.
- Special considerations: Medication orders must be renewed annually or when there is a change in medication or dosage:
    - The pharmacy label does not constitute a written order and *cannot* be used in lieu of a written order from a licensed prescriber;
    - When a properly labeled medication comes to the health office accompanied by a written request from the parent for administration of the medication, but without a written order from a licensed prescriber, the following procedure will be followed:
        - Contact parent regarding need for written order from a licensed prescriber;
        - Contact licensed prescriber to obtain verbal permission to administer medication;
        - Request fax or written orders to be received within 48 hours;
        - Contact parent and discontinue medication if written orders are not received in 48 hours; and
        - Document above steps.

Parental Responsibility:

(1) A written statement from the parent requesting administration of the medication in school as ordered by the licensed prescriber is required; and
(2) It is the responsibility of the parent to have the medication delivered directly to the health office in a properly labeled original container.

Prescription medications: The pharmacy label must display:

(1) Student name;
(2) Name and phone number of pharmacy;
(3) Licensed prescriber's name;
(4) Date and number of refills;
(5) Name of medication/dosage;

(6) Frequency of administration; and
(7) Route of administration and/or other directions

OTC Medications:
(1) Must be in the original manufacturer's container/package with the student's name affixed to the container;

For certain medications, especially ***controlled substances***, standards of best practice include counting the medication upon receipt and periodically thereafter. This is not a legal requirement but constitutes a sound practice when handling controlled substances. Discrepancies should be reported to the parent immediately. The school administration should be informed of any discrepancies when such discoveries occur. Best practice includes close supervision of medication taking.

Medications will not be transported daily to and from school. Parents will be advised to ask the pharmacist for two containers, one to remain at home and one at school.

Instructions will be left for substitute nurses that are clear and concise on the handling of all aspects of medication acceptance, handling, delivery and storage.

Medication Administration:
(1) All medications will be administered as close to the prescribed time as possible. Given student schedules and compliance with coming to the nurse in a timely fashion, medications accepted for school administration generally may be given up to one hour before and no later than one hour after the prescribed time. However, parents and licensed prescribers will be advised of this, so that they can advise QHP if there is a time-specific concern regarding administration of the medication. Parents, students, and the nurse will work together to ensure the student receives his/her medication at the appropriate time;
(2) If a student fails to come for a dose, the administration will provide support to nurse, such as a security guard, administrative or clerical staff to locate the student. If the medication has not been given for any reason within the prescribed time frame, QHP will make all reasonable efforts to notify the family that day, as the family may need to adjust a home dose accordingly;
(3) If students chronically fail to come for medications, the nurse will contact the parent to address the problem. The licensed prescriber will be informed of the poor compliance, so that the medication protocol can be reviewed and possible adjustments made, i.e., home administration, extended release medication;
(4) Ongoing communication and collaboration between the school and parents will occur to assist students in assuming personal responsibility for their health behaviors;
(5) A medication may be changed or discontinued by a written order of the licensed prescriber at any time. If a parent requests discontinuation of a prescribed medication without the prescriber's order to do the same, QHP will send a confirmation to the parent with a copy to the prescriber of QHP's intention to discontinue the medication on the parent's request; and
(6) When the dose of a medication is changed by a licensed prescriber's written order and a parent request, and the old pharmacy bottle label has not been corrected, the nurse may label the bottle with the correct dose until the new pharmacy labeled prescription bottle is received. The importance of parent compliance with sending in a new bottle quickly will be conveyed.

Storage of Medication:
(1) No medication will be brought into QHP without knowledge of the nurse. Procedures that facilitate this practice so that parents and students do not feel the need to hide medication or to circumvent cumbersome procedures will be publicized; and

(2) All medications will be properly stored and secured within a health office cabinet, drawer or refrigerator designated for medications only. The site must include a lock for the cabinet, drawer and refrigerator, as well as a lock to the outside health office door. Controlled substances will always be secured and will never be left open or accessible to the public at any time. Even self-directed students will not be given unsupervised access to controlled substances under the care of QHP. Whenever possible, medication storage units will be secured to the wall or floor, and will not have breakable glass doors. If possible, all medications will be stored in a health office. However, there may be instances when requests are made by a parent and physician for a student to carry and self-administer medications because of the emerging nature of the health problem or the severity of the health condition.

Carry and Self-administer Medication: If the QHP nurse receives a request from a parent and licensed prescriber to permit a student to carry and self-administer her/his own prescribed medication, such decisions will be made on an individual basis and in accordance with the following criteria:

(1) Severity of health care problems, particularly asthmatic or allergic conditions;
(2) Licensed prescriber's order directing that the student be allowed to carry her/his medication and self-administer;
(3) Parent statement requesting compliance with licensed prescriber's order;
(4) Student has been instructed in the procedure of self-administration and can assume responsibility for carrying properly labeled medication in original container on her or his person or keeping in school;
(5) School nursing assessment that student is self-directed to carry and self-administer her/his medication properly; and
(6) Parent contact made to clarify parental responsibility regarding the monitoring of the student on an ongoing/daily basis to ensure that the student is carrying and taking the medication as ordered. This contact will be documented.

Any student self-administering medication without proper authorization will be counseled by the nurse. In addition, the parents will be notified. In all instances, school administration will also be informed. Periodic reevaluation of the effectiveness of the procedure will be instituted.

Emergency Medication: The requirements allowing registered nurses to administer agents used in the emergency treatment of anaphylaxis include:

(1) Following non-patient specific standing orders and protocols authorized by a physician or a nurse practitioner; and
(2) Maintaining or ensuring the maintenance of a copy of the standing order(s) and protocol(s) that authorizes them to administer anaphylactic treatment agents.

Non-FDA Sanctioned Requests/Herbal Remedies, Dietary Supplements and Natural Products: QHP will not honor requests for use of herbal remedies, dietary supplements and natural products as they are not sanctioned by the FDA. Such matters will be explained to the parent whose cooperation will be sought to have such medications administered outside of school. An appropriate notation will be made on the student's health record.

19. Transportation

Describe the transportation arrangements for students including arrangements for students who would not qualify for public school transportation under Education Law § 3635. Also, describe any supplemental transportation arrangements planned with sending school districts. Include a discussion of any transportation that does not align with district options including days when the proposed school would be in session but the district schools would not be in session. This response should also include discussion of how the school would communicate the requirement that parents of students seeking transportation services must submit a written request no later than April 1st to the school district in which they reside, including how this would be ensured in light of the identified admissions lottery date from Response 5.

The NYCDOE is responsible for providing transportation services to QHP's students. QHP's students will receive the same transportation services as other New York City public school students. Eligibility for busing and half-fare or full-fare Metrocards is determined and provided by the NYCDOE Office of Pupil Transportation (OPT). Please note that there is no requirement in New York City that parents of students seeking transportation services must submit a written request no later than April 1st to the school district in which they reside.[1] It will be QHP's responsibility to submit a Transportation Request Form to OPT by June 1, 2025 to guarantee transportation for the first day of school of its first school year—2025-26, which is then renewed each subsequent year. QHP's student enrollment form for children selected for admission through the lottery will include a transportation question asking families if they are seeking school transportation for their child. QHP will enter this transportation information for each of its enrolled students on ATS (the NYCDOE student information system) to supply the OPT with the necessary transportation information about its students.

As stated previously, OPT will determine the eligibility for transportation of QHP's students. This eligibility is based on age and distance from the school, in accordance with the Chancellor's regulations[2]. QHP will not guarantee parents that a child will have yellow school bus service or half-fare or full-fare Metrocards until such service eligibility has been confirmed by OPT. Special education students often have different eligibility for transportation. Their eligibility is determined by their IEP. Specialized transportation for special education students whose IEPs require this service will be provided by NYCDOE in accordance with all applicable State and Federal laws.

QHP's students will receive transportation services for which they are eligible under Education Law §2853(4)(b) and §3635. If a student is not eligible for transportation, transportation becomes the responsibility of the child's parents.

With regard to the days that QHP is in session and the regular NYCDOE public schools are not in session (i.e. the charter school's extended year), QHP will contract directly with its bus service provider assigned by the OPT and will pay for the buses out of its own school budget. Funds have been allocated to this transportation need in QHP's budget projections and will be an annual budgetary item of the school.

[1] https://infohub.nyced.org/in-our-schools/operations/transportation-resources-for-schools

[2] https://www.schools.nyc.gov/school-life/transportation/bus-eligibility

20. Insurance

Describe the insurance coverage the charter school education corporation will carry for the school including the name of the insured and amounts of insurance for liability, property loss, personal injury, and any school-owned or leased vehicles or other property. Please include the costs for annual premiums in the proposal budget(s).

QHP will carry insurance that includes comprehensive coverage for liability, property loss and personal injury, hired and non-owned automobile insurance and other coverage typical of a charter school. Queens Hebrew Public Charter School will be the insured. We have consulted with the insurance broker of the three NYC Hebrew Public-managed charter schools, Austin & Co., Inc., which has provided QHP with a ballpark, non-binding quote for insurance that includes:

- Student Accident ($50,000)
- Catastrophic Student Accident ($3,000,000)
- Directors and Officers Liability: including Educators Legal Liability ($1,000,000), Employment Practices Liability ($1,000,000), Fiduciary Liability ($1,000,000), Workplace Violence, Internet Liability, Third Party Liability
- Crime Coverage: Employee Dishonesty ($100,000), Forgery ($25,000), Money & Securities ($50,000/$25,000)
- Excess Crime Coverage: Employee Theft ($1,000,000), Computer Fraud ($1,000,000), ERISA ($500,000), Funds Transfer Fraud ($1,000,000), Excess Fiduciary Liability ($3,000,000), Cyber Risk Coverage ($1,000,000)
- Automobile (Hired and Non-Owned) ($1,000,000)
- Business Personal Property ($250,000)
- General Liability ($1,000,000 (any one occurrence)/$3,000,000 (annual aggregate))
- Excess Liability: ($10,000,000 any one occurrence/$10,000,000 (annual aggregate)), Foreign Hostilities ($5,000,000)
- Workers Compensation and Employers Liability: ($1,000,000)

The particulars of the proposal are provided in the Austin & Co. Insurance estimate that follows and the premiums in the non-binding quote are reflected in the QHP budget contained in this application.

AUSTIN & CO., INC.
Insurance Professionals

Insurance Estimate - Year 1

(Queens Hebrew Public is working with Austin & Co. to seek insurance coverage. The coverages below are comprehensive & typical of a charter school. Premium is subject to an application and underwriting review. Rates are subject to change.)

For: Queens Hebrew Public Charter School		Date Prepared: 01/05/24	
	Coverage	Limits	Premium
1	**Property – Choice Form**		
	Building	0	**$4,000**
	Business Personal Property (BPP) including Improvements & Betterments, Computer Hardware & Software Replacement Cost & Agreed Value	250,000	
	Earthquake & Flood		
	Property Deductible:	*5,000*	
	Earthquake/Flood Deductible:	*25,000*	
	Equipment Breakdown	Included	**Included**
	Business Income with Extra Expense	1,000,000	**Included**
	No Coinsurance Provision		
	Crime		
	Employee Dishonesty including ERISA	100,000	**Included**
	Forgery	25,000	
	Money & Securities - Inside / Outside	50,000/25,000	
	Automobile		
	Hired & Non-Owned Liability	1,000,000	**$2,000**
	Hired Physical Damage - $1000 deductible	ACV	
2	**Excess Crime**		
	Employee Theft	1,000,000	**$6,000**
	Retention:	*100,000*	
	ERISA	500,000	
	Computer Fraud	1,000,000	
	Retention:	*2,500*	
	Funds Transfer Fraud	1,000,000	
	Retention:	*2,500*	
	Excess Fiduciary Liability		
	Annual Aggregate	3,000,000	**Included**
	Cyber Risk Coverage		
	Annual Aggregate	1,000,000	**Included**
	Retention:	*10,000*	
3	**Directors & Officers**		
	Including Educators Legal Liability	1,000,000	**$8,000**
	Internet Liability	Included	
	Workplace Violence	100,000 sublimit	
	Employment Practices Liability	1,000,000	
	Third Party Liability	Included	
	**Retention:*	*35,000*	
	Fiduciary Liability	1,000,000	
	**Retention:*	*0*	
	Defense Outside Limit of Liability		
	**Applies to both Indemnity & Defense Costs*		

AUSTIN Insurance Professionals & CO., INC.

Insurance Estimate - Year 1

(Queens Hebrew Public is working with Austin & Co. to seek insurance coverage. The coverages below are comprehensive & typical of a charter school. Premium is subject to an application and underwriting review. Rates are subject to change.)

For: Queens Hebrew Public Charter School		Date Prepared: 01/05/24	
	Coverage	**Limits**	**Premium**
4	**General Liability**		
	Any One Occurrence	1,000,000	**$14,000**
	Annual Aggregate	3,000,000	
	Abuse & Molestation Coverage	Included	
	Corporal Punishment	Included	
	Telehealth Coverage	Included	
	Employee Benefits Liability	Included	
	Pandemic Exclusion	Yes	
	Enrollment:	150	
	Excess Liability		
	Any One Occurrence	10,000,000	**$5,000**
	Annual Aggregate	10,000,000	
	Abuse & Molestation Coverage	Included	
	Corporal Punishment	Included	
	Foreign Hostilities	5,000,000	
	Pandemic Exclusion	Yes	
	Excess Directors & Officers / ELL		
	Including Educators Legal Liability	10,000,000	**$5,000**
	Employment Practices Liability		
	Failure to Educate		
5	**Workers' Compensation & Employers Liability**	1,000,000	**$8,000**
	Class Code — *Description*		
	8868 — *School - Professional Est. Payroll*	*1,800,000*	
	9101 — *School - All Other Est. Payroll*	*0*	
	Experience Modification	N/A	
	Workers' Compensation is subject to Audit		
6	**Student Accident**		
	Accident Medical/Dental Expense	50,000	**$400**
	Deductible:	*0*	
	Online Learning- Worldwide Coverage	Yes	
	Type of Coverage	Full Excess	
7	**Catastrophic Student Accident**		
	Accident Medical/Dental Expense	3,000,000	**$400**
	Deductible:	*50,000*	
	Online Learning - Worldwide Coverage	No	
	Type of Coverage	Full Excess	
	Total Annual Estimated Premium		**$52,800**

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

21. Fiscal Soundness

a. Budget Narrative

Discuss in narrative form how the startup budget plan, the first-year operational budget and cash flow, and the five-year budget plans are fiscally sound and that sufficient startup 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. Due to ongoing uncertainty of economic conditions and enrollment pattern shifts, the Institute encourages applicants to consider multiple revenue sources, prepare for revenue receipt timing issues, and incorporate backstop strategies. Discussion of these and any other safeguards should be included in this response.

Fiscal Soundness of Budget Plans

QHP's start-up budget plan, first-year budget and the five-year budget plan have been prepared by the Hebrew Public team including the CEO, CFO/COO, Chief Schools Officer, Chief Talent Officer and Chief External Officer with support from the outside contracted financial services provider, 4th Sector Solutions, engaged by the other charter schools managed by Hebrew Public. The assumptions in the budget, further, have been informed by the prevailing financial costs and trends experienced by Hebrew Public's New York City network schools in alignment with the staffing and program and operational plans of QHP as laid out in this charter application. As such we are confident that the budget plans are realistic as they are based on sound and conservative assumptions. Our budget plans are aligned with the needs of our robust academic program within the constraints of our known and expected revenues, including known private philanthropic support.

START UP BUDGET

QHP will have a one-year start-up period beginning July 1, 2024-June 30, 2025. The following provides detailed information on the revenue and expense assumptions in the start-up budget and monthly cash flow statement.

Revenue

- QHP assumes it will secure a total of $500,000 in CSP funds to support its start-up and implementation phases. QHP has budgeted $150,000 of this amount during its start-up year.
- Hebrew Public will provide QHP with a start-up grant of $120,000 to supplement the CSP grant and serve to help cover the full costs of the start-up period (Hebrew Public's letter of commitment is provided in *Response 21f-Letters of Commitment*.)

Expenses

The following table delineates the main budgeted line items and the assumptions behind each line item. During the start-up period, QHP staff when hired will operate out of Hebrew Public's offices and will be carrying out the comprehensive work described in *Response 22-Action Plan* necessary to be ready to open the school successfully with support of Hebrew Public, as well as external contracted services providers (finance, legal) and the QHP Board.

Budget Template Category	Comprised of:	Amount:	Assumption
Executive Management	Head of School	$75,000	Head of School begins January 1, 2025. 1 FTE annual salary is $150,000.

Instructional Management	Dean of Academics and Culture	$28,750	Dean of Academics and Culture begins April 1, 2025. 1 FTE annual salary is $115,000.
Operations/Business Manager	Director of Operations	$45,000	Director of Operations begins January 1, 2025. 1 FTE, annual salary is $90,000.
Payroll Taxes and Benefits		$47,725	Includes 12% of gross salaries for FICA, Medicare, Unemployment, Workers Comp, Disability, $1,000 per employee/month health benefits, and $15,000 total in QHP retirement matches, ERISA insurance and 401K fees.
Accounting/Audit	External Financial Services Provider	$15,000	Contracted fee to QHP's external financial services provider to set up school's accounting system and day to day work related to financial operations during start-up period including to help develop the FPP. Includes fee to independent CPA to form an opinion on the FPP.
Legal Fees	Independent Counsel	$5,000	Legal Fees review of lease and other legal matters during the planning year.
Staff Recruitment		$0	Note that Hebrew Public will be responsible for costs associated with Staff Recruitment
Student Recruitment		$30,000	Marketing materials, ads, events, etc.
Insurance		$7,500	Directors and Officers' Liability Insurance and Workers Compensation
Board Training		$5,000	External providers to support training of QHP Board.

FIVE YEAR BUDGET

The budgets reflect the following conservative revenue and expense assumptions:

Per Pupil Funding

- QHP assumes 2025-26 Per Pupil revenue will be 2% higher than the 2023-24 per pupil rate, and will increase 2% in each year of the charter term (note that this is 1 percentage point less than the maximum allowable 3% annual increase provided by the Institute's budget guidance).
- QHP assumes it will have 17% of students designated as special needs. The School will assume for *revenue* budgeting purposes that 15% of its special education students will receive services between 20% and 60% (an additional 10,390 per student) and 40% will receive services for greater than 60% of the day (an additional $19,049 per student). Given that QHP will offer an Integrated Co-Teaching (ICT) setting, these percentages are reasonable and based on the experience of Hebrew Public's current NYC managed schools that have ICT settings. Per pupil special education funding is assumed to increase 2% annually. QHP estimates that approximately $177 per student in IDEA funding and no per student increase for the five year charter term. Note that on the expense side, however, QHP is assuming a comprehensive special needs program including 1 special education teacher (ICT) on every grade level so as to be able to have a ICT educational setting for each grade. A Dean of Student Support Services (whose responsibilities will include special education coordination) is brought on board in year 2 (in year 1 the Head of School takes on special education coordination responsibilities). The budget also includes professional development and staff training related to serving special needs students. Finally, it includes curriculum and instructional materials needed by students with special needs.

Local and Other Revenue

- QHP assumes it will receive NYSTL, NYSSL and NYSLIBL funds for textbooks, software and library books and that per pupil amount is based on the current allocation rates given to other NYC Hebrew Public managed charter schools ($80 per student)
- QHP assumes it will receive NYS funding of 30% of its annual per pupil income to support its private facility rental cost.

Federal Funding Award

- QHP will apply for Consolidated Title funding annually and assumes it will receive $370 per student annually (no annual increase is assumed in the per pupil amount).
- QHP is assuming it will be awarded the CSP planning and implementation grant at a maximum $500,000 in total funds. Of this, $325,000 will be received in Year 1 and $25,000 in Year 2 (the balance was secured during the start-up period).

Other Funding Source

- QHP assumes that it will operate the School Food program at a loss to take into account families who received reduced price lunch or may have to pay full fare but are unable to fully reimburse the school for their portion of the lunch program costs. The budget assumes a 5% loss between revenues and expenses.

Private Philanthropy

- QHP will receive a total of $420,000 in start-up and implementation grants from Hebrew Public in the start-up and first two years of the charter term. The letter of commitment from Hebrew Public is contained in *Response 21f-Letters of Commitment.* Please note that Hebrew Public has the requisite funds available for this magnitude of a grant to QHP as is evident from its audited financial statements contained in *Business Plan BPA S08d-Audited Financial Statements.* Hebrew Public receives a significant amount of private philanthropic support which is detailed in *Business*

Plan BPA S08b-Philanthropic Support in order to provide its schools with needed private philanthropy while schools have not yet achieved maximum enrollment and economies of scale. Similar start-up and implementation grants have been provided by Hebrew Public to its other managed schools both in NYC and Philadelphia. In Year 1, QHP will use $200,000 of this amount and in Year 2, QHP will use $100,000 of this amount (the balance was taken in during the start-up period).

EXPENSES

Personnel Costs

On the expense side, the largest expense category is that of QHP personnel costs (inclusive of payroll taxes and benefits (health and retirement) which account for a 55% of all expenses in the first two years of the charter term and then fall to 49% by year 5 as the school grows to capacity. In that category, our budgets reflect a realistic staffing structure over the five years, incorporating all leadership, instructional and operational staff necessary to implement our academic and operational program with fidelity. Staff salaries are expected to grow by a 3% cost of living increase. Please see *Response 12(ac)-Personnel*, for a detailed breakdown of all staff planned for QHP for the five year charter term. QHP will offer a comprehensive benefits package including health benefits and a 401K plan in which the school will match up to 3% of an employee's contributions into their retirement plan. Per employee health benefits costs are expected to grow by 8% annually.

Hebrew Public Management Fee

As QHP's CMO, Hebrew Public will charge the school an annual management fee for the comprehensive services it provides to the school (*see Business Plan BPA S01-Narrative*). However, out of recognition that QHP in its early years will not have achieved yet economies of scale, Hebrew Public is forgoing its Management Fee for the school's first year of operation. Beginning in Year 2, Hebrew Public's fee will be 3% of based per pupil revenue, special education revenue, Title I and IDEA funding, growing to 6% in year 3, 9% in year 4 and 12% in year 5.

Facilities

Facilities costs (including not only lease payments on the school's private facility but also contacted maintenance and security, utilities, and insurance) are the second largest expense category for the school and account for approximately 25% of total expenses annually. The largest of the facilities costs, is of course, rent; and the rent assumption is based off the proposed lease payments in the Letter of Intent from Barone Management contained in *Response 16d-Facilities Documents.*

School Operations

As is evident from the five-year budget, the budget contemplates the full range of line items necessary to deliver our academic program, comprehensive academic and operational program, including bus transportation for days QHP is in session but the NYCDOE is not, school uniforms for students in need, curriculum costs, leveled books, library books, technology, external professional development for staff, student recruitment costs with the majority of costs growing by 3% annually.

Dissolution Escrow

As required, QHP has fully funded its dissolution escrow account by Year 3 of the charter term, setting aside $25,000 per year for a total of $75,000.

Rationale for Breakdown among Functional Categories

The one-year budget plan required a breakdown of revenues and expenses between Program Services and Support Services and then a further breakdown within those categories among Regular Education, Special Education and Other and Management and General and Fundraising. All revenues and expenses have been allocated to each of the main categories and subcategories using general assumptions based on the expected student demographic and the expected percentage of time that administrators, instructional and non-instructional staff would devote to these areas. Once the school is established and accounting systems developed, there will be formal systems and procedures to track the allocation of expenditures into these categories and subcategories.

***

In each of the five operational years beyond the start-up period, QHP's budgets reflect very conservative assumptions. Per pupil revenue is projected to increase by 2% annually while other local, state and federal revenue sources remain at a flat per pupil rate. Further, it should be noted that per pupil assumptions in the budgets are highly conservative. The recently released preliminary estimates for FY 25 per pupil for the New York City school district is a 3.8% increase over the FY 24 rate. This means that we are likely underbudgeting per pupil revenue by $718 per student and rental assistance by $215 per student. In Year 1 alone that amounts to $104,496 in revenue that is not included in our budget.

Expenses are generally increasing at 3%, including the largest source of expenses—personnel costs. The budgets have left nothing out, from special education expenses, to bus transportation to cover our extended year, to school uniforms for children in need. to Title I program expenses to per pupil art and music material and supplies to robust instructional technology in each classroom to a student data management software to support our data-driven culture. We have sought to incorporate all possible costs contemplated by the educational program outlined in this Charter application; and in each year, including the start-up year, QHP is expected to ended the year with an operating surplus.

Budget Strategies to Address Potential Fiscal Risks

Hebrew Public is cognizant of the potential impacts that economic and enrollment uncertainty can have on charter school fiscal conditions having managed three of its current four schools through the throes of the pandemic and its aftermath. In the event that any of its network schools are faced with unexpected revenue shortfalls or a disruption in the timing of revenue receipt, Hebrew Public works with its schools to manage periods of financial uncertainty. Among the strategies that would be considered are:

- Tiered staffing structure based on enrollment. As part of its annual financial planning and budgeting process, contingency budget scenarios will be developed based on enrollment, identifying what positions are non-negotiable no matter what the enrollment is and then layering in staffing positions assuming QHP is at 90% of enrollment, 95% of enrollment and then 100% or more of enrollment.
- In a somewhat similar vein, although a more painful strategy, should any grade level enrollment fall substantially short of goals, consideration may be made for reducing the number of sections in a grade the result of which would reduce the number of instructional FTE required by the school.
- In order to increase revenue, QHP may consider subleasing portions of its facility currently no in use. As discussed in *Response 16ac-Facilities*, the timing of the delivery of floors in the building is such that QHP will have space that could be available to sublease that would be separate and apart from the floors QHP would be using.
- As Hebrew Public had facilitated during the pandemic, it would work with QHP's landlord to negotiate with its landlord a deferred rent arrangement or rental deductions during times of economic hardship.
- Further, as a Hebrew Public network school, QHP will have access, if needed, to funding from Hebrew Public as a backstop in instances of revenue delays. As discussed previously, Hebrew

Public has raised a significant amount of private philanthropy to support the start-up and implementation stages of its schools and these funds are also available to meet its school's short to medium term cash flow short falls.

- Finally, although the five year budget does not include philanthropy beyond the commitment of Hebrew Public for start-up and implementation funding in the start-up period and first two years of operations, Hebrew Public and the QHP Board will work together to identify and apply for both private and public grant opportunities to support the school's current operations as well as enhancements to the school program. Hebrew Public will support the school in any grant writing for major private or public grant opportunities.

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.**

Developing the school's annual budget is an iterative and collaborative process that is led by Hebrew Public's Chief Financial and Operating Officer (CFO/COO) with the support of the school's financial consultant. The process begins in January with the CFO/COO developing a skeletal budget informed by enrollment projections, fixed costs and current year actuals to share with the Hebrew Public's senior leadership team (SLT) and the QHP Head of School. It is important that the SLT and Head of School provide input on enrollment projection accuracy, operational needs, programmatic priorities and staffing structure. Historical budget information is used when available and applicable. The CFO/COO meets with SLT/Head of School bi-weekly to refine projections until the proposed budget accurately reflects anticipated revenues and expenses. Once complete, the Hebrew Public Chief Executive Officer and CFO/COO presents the proposed budget to the QHP Board Finance Committee. Once the finance committee approves the budget, the budget is then presented to the Board for a Vote of Approval during the June Board meeting.

The approved budget is uploaded into the school's accounting platform and used to build monthly Budget vs. Actuals expense reports that are analyzed by the CFO/COO and shared with the school's Head of School. The CFO/COO meets with the Head of School to review and discuss significant variances and works closely to develop accurate projections. The Head of School and the QHP Board Finance Committee will meet at least quarterly to discuss the financial and operating results of the school and determine, as necessary, adjustments and actions required to meet challenges and opportunities identified.

The following is the process and timeline that Hebrew Public is implementing for the budgeting process for each of the NYC charter schools it currently manages. This timeline provides a good illustration of steps and people that will be involved in the budgeting process for QHP:

School Year 2024-25 Budget Timeline

Hebrew Public School Budget Planning

Action	Who's responsible	Who has input	Date	Due Date
Budget timeline **Final budgets may require changes pending charter school revenue decisions in that budget.(NY State Budget is released early April 2024)**				
Skeletal Draft Budget developed based on current year actuals and Projected Enrollment	CFO and 4th Sector	CEO, Managing Director of Ops (MDO)	January 10	January 17 - Feedback Provided
Pre-budget work				
Network Department Planning - CFO to provide YTD Actuals (specific GL Accounts) for each school along with Dashboard Details	**CFO**	Chief Schools Officers (CSO), Chief Talent Officer, CEO, Chief External Officer	January 16	January 25 - Provide Feedback and questions
Develop Rental Assistance Calculations based on Prime Lease, facility and Utility Costs	**CFO**	CEO	January 19	January 25 - CEO/CFO Finalize
Develop and Finalize TSL Funding Allocations	**CFO**	CEO, TSL PD	January 19	January 25 - CEO/CFO Finalize
Schools Net Income Targets Set	CFO	CFO, CEO, CSO	January 25	Schools Net Income Targets Set
DOOs/MD of Ops discuss contracts that need to be renewed and ask for quotes and start planning for technology needed	**CFO/MD of Ops**	Director of Ops (DOOS)	January 26	Discuss and Bring to Budget Meeting #1
FY24 Initial Staffing Plan Reviewed - - Overall look at enrollment and revenue, drill down on staffing and salary increase **with CTO**	**CFO/CTO**	CEO, CSO	January 26	January 26
Network Department - School Proposed Contracts	CFO	Chief Schools Officers (CSO), Chief Talent Officer, CEO, Chief External Officer	January 26	February 1 - Due to CFO
Initial budgets Shared in Budget Meeting #1 with HOSs Finance will develop, to include known revenues and fixed costs (i.e. rent, leasing commitments, insurance and benefits) and suggested line-by-line expense amounts based on historic actual spend and Program/External/Talent Proposed Contracts	CFO and 4th Sector	4th Sector Budget Reports	Starting February 9	All Budget Meetings #1 will be completed by end week February 16
Budget Meeting #2 - Review classroom expenses, admin expenses, textbooks (based on history) and library books, Review technology, facilities, PD, Professional Services and Meals (**School *OTPS Contracts Finalized with Staffing Plan.***	CFO	CSO, MD of Ops and DOOs	March 8	All Budget Meetings #2 will be completed by end week March 15

CEO Budget Approval	**CFO**	CEO	March 20	CEO Approves Budget by March 25
Finance Committee meeting – YTD update and review FY25 Budget Planning	**CFO**	CFO,Finance Committee	April 9	All Meetings will be completed by Week of April 18
Offer Letters go out by April 19 (Before Spring Break)	**CFO/CTO**	HOS, CSO	April 15	TARGET DATE - April 15
Budget Meeting #3 - Review Final Budget OTPS and gather contracts for board Approval	**CFO, MD of OPs**	MD of Ops , HOS and DOOs	May 18	All Meetings Complete by May 24
Finance Committee meeting – YTD update and Present Proposed FY25 Budget	**CFO**	CEO	June 5	All Meetings Complete by June 15
Board Approval of Budget/Contracts in the June Board Meetings	**CFO**		**June 15**	**All Meetings Complete by June 30**

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.

The QHP Board of Trustees will be responsible for hiring an independent auditor to perform an annual audit of the financial statements prepared by QHP school management. The Board Finance Committee will have the ultimate responsibility to oversee the audit process. The audit will be performed by the independent auditor in accordance with the Generally Accepted Auditing Standards (GAAS). The school's management will provide complete and timely access to its books and other records as requested by its independent auditor. Upon completion of the audit, the Finance Committee will meet with the independent auditor to discuss the report and any findings. At least a portion of that meeting will be conducted without management present to allow for candid communication from the audit team. A corrective action plan will be discussed and implemented by the Finance Committee to correct any findings by the independent auditor. A copy of the audit report and the auditor's Management Letter will be provided to the full Board of Trustees. QHP will also submit a complete copy of the independent auditor's report to the Charter Schools Institute by the November 1st 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. Applicants should refer to and incorporate elements of the Institute's Closure Plan, in developing this response. Please note that specific assurances as to dissolution are included in Appendix B: Assurances Regarding the Provision of Fiscal Audits and Dissolution.

Queens Hebrew Public Charter School
Dissolution Policy

In the event of closure or dissolution of the Queens Hebrew Public Charter School ("QHP", or the "School"), the Board shall delegate to the Head of School and the Director of Operations the responsibility

to manage the dissolution process in accordance with Education Law § 2851(2)(t). This process shall include notification to parents of children enrolled in the School. Additionally, a list of students attending the School will be sent to the local district in which QHP is located. The School shall transfer student records to the school district in which it is located, and the parents/guardians of the enrolled students shall be notified of the transfer of records. The remaining assets of QHP, after satisfaction of outstanding debts pursuant to § 220 of the Education Law, shall be transferred to another charter school within the school district where QHP is located or directly to the New York City Department of Education. QHP has ensured in its budget plan that it will maintain an escrow fund of $75,000 to be used in the event of the dissolution of the charter. These escrow funds would be used to pay for all legal and audit expenses associated with dissolution.

The dissolution process will begin with a meeting of the leadership team of QHP that will include at least the Board Chair, Head of School, Director of Operations, and legal counsel. The purpose of this meeting is to review and confirm a dissolution plan and timeline developed by the School's administrative staff that will be used to guide the dissolution process. Upon approval of the plan and timeline, the Head of School and the Board Chair will meet with representatives of State University of New York - Charter Schools Institute ("SUNY-CSI") to review and discuss the dissolution plan and timeline.

Days 1-5:

- QHP will deliver a current student list to SUNY-CSI and the New York City Department of Education;
- The Head of School will conduct a meeting with SUNY-CSI and the New York City Department of Education to discuss openings and availability for students being displaced by closure of dissolution;
- The Director of Operations and the Chair of the Finance Committee of the Board, or other knowledgeable Board members, will conduct a meeting with the School's auditors to begin a process of identifying assets required for transfer;
- The Head of School will notify all parents/guardians in writing of the closure of the School and the ensuing placement process;
- The Head of School will meet with students to the School's closing and the ensuing placement process;
- The Director of Operations will schedule and advertise a school-day meeting with students and an evening meeting with parents and others to discuss QHP's closing and the transfer of students to other public schools;
- The School will host a series of information sessions for families and students about the possible schools available and identify assistance that will be provided during the transfer process;
- QHP's s website will be recognized as a primary source of information about the School's closing, the dissolution process and the placement of students in other public schools; and
- QHP's pupil personnel staff will schedule a placement meeting with each enrolled student/parent to discuss his/her placement.

Days 5-15

- The pupil personnel staff will prepare a written report for the Head of School confirming the scheduling of placement meetings for each student/parent;
- The pupil personnel staff will commence student placement meetings;

- The Director of Operations will provide written notice to SUNY-CSI and to appropriate New York Department of Education offices such as transportation, food services and school safety, or the closure to ensure adequate time for modifications to existing practices and procedures; and
- The Director of Operations will notify in writing school principals in schools likely to receive transfers from QHP of the closure and provide contact information for School personnel handling transfers.

Days 15-30

- The pupil personnel staff will continue with student placement meetings;
- A list of students and their known preferences for relocation will be prepared by the pupil personnel staff and sent to the Head of School;
- The School will transfer students records to the New York City Department of Education upon completion of each placement meeting between pupil personnel staff and an individual student;
- Parents/guardians of the enrolled students will be informed of the transfer of their children's records to the New York City Department of Education and provided with a copy of those records;
- QHP Swill conduct a final meeting with the New York City Department of Education to ensure that each student has been properly enrolled in a local public school, public charter school, or has confirmed their enrollment in a non-public school.

Transfer of Assets

The Director of Operations or any other individual(s) designated by the Board will be responsible for developing a plan that will direct a smooth and efficient transfer of assets process. The Director of Operations will maintain and up to date inventory of the assets of the School. He or she will, with the assistance of the Finance Committee of the Board, attend to the payment of all of the School's outstanding debts. Once all debts are satisfied, a distribution of assets process will be initiated that complies with a prescribed plan that has been developed by the Director of Operations with the cooperation of SUNY-CSI. This plan will eventually detail what assets will be dispersed to which school(s), when, how, and by whom. This plan will be presented to the Board for review and approval prior to its implementation.

Charter Schools Institute
The State University of New York

GENERAL INSTRUCTIONS FOR SCHOOL PROPOSAL

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.
6) 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.
7) Year 1 Budget & Assumptions	- Enter Year-1 Budget information that includes Program and Support Services detail.
8) Year 1 Cash Flow	- Enter Year-1 Budget information that includes monthly cashflow detail.
9) 5 YR Budget & Cash Flow Adj	- Enter Budget information for Years 2-5 including Per Pupil Rate
10) Fiscal Impact	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

District Code	School District Name	Final 2022-23 Basic Tuition*
630918	Abraham Wing School	13,978
570101	Addison Central School District	13,099
410401	Adirondack Central School District	12,906
080101	Afton Central School District	13,262
142101	Akron Central School District	11,798
010100	Albany City School District	16,653
450101	Albion Central School District	11,429
140101	Alden Central School District	11,162
180202	Alexander Central School District	13,336
220202	Alexandria Central School District	13,733
020101	Alfred-Almond Central School District	13,052
040302	Allegany-Limestone Central School District	11,294
460102	Altmar-Parish-Williamstown Central School District	13,337
580303	Amagansett Union Free School District	63,762
140201	Amherst Central School District	11,616
580106	Amityville Union Free School District	19,299
270100	Amsterdam City School District	10,941
120102	Andes Central School District	20,531
020601	Andover Central School District	14,369
660405	Ardsley Union Free School District	22,534
640101	Argyle Central School District	13,214
571901	Arkport Central School District	11,271
131601	Arlington Central School District	13,322
670201	Attica Central School District	10,367
050100	Auburn Enlarged City School District	11,813
090201	AuSable Valley Central School District	15,073
491302	Averill Park Central School District	11,508
570201	Avoca Central School District	15,499
240101	Avon Central School District	12,268
580101	Babylon Union Free School District	18,392
080201	Bainbridge-Guilford Central School District	12,560
280210	Baldwin Union Free School District	17,082
420901	Baldwinsville Central School District	13,192
521301	Ballston Spa Central School District	13,489
401301	Barker Central School District	13,489
180300	Batavia City School District	14,062
570302	Bath Central School District	10,342
580501	Bay Shore Union Free School District	17,943
580505	Bayport-Blue Point Union Free School District	19,059
130200	Beacon City School District	13,620
231301	Beaver River Central School District	11,131
660102	Bedford Central School District	22,370

090301	Beekmantown Central School District	13,766
020801	Belfast Central School District	13,706
220909	Belleville Henderson Central School District	10,631
280207	Bellmore Union Free School District	21,210
280253	Bellmore-Merrick Central High School District	15,327
061001	Bemus Point Central School District	13,682
490101	Berlin Central School District	14,412
010201	Berne-Knox-Westerlo Central School District	15,485
010306	Bethlehem Central School District	13,672
280521	Bethpage Union Free School District	19,042
030200	Binghamton City School District	12,121
661905	Blind Brook-Rye Union Free School District	21,888
430501	Bloomfield Central School District	12,264
022902	Bolivar-Richburg Central School District	13,477
630101	Bolton Central School District	23,228
151801	Boquet Valley Central School District	15,662
570401	Bradford Central School District	14,440
510101	Brasher Falls Central School District	12,543
580512	Brentwood Union Free School District	16,474
480601	Brewster Central School District	18,631
661402	Briarcliff Manor Union Free School District	23,893
580909	Bridgehampton Union Free School District	72,319
260101	Brighton Central School District	14,228
171102	Broadalbin-Perth Central School District	10,116
261801	Brockport Central School District	12,493
062301	Brocton Central School District	14,725
660303	Bronxville Union Free School District	22,369
250109	Brookfield Central School District	14,092
490202	Brunswick Central School District	12,629
161601	Brushton-Moira Central School District	13,625
140600	Buffalo City School District	13,416
520101	Burnt Hills-Ballston Lake Central School District	11,793
661201	Byram Hills Central School District	21,733
180701	Byron-Bergen Central School District	12,481
190301	Cairo-Durham Central School District	11,106
240201	Caledonia-Mumford Central School District	11,735
641610	Cambridge Central School District	14,085
410601	Camden Central School District	10,693
570603	Campbell-Savona Central School District	10,781
270301	Canajoharie Central School District	12,691
430300	Canandaigua City School District	12,175
021102	Canaseraga Central School District	13,468
250901	Canastota Central School District	11,618
600301	Candor Central School District	13,672
571502	Canisteo-Greenwood Central School District	16,483
510201	Canton Central School District	13,626

280411	Carle Place Union Free School District	21,519
480102	Carmel Central School District	17,197
222201	Carthage Central School District	8,808
060401	Cassadaga Valley Central School District	14,753
050401	Cato-Meridian Central School District	12,076
190401	Catskill Central School District	15,358
042302	Cattaraugus-Little Valley Central School District	12,808
250201	Cazenovia Central School District	12,106
580233	Center Moriches Union Free School District	16,788
580513	Central Islip Union Free School District	22,743
460801	Central Square Central School District	10,997
212101	Central Valley Central School District at Ilion-Mohawk	10,089
661004	Chappaqua Central School District	20,432
120401	Charlotte Valley Central School District	13,379
160801	Chateaugay Central School District	12,497
101001	Chatham Central School District	14,011
060503	Chautauqua Lake Central School District	14,705
090601	Chazy Union Free School District	13,134
140701	Cheektowaga Central School District	11,595
140709	Cheektowaga-Sloan Union Free School District	12,873
030101	Chenango Forks Central School District	12,038
030701	Chenango Valley Central School District	12,325
472202	Cherry Valley-Springfield Central School District	14,711
440201	Chester Union Free School District	15,728
251601	Chittenango Central School District	12,878
261501	Churchville-Chili Central School District	11,500
110101	Cincinnatus Central School District	14,201
140801	Clarence Central School District	11,276
500101	Clarkstown Central School District	15,456
140703	Cleveland Hill Union Free School District	12,660
510401	Clifton-Fine Central School District	18,179
411101	Clinton Central School District	13,257
650301	Clyde-Savannah Central School District	16,766
060701	Clymer Central School District	16,122
541102	Cobleskill-Richmondville Central School District	13,052
010500	Cohoes City School District	14,233
580402	Cold Spring Harbor Central School District	21,013
510501	Colton-Pierrepont Central School District	20,860
580410	Commack Union Free School District	16,451
580203	Comsewogue Union Free School District	15,376
580507	Connetquot Central School District	18,139
471701	Cooperstown Central School District	13,657
230201	Copenhagen Central School District	11,167
580105	Copiague Union Free School District	17,623
520401	Corinth Central School District	11,561
571000	Corning City School District	12,725

440301	Cornwall Central School District	12,915
110200	Cortland City School District	11,600
190501	Coxsackie-Athens Central School District	13,308
660202	Croton-Harmon Union Free School District	16,949
150203	Crown Point Central School District	18,205
022302	Cuba-Rushford Central School District	13,495
241001	Dansville Central School District	12,814
580107	Deer Park Union Free School District	16,547
120501	Delhi Central School District	15,660
140707	Depew Union Free School District	11,310
031301	Deposit Central School District	15,199
250301	DeRuyter Central School District	13,063
660403	Dobbs Ferry Union Free School District	21,320
211003	Dolgeville Central School District	11,203
130502	Dover Union Free School District	13,134
120301	Downsville Central School District	18,511
610301	Dryden Central School District	12,850
530101	Duanesburg Central School District	10,090
680801	Dundee Central School District	10,368
060800	Dunkirk City School District	14,786
140301	East Aurora Union Free School District	11,516
490301	East Greenbush Central School District	13,493
580301	East Hampton Union Free School District	24,970
260801	East Irondequoit Central School District	13,549
580503	East Islip Union Free School District	15,107
280203	East Meadow Union Free School District	17,196
580234	East Moriches Union Free School District	17,486
580917	East Quogue Union Free School District	23,447
500402	East Ramapo Central School District	18,042
261313	East Rochester Union Free School District	14,300
280219	East Rockaway Union Free School District	19,639
420401	East Syracuse-Minoa Central School District	15,808
280402	East Williston Union Free School District	22,568
660301	Eastchester Union Free School District	19,579
580912	Eastport-South Manor Central School District	13,658
141201	Eden Central School District	11,525
660406	Edgemont Union Free School District	20,077
520601	Edinburg Common School District	23,481
470501	Edmeston Central School District	12,982
513102	Edwards-Knox Central School District	11,642
180901	Elba Central School District	13,357
590801	Eldred Central School District	14,145
622002	Ellenville Central School District	18,148
040901	Ellicottville Central School District	12,949
070600	Elmira City School District	13,029
070902	Elmira Heights Central School District	11,542

280216	Elmont Union Free School District	15,720
660409	Elmsford Union Free School District	24,769
580401	Elwood Union Free School District	15,918
420601	Fabius-Pompey Central School District	13,740
261301	Fairport Central School District	11,875
061101	Falconer Central School District	11,219
590501	Fallsburg Central School District	20,436
280522	Farmingdale Union Free School District	18,908
421001	Fayetteville-Manlius Central School District	12,762
022001	Fillmore Central School District	10,436
580514	Fire Island Union Free School District	115,110
581004	Fishers Island Union Free School District	0
280222	Floral Park-Bellerose Union Free School District	16,149
442115	Florida Union Free School District	15,586
270601	Fonda-Fultonville Central School District	11,311
061503	Forestville Central School District	12,700
640502	Fort Ann Central School District	14,872
640601	Fort Edward Union Free School District	15,275
270701	Fort Plain Central School District	13,443
210402	Frankfort-Schuyler Central School District	10,696
120701	Franklin Central School District	14,814
280217	Franklin Square Union Free School District	14,992
041101	Franklinville Central School District	12,753
062201	Fredonia Central School District	13,749
280209	Freeport Union Free School District	17,621
060301	Frewsburg Central School District	11,294
021601	Friendship Central School District	14,595
141604	Frontier Central School District	9,742
460500	Fulton City School District	12,873
520701	Galway Central School District	10,850
650902	Gananda Central School District	11,448
280218	Garden City Union Free School District	18,599
480404	Garrison Union Free School District	22,212
260401	Gates-Chili Central School District	13,189
220401	General Brown Central School District	10,296
020702	Genesee Valley Central School District	13,016
240401	Geneseo Central School District	13,765
430700	Geneva City School District	15,712
100902	Germantown Central School District	16,032
470202	Gilbertsville-Mount Upton Central School District	13,788
540801	Gilboa-Conesville Central School District	15,778
280100	Glen Cove City School District	20,493
630300	Glens Falls City School District	13,219
170500	Gloversville Enlarged City School District	10,964
440601	Goshen Central School District	16,667
511101	Gouverneur Central School District	11,822

042801	Gowanda Central School District	12,288
141501	Grand Island Central School District	11,676
640701	Granville Central School District	11,247
280407	Great Neck Union Free School District	23,679
260501	Greece Central School District	12,553
010701	Green Island Union Free School District	14,402
660407	Greenburgh Central 7 School District	23,032
080601	Greene Central School District	12,282
581010	Greenport Union Free School District	21,084
190701	Greenville Central School District	14,835
640801	Greenwich Central School District	13,545
442111	Greenwood Lake Union Free School District	19,633
610501	Groton Central School District	12,634
010802	Guilderland Central School District	13,529
630801	Hadley-Luzerne Central School District	15,660
480401	Haldane Central School District	16,563
580405	Half Hollow Hills Central School District	16,106
141601	Hamburg Central School District	11,707
250701	Hamilton Central School District	14,718
511201	Hammond Central School District	15,084
572901	Hammondsport Central School District	16,964
580905	Hampton Bays Union Free School District	17,848
120906	Hancock Central School District	14,019
460701	Hannibal Central School District	11,271
580406	Harborfields Central School District	15,409
030501	Harpursville Central School District	9,899
660501	Harrison Central School District	25,039
230301	Harrisville Central School District	15,217
641001	Hartford Central School District	12,527
660404	Hastings-On-Hudson Union Free School District	22,828
580506	Hauppauge Union Free School District	18,756
280201	Hempstead Union Free School District	22,562
660203	Hendrick Hudson Central School District	19,520
210601	Herkimer Central School District	11,210
511301	Hermon Dekalb Central School District	14,893
280409	Herricks Union Free School District	18,075
512404	Heuvelton Central School District	11,658
280214	Hewlett-Woodmere Union Free School District	24,217
280517	Hicksville Union Free School District	16,829
620803	Highland Central School District	14,466
440901	Highland Falls-Fort Montgomery Central School District	16,285
261101	Hilton Central School District	11,745
041401	Hinsdale Central School District	11,650
141701	Holland Central School District	12,922
412201	Holland Patent Central School District	12,427
450704	Holley Central School District	10,616

110701	Homer Central School District	12,669
431401	Honeoye Central School District	13,242
260901	Honeoye Falls-Lima Central School District	11,550
491401	Hoosic Valley Central School District	11,684
490501	Hoosick Falls Central School District	13,687
571800	Hornell City School District	10,943
070901	Horseheads Central School District	12,482
101300	Hudson City School District	15,513
641301	Hudson Falls Central School District	10,880
190901	Hunter-Tannersville Central School District	17,100
580403	Huntington Union Free School District	18,960
130801	Hyde Park Central School District	13,784
101401	Ichabod Crane Central School District	12,994
200401	Indian Lake Central School District	23,593
220301	Indian River Central School District	8,067
200501	Inlet Common School District	0
141301	Iroquois Central School District	13,044
660402	Irvington Union Free School District	22,561
280231	Island Park Union Free School District	30,662
280226	Island Trees Union Free School District	16,720
580502	Islip Union Free School District	16,266
610600	Ithaca City School District	15,662
061700	Jamestown City School District	11,730
420411	Jamesville-Dewitt Central School District	12,783
572702	Jasper-Troupsburg Central School District	11,977
540901	Jefferson Central School District	14,131
280515	Jericho Union Free School District	25,150
630601	Johnsburg Central School District	18,739
031502	Johnson City Central School District	13,639
170600	Johnstown City School District	10,377
420501	Jordan-Elbridge Central School District	13,415
660101	Katonah-Lewisboro Union Free School District	20,761
150601	Keene Central School District	22,991
450607	Kendall Central School District	13,482
142601	Kenmore-Town of Tonawanda Union Free School District	10,526
241101	Keshequa Central School District	13,199
580805	Kings Park Central School District	15,247
620600	Kingston City School District	17,166
441202	Kiryas Joel Village Union Free School District	46,801
141800	Lackawanna City School District	13,993
221401	Lafargeville Central School District	11,391
420807	Lafayette Central School District	19,055
630701	Lake George Central School District	14,023
151102	Lake Placid Central School District	16,451
200601	Lake Pleasant Central School District	28,341
141401	Lake Shore Central School District	12,769

662401	Lakeland Central School District	15,973
141901	Lancaster Central School District	10,392
610801	Lansing Central School District	13,391
490601	Lansingburgh Central School District	11,799
470801	Laurens Central School District	11,897
280215	Lawrence Union Free School District	20,204
181001	Le Roy Central School District	12,798
670401	Letchworth Central School District	12,383
280205	Levittown Union Free School District	18,292
400301	Lewiston-Porter Central School District	13,523
590901	Liberty Central School District	20,082
580104	Lindenhurst Union Free School District	15,516
511602	Lisbon Central School District	15,637
210800	Little Falls City School District	13,776
421501	Liverpool Central School District	14,449
591302	Livingston Manor Central School District	18,500
240801	Livonia Central School District	13,019
400400	Lockport City School District	11,728
280503	Locust Valley Central School District	24,667
280300	Long Beach City School District	23,391
200701	Long Lake Central School District	42,512
580212	Longwood Central School District	16,197
230901	Lowville Academy and Central School District	11,107
221301	Lyme Central School District	14,542
280220	Lynbrook Union Free School District	19,380
421504	Lyncourt Union Free School District	19,402
451001	Lyndonville Central School District	12,401
650501	Lyons Central School District	12,939
251101	Madison Central School District	12,396
511901	Madrid-Waddington Central School District	12,867
480101	Mahopac Central School District	15,217
031101	Maine-Endwell Central School District	12,324
161501	Malone Central School District	11,905
280212	Malverne Union Free School District	21,827
660701	Mamaroneck Union Free School District	19,777
431101	Manchester-Shortsville Central School District	12,953
280406	Manhasset Union Free School District	22,034
110901	Marathon Central School District	14,378
421101	Marcellus Central School District	11,820
430901	Marcus Whitman Central School District	14,240
121401	Margaretville Central School District	16,037
650701	Marion Central School District	12,747
621001	Marlboro Central School District	17,675
140702	Maryvale Union Free School District	12,516
280523	Massapequa Union Free School District	17,834
512001	Massena Central School District	11,674

581012	Mattituck-Cutchogue Union Free School District	17,357
170801	Mayfield Central School District	11,630
110304	McGraw Central School District	13,705
521200	Mechanicville City School District	13,015
450801	Medina Central School District	11,836
010615	Menands Union Free School District	16,781
280225	Merrick Union Free School District	19,677
460901	Mexico Academy and Central School District	13,291
580211	Middle Country Central School District	15,341
541001	Middleburgh Central School District	13,626
441000	Middletown Enlarged City School District	15,775
471101	Milford Central School District	14,570
132201	Millbrook Central School District	13,485
580208	Miller Place Union Free School District	14,404
280410	Mineola Union Free School District	24,839
150801	Minerva Central School District	26,057
441101	Minisink Valley Central School District	13,210
530515	Mohonasen Central School District	10,866
441201	Monroe-Woodbury Central School District	15,512
580306	Montauk Union Free School District	31,123
591401	Monticello Central School District	16,023
051301	Moravia Central School District	11,805
150901	Moriah Central School District	14,186
471201	Morris Central School District	11,664
512101	Morristown Central School District	14,639
250401	Morrisville-Eaton Central School District	13,830
212001	Mount Markham Central School District	12,893
240901	Mount Morris Central School District	14,859
660801	Mount Pleasant Central School District	19,716
580207	Mount Sinai Union Free School District	16,415
660900	Mount Vernon City School District	18,476
500108	Nanuet Union Free School District	18,428
431201	Naples Central School District	14,445
411501	New Hartford Central School District	12,271
280405	New Hyde Park-Garden City Park Union Free School Distric	16,067
101601	New Lebanon Central School District	16,565
621101	New Paltz Central School District	16,125
661100	New Rochelle City School District	18,053
581015	New Suffolk Common School District	19,758
300000	New York City Department of Education	17,626
411504	New York Mills Union Free School District	13,439
650101	Newark Central School District	12,719
600402	Newark Valley Central School District	11,689
441600	Newburgh Enlarged City School District	17,391
151001	Newcomb Central School District	44,732
400601	Newfane Central School District	11,753

610901	Newfield Central School District	12,561
400800	Niagara Falls City School District	12,531
400701	Niagara-Wheatfield Central School District	11,757
530301	Niskayuna Central School District	13,311
580103	North Babylon Union Free School District	16,445
280204	North Bellmore Union Free School District	17,474
142201	North Collins Central School District	14,856
010623	North Colonie Central School District	12,686
490801	North Greenbush Common School District	14,056
280229	North Merrick Union Free School District	19,673
500201	North Rockland Central School District	18,654
651501	North Rose-Wolcott Central School District	13,722
661301	North Salem Central School District	21,652
280501	North Shore Central School District	26,157
420303	North Syracuse Central School District	12,806
400900	North Tonawanda City School District	12,127
630202	North Warren Central School District	16,115
090501	Northeastern Clinton Central School District	13,307
090901	Northern Adirondack Central School District	14,361
580404	Northport-East Northport Union Free School District	19,424
170901	Northville Central School District	16,098
081200	Norwich City School District	11,080
512201	Norwood-Norfolk Central School District	12,793
500304	Nyack Union Free School District	20,238
181101	Oakfield-Alabama Central School District	12,989
280211	Oceanside Union Free School District	16,174
550101	Odessa-Montour Central School District	12,442
512300	Ogdensburg City School District	14,559
042400	Olean City School District	12,650
251400	Oneida City School District	12,898
471400	Oneonta City School District	13,844
421201	Onondaga Central School District	14,296
621201	Onteora Central School District	20,264
271201	Oppenheim-Ephratah-St. Johnsville Central School District	12,957
142301	Orchard Park Central School District	12,454
412901	Oriskany Central School District	12,727
661401	Ossining Union Free School District	20,347
461300	Oswego City School District	12,916
081401	Otselic Valley Central School District at Georgetown-South	15,575
600601	Owego-Apalachin Central School District	13,172
211701	Owen D. Young Central School District	13,199
081501	Oxford Academy and Central School District	13,445
280506	Oyster Bay-East Norwich Central School District	24,755
581002	Oysterponds Union Free School District	34,704
650901	Palmyra-Macedon Central School District	11,864
061601	Panama Central School District	13,146

512501	Parishville-Hopkinton Central School District	12,727
580224	Patchogue-Medford Union Free School District	15,053
181201	Pavilion Central School District	13,079
131201	Pawling Central School District	16,767
500308	Pearl River Union Free School District	16,958
661500	Peekskill City School District	18,507
661601	Pelham Union Free School District	17,291
181302	Pembroke Central School District	13,845
261201	Penfield Central School District	13,844
680601	Penn Yan Central School District	12,678
671201	Perry Central School District	13,121
091101	Peru Central School District	14,262
431301	Phelps-Clifton Springs Central School District	13,402
462001	Phoenix Central School District	13,005
440401	Pine Bush Central School District	13,169
131301	Pine Plains Central School District	16,657
060601	Pine Valley Central School District	16,216
043501	Pioneer Central School District	11,734
261401	Pittsford Central School District	14,642
280518	Plainedge Union Free School District	16,842
280504	Plainview-Old Bethpage Central School District	19,313
091200	Plattsburgh City School District	15,141
660809	Pleasantville Union Free School District	17,373
660802	Pocantico Hills Central School District	40,041
211103	Poland Central School District	13,003
051101	Port Byron Central School District	11,948
661904	Port Chester-Rye Union Free School District	15,776
580206	Port Jefferson Union Free School District	23,461
441800	Port Jervis City School District	13,492
280404	Port Washington Union Free School District	23,170
042901	Portville Central School District	11,870
512902	Potsdam Central School District	13,691
131500	Poughkeepsie City School District	15,030
572301	Prattsburgh Central School District	11,977
461801	Pulaski (Academy) Central School District	13,821
641401	Putnam Central School District	24,626
480503	Putnam Valley Central School District	18,456
630902	Queensbury Union Free School District	10,724
580903	Quogue Union Free School District	52,389
043001	Randolph Central School District	13,557
010402	Ravena-Coeymans-Selkirk Central School District	14,188
651503	Red Creek Central School District	12,738
131701	Red Hook Central School District	15,165
411701	Remsen Central School District	17,841
580901	Remsenburg-Speonk Union Free School District	39,468
491200	Rensselaer City School District	11,075

131801	Rhinebeck Central School District	18,339
472001	Richfield Springs Central School District	11,983
062401	Ripley Central School District	14,359
580602	Riverhead Central School District	18,922
261600	Rochester City School District	14,216
280221	Rockville Centre Union Free School District	20,561
580209	Rocky Point Union Free School District	15,108
411800	Rome City School District	13,978
560603	Romulus Central School District	16,985
620901	Rondout Valley Central School District	18,795
280208	Roosevelt Union Free School District	18,572
591301	Roscoe Central School District	19,043
280403	Roslyn Union Free School District	22,495
121502	Roxbury Central School District	18,704
401201	Royalton-Hartland Central School District	11,302
261701	Rush-Henrietta Central School District	14,077
661800	Rye City School District	21,910
661901	Rye Neck Union Free School District	19,532
580205	Sachem Central School District	14,661
221001	Sackets Harbor Central School District	11,392
580305	Sag Harbor Union Free School District	29,846
580910	Sagaponack Common School District	17,341
161801	Saint Regis Falls Central School District	16,415
043200	Salamanca City School District	3,033
641501	Salem Central School District	15,517
161201	Salmon River Central School District	15,545
461901	Sandy Creek Central School District	14,667
091402	Saranac Central School District	13,417
161401	Saranac Lake Central School District	16,032
521800	Saratoga Springs City School District	12,297
621601	Saugerties Central School District	13,981
411603	Sauquoit Valley Central School District	13,672
580504	Sayville Union Free School District	17,737
662001	Scarsdale Union Free School District	24,450
530501	Schalmont Central School District	14,840
530600	Schenectady City School District	13,614
470901	Schenevus Central School District	14,074
491501	Schodack Central School District	14,120
541201	Schoharie Central School District	13,782
151401	Schroon Lake Central School District	19,487
521701	Schuylerville Central School District	12,585
022401	Scio Central School District	12,278
530202	Scotia-Glenville Central School District	13,312
280206	Seaford Union Free School District	17,477
560701	Seneca Falls Central School District	12,356
280252	Sewanhaka Central High School District	14,080

541401	Sharon Springs Central School District	15,959
580701	Shelter Island Union Free School District	28,919
520302	Shenendehowa Central School District	12,939
082001	Sherburne-Earlville Central School District	12,222
062601	Sherman Central School District	11,996
580601	Shoreham-Wading River Central School District	17,650
121601	Sidney Central School District	12,790
061501	Silver Creek Central School District	14,073
421601	Skaneateles Central School District	13,301
580801	Smithtown Central School District	15,736
651201	Sodus Central School District	13,394
420702	Solvay Union Free School District	12,918
662101	Somers Central School District	18,748
010601	South Colonie Central School District	13,910
580235	South Country Central School District	18,366
521401	South Glens Falls Central School District	11,859
580413	South Huntington Union Free School District	18,010
220101	South Jefferson Central School District	10,964
121702	South Kortright Central School District	14,206
231101	South Lewis Central School District	14,633
500301	South Orangetown Central School District	17,210
560501	South Seneca Central School District	14,868
580906	Southampton Union Free School District	26,279
050701	Southern Cayuga Central School District	14,585
581005	Southold Union Free School District	19,364
060201	Southwestern Central School District	12,877
131602	Spackenkill Union Free School District	18,189
261001	Spencerport Central School District	12,606
600801	Spencer-Van Etten Central School District	13,081
580304	Springs Union Free School District	25,129
141101	Springville-Griffith Institute Central School District	13,047
121701	Stamford Central School District	14,302
401001	Starpoint Central School District	11,634
522001	Stillwater Central School District	10,345
251501	Stockbridge Valley Central School District	11,757
500401	Suffern Central School District	18,153
591502	Sullivan West Central School District	16,608
030601	Susquehanna Valley Central School District	14,327
140207	Sweet Home Central School District	14,066
280502	Syosset Central School District	21,661
421800	Syracuse City School District	13,769
100501	Taconic Hills Central School District	14,790
660401	Tarrytown Union Free School District	18,601
220701	Thousand Islands Central School District	12,862
580201	Three Village Central School District	18,149
151501	Ticonderoga Central School District	15,780

600903	Tioga Central School District	11,480
142500	Tonawanda City School District	11,565
211901	Town of Webb Union Free School District	20,932
591201	Tri-Valley Central School District	21,070
491700	Troy City School District	17,237
611001	Trumansburg Central School District	12,654
580913	Tuckahoe Common School District	33,354
660302	Tuckahoe Union Free School District	22,676
421902	Tully Central School District	11,291
160101	Tupper Lake Central School District	13,458
441903	Tuxedo Union Free School District	16,501
081003	Unadilla Valley Central School District	13,646
471601	Unatego Central School District	12,300
051901	Union Springs Central School District	12,862
280202	Uniondale Union Free School District	23,045
031501	Union-Endicott Central School District	12,895
412300	Utica City School District	11,330
660805	Valhalla Union Free School District	22,099
441301	Valley Central School District	13,423
280213	Valley Stream 13 Union Free School District	17,017
280224	Valley Stream 24 Union Free School District	21,383
280230	Valley Stream 30 Union Free School District	19,145
280251	Valley Stream Central High School District	15,994
412000	Vernon-Verona-Sherrill Central School District	11,670
031601	Vestal Central School District	13,813
431701	Victor Central School District	12,104
011003	Voorheesville Central School District	14,424
580302	Wainscott Common School District	22,136
621801	Wallkill Central School District	13,070
121901	Walton Central School District	11,866
280223	Wantagh Union Free School District	15,083
132101	Wappingers Central School District	13,158
631201	Warrensburg Central School District	16,228
671501	Warsaw Central School District	13,598
442101	Warwick Valley Central School District	13,597
440102	Washingtonville Central School District	14,755
522101	Waterford-Halfmoon Union Free School District	16,947
561006	Waterloo Central School District	12,382
222000	Watertown City School District	10,913
411902	Waterville Central School District	12,549
011200	Watervliet City School District	10,996
550301	Watkins Glen Central School District	12,137
600101	Waverly Central School District	10,937
573002	Wayland-Cohocton Central School District	12,129
650801	Wayne Central School District	11,390
261901	Webster Central School District	13,021

131101	Webutuck Central School District	15,895
050301	Weedsport Central School District	13,608
200901	Wells Central School District	23,489
022601	Wellsville Central School District	13,875
580102	West Babylon Union Free School District	17,135
210302	West Canada Valley Central School District	13,619
420101	West Genesee Central School District	12,154
280227	West Hempstead Union Free School District	17,555
260803	West Irondequoit Central School District	12,525
580509	West Islip Union Free School District	15,574
142801	West Seneca Central School District	11,833
040204	West Valley Central School District	15,036
280401	Westbury Union Free School District	21,737
062901	Westfield Academy and Central School District	13,207
580902	Westhampton Beach Union Free School District	19,785
420701	Westhill Central School District	12,369
412801	Westmoreland Central School District	11,794
262001	Wheatland-Chili Central School District	17,964
170301	Wheelerville Union Free School District	17,539
662200	White Plains City School District	21,439
641701	Whitehall Central School District	13,828
412902	Whitesboro Central School District	12,061
022101	Whitesville Central School District	10,887
031401	Whitney Point Central School District	14,046
580232	William Floyd Union Free School District	15,970
651402	Williamson Central School District	14,085
140203	Williamsville Central School District	12,495
151701	Willsboro Central School District	17,446
401501	Wilson Central School District	12,224
191401	Windham-Ashland-Jewett Central School District	20,584
031701	Windsor Central School District	12,664
472506	Worcester Central School District	13,923
580109	Wyandanch Union Free School District	19,101
490804	Wynantskill Union Free School District	14,321
671002	Wyoming Central School District	17,831
662300	Yonkers City School District	17,068
241701	York Central School District	15,187
662402	Yorktown Central School District	17,678

Tuition)

Final 2023-24 Basic Tuition*
14,508
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12,238
17,297
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11,278
13,225
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16,763
17,118
17,004
18,595
18,495
18,340
14,057
13,312
12,060
18,149
44,320
11,787

12,782
12,691
12,059
13,877
16,899
17,416
15,290
13,235
17,451
19,801
18,645
14,020
22,007
26,500
13,189
12,142
16,566
13,658
14,780
19,576
16,742
11,315
13,121
20,548
13,727
16,329
11,644
14,939
13,076
13,312
14,182
14,786
20,596
13,185
12,567
13,279
21,185
13,558
16,062
13,864
13,599
13,670
25,087
36,838
11,844
13,050

13,015
15,532
13,338
17,315
17,457
19,292
17,441
14,292
14,208
12,888
13,883
14,333
13,460
13,230
13,392
16,980
18,916
11,715
15,137
17,041
19,684
15,604
17,595
41,070
13,082
12,392
16,661
23,536
13,564
23,895
12,327
14,232
15,993
12,965
14,245
24,562
18,487
10,905
52,520
13,591
14,284
12,958
15,490
19,024
40,932
11,361

18,618
12,377
14,040
20,107
14,316
21,044
15,495
14,583
17,119
19,344
18,964
19,803
22,785
19,551
11,206
14,589
22,644
19,848
15,181
11,892
31,073
17,336
17,247
3,150
16,437
16,080
15,304
13,923
16,404
12,472
14,479
14,129
18,007
24,704
14,896
14,302
14,505
14,750
13,931
20,697
12,786
12,218
13,540
17,804
12,802
14,545

16,703
29,390
13,387
12,490
12,554
18,075
12,367
14,689
13,635
16,162
13,390
13,196
19,134
14,280
18,715
12,249
18,705
11,296
14,111
14,885
17,609
15,265
26,429
15,112
19,972
13,463
18,647
12,882
13,450
25,307
13,373
14,495
12,030
10,709
11,879
18,349
16,052
14,849
14,494
22,190
14,128
16,791
18,993
12,947
18,646
16,159

12,137
11,825
22,219
21,869
17,346
13,146
33,661
23,628
11,413
13,700
16,975
14,463
12,799
13,169
23,868
13,137
11,883
22,037
13,787
17,344
22,627
19,798
16,576
12,131
14,194
12,403
14,509
0
13,334
12,128
15,279
13,591
16,695
14,491
13,908
15,848
18,969
13,189
10,914
13,217
11,508
12,578
11,454
12,382
11,428
13,401

16,337
13,226
23,806
14,423
17,570
13,916
12,652
18,215
13,017
16,035
12,157
15,168
22,378
13,050
20,058
12,980
12,137
18,604
17,400
22,183
14,031
12,500
11,569
15,007
16,396
14,433
12,701
17,666
12,487
21,016
13,211
13,958
19,368
14,616
20,994
17,635
16,862
18,023

SUNY Charter Schools Institute
The State University of New York

2023 New School Proposal
Budget(s) & Cash Flow(s) Template

Queens Hebrew Public Charter School

[redacted]

First Academic Year: 2025-26

Pre-Opening Period: July 1, 2024 - June 30, 2025

QUEENS HEBREW PUBLIC
2025-26 through

		CHARTER ENR
GRADES	**LEVEL**	**2025-26**
Kindergarten	Elementary School	56
1st Grade	Elementary School	56
2nd Grade	Elementary School	
3rd Grade	Elementary School	
4th Grade	Elementary School	
5th Grade	*Elementary School*	
6th Grade	Middle School	
7th Grade	Middle School	
8th Grade	Middle School	
9th Grade	High School	
10th Grade	High School	
11th Grade	High School	
12th Grade	High School	
Ungraded		
TOTAL		112

		NUMBER OF CLASSE
GRADES	**LEVEL**	**2025-26**
Kindergarten	Elementary School	2
1st Grade	Elementary School	2
2nd Grade	Elementary School	
3rd Grade	Elementary School	
4th Grade	Elementary School	
5th Grade	Elementary School	
6th Grade	Middle School	
7th Grade	Middle School	
8th Grade	Middle School	
9th Grade	High School	
10th Grade	High School	
11th Grade	High School	
12th Grade	High School	
Ungraded		
TOTAL		4

		AVERAGE NUMBER OF STUDENT
GRADES	**LEVEL**	**2025-26**
Kindergarten	Elementary School	28
1st Grade	Elementary School	28
2nd Grade	Elementary School	0
3rd Grade	Elementary School	0
4th Grade	Elementary School	0
5th Grade	Elementary School	0
6th Grade	Middle School	0
7th Grade	Middle School	0
8th Grade	Middle School	0
9th Grade	High School	0
10th Grade	High School	0
11th Grade	High School	0
12th Grade	High School	0
Ungraded		0

	SUMMARY AND OTHER
Total Elementary Enrollment	112
Total Middle School Enrollment	-
Total High School Enrollment	-
Total Ungraded Enrollment	-
Total Enrollment	**112**
Change in Net Enrollment from Prior Year (Count)	112
Change in Net Enrollment from Prior Year (Percent)	100.0%
Anticipated rate of attrition (Percent)	0.0%

ADDITIONAL NOTES/

	ESTIMATED ENROLLME
ANNUAL ENROLLMENT BY DISTRICT TOTALS	112
Enrollment by Grade vs Enrollment by District (should = 0)	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**

PRIMARY SENDING	New York City Department of Education	**2025-26**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 37,500,000,000
ENROLLMENT (*Charter School*)		112
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		New York City Dept of https://www.schools.n schools#:~:text=For%2

SECONDARY SENDING SCHOOL DISTRICT	*Select from drop-down list →*	**2025-26**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ -
ENROLLMENT (*Charter School*)		
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)		

CHARTER SCHOOL
2029-30

OLLMENT BY GRADE				
2026-27	2027-28	2028-29	2029-30	AGE RANGE
56	56	56	56	4-5
56	56	56	56	5-6
56	56	56	56	6-7
	56	56	56	7-8
		56	56	8-9
			56	9-10
168	224	280	336	

***NOTE**

Please copy the ENROLL CHART (cells B5:H21) and paste into the Enrol Section of the New School Prop

S BY GRADE			
2026-27	2027-28	2028-29	2029-30
2	2	2	2
2	2	2	2
2	2	2	2
	2	2	2
		2	2
			2
6	8	10	12

TS PER CLASS BY GRADE			
2026-27	2027-28	2028-29	2029-30
28	28	28	28
28	28	28	28
28	28	28	28
0	28	28	28
0	0	28	28
0	0	0	28
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0
0	0	0	0

INFORMATION			
168	224	280	336
-	-	-	-
-	-	-	-
-	-	-	-
168	**224**	**280**	**336**
56	56	56	56
50.0%	33.3%	25.0%	20.0%
0.0%	0.0%	0.0%	0.0%

COMMENTS

NT BY DISTRICT			
168	224	280	336
-	-	-	-

*NOTE

Enrollment by Grade
should equal
Enrollment by District

RED Numbers
indicate that corrections are necessary.

2026-27	2027-28	2028-29	2029-30
$ 37,500,000,000	$ 37,500,000,000	$ 37,500,000,000	$ 37,500,000,000
168	224	280	336

Education website:
nyc.gov/about-us/funding/funding-our-
20the%202023%2D2024%20school,total%20budget%20is%20%2437.5%20billion.

2026-27	2027-28	2028-29	2029-30
$ -	$ -	$ -	$ -

MENT
llment
osal.

QUEENS HEBREW PUBLIC CHARTER 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	K-1	K-2	K-3	K-4	K-5
	Enrollment	112	168	224	280	336

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

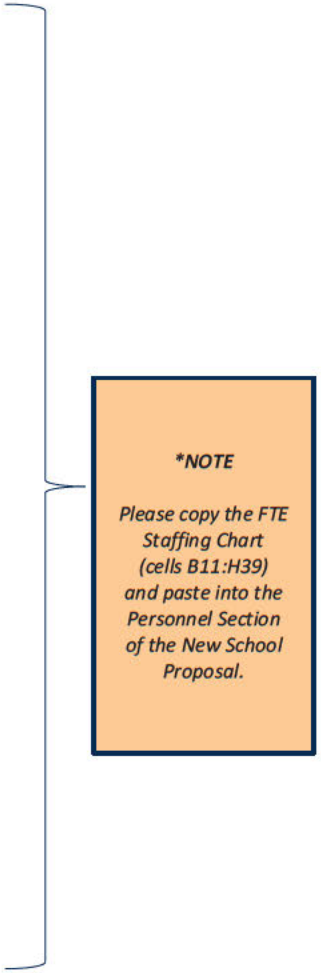
ADMINISTRATIVE PERSONNEL FTE	FTE					Description of Assumptions
Executive Management	1.0	1.0	1.0	1.0	1.0	Head of School
Instructional Management	1.0	2.0	2.0	2.0	2.0	Dean of Academics or Culture -Yr 1 and Dean of Hebrew Studies - Hired Year
Deans, Directors & Coordinators	0.0	1.0	1.0	1.0	1.0	Dean of Student Support Services in Year 2- DSSS manages all instructional
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	Director of Operations
Administrative Staff	1.0	1.0	1.0	1.0	1.0	Operations Associate
TOTAL ADMINISTRATIVE STAFF	4.0	6.0	6.0	6.0	6.0	
INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	4.0	6.0	8.0	10.0	12.0	General Studies Teacher - Yr. 1: 4 Yr. 2: 6 Yr. 3:8 Yr. 4:10 Yr. 5:12 - 1 Gen. Ed
Teachers - SPED	2.0	3.0	4.0	5.0	6.0	Special Education Teachers- ICT in each Grade K-5 - Yr. 1: 2 Yr. 2: 3 Yr. 3:4 Yr. 4:5 Yr. 5:6
Substitute Teachers	0.0	0.0	0.0	0.0	0.0	
Teaching Assistants	3.0	3.0	3.0	3.0	3.0	FTE Teaching Assistants - Yr 1-5: 3
Specialty Teachers	4.0	6.0	9.0	12.0	13.0	Hebrew Teachers - 1 Hebrew Teacher per grade - (Yr1: 2, Yr2:3, Yr3:4, Yr4:5, Yr5:6) Interventionist - Yr 1: 1 (MLL Interventionist), Years 2-3: 2 (MLL Interventionist and 1 Reading Specialist) Years 4-5: 4 (2 MLL Interventionists and 1 Reading Specialist and 1 Math
Aides	1.0	1.0	2.0	2.0	2.0	School Aides (School Aides FTE - Yr 1: 1, Yr 2: 1, Yr 3: 2, Yr 4: 2, Yr 5: 2)
Therapists & Counselors	1.0	1.0	1.0	1.0	1.0	Social Worker - Yr1-5:1
Other	0.0	0.0	0.0	0.0	0.0	
TOTAL INSTRUCTIONAL	15.0	20.0	27.0	33.0	37.0	
NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse	0.0	0.0	0.0	0.0	0.0	DOH Placement
Librarian	0.0	0.0	0.0	0.0	0.0	
Custodian	0.0	0.0	0.0	0.0	0.0	
Security	0.0	0.0	0.0	0.0	0.0	
Other	0.0	0.0	0.0	0.0	0.0	
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	
TOTAL PERSONNEL SERVICE FTE	19.0	26.0	33.0	39.0	43.0	

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	K-1	K-2	K-3	K-4	K-5
	Enrollment	112.00	168.00	224.00	280.00	336.00

***NOTE:** Enter the proposed <u>average salary</u> for each category and the anticipated <u>yearly increase percentages</u> in the section provided below.*

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.*

	WAGES						Description of Assumptions
ADMINISTRATIVE PERSONNEL WAGES	Salary/Incr %	0.00%	3.00%	3.00%	3.00%	3.00%	
Executive Management	$ 150,000	$ 150,000	$ 154,500	$ 159,135	$ 163,909	$ 168,826	Head of School
Instructional Management	$ 115,000	$ 115,000	$ 233,450	$ 240,454	$ 247,667	$ 255,097	Dean of Academics or Culture -Yr 1 and Dean of Hebrew Studies - Hired Year
Deans, Directors & Coordinators	$ 80,000	$ -	$ 80,000	$ 82,400	$ 84,872	$ 87,418	Dean of Student Support Services in Year 2- DSSS manages all instructional
CFO / Director of Finance	$ -	$ -	$ -	$ -	$ -	$ -	
Operation / Business Manager	$ 90,000	$ 90,000	$ 92,700	$ 95,481	$ 98,345	$ 101,296	Director of Operations
Administrative Staff	$ 60,000	$ 60,000	$ 61,800	$ 63,654	$ 65,564	$ 67,531	Operations Associate
TOTAL ADMINISTRATIVE STAFF		$ 415,000	$ 622,450	$ 641,124	$ 660,357	$ 680,168	
INSTRUCTIONAL PERSONNEL WAGES							
Teachers - Regular	$ 74,000	$ 296,000	$ 452,880	$ 614,466	$ 780,900	$ 952,327	General Studies Teacher - Yr. 1: 4 Yr. 2: 6 Yr. 3:8 Yr. 4:10 Yr. 5:12 - 1 Gen. Ed
Teachers - SPED	$ 78,000	$ 156,000	$ 238,680	$ 323,840	$ 411,556	$ 501,902	Special Education Teachers- ICT in each Grade K-5 - Yr. 1: 2 Yr. 2: 3 Yr. 3:4 Yr.
Substitute Teachers	$ -	$ -	$ -	$ -	$ -	$ -	
Teaching Assistants	$ 55,000	$ 165,000	$ 169,950	$ 175,049	$ 180,300	$ 185,709	FTE Teaching Assistants - Yr 1-5: 3
Specialty Teachers	$ 74,000	$ 296,000	$ 452,880	$ 688,466	$ 931,120	$ 1,033,054	Hebrew Teachers - 1 Hebrew Teacher per grade - (Yr1: 2, Yr2:3, Yr3:4, Yr4:5,
Aides	$ 40,000	$ 40,000	$ 41,200	$ 82,436	$ 84,909	$ 87,456	School Aides (School Aides FTE - Yr 1: 1, Yr 2: 1, Yr 3: 2, Yr 4: 2, Yr 5: 2)
Therapists & Counselors	$ 65,000	$ 65,000	$ 66,950	$ 68,959	$ 71,027	$ 73,158	Social Worker - Yr1-5:1
Other	$ -	$ -	$ -	$ -	$ -	$ -	
TOTAL INSTRUCTIONAL		$ 1,018,000	$ 1,422,540	$ 1,953,216	$ 2,459,813	$ 2,833,607	
NON-INSTRUCTIONAL PERSONNEL WAGES							
Nurse	$ -	$ -	$ -	$ -	$ -	$ -	DOH Placement
Librarian	$ -	$ -	$ -	$ -	$ -	$ -	
Custodian	$ -	$ -	$ -	$ -	$ -	$ -	
Security	$ -	$ -	$ -	$ -	$ -	$ -	
Other	$ -	$ -	$ -	$ -	$ -	$ -	
TOTAL NON-INSTRUCTIONAL		$ -	$ -	$ -	$ -	$ -	
TOTAL PERSONNEL SERVICE WAGES		$ 1,433,000	$ 2,044,990	$ 2,594,340	$ 3,120,170	$ 3,513,775	


*NOTE
Please copy the FTE Staffing Chart (cells B11:H39) and paste into the Personnel Section of the New School Proposal.

QUEENS HEBREW PUBLIC CHARTER SCHOOL
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2024 - June 30, 2025

**NOTE: Please enter financial data on "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

			DESCRIPTION OF ASSUMPTIONS
Total Revenue		270,000	
Total Expenses		264,325	
Net Income		5,675	

		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		150,000	funds.
Other			
Other		-	
TOTAL REVENUE FROM FEDERAL SOURCES		**150,000**	
LOCAL and OTHER REVENUE			
Contributions and Donations		120,000	contained in Attachment 2)
Fundraising		-	
Erate Reimbursement		-	
Earnings on Investments		-	
Interest Income		-	
Food Service (Income from meals)		-	
Text Book		-	
OTHER		-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		**120,000**	
TOTAL REVENUE		270,000	
EXPENSES			
	FTE No. of Positions		
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	1.00	75,000	Head of School, .5 FTE (HOS starts January 2025)
Instructional Management	1.00	28,750	Academic Dean (Start April 2025)
Deans, Directors & Coordinators		-	
CFO / Director of Finance	-	-	
Operation / Business Manager	1.00	45,000	Director of Operations (Begins January 2025)
Administrative Staff			
TOTAL ADMINISTRATIVE STAFF	**3.00**	148,750	
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	**3.00**	**148,750**	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		14,875	Disability, Medicare--12% of Gross Salaries
Fringe / Employee Benefits		17,850	Health benefits: Estimate $1000 per month per employee
Retirement / Pension		15,000	in year 1.
TOTAL PAYROLL TAXES AND BENEFITS		**47,725**	
TOTAL PERSONNEL SERVICE COSTS	**3.00**	**196,475**	
CONTRACTED SERVICES			
Accounting / Audit		15,000	school's accounting systems and day to day tasks related to
Legal		5,000	Legal Counsel Retainer
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		1,000	
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting		-	
TOTAL CONTRACTED SERVICES		**21,000**	
SCHOOL OPERATIONS			
Board Expenses		5,000	Board Training
Classroom / Teaching Supplies & Materials		-	
Special Ed Supplies & Materials		-	
Textbooks / Workbooks		-	
Supplies & Materials other		-	
Equipment / Furniture		-	
Telephone		1,000	Cell phones and service
Technology			
Student Testing & Assessment		-	
Field Trips		-	
Transportation (student)		-	
Student Services - other		-	
Office Expense		2,750	Office Materials and Supplies
Staff Development		-	
Staff Recruitment		-	HP Responsible for Staff Recruitment
Student Recruitment / Marketing		30,000	Students
School Meals / Lunch		-	
Travel (Staff)		-	
Fundraising		-	
Other		-	
TOTAL SCHOOL OPERATIONS		**38,750**	
FACILITY OPERATION & MAINTENANCE			
Insurance		7,500	D&O Insurance
Janitorial		-	
Building and Land Rent / Lease / Facility Finance Interest		-	
Repairs & Maintenance		-	
Equipment / Furniture		-	
Security		-	
Utilities		-	
TOTAL FACILITY OPERATION & MAINTENANCE		**7,500**	
DEPRECIATION & AMORTIZATION		600	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY		-	
TOTAL EXPENSES		**264,325**	
NET INCOME		**5,675**	

PRE-OPENING CASH FLOW 1-YEAR					QUEE
***NOTE:** *Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."*			PROJECTED CASH FLOW FOR SCHOOLS		
Total Revenue	**120,000**	**-**	**-**	**-**	**-**
Total Expenses	**15,000**	**-**	**-**	**-**	**-**
Net Income	**105,000**	**-**	**-**	**-**	**-**
Cash Flow Adjustments	**-**	**-**	**-**	**-**	**-**
Beginning Cash Balance	**-**	**105,000**	**105,000**	**105,000**	**105,000**
Net Income	**105,000**	**105,000**	**105,000**	**105,000**	**105,000**
	JUL	AUG	SEP	OCT	NOV
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		-	-	-	-
Other	120,000	-	-	-	-
Other	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	120,000	-	-	-	-
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		**120,000**	-	-	-	-
EXPENSES						
ADMINISTRATIVE PERSONNEL COSTS	Positions					
Executive Management	0.50	-	-	-	-	-
Instructional Management	0.25	-	-	-	-	-
Deans, Directors & Coordinators		-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	0.50	-	-	-	-	-
Administrative Staff	-	-	-	-	-	-
TOTAL ADMINISTRATIVE STAFF	1.25	-	-	-	-	-
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-
Aides	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-

SUBTOTAL PERSONNEL SERVICE COSTS	1.25	-	-	-	-	-
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		-	-	-	-	-
Fringe / Employee Benefits		-	-	-	-	-
Retirement / Pension		-	-	-	-	-
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-
TOTAL PERSONNEL SERVICE COSTS	1.25	-	-	-	-	-
CONTRACTED SERVICES						
Accounting / Audit		-	-	-	-	-
Legal		-	-	-	-	-
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-
Payroll Services		-	-	-	-	-
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	-	-	-	-
SCHOOL OPERATIONS						
Board Expenses		-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-
Supplies & Materials other		-	-	-	-	-
Equipment / Furniture		-	-	-	-	-
Telephone		-	-	-	-	-
Technology		-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-
Field Trips		-	-	-	-	-
Transportation (student)		-	-	-	-	-
Student Services - other		-	-	-	-	-

Office Expense	-	-	-	-	-
Staff Development	-	-	-	-	-
Staff Recruitment	-	-	-	-	-
Student Recruitment / Marketing	15,000	-	-	-	
School Meals / Lunch	-	-	-	-	-
Travel (Staff)	-	-	-	-	-
Fundraising	-	-	-	-	-
Other	-	-	-	-	-
TOTAL SCHOOL OPERATIONS	15,000	-	-	-	-
FACILITY OPERATION & MAINTENANCE					
Insurance	-	-	-	-	-
Janitorial	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-
Security	-	-	-	-	-
Utilities	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-
DEPRECIATION & AMORTIZATION	-	-	-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-
TOTAL EXPENSES	**15,000**	-	-	-	-
NET INCOME	**105,000**	-	-	-	-
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	105,000	-	-	-	-
Beginning Cash Balance	-	105,000	105,000	105,000	105,000
ENDING CASH BALANCE	105,000	105,000	105,000	105,000	105,000

:NS HEBREW PUBLIC CHARTER SCHOOL

PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION

July 1, 2024 - June 30, 2025

-	**25,000**	**25,000**	**25,000**	**25,000**	**25,000**	**25,000**	**270,000**
15,000	**31,358**	**31,358**	**38,858**	**44,050**	**44,050**	**44,650**	**264,325**
(15,000)	**(6,358)**	**(6,358)**	**(13,858)**	**(19,050)**	**(19,050)**	**(19,650)**	**5,675**
(4,000)	**-**	**-**	**-**	**-**	**-**	**-**	**(4,000)**
105,000	**86,000**	**79,642**	**73,283**	**59,425**	**40,375**	**21,325**	**-**
86,000	**79,642**	**73,283**	**59,425**	**40,375**	**21,325**	**1,675**	**1,675**

DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	25,000	25,000	25,000	25,000	25,000	25,000	150,000
-	-	-	-	-	-	-	120,000
-	-	-	-	-	-	-	-
-	25,000	25,000	25,000	25,000	25,000	25,000	270,000
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-

-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	**25,000**	**25,000**	**25,000**	**25,000**	**25,000**	**25,000**	**270,000**
-	12,500	12,500	12,500	12,500	12,500	12,500	75,000
-	-	-	-	9,583	9,583	9,583	28,750
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	7,500	7,500	7,500	7,500	7,500	7,500	45,000
-	-	-	-	-	-	-	-
-	20,000	20,000	20,000	29,583	29,583	29,583	148,750
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-

-	20,000	20,000	20,000	29,583	29,583	29,583	148,750
-	2,000	2,000	2,000	2,958	2,958	2,958	14,875
-	2,400	2,400	2,400	3,550	3,550	3,550	17,850
-	2,000	2,000	2,000	3,000	3,000	3,000	15,000
-	6,400	6,400	6,400	9,508	9,508	9,508	47,725
-	26,400	26,400	26,400	39,092	39,092	39,092	196,475
-	2,500	2,500	2,500	2,500	2,500	2,500	15,000
-	833	833	833	833	833	833	5,000
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	167	167	167	167	167	167	1,000
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	3,500	3,500	3,500	3,500	3,500	3,500	21,000
-	833	833	833	833	833	833	5,000
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	167	167	167	167	167	167	1,000
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-

-	458	458	458	458	458	458	2,750
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
7,500	-	-	7,500	-	-	-	30,000
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
7,500	1,458	1,458	8,958	1,458	1,458	1,458	38,750

7,500	-	-	-	-	-	-	7,500
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
7,500	-	-	-	-	-	-	7,500

-	-	-	-	-	-	600	600
-	-	-	-	-	-	-	-

15,000	**31,358**	**31,358**	**38,858**	**44,050**	**44,050**	**44,650**	264,325

(15,000)	**(6,358)**	**(6,358)**	**(13,858)**	**(19,050)**	**(19,050)**	**(19,650)**	**5,675**

-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-

(4,000)	-	-	-	-	-	-	(4,000)
-	-	-	-	-	-	-	-
(4,000)	-	-	-	-	-	-	**(4,000)**
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
(4,000)	-	-	-	-	-	-	(4,000)
(19,000)	**(6,358)**	**(6,358)**	**(13,858)**	**(19,050)**	**(19,050)**	**(19,650)**	**1,675**
105,000	**86,000**	**79,642**	**73,283**	**59,425**	**40,375**	**21,325**	-
86,000	**79,642**	**73,283**	**59,425**	**40,375**	**21,325**	**1,675**	**1,675**

YEAR 1 BUDGET AND ASSUMPTION			QU PROJECT
Total Revenue		**3,185,390**	**174,247**
Total Expenses		**1,628,921**	**380,061**
Net Income		**1,556,469**	**(205,814)**
Budgeted Student Enrollment		**112**	**-**

			PROGRAM SERVICES	
			REGULAR EDUCATION	SPECIAL EDUCATION
REVENUE				
REVENUES FROM STATE SOURCES				
Per Pupil Revenue		Basic Tuition (2023-24)		
PRIMARY School District:	New York City Department of Education	18,340	2,095,162	
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	2,095,162	
Special Education Revenue				173,172
NYC DoE Rental Assistance			616,224	-

Grants			
Stimulus		-	-
DYCD (Department of Youth and Community Development)		-	-
Other		-	-
Other		-	-
TOTAL REVENUE FROM STATE SOURCES		2,711,386	173,172
REVENUE FROM FEDERAL FUNDING			
IDEA Special Needs		-	
Title I		-	-
Title Funding - Other		-	-
School Food Service (Free Lunch)		141,120	-
Grants			
Charter School Program (CSP) Planning & Implementation		325,000	-
Other		-	-
Other		-	-
TOTAL REVENUE FROM FEDERAL SOURCES		466,120	-
LOCAL and OTHER REVENUE			
Contributions and Donations			-
Fundraising		-	-
Erate Reimbursement		-	-
Earnings on Investments		-	-
Interest Income		-	-
Food Service (Income from meals)			-
Text Book		7,885	1,075
OTHER		-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		7,885	1,075
TOTAL REVENUE		**3,185,390**	**174,247**
EXPENSES			
ADMINISTRATIVE STAFF PERSONNEL COSTS	Positions		
Executive Management	1.00	90,000	22,500
Instructional Management	1.00	97,750	11,500
Deans, Directors & Coordinators	-	-	-
CFO / Director of Finance	-	-	-

Operation / Business Manager	1.00	-	-
Administrative Staff	1.00	-	-
TOTAL ADMINISTRATIVE STAFF	4.00	187,750	34,000
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	4.00	254,560	41,440
Teachers - SPED	2.00	-	156,000
Substitute Teachers	-	-	-
Teaching Assistants	3.00	165,000	
Specialty Teachers	4.00	254,560	41,440
Aides	1.00	34,400	5,600
Therapists & Counselors	1.00	55,900	9,100
Other	-	-	-
TOTAL INSTRUCTIONAL	15.00	764,420	253,580
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	-
Librarian	-	-	-
Custodian	-	-	-
Security	-	-	-
Other	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	19.00	952,170.00	287,580
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		95,217	28,758
Fringe / Employee Benefits		135,660	34,884
Retirement / Pension		18,854	4,407
TOTAL PAYROLL TAXES AND BENEFITS		249,731	68,049
TOTAL PERSONNEL SERVICE COSTS	19.00	1,201,901	355,629
CONTRACTED SERVICES			
Accounting / Audit		-	-
Legal		-	-
Management Company Fee			-
Nurse Services		-	-

Food Service / School Lunch	148,176	-
Payroll Services	-	-
Special Ed Services	-	-
Titlement Services (i.e. Title I)	-	-
Other Purchased / Professional / Consulting	-	-
TOTAL CONTRACTED SERVICES	148,176	-
SCHOOL OPERATIONS		
Board Expenses	-	-
Classroom / Teaching Supplies & Materials	34,048	6,272
Special Ed Supplies & Materials	-	1,950
Textbooks / Workbooks		
Supplies & Materials other	63,840	11,760
Equipment / Furniture	5,000	
Telephone	-	-
Technology	-	-
Student Testing & Assessment	2,520	280
Field Trips	1,000	-
Transportation (student)	3,900	-
Student Services - other		-
Office Expense	-	-
Staff Development	17,360	2,170
Staff Recruitment	-	-
Student Recruitment / Marketing	-	-
School Meals / Lunch	148,176	-
Travel (Staff)	3,000	2,000
Fundraising	-	-
Other		-
TOTAL SCHOOL OPERATIONS	278,844	24,432
FACILITY OPERATION & MAINTENANCE		
Insurance	-	-
Janitorial	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-
Repairs & Maintenance	-	-
Equipment / Furniture	-	-

Security	-	-
Utilities	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	-	-
DEPRECIATION & AMORTIZATION	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-
TOTAL EXPENSES	**1,628,921**	**380,061**
NET INCOME	**1,556,469**	**(205,814)**

ENROLLMENT - *School Districts Are Linked To Above Entries*		
PRIMARY School District:	New York City Department of Education	112
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		**112**
REVENUE PER PUPIL		**28,441**
EXPENSES PER PUPIL		**14,544**

EENS HEBREW PUBLIC CHARTER SCHOOL

ED BUDGET / OPERATING PLAN FOR YEAR ONE

JULY 1, 2025 - JUNE 30, 2026

				DESCRIPTION OF ASSUMPTIONS	Error Checking (Con
				***NOTE:** State assumptions that are being made for the 1-Year Budget in the section provided below.*	Totals Unequal - (
-	-	200,000	3,628,406		OK
71,762	9,332	1,382,037	3,472,112		OK
(71,762)	(9,332)	(1,182,037)	156,294		Tab 8 is Different by
			112		OK
					OK

S	SUPPORT SERVICES				
OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL		
			2,095,162		OK
			-		OK
			-		OK
			-		OK
			-		OK
			-		OK
			-		OK
			-		OK
			-		OK
			-		OK
			-		OK
			-		OK
			-		OK
			-		OK
			-		OK
			-		OK
			-		OK
			2,095,162		OK
			173,172	between 20% and 60%. Funding for > 60% is $19,049 and	OK
-	-	-	616,224		OK

-	-	-	-		OK
-	-	-	-		OK
-	-	-	-		OK
-	-	-	-		OK
-	-	-	2,884,558		OK
-			19,040	$177 Per student	OK
-			41,440	$370 Per student	OK
-			8,288	$74 Per student	OK
-			141,120	reimbursement rates for Free, Reduced and Full Priced	OK
					OK
-	-	-	325,000	CSP Grant	OK
-	-	-	-		OK
-	-	-	-		OK
-	-	-	534,888		OK
-	-	-			OK
-	-	200,000	200,000	Philanthropic Support/HP Grant	OK
-	-	-			OK
-	-	-	-		OK
-	-	-	-		OK
-	-	-			OK
-	-	-	8,960	pupil amount	OK
-	-	-	-		OK
-	-	200,000	208,960		OK
					OK
-	-	**200,000**	**3,628,406**		OK
					OK
					OK
7,500	7,500	22,500	150,000	Head of School	OK
5,750	-	-	115,000	Studies - Hired Year 2 (See accompanying narrative)	OK
-	-	-	-	Dean of Student Support Services in Year 2- DSSS manages	OK
-	-	-	-		OK

-	-	90,000	90,000	Director of Operations	OK
-	-	60,000	60,000	Operations Associate	OK
13,250	7,500	172,500	415,000		OK
					OK
					OK
-	-	-	296,000	General Studies Teacher - Yr. 1: 4 Yr. 2: 6 Yr. 3:8 Yr. 4:10 Yr.	OK
-	-	-	156,000	Special Education Teachers- ICT in each Grade K-5 - Yr. 1: 2	OK
-	-	-	-		OK
-	-	-	165,000	FTE Teaching Assistants - Yr 1-5: 3	OK
-	-	-	296,000	Hebrew Teachers - 1 Hebrew Teacher per grade - (Yr1: 2,	OK
-	-	-	40,000	School Aides (School Aides FTE - Yr 1: 1, Yr 2: 1, Yr 3: 2, Yr	OK
-	-	-	65,000	Social Worker - Yr1-5:1	OK
-	-	-	-		OK
-	-	-	1,018,000		OK
					OK
					OK
-	-	-	-	NYCDOH	OK
-	-	-	-		OK
-	-	-	-		OK
-	-	-	-		OK
-	-	-	-		OK
-	-	-	-		OK
					OK
13,250	7,500	172,500	1,433,000		OK
					OK
					OK
1,325	750	17,250	143,300	Disability, Medicare--10% of Gross Salaries	OK
1,938	969	20,349	193,800	85% of Staff	OK
199	113	1,538	25,110	insurance and 401K fees. Starting in year 1.	OK
3,462	1,832	39,137	362,210		OK
					OK
16,712	9,332	211,637	1,795,210		OK
					OK
					OK
-	-	65,000	65,000	4th Sector/MMB Services	OK
-	-	25,000	25,000	Legal	OK
			-	School Food, Textbook Revenue)	OK
-	-	-	-		OK

-	-	-	148,176	reimbursement rates for Free, Reduced and Full Priced	OK
-	-	5,000	5,000	Payroll Processing	OK
-	-	-	-		OK
-	-	-	-		OK
-	-	75,000	75,000	consultant.	OK
-	-	170,000	318,176		OK
					OK
					OK
-	-	5,000	5,000	Board Training (Consultants, Workshops)	OK
4,480	-	-	44,800	Includes Classroom Supplies - $400 per student	OK
-	-	-	1,950	$150 per SWD	OK
					OK
8,400	-	-	84,000	Hebrew Books $100 per student, Library Books $150 per	OK
-	-		5,000	Music/PE Equipment	OK
-	-	3,600	3,600	Mobile Service ($300 per month, long term contract)	OK
-	-		-		OK
-	-	-	2,800	$25 per student in Year 1	OK
-	-	-	1,000	Field Trip Admission Costs, Trip Costs	OK
-	-	-	3,900	school year . Yr 1: 3 buses	OK
-	-	500	500	Uniforms for students in need	OK
-	-	54,400	54,400	Delivery ($2500 per year) and Copier Lease/Printer/Fax	OK
2,170	-	-	21,700	member) and Team Building and Appreciation Budget for	OK
-	-	-	-	HP Will Cover Staff Recruitment	OK
40,000	-	-	40,000	data from our previous schools.	OK
	-	-	148,176	each year.	OK
-	-	-	5,000	Staff travel to conferences, NY office, peer school visits	OK
-	-	-	-		OK
-	-	-	-		OK
55,050	-	63,500	421,826		OK
					OK
					OK
-	-	44,800	44,800	increases (note Austin's quoteof $52,800 includes $8,000	OK
-	-	128,800	128,800	per square foot)	OK
-	-	412,160	412,160	each year. Triple net lease is $32 per square foot.	OK
-	-	23,100	23,100	HVAC/Elevator and Security Maintenence Contracts	OK
-	-	-	-		OK

-	-	100,000	100,000	Security Contract	OK
-	-	103,040	103,040	$8 per square foot(gas, electric, water)	OK
-	-	811,900	811,900		OK
-	-	100,000	100,000	Technology/Furniture	OK
-	-	25,000	25,000	$25k Requirement	OK
71,762	**9,332**	**1,382,037**	**3,472,112**		OK
(71,762)	**(9,332)**	**(1,182,037)**	**156,294**		Tab 8 is Different by
					OK
					OK
			112		
			-		OK
			-		Tab 8 is Different by
			-		OK
			-		Tab 8 is Different by
			-		OK
			-		OK
			-		OK
			-		OK
			-		OK
			-		OK
			-		OK
			-		OK
			-		OK
			-		OK
			112		OK
			32,396		OK
			31,001		OK

nparison to Tabs 8 & 9)

See Below)

.00

YEAR 1 CASH FLOW
(FIRST YEAR OF CHARTER)

Total Revenue		**879,952**	**492,520**	**11,760**	**492,520**
Total Expenses		**351,751**	**296,951**	**297,524**	**295,858**
Net Income		**528,201**	**195,569**	**(285,764)**	**196,662**
Cash Flow Adjustments		**(75,000)**	**(75,000)**	**(75,000)**	**(75,000)**
Beginning Cash Balance		**-**	**453,201**	**573,769**	**213,005**
Ending Cash Balance		**453,201**	**573,769**	**213,005**	**334,667**
		JUL	**AUG**	**SEP**	**OCT**
REVENUE					
REVENUES FROM STATE SOURCES					*** Totals (Column U) for all lines abo**
Per Pupil Revenue		Basic Tuition (2023-24)			
PRIMARY School District:	New York City Department of Education	18,340	349,194	349,194	-	349,194
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	349,194	349,194	-	349,194
Special Education Revenue			28,862	28,862	-	28,862
NYC DoE Rental Assistance			102,704	102,704	-	102,704
Grants						

Stimulus		-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-
Other		-	-	-	-
Other		-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		480,760	480,760	-	480,760
REVENUE FROM FEDERAL FUNDING					
IDEA Special Needs		-	-	-	-
Title I		10,360	-		-
Title Funding - Other		2,072	-	-	-
School Food Service (Free Lunch)		11,760	11,760	11,760	11,760
Grants					
Charter School Program (CSP) Planning & Implementation		325,000	-	-	-
Other			-	-	-
Other		-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		349,192	11,760	11,760	11,760
LOCAL and OTHER REVENUE					
Contributions and Donations			-	-	-
Fundraising		50,000	-	-	-
Erate Reimbursement		-	-	-	-
Earnings on Investments		-	-	-	-
Interest Income		-	-	-	-
Food Service (Income from meals)		-	-	-	-
Text Book			-	-	-
OTHER		-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		50,000	-	-	-
TOTAL REVENUE		**879,952**	**492,520**	**11,760**	**492,520**
EXPENSES					
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions				
Executive Management	1.00	12,500	12,500	12,500	12,500
Instructional Management	1.00	9,583	9,583	9,583	9,583
Deans, Directors & Coordinators	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-
Operation / Business Manager	1.00	7,500	7,500	7,500	7,500

Administrative Staff	1.00	5,000	5,000	5,000	5,000
TOTAL ADMINISTRATIVE STAFF	4.00	34,583	34,583	34,583	34,583
INSTRUCTIONAL PERSONNEL COSTS					
Teachers - Regular	4.00	24,667	24,667	24,667	24,667
Teachers - SPED	2.00	13,000	13,000	13,000	13,000
Substitute Teachers	-	-	-	-	-
Teaching Assistants	3.00	13,750	13,750	13,750	13,750
Specialty Teachers	4.00	24,667	24,667	24,667	24,667
Aides	1.00	3,333	3,333	3,333	3,333
Therapists & Counselors	1.00	5,417	5,417	5,417	5,417
Other	-	-	-	-	-
TOTAL INSTRUCTIONAL	15.00	84,833	84,833	84,833	84,833
NON-INSTRUCTIONAL PERSONNEL COSTS					
Nurse	-	-	-	-	-
Librarian	-	-	-	-	-
Custodian	-	-	-	-	-
Security	-	-	-	-	-
Other	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	19.00	119,417	119,417	119,417	119,417
PAYROLL TAXES AND BENEFITS					
Payroll Taxes		11,942	11,942	11,942	11,942
Fringe / Employee Benefits		16,150	16,150	16,150	16,150
Retirement / Pension		2,093	2,093	2,093	2,093
TOTAL PAYROLL TAXES AND BENEFITS		30,184	30,184	30,184	30,184
TOTAL PERSONNEL SERVICE COSTS	19.00	149,601	149,601	149,601	149,601
CONTRACTED SERVICES					
Accounting / Audit		5,417	5,417	5,417	5,417
Legal		2,083	2,083	2,083	2,083
Management Company Fee		-	-		-
Nurse Services		-	-	-	-
Food Service / School Lunch		12,348	12,348	12,348	12,348

Payroll Services	417	417	417	417
Special Ed Services	-	-	-	-
Titlement Services (i.e. Title I)	-	-	-	-
Other Purchased / Professional / Consulting	6,250	6,250	6,250	6,250
TOTAL CONTRACTED SERVICES	26,515	26,515	26,515	26,515
SCHOOL OPERATIONS				
Board Expenses	417	417	417	417
Classroom / Teaching Supplies & Materials	11,200	11,200	11,200	11,200
Special Ed Supplies & Materials	488	488	488	488
Textbooks / Workbooks				
Supplies & Materials other	21,000	21,000	21,000	21,000
Equipment / Furniture	1,667	1,667	1,667	-
Telephone	300	300	300	300
Technology	-	-	-	-
Student Testing & Assessment	467	467	467	467
Field Trips		-	100	100
Transportation (student)		-	390	390
Student Services - other		-	83	83
Office Expense	6,800	6,800	6,800	6,800
Staff Development	1,808	1,808	1,808	1,808
Staff Recruitment	-	-	-	-
Student Recruitment / Marketing	10,000	-	-	-
School Meals / Lunch	12,348	12,348	12,348	12,348
Travel (Staff)	417	417	417	417
Fundraising	-	-	-	-
Other	-	-	-	-
TOTAL SCHOOL OPERATIONS	66,911	56,911	57,484	55,817
FACILITY OPERATION & MAINTENANCE				
Insurance	44,800	-	-	-
Janitorial	10,733	10,733	10,733	10,733
Building and Land Rent / Lease / Facility Finance Interest	34,347	34,347	34,347	34,347
Repairs & Maintenance	1,925	1,925	1,925	1,925
Equipment / Furniture	-	-	-	-
Security	8,333	8,333	8,333	8,333

Utilities	8,587	8,587	8,587	8,587
TOTAL FACILITY OPERATION & MAINTENANCE	108,725	63,925	63,925	63,925
DEPRECIATION & AMORTIZATION		-	-	-
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-
TOTAL EXPENSES	**351,751**	**296,951**	**297,524**	**295,858**
NET INCOME	**528,201**	**195,569**	**(285,764)**	**196,662**
CASH FLOW ADJUSTMENTS				
OPERATING ACTIVITIES				
Example - Add Back Depreciation	-	-	-	-
Other	-	-	-	-
Total Operating Activities	-	-	-	-
INVESTMENT ACTIVITIES				
Example - Subtract Property and Equipment Expenditures	(75,000)	(75,000)	(75,000)	(75,000)
Other	-	-	-	-
Total Investment Activities	(75,000)	(75,000)	(75,000)	(75,000)
FINANCING ACTIVITIES				
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-
Other	-	-	-	-
Total Financing Activities	-	-	-	-
Total Cash Flow Adjustments	**(75,000)**	**(75,000)**	**(75,000)**	**(75,000)**
NET INCOME	**453,201**	**120,569**	**(360,764)**	**121,662**
Beginning Cash Balance		**453,201**	**573,769**	**213,005**
ENDING CASH BALANCE	**453,201**	**573,769**	**213,005**	**334,667**

QUEENS HEBREW PUBLIC CHARTER SCHOOL
PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS
JULY 1, 2025 - JUNE 30, 2026

Error Checking (Comparison to Tabs
TOTALS UNEQUAL - (See Below)

74,192	492,520	11,760	492,520	74,192	497,000	47,712	61,760	3,628,406	OK
273,170	263,170	272,704	262,704	265,820	255,820	255,820	380,820	3,472,112	OK
(198,978)	229,349	(260,944)	229,816	(191,628)	241,179	(208,108)	(319,060)	156,294	Tab 8 is Different by .00
-	-	-	-	-	-	-	100,000	(200,000)	OK
334,667	135,689	365,038	104,095	333,911	142,283	383,462	175,354	-	OK
135,689	365,038	104,095	333,911	142,283	383,462	175,354	(43,706)	(43,706)	Tab 7 is UNEQUAL to Tab 9

NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL	
ove Cash Flow Adjustments should equal the Totals (Column N) on tab "7) Year 1 Budget & Assumptions."									
-	349,194	-	349,194	-	349,194	-	-	2,095,162	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
-	349,194	-	349,194	-	349,194	-	-	2,095,162	OK
-	28,862	-	28,862	-	28,862	-	-	173,172	OK
-	102,704	-	102,704	-	102,704	-	-	616,224	OK

-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
-	480,760	-	480,760	-	480,760	-	-	2,884,558	OK
-	-	-	-	-	-	19,040	-	19,040	OK
10,360		-	-	10,360	-	10,360	-	41,440	OK
2,072	-	-	-	2,072	-	2,072	-	8,288	OK
11,760	11,760	11,760	11,760	11,760	11,760	11,760	11,760	141,120	OK
-	-	-	-	-	-	-	-	325,000	OK
	-	-	-		-	-		-	OK
-	-	-	-	-	-	-	-	-	OK
24,192	11,760	11,760	11,760	24,192	11,760	43,232	11,760	534,888	OK
-	-	-	-	-	-	-	-	-	OK
50,000	-	-	-	50,000	-	-	50,000	200,000	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	4,480	4,480	-	8,960	OK
-	-	-	-	-	-	-	-	-	OK
50,000	-	-	-	50,000	4,480	4,480	50,000	208,960	OK
74,192	**492,520**	**11,760**	**492,520**	**74,192**	**497,000**	**47,712**	**61,760**	**3,628,406**	OK
12,500	12,500	12,500	12,500	12,500	12,500	12,500	12,500	150,000	OK
9,583	9,583	9,583	9,583	9,583	9,583	9,583	9,583	115,000	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	90,000	OK

5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	60,000	OK
34,583	34,583	34,583	34,583	34,583	34,583	34,583	34,583	415,000	OK
24,667	24,667	24,667	24,667	24,667	24,667	24,667	24,667	296,000	OK
13,000	13,000	13,000	13,000	13,000	13,000	13,000	13,000	156,000	OK
-	-	-	-	-	-	-	-	-	OK
13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750	165,000	OK
24,667	24,667	24,667	24,667	24,667	24,667	24,667	24,667	296,000	OK
3,333	3,333	3,333	3,333	3,333	3,333	3,333	3,333	40,000	OK
5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	65,000	OK
-	-	-	-	-	-	-	-	-	OK
84,833	84,833	84,833	84,833	84,833	84,833	84,833	84,833	1,018,000	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
119,417	119,417	119,417	119,417	119,417	119,417	119,417	119,417	1,433,000	OK
11,942	11,942	11,942	11,942	11,942	11,942	11,942	11,942	143,300	OK
16,150	16,150	16,150	16,150	16,150	16,150	16,150	16,150	193,800	OK
2,093	2,093	2,093	2,093	2,093	2,093	2,093	2,093	25,110	OK
30,184	30,184	30,184	30,184	30,184	30,184	30,184	30,184	362,210	OK
149,601	149,601	149,601	149,601	149,601	149,601	149,601	149,601	1,795,210	OK
5,417	5,417	5,417	5,417	5,417	5,417	5,417	5,417	65,000	OK
2,083	2,083	2,083	2,083	2,083	2,083	2,083	2,083	25,000	OK
	-		-		-			-	OK
-	-	-	-	-	-	-	-	-	OK
12,348	12,348	12,348	12,348	12,348	12,348	12,348	12,348	148,176	OK

417	417	417	417	417	417	417	417	5,000	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
6,250	6,250	6,250	6,250	6,250	6,250	6,250	6,250	75,000	OK
26,515	26,515	26,515	26,515	26,515	26,515	26,515	26,515	318,176	OK

417	417	417	417	417	417	417	417	5,000	OK
-	-	-	-	-	-	-	-	44,800	OK
-	-	-	-	-	-	-	-	1,950	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	84,000	OK
-	-	-	-	-	-	-	-	5,000	OK
300	300	300	300	300	300	300	300	3,600	OK
-	-	-	-	-	-	-	-	-	OK
467	467	-	-	-	-	-	-	2,800	OK
100	100	100	100	100	100	100	100	1,000	OK
390	390	390	390	390	390	390	390	3,900	OK
83	83	83	83	-	-	-	-	500	OK
6,800	6,800	6,800	6,800	-	-	-	-	54,400	OK
1,808	1,808	1,808	1,808	1,808	1,808	1,808	1,808	21,700	OK
-	-	-	-	-	-	-	-	-	OK
10,000	-	10,000	-	10,000	-	-	-	40,000	OK
12,348	12,348	12,348	12,348	12,348	12,348	12,348	12,348	148,176	OK
417	417	417	417	417	417	417	417	5,000	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
33,130	23,130	32,663	22,663	25,780	15,780	15,780	15,780	421,826	OK

-	-	-	-	-	-	-	-	44,800	OK
10,733	10,733	10,733	10,733	10,733	10,733	10,733	10,733	128,800	OK
34,347	34,347	34,347	34,347	34,347	34,347	34,347	34,347	412,160	OK
1,925	1,925	1,925	1,925	1,925	1,925	1,925	1,925	23,100	OK
-	-	-	-	-	-	-	-	-	OK
8,333	8,333	8,333	8,333	8,333	8,333	8,333	8,333	100,000	OK

8,587	8,587	8,587	8,587	8,587	8,587	8,587	8,587	103,040	OK
63,925	63,925	63,925	63,925	63,925	63,925	63,925	63,925	811,900	OK
-	-	-	-	-	-	-	100,000	100,000	OK
-	-	-	-	-	-	-	25,000	25,000	OK
									OK
273,170	**263,170**	**272,704**	**262,704**	**265,820**	**255,820**	**255,820**	**380,820**	3,472,112	OK
									OK
(198,978)	**229,349**	**(260,944)**	**229,816**	**(191,628)**	**241,179**	**(208,108)**	**(319,060)**	**156,294**	Tab 8 is Different by .00
-	-	-	-	-	-	-	100,000	100,000	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	100,000	100,000	OK
-	-	-	-	-	-	-	-	(300,000)	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	(300,000)	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
-	-	-	-	-	-	-	-	-	OK
									OK
-	-	-	-	-	-	-	**100,000**	**(200,000)**	OK
									OK
(198,978)	**229,349**	**(260,944)**	**229,816**	**(191,628)**	**241,179**	**(208,108)**	**(219,060)**	**(43,706)**	Tab 7 is UNEQUAL to Tab 9
									OK
334,667	**135,689**	**365,038**	**104,095**	**333,911**	**142,283**	**383,462**	**175,354**	**-**	OK
									OK
135,689	**365,038**	**104,095**	**333,911**	**142,283**	**383,462**	**175,354**	**(43,706)**	**(43,706)**	Tab 7 is UNEQUAL to Tab 9

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS

***NOTE:** Projected Five Year Budget on this tab should be for the first five years of actual operations.*

QUEENS HEBREW PUBLIC CHARTER SCHO(

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CH
2025-26 THROUGH 2029-30

Total Revenue		**3,628,406**	**4,982,125**	**6,648,573**
Total Expenses		**3,472,112**	**4,909,429**	**6,600,948**
Net Income (Before Cash Flow Adjustments)		**156,294**	**72,695**	**47,624**
Budgeted Student Enrollment		**112**	**168**	**224**

			Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**
REVENUE				**Per Pupil Revenue Percenta**	
REVENUES FROM STATE SOURCES			**2.0%**	**2.0%**	**2.0%**
Per Pupil Revenue		Basic Tuition (2023-24)			
PRIMARY School District:	New York City Department of Education	18,340	2,095,162	3,205,597	4,359,612
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	2,095,162	3,205,597	4,359,612
Special Education Revenue			173,172	260,400	366,813
NYC DoE Rental Assistance			616,224	961,679	1,307,884
Grants					
Stimulus			-	-	-

DYCD (Department of Youth and Community Developmt.)		-	-	-
Other		-	-	-
Other		-	-	-
TOTAL REVENUE FROM STATE SOURCES		2,884,558	4,427,677	6,034,309
REVENUE FROM FEDERAL FUNDING				
IDEA Special Needs		19,040	29,736	39,648
Title I		41,440	62,160	82,880
Title Funding - Other		8,288	12,432	16,576
School Food Service (Free Lunch)		141,120	211,680	282,240
Grants				
Charter School Program (CSP) Planning & Implementation		325,000	25,000	-
Other		-	-	-
Other		-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		534,888	341,008	421,344
LOCAL and OTHER REVENUE				
Contributions and Donations		-	-	-
Fundraising		200,000	200,000	175,000
Erate Reimbursement		-	-	-
Earnings on Investments		-	-	-
Interest Income		-	-	-
Food Service (Income from meals)				
Text Book		8,960	13,440	17,920
OTHER		-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		208,960	213,440	192,920
TOTAL REVENUE		**3,628,406**	**4,982,125**	**6,648,573**
EXPENSES				
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of			
Executive Management	1.00	150,000	154,500	159,135
Instructional Management	1.00	115,000	233,450	240,454
Deans, Directors & Coordinators	-	-	80,000	82,400
CFO / Director of Finance	-	-	-	-
Operation / Business Manager	1.00	90,000	92,700	95,481
Administrative Staff	1.00	60,000	61,800	63,654
TOTAL ADMINISTRATIVE STAFF	4.00	415,000	622,450	641,124

INSTRUCTIONAL PERSONNEL COSTS				
Teachers - Regular	4.00	296,000	452,880	614,466
Teachers - SPED	2.00	156,000	238,680	323,840
Substitute Teachers	-	-	-	-
Teaching Assistants	3.00	165,000	169,950	175,049
Specialty Teachers	4.00	296,000	452,880	688,466
Aides	1.00	40,000	41,200	82,436
Therapists & Counselors	1.00	65,000	66,950	68,959
Other	-	-	-	-
TOTAL INSTRUCTIONAL	15.00	1,018,000	1,422,540	1,953,216
NON-INSTRUCTIONAL PERSONNEL COSTS				
Nurse	-	-	-	-
Librarian	-	-	-	-
Custodian	-	-	-	-
Security	-	-	-	-
Other	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	19.00	1,433,000	2,044,990	2,594,340
PAYROLL TAXES AND BENEFITS				
Payroll Taxes		143,300	245,399	311,321
Fringe / Employee Benefits		193,800	286,416	392,616
Retirement / Pension		25,110	30,675	38,915
TOTAL PAYROLL TAXES AND BENEFITS		362,210	562,490	742,852
TOTAL PERSONNEL SERVICE COSTS	19.00	1,795,210	2,607,480	3,337,191
CONTRACTED SERVICES				
Accounting / Audit		65,000	66,950	68,959
Legal		25,000	25,000	25,000
Management Company Fee		-		292,012
Nurse Services		-	-	-
Food Service / School Lunch		148,176	222,264	296,352
Payroll Services		5,000	5,850	4,125
Special Ed Services		-	-	-
Titlement Services (i.e. Title I)		-	-	-

Other Purchased / Professional / Consulting	75,000	125,000	150,000
TOTAL CONTRACTED SERVICES	318,176	445,064	836,448
SCHOOL OPERATIONS			
Board Expenses	5,000	5,000	5,000
Classroom / Teaching Supplies & Materials	44,800	67,200	89,600
Special Ed Supplies & Materials	1,950	3,000	4,050
Textbooks / Workbooks	-		
Supplies & Materials other	84,000	86,520	115,360
Equipment / Furniture	5,000	30,000	30,000
Telephone	3,600	3,744	3,894
Technology	-	8,424	9,856
Student Testing & Assessment	2,800	4,200	5,600
Field Trips	1,000	1,500	2,000
Transportation (student)	3,900	5,200	6,500
Student Services - other	500	746	990
Office Expense	54,400	61,600	82,133
Staff Development	21,700	24,500	29,400
Staff Recruitment	-	-	-
Student Recruitment / Marketing	40,000	60,000	80,000
School Meals / Lunch	148,176	222,264	296,352
Travel (Staff)	5,000	6,842	8,684
Fundraising	-	-	-
Other	-	-	-
TOTAL SCHOOL OPERATIONS	421,826	590,740	769,419
FACILITY OPERATION & MAINTENANCE			
Insurance	44,800	49,280	54,208
Janitorial	128,800	193,200	257,600
Building and Land Rent / Lease / Facility Finance Interest	412,160	633,696	866,051
Repairs & Maintenance	23,100	25,410	27,951
Equipment / Furniture	-	-	-
Security	100,000	110,000	121,000
Utilities	103,040	154,560	206,080
TOTAL FACILITY OPERATION & MAINTENANCE	811,900	1,166,146	1,532,890
DEPRECIATION & AMORTIZATION	100,000	75,000	100,000

DISSOLUTION ESCROW & RESERVES / CONTIGENCY		25,000	25,000	25,000
TOTAL EXPENSES		**3,472,112**	**4,909,429**	**6,600,948**
NET INCOME		**156,294**	**72,695**	**47,624**
ENROLLMENT - *School Districts Are Linked To Above Entries*				
PRIMARY School District:	New York City Department of Education	112	168	224
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		**112**	**168**	**224**
REVENUE PER PUPIL		**32,396**	**29,656**	**29,681**
EXPENSES PER PUPIL		**31,001**	**29,223**	**29,469**
CASH FLOW ADJUSTMENTS				
OPERATING ACTIVITIES				
Example - Add Back Depreciation		100,000	75,000	100,000
Other		-	-	-
Total Operating Activities		100,000	75,000	100,000
INVESTMENT ACTIVITIES				
Example - Subtract Property and Equipment Expenditures		(300,000)	(150,000)	(200,000)
Other		-	-	-
Total Investment Activities		(300,000)	(150,000)	(200,000)
FINANCING ACTIVITIES				

Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-
Other	-	-	-
Total Financing Activities	-	-	-
Total Cash Flow Adjustments	**(200,000)**	**(75,000)**	**(100,000)**
NET INCOME	**(43,706)**	**(2,305)**	**(52,376)**
Beginning Cash Balance	-	(43,706)	(46,011)
ENDING CASH BALANCE	**(43,706)**	**(46,011)**	**(98,387)**

OL HARTER PERIOD		DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section provided below.
8,292,568	10,086,537	
8,218,816	9,814,211	
73,753	272,326	
280	336	
Year 4 2028-29	Year 5 2029-30	
ge Increase		
2.0%	2.0%	
5,558,506	6,803,611	PP Increase 2% Each Year
-	-	
-	-	
-	-	
-	-	
-	-	
-	-	
-	-	
-	-	
-	-	
-	-	
-	-	
-	-	
-	-	
-	-	
5,558,506	6,803,611	
467,431	582,947	and 60%. Funding for > 60% is $19,049 and for <60% >20%,
1,667,552	2,041,083	30% of Per Pupil (PP Increase 2% each year)
-	-	

-	-	
-	-	
-	-	
7,693,488	9,427,641	
49,560	59,472	$177 Per student - No Increase
103,600	124,320	$370 Per student - No Increase
20,720	24,864	$74 Per student - No Increase
352,800	423,360	for Free, Reduced and Full Priced Lunch and Estimates of QHP
-	-	Op)
-	-	
-	-	
526,680	632,016	
-	-	
50,000	-	Attachment 2)
-	-	
-	-	
-	-	
22,400	26,880	amount
-	-	
72,400	26,880	
8,292,568	**10,086,537**	
		NOTE: *For all 5-Years of FTE/Staffing detail please see the 'Staffing'*
163,909	168,826	Head of School
247,667	255,097	Hired Year 2 (See accompanying narrative)
84,872	87,418	Dean of Student Support Services in Year 2- DSSS manages all
-	-	
98,345	101,296	Director of Operations
65,564	67,531	Operations Associate
660,357	680,168	

780,900	952,327	General Studies Teache - Yr. 1: 4 Yr. 2: 6 Yr. 3:8 Yr. 4:10 Yr. 5:12 - 1
411,556	501,902	Special Education Teachers- ICT in each Grade K-5 - Yr. 1: 2 Yr. 2: 3
-	-	
180,300	185,709	FTE Teaching Assistants Yr. 1: 3 Yr. 2: 3 Yr. 3: 3 Yr. 4:3 Yr. 5:3
931,120	1,033,054	Hebrew Teachers - 1 Hebrew Teacher per grade - (Yr1: 2, Yr2:3,
84,909	87,456	School Aides (School Aides FTE - Yr 1: 1, Yr 2: 1, Yr 3: 2, Yr 4: 2, Yr
71,027	73,158	Social Worker
-	-	
2,459,813	2,833,607	
-	-	NYCDOE Nurse
-	-	
-	-	
-	-	
-	-	
-	-	
3,120,170	3,513,775	
374,420	421,653	Medicare--12% of Gross Salaries
501,095	596,679	Staff (8% increase annually)
46,803	52,707	and 401K fees. Starting in year 1.
922,318	1,071,038	
4,042,488	4,584,813	
71,027	73,158	3% Increase
25,000	25,000	Legal Counsel on Retainer
558,135	911,668	, Yr 3: 6% PP, Yr 4: 9% PP, Yr 5: 12% PP
-	-	
370,440	444,528	
4,875	5,375	Based on Historical Costs
-	-	
-	-	

175,000	200,000	consultant.
1,204,477	1,659,729	
5,000	5,000	
112,000	134,400	Includes Classroom Supplies - $400 per student
5,100	6,000	$150 per SWD
144,200	173,040	Hebrew Books $50 per student, Library Books $150 per student -
25,000	30,000	Interventions/Specials Classrooms - Yr2 - 2 new classrooms, 1- K-2
4,050	4,211	Mobile Service ($300 per month, long term contract)
11,532	13,492	Only Includes Internet $600 a month with 17% increase per year
7,000	8,400	$25 per student
2,500	3,000	Field Trip Admission Costs, Trip Costs
7,800	9,100	Yr 1: 3 buses Yr 2: 4 Buses Yr 3: 5 Yr 4:6 Yr 5: 7
1,233	1,475	Uniforms for students in need
102,667	123,200	($2500 per year) and Copier Lease/Printer/Fax Supplies ($7200 per
33,600	36,400	Team Building and Appreciation Budget for refreshment and food
-	-	HP Will Cover Staff Recruitment
100,000	120,000	our previous schools.
370,440	444,528	School projects a 5% net loss on school lunch program each year.
10,263	11,316	Increased by # of Staff
-	-	
-	-	
942,384	1,123,562	
59,629	65,592	10% Increase Each Year
322,000	386,400	square foot)
1,106,392	1,364,765	Triple net lease is $32 per square foot - 2.5% increase per year
30,746	33,821	Maintenance Contracts
-	-	
133,100	146,410	Security Contract
257,600	309,120	$8 Per Sq Footage (Gas, Electric, Water)
1,909,467	2,306,107	
120,000	140,000	Technology/Furniture

-	-	$75k Requirement
8,218,816	**9,814,211**	
73,753	**272,326**	
280	336	
-	-	
-	-	
-	-	
-	-	
-	-	
-	-	
-	-	
-	-	
-	-	
-	-	
-	-	
-	-	
-	-	
-	-	
-	-	
280	**336**	
29,616	**30,019**	
29,353	**29,209**	
120,000	140,000	
-	-	
120,000	140,000	
(225,000)	(250,000)	
-	-	
(225,000)	(250,000)	

-	-	
-	-	
-	-	
(105,000)	**(110,000)**	
(31,247)	**162,326**	
(98,387)	(129,634)	
(129,634)	**32,692**	

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: New York City Department of Education

A Operational	B Enrollment	C Per Pupil Rate	D Per Pupil Aid	E Other District	F Total Funding to	G * Total General Fund Operating	H Projected Impact
Year 1 (2025-26)	112	18,707	2,095,162	789,396	2,884,558	37,500,000,000	0.008%
Year 2 (2026-27)	168	19,081	3,205,597	1,222,079	4,427,677	37,500,000,000	0.012%
Year 3 (2027-28)	224	19,463	4,359,612	1,674,697	6,034,309	37,500,000,000	0.016%
Year 4 (2028-29)	280	19,852	5,558,506	2,134,983	7,693,488	37,500,000,000	0.021%
Year 5 (2029-30)	336	20,249	6,803,611	2,624,030	9,427,641	37,500,000,000	0.025%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	New York City Dept of Education website: https://www.schools.nyc.gov/about-us/funding/funding-our-schools#:~:text=For%20the%202023%2D2024%20school,total%20budget%20is%20%2437.5%20billion.
OTHER NOTES:	

***NOTE**

Please copy FISCAL IMPACT CHART (cell range B4:I14 and paste into the FISCAL IMPACT Section of the New School Proposal.

Second Largest Enrollment District: N/A

A Operational	B Enrollment	C Per Pupil Rate	D Per Pupil Aid	E Other District	F Total Funding to	G * Total General Fund Operating	H Projected Impact
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:	

***NOTE**

If required per guidance instructions, please copy the additional FISCAL IMPACT CHART (cells B16:I26 and paste into the FISCAL IMPACT Section of the New School Proposal.

[redacted]

February 6, 2024

Charter School Institute
State University of New York
[redacted]

To Whom it May Concern,

This letter serves to confirm Hebrew Public's commitment to provide Queens Hebrew Public with start-up implementation grant funds totaling up to $420,000 beginning July 1, 2024. The funds will be disbursed in the following manner.

1. Pre-Opening Year - July 2024 - June 2025 - $120,000
2. Year 1 - July 1, 2025 - June 30th, 2026 - $200,000
3. Year 2 - July 1, 2026 - June 30, 2027- $100,000

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

As a CMO, Hebrew Public intends to continue to provide the schools it manages with philanthropic support, particularly in the early years when schools are not yet at capacity and cannot yet reap the benefits of economies of scale that come with increased enrollment. Please do not hesitate to contact me if you have any questions regarding this financial commitment to the school. I can be reached at (646) 217-2212.

Sincerely,

[redacted]

g. Non-SUNY Financials

Please see the following Business Plan responses for the financials of the four charter schools that are currently managed by Hebrew Public, the proposed CMO of QHP:

BPA S08d-Audited Financial Statements
BPA S08e-Forms 990

Timeline July 1, 2024-June 30, 2025																
Please note the following Key:		Activity takes Place During These Months (Start and End Date)														
		Activity Does Not Take Place														
	2024		2024		2024		2025		2025		2025		2025	2025		
Activity	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Responsibility Of	NOTES
Legal and Organizational																
Latest possible date Queens Hebrew Public Charter School Education Corporation will be issued a charter is October 1, 2024 (by operation of law 90 days after SUNY Board issues approval (assume that is June 30, 2024) and the school legally exists.																
File for QHP 501(c)(3) and NYS Tax Exempt Status (Upon issuance of charter)															BOT, Legal Counsel, HP	*Note: Will start process upon approval of charter and will continue follow up until 501c3 and NYS tax exempt status is received.*
Governance																
Hold 1st official BOT meeting, elect officers, ratify by-laws, code of ethics, other governing documents, establish committees and membership															BOT	*Note: 1st Board meeting will be held in October 2024 upon issuance of charter.*
Recruit new BOT members with specific expertise valuable to school start-up and implementation, as necessary															BOT, HP	*Note: This is an ongoing process.*
Hold Board Training Sessions															BOT, HP	*Note: This is an ongoing process. The Board will participate in sessions facilitated by HP, legal counsel and other consultants to ensure each member's understanding of the Board's fiduciary responsibilities.*
Fund Development																
Develop fundraising plan in order to cultivate donors and secure private philanthropy															BOT, HP	
Prepare and Submit CSP Narrative and Budget for Start-up and Implementation Grant															HP	*Note: Application will be made for Federal CSP start-up and implementation grants as soon as it is eligible to do so upon approval of charter.*
Apply for Consolidated Title Funds															Head of School, Director of Operations, HP	*Note: Application will be made for Title funds through the Consolidated Title Application as soon as it is available.*
Research and apply for all other available competitive funding opportunities and private grant opportunities															HP	*HP will on an ongoing basis identify potential sources of private and public funding opportunities with a plan to submit formal proposals and applications upon approval of charter.*
Apply for DUNS number for QHP															HP	*Note: DUNS number needed for CSP Funding.*
Human Resources																
Review and revise current HP network schools' Employee Handbook for QHP															HP, QHP Legal Counsel	
Develop and Finalize Employee Benefits Package															HP, BOT, QHP's Contracted Financial Service Provider	
Recruit and hire Head of School															HP, BOT	*Note: Recruitment for the Head of School begins upon submission of the application in order to have identified a top candidate should the school be chartered. The Head of School will be on staff by January 2025.*
Recruit and hire Director of Operations															HP, BOT	

Timeline July 1, 2024-June 30, 2025																
Please note the following Key:		Activity takes Place During These Months (Start and End Date)														
		Activity Does Not Take Place														
	2024		2024		2024		2025		2025		2025		2025	2025		
Activity	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Responsibility Of	NOTES
Recruit and hire Dean of Academics and Culture															Head of School, HP	*Note: The Head of School makes the hiring decision regarding the Dean of Academics and Culture. HP will begin sourcing candidates as soon as SUNY approves charter so that Head of School can begin to interview by January 2025.*
Identify and/or develop Evaluation Tools for Head of School, Dean of Academics and Culture and Director of Operations and other non-instructional staff															HP, BOT, Head of School, when hired	*Note: The goal will be to develop and finalize tools before FY 2025-26*
Recruit and hire all instructional staff															HP, Head of School, Dean of Academics and Culture when hired	*The goal will be to have all staff hired by June 2025.*
Arrange with NYCDOH for school nurse or hire private nurse															Director of Operations	
Recruit and hire all non-instructional staff															HP, Head of School, Director of Operations	*The goal will be to have all staff hired by June 2025*
Student Marketing, Recruitment, Lottery, Admissions, Enrollment																
Continue Student/Family Outreach and Marketing Efforts															HP, Head of School and Director of Operations (both when hired)	*Note: Task assumes Student/Family Outreach and Marketing Efforts have been ongoing throughout the post-application submission period and post-approval period. Process may be extended if sufficient number of applications are not secured to fill seats in school. Application deadline is April 1, 2025*
Submit Per Pupil Yr1 Projections to NYCDOE for First Payment															Director of Operations, HP	*Note: Lottery to be conducted on or about Apr 15.*
Conduct Student Lottery, generate acceptance list and waitlist (April 2025)															Head of School, Director of Operations, HP	*Note: Lottery to be conducted on or about Apr 15.*
Mail/Email acceptance packages to students/families, continue to take names of waitlist as necessary. Paperwork contains student registration form, emergency contact form, Home Language Information Survey, Transportation Request Form, Free and Reduced Lunch Form, Student Release forms for test data, Media Release Forms, Medical Forms, Records Release form from previous schools, School Calendar and other necessary paperwork															Director of Operations	*Note: Begins post-lottery. The process of sending out acceptance letters and taking students off waitlist is expected to be ongoing starting upon completion of lottery and continuing through August and throughout the school year as families may decline the acceptance or withdraw their child from the school.*
Request/Secure Student Records from Students' Schools															Director of Operations	*Note: Begins post-lottery and is an ongoing process as students may be accepted in school off wait list.*
Facilities																
Facility Secured for QHP undergoes renovation															HP, Barone Management	*Note: Barone Management is responsible for delivering the buidling to QHP by July 2025. As discussed in the charter application, Response 16ac-Facilities, the building has "as of right" zoning and Barone Management has developed several charter school buildings in New York City. The scope of work required for this renovation is "surgical" in nature, not requiring a complete gut renovation. Thus, the timeline is expected to be met.*
Move into QHP Facility															HP, HOS, Dean of Acadmics and Culture, Director of Operations,	

Timeline July 1, 2024-June 30, 2025																
Please note the following Key:		Activity takes Place During These Months (Start and End Date)														
		Activity Does Not Take Place														
	2024		2024		2024		2025		2025		2025		2025	2025		
Activity	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Responsibility Of	NOTES
Arrange accounts for phone and internet connectivity, electric, gas and other utility services as necessary															Director of Operations	
Order and accept delivery of school, office and classroom furniture, technology and other equipment. Order and accept delivery of appropriate equipment for food services (heating and refrigeration).															Director of Operations, Head of School, Dean of Academics and Culture, HP	*Note: Order all necessary FFE and accept delivery no later than August 1, 2025*
Conduct a competitive bidding process for a tech consultant to set up all technology in school, select tech consultant, tech consultant does work															Director of Operations	
Financial and Operational																
Develop and Adopt Internal Financial Controls Policies and Procedures for QHP, secure an independent CPA to review and provide an opinion on these Internal Controls.															Board Treasurer, HP, QHP's External Contracted Financial Services Provider, Independent CPA	*Note: It is the expectation that Board will be developing this document during the post-application period. The School Board of Trustees' should approve and adopt this policy no later than the inaugural Board meeting after the charter is authorized. Review and opinion by an independent CPA as well as correcting any deficits identified by CPA should occur prior to Board approval.*
Establish all relevant financial systems: Payroll, Billing, other disbursements as per Internal Controls Policy and Procedures.															Board Treasurer, HP, QHP's External Contracted Financial Services Provider	*Note: It is the expectation that the School's Board will have finalized these systems and have begun implementing these systems by December 31, 2024 as school-based staff will be on board by January 1, 2025.*
Further develop and refine and ultimately formally adopt by the the School's Board of Trustees the School's policies including but not limited to Discipline, Personnel, Grievance, Whistleblower, Medications Administration Plan, Health Services Plan, Technology Plan, School Safety Plan, FERPA, FOIL and distribute to relevant stakeholders.															Board, HP, HOS, Director of Operations	*Note: These policies and procedures should be vetted by legal counsel and other professional consultants as appropriate. Certain policies should be completed at different times during this period; for instance, Personnel Policies should be ratified at the first board meeting as employees are expected to join the staff on Jan 1, 2025 and be on the School's payroll at which time they should be provided with the approved Employee Manual.*
Arrange bus and food service with NYCDOE															Director of Operations	*Note: By June 1, 2025, QHP will submit Transportation Request Form for the school so that OPT establishes NYCDOE transportation for students who are eligible. QHP will input transportation request information provided by parents of students admitted to school into ATS so that OPT can determine transportation eligibility for each QHP student (this is an ongoing process as students are enrolled in the school).*
Arrange for required CPR training of staff and obtain required defibrillators.															Director of Operations and school nurse (when secured from NYCDOH)	*Note: Training will occur during pre-opening professional development for staff.*
Establish checking account with financial institution															Board Treasurer, HP	*Note: Will be done as soon as soon as QHP receives its provisional charter*
Secure D&O Insurance															Board, HP	*Note: This should be in place as soon as QHP receives its provisional charter.*
Secure Umbrella Commercial Liability Policy, Property, Student Accident, Professional Liability															Director of Operations, HP, Board	*This should be secured to start July 1, 2025*

Timeline July 1, 2024-June 30, 2025																
Please note the following Key:		Activity takes Place During These Months (Start and End Date)														
		Activity Does Not Take Place														
	2024		2024		2024		2025		2025		2025		2025	2025		
Activity	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Responsibility Of	NOTES
Secure PowerSchools for QHP, train staff in its use															Director of Operations, HP	
Secure ATS from NYCDOE															Director of Operations	
Contract with Security and Building Maintenance Company															Director of Operations, HP	*Note: The Director of Operations will conduct a competitive bidding process to select these outside contracting services for building security and maintenance and will abide by guidelines for securing a contractual relationship as laid out in the internal financial controls policy and procedures manual. Board will ratify selection.*
Develop and finalize final first year budgets															HP, HOS, Board Finance Committee, QHP's External Contracted Financial Services Provider	This should be approved by June 2025 board meeting
Educational																
Planning for first year's academic program, development of assessment protocol, review of curriculum and instructional resources and modification as needed															HP, HOS, Dean of Academics and Culture	
Develop Full Curriculum for Year 1															HP, HOS, Dean of Academics and Culture	*Note: The HOS, Dean of Academics and Culture and HP will develop QHP instructional tools (curriculum maps, scope and sequence from existing HP instructional resources) for the first school year, however, these will be living documents and will continue to be refined with input from instructional staff throughout the school year.*
Select, order and accept delivery of all necessary curriculum and instructional materials including assessment materials as necessary.															HP, HOS, Director of Operations	
Plan Staff Orientation Activities and Pre-Opening Staff Development (August 2025)															Head of School, Dean of Academics and Culture, Director of Operations, HP	
Develop Agenda and Engage Appropriate Outside Training Consultants as Necessary for Pre-Opening Professional Development Period. Develop Professional Development Plan for Year 1															HP, HOS, Dean of Academics and Culture	
QHP Leadership Team Professional Development led by Hebrew Public															HP, QHP HOS, Dean of Academics and Culture	
Conduct Staff Orientation and Pre-Opening Staff Development															Head of School, Dean of Academics and Culture, Director of Operations, Staff, PD consultants	
Obtain any existing special education records, including IEPs, for all entering students with disabilities															Director of Operations	This is ongoing as students are accepted into QHP
Develop special education policies and procedures, including record keeping process, pre-referral and referral process															Head of School, Dean of Academics and Culture, HP	
Create class lists, student schedules and disseminate to teachers and students/families															HOS, Dean of Academics and Culture and Director of Operations	
Develop and Finalize QHP Student and Family Handbook (using existing NYC Hebrew Public charter school's Handbook as template.															HP, Head of School, Dean of Academics and Culture, Director Operations	

Supplemental Narrative

We would like to use this space and the corresponding *Response 23b-Supplemental Attachments* to share a few Program and Operations resources from Hebrew Public that are representative of the kinds of resources that will be available to QHP leadership, teachers and staff to support them in their work.

Contained in *Response 23b-Supplemental Attachments* are:

Hebrew Public Network Grade 3 ELA and Math Pacing guides: The ELA and Math pacing guide is a crucial document outlining the sequence and timing of instruction, ensuring educators cover essential topics within designated timeframes. It supports teachers in staying on track with the curriculum, allowing for adjustments to meet student learning needs. In the context of the network, these pacing guides are provided to alleviate the burden on educators by offering structured guidance and resources, contrasting with schools operating independently, which must develop these guides on their own, thus demonstrating the network's commitment to facilitating effective instructional planning and supporting teacher success. Hebrew Public has Network Pacing Guides for all content areas and for all grade level that all school leaders and teachers can access, in addition to curriculum maps, scopes and sequences, unit and lesson plans.

Intellectual Meetings Manual: The HP Intellectual Prep Meetings Manual is a helpful guide for school leaders and teachers, providing strategies, tips, and resources to improve lesson and unit planning during preparation meetings. This manual supports school leaders by offering structured assistance and tools to lead their teams more effectively. In the context of the network, providing this manual demonstrates a commitment to assisting school leaders in promoting better teaching practices, by providing centralized resources and guidance for instructional leadership. School leaders use the Intellectual Prep Manual to support them in planning for weekly grade team planning meetings.

Hebrew Public Network Schools Ops Playbook: The Ops Playbook serves as an electronic comprehensive toolkit designed to support school-based Ops leaders in their responsibilities. Comprising various components such as the Informal Dashboard, Formal Dashboard, Ops Weekly Bulletin, and Deliverable Tracker, it streamlines operations by providing clear guidance and resources. Specifically, Ops Playbook outlines monthly priorities, assigns ownership, and defines goals for each task. It enables customization for individual schools while ensuring alignment with overarching objectives. By offering access to resources, policies, and templates, it relieves the burden on Ops leaders who would otherwise need to create and manage such materials independently. Additionally, it establishes clear metrics for success, facilitating effective oversight from both Heads of School and Operations leaders. The playbook acts as a centralized resource, facilitating the sharing of best practices among our schools and documenting crucial processes to enhance operational efficiency.

Supplemental Attachments

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Artifact	Page Number
Hebrew Public Network Grade 3 ELA and Math Pacing Guides	Response 23b-1
Hebrew Public Intellectual Prep Manual	3
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Dates/Weeks	Lessons/Assessments	Eureka Module	Module Topics	Standards
Q1W0 - Q1W1 Aug 30 - Sept 8	3-4 lessons	**Week of Inspirational Math**		
Q1W2- Q1W6 Sept 11 - Oct 10	19 instructional lessons 1 Flex Day 1 Beginning of Year Diagnostic Math Quiz #1 1 End of Module Assessment	**Module 1: Properties of Multiplication and Division and Solving Problems with Units of 2–5 and 10**	Topic A: Multiplication and the Meaning of the Factors	3.OA.1
			Topic B: Division as an Unknown Factor Problem	3.OA.2 & 3.OA.6
			Topic C: Multiplication Using Units of 2 and 3	3.OA.1 & 3.OA.5
			MID-MODULE ASSESSMENT	
			Topic D: Division Using Units of 2 and 3	3.OA.2, 3.OA.3, 3.OA.4, 3.OA.6
			Topic E: Multiplication and Division Using Units of 4	3.OA.2, 3.OA.3, 3.OA.5, 3.OA.7
			Topic F: Distributive Property and Problem Solving Using Units of 2–5 and 10	3.OA.3 & 3.OA.5
			END OF MODULE ASSESSMENT	
Q1W7 - Q1W11 Oct 17 - Nov 14	18 instructional lessons 2 Flex Days 1 Mid-Module Assessment Math IA #1 1 End of Module Assessment	**Module 2 Place Value and Problem Solving with Units of Measure**	Topic A: Time Measurement and Problem Solving	3.MD.1, 3.NBT.2
			Topic B: Measuring Weight and Liquid Volume in Metric Units	3.MD.2, 3.NBT.2
			MID-MODULE ASSESSMENT	
			Topic C: Rounding to the Nearest Ten and Hundred	3.MD.1, 3.MD.2, 3.NBT.1
			Topic D: Two- and Three-Digit Measurement Addition Using the Standard Algorithm	3.NBT.1 & 3.NBT.2
			Topic E: Two- and Three-Digit Measurement Subtraction Using the Standard	3.MD.2, 3.NBT.1, 3.NBT.2
			END OF MODULE ASSESSMENT	
Q1W11 - Q2W6 Nov 16 - Jan 4	20 instructional lessons 2 Flex Days 1 Mid-Module Assessment Math Quiz #2 1 End of Module Assessment	**Module 3 Multiplication and Division with Units of 0, 1, 6–9, and Multiples of 10**	Topic A: The Properties of Multiplication and Division	3.OA.4, 3.OA.5, 3.OA.7, 3.OA.9
			Topic B: Multiplication and Division Using Units of 6 and 7	3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7
			Topic C: Multiplication and Division Using Units up to 8	3.OA.3 3.OA.4, 3.OA.5, 3.OA.8
			MID-MODULE ASSESSMENT	
			Topic D: Multiplication and Division Using Units of 9	3.OA.3, 3.OA.4, 3.OA.5, 3.OA.7, 3.OA.8, 3.OA.9
			Topic E: Analysis of Patterns and Problem Solving Including Units of 0 and 1	3.OA.3, 3.OA.7, 3.OA.8, 3.OA.9
			Topic F: Multiplication of Single-Digit Factors and Multiples of 10	3.NBT.3, 3.OA.5, 3.OA.9
			END OF MODULE ASSESSMENT	
Q2W6 - Q2W10 Jan 5 - Feb 2	16 instructional lessons (2 optional) 1 Flex Day Math IA #2 1 End of Module Assessment	**Module 4 Multiplication and Area**	Topic A: Foundations for Understanding Area	3.MD.5 & 3.MD.6
			Topic B: Concepts of Area Measurement	3.MD.5, 3.MD.6, 3.MD.7a & 3.MD.7b
			MID-MODULE ASSESSMENT	
			Topic C: Arithmetic Properties Using Area Models	3.MD.7a, 3.MD.7b, 3.MD.7c
			Topic D: Applications of Area Using Side Lengths of a Figure	3.MD.7b & 3.MD.7d
			END OF MODULE ASSESSMENT	
Q2W11 - Q3W8 Feb 6 - April 2	29 instructional lessons 1 Flex Day Math Quiz #3 1 End of Module Assessment	**Module 5 Fractions as Numbers on the Number Line**	Topic A: Partitioning a Whole Into Equal Parts	3.G.2
			Topic B: Unit Fractions and Their Relation to the Whole	3.NF.1
			Topic C: Comparing Unit Fractions & Specifying the Whole	3.NF.1, 3.NF.3, 3.NF.3d
			MID-MODULE ASSESSMENT	
			Topic D: Fractions on the Number Line	3.NF.2, 3.NF.3, 3.NF.3c, 3.NF.3d
			Topic E: Equivalent Fractions	3.NF.3, 3.NF.3a, 3.NF.3b, 3.NF.3c
			Topic F: Comparison, Order and Size of Fractions	3.NF.2, 3.NF.2a, 3.NF.3, 3.NF.3d
			END OF MODULE ASSESSMENT	
Q3W8 - Q3W9 April 3 - April 9	5 instructional lessons 2 Flex Days No assessments	**Module 6 Collecting and Displaying Data**	Topic A: Generate & Analyze Categorical Data	3.MD.3
			Topic B: Generate & Analyze Measurement Data	3.MD.3 & 3.MD.4
			END OF MODULE ASSESSMENT	
Q3W10 - Q4W1 April 15 - May 3	9 Standard Review lessons 7 Number Stories Blitz Math Quiz #4 PSSA Math Exam (2 days)	**PSSA Math Test Prep & PSSA Math Exam**		

Q4W2 - Q4W7 May 6 - June 13	25 instructional lessons End of Year Math Diagnostic Math Quiz #5	**Module 7 Geometry and Measurement Word Problems**	Topic A: Solving Word Problems	3.OA.8
			Topic B: Attributes of 2D Figures	3.G.1
			Topic C: Problem Solving with Perimeter	3.MD.8
			MID-MODULE ASSESSMENT	
			Topic D: Recording Perimeter & Area Data on Line Plots	3.MD.4 & 3.MD.8
			Topic E: Problem Solving with Perimeter & Area	3.MD.8
			END OF MODULE ASSESSMENT	

HEBREW PUBLIC
Charter Schools For Global Citizens

Intellectual Preparation Meetings

We know that what teachers know and can do is the most important influence on what students learn. We also know that teachers are the greatest intellectual assets in our school. Intellectual Planning Meetings (IP meetings) are aimed at improving teaching and learning, and creating a platform for teacher collaboration. These meetings are designed intentionally to support our philosophy that the quality of teacher's intellectual planning and preparation has a significant impact on student achievement. IP meetings will serve to leverage the power and efficiency of the group in planning context, allow leaders to spend more time in classrooms and give teachers a platform to share best practices and build expertise in the content they will teach.

There are four types of IP Meetings. The implementation and sequencing of these meetings will depend on the content of each unit and the needs of each teacher team. Each of these meetings is outlined in this manual.

- Unit Studies
- Planning/Lesson and Assessment Studies
- Lesson Debriefs and Teachbacks
- Data Meetings: Group Results & Student Work

UNIT STUDIES

Overview: A Unit Study is a team meeting designed to support teacher's intellectual preparation for upcoming content. Unit Studies occur prior to the launch of a unit and are designed to engage adults in an academic discussion about the big ideas of the unit and where the content along with associated standards fit into the progression of learning.

Rationale: A teacher's knowledge, preparation and passion for the content that they teach is directly linked to our scholars' engagement and achievement. Engaging in thoughtful preparation and academic discussions about the content of units in advance of their launch will allow teachers to deepen their content knowledge and improve planning for their section(s). Additionally, discussing the progression of learning as related to the mastery of standards will further the group's ability to move scholars along this progression.

Process: The general structure of a unit study meeting is as follows:

Before the meeting:	The team's facilitator plans for the session and sets expectations for participant preparation including: ➢ Reading a scholarly article or document that explores the topic of the unit ➢ Familiarizing themselves with the standards and how they are assessed ➢ Understanding what the unit will demand that the scholars know, understand, and do
During the meeting:	Teachers engage in a lively conversation and analysis of the content of the upcoming unit. The conversation centers on the big ideas of the texts or topics being explored in the unit and how those concepts fit in a larger trajectory of learning. The focus of the unit study is on adult learning in relation to the content and how students come to understand it.
After the meeting:	The team returns to the content of the unit in a variety of ways including participating in more detailed studies of lessons, assessments, student work, and in honing teaching skills and practices associated with this unit.

PLANNING/LESSON AND ASSESSMENT STUDIES

Overview: A planning and assessment study is a team meeting designed to support the development of upcoming lessons. Planning and assessment studies occur prior to the lessons being implemented. Teachers use their knowledge of the content, knowledge of their scholars' performance on the relevant or related topic, and any relevant assessments, to collaboratively prepare to teach or to improve the existing plans. The team engages in an anticipatory and action-oriented discussion about the intended learning during the lesson using the lesson materials. This includes selecting the most worthwhile questions to ask, tasks to pose, potential misconceptions to rectify, and evaluating exemplary student responses to tasks/questions/prompts. Planning and assessment studies can be used to plan an upcoming lesson, workshop a pre-written lesson, analyze an upcoming assessment, align lesson plans to an upcoming assessment, or to prepare content for an upcoming lesson.

Rationale: Engaging in collaborative development of lesson plans will allow teachers to prepare and deliver high-quality lessons. The quality of student work will improve because teachers will develop a common standard for it. Teacher readiness to address anticipated misconceptions in lessons will increase due to collaborative discussion about what the misconception reveals. Purposeful materials and visual aids will clarify and support content. Planning and assessment studies will allow teachers to hone goals for student learning and gather the group's knowledge about how to support scholars on their way to the goal.

Process: The general structure of a planning and assessment study meeting is as follows:

Before the meeting:	The team's facilitator plans for the session by: ➢ Understanding how the assessments are derived from standards ➢ Connecting the assessments to the unit content and evaluating any instructional gaps ➢ Studying the lesson plans to ensure mastery of content The team's facilitator sets expectations for participant preparation including: ➢ Studying the lesson plan
During the meeting:	The team studies the assessment or lesson plan. In a lesson plan preparation meeting, teachers explore probing questions to ensure mastery of content, student work expectations and materials. In a lesson plan revision meeting, they discuss, adapt, and improve the goals of the lessons, the tasks in the lessons, the questions/prompts in the lesson, and/or the lesson materials. In an assessment preview, teachers study an upcoming assessment in order to gauge student needs to inform upcoming instruction.
After the meeting:	The team executes the plans and collects data on the effectiveness of the lessons. They use gathered data to amend future plans and to inform further meetings.

LESSON DEBRIEFS AND TEACHBACKS

Overview: A "teach-back" is an iterative team activity designed to support the development of teaching practice. Teach-backs are a method of preparation where a group of teachers take turns practicing the delivery of a specific portion of a lesson. Teachers give one another feedback. The second round of practices focuses on implementing feedback. A teach-back can be used before a lesson is implemented, or after a lesson was found to be unsuccessful and must be revised. Teach-backs can be done with a group of teachers as observers and mock-students, or in a classroom.

Rationale: A teacher has to make hundreds of decisions while implementing a lesson and will often encounter responses or challenges in learning that they did not anticipate. The iterative process of practice inherent in a teach-back protocol allows the teacher to feel more prepared for a range of possible student responses and challenges. Teach-backs are especially helpful for teachers in preparing to address misconceptions. Knowing how to "unstick" a child through prompting or questioning will allow teachers to support scholar understanding at a higher level. Teach-backs are also useful for sharpening an instructor's clarity, questioning, engagement, pacing, and classroom management. A teach-back allows teachers to practice doing something well before they do in the classroom, thus increasing the likelihood of actually doing it well.

Process: The general structure of a lesson debrief and teach back meeting is as follows:

Before the meeting:	The team's facilitator plans for the session by: ➢ Using data to identify the focus of the upcoming teach-back session (i.e., a portion of a lesson) The team's facilitator sets expectations for participant preparation including: ➢ Studying the lesson plans and unit guides, and being prepared to teach a lesson
During the meeting:	The team practices the identified portion(s) of the lesson and engages in a discussion about feedback regarding implementation of the lesson, using a teach-back protocol (can be modified). The purpose of this session is to practice the content and unravel practical, potential obstacles for teaching.
After the meeting:	The team applies learning to the upcoming lessons and collects data on the effectiveness of implementation. A teach-back follow up can be done the following week to help teachers reflect on their practice.

DATA MEETINGS: GROUP RESULTS

Overview: Hebrew Public has a strong commitment to data driven instruction and formative assessment. One type of collaborative data meeting focuses on non-interim assessments. Teams focus on the formative use of results in a more abbreviated fashion in order to quickly analyze non-interim assessments, formulate targeted actions, and to quickly apply targeted instructional improvements. The second type of meeting around student work is discussed subsequently.

Rationale: Formative analysis of student performance on assessments is essential to leverage the opportunities in upcoming instruction to address misconceptions and progress towards proficiency in standards. A grade team's use of a shorter formative cycle has the potential to ensure that standards that are not being explicitly explored in upcoming curricula are integrated in upcoming instruction. When standards are explicitly paced in upcoming units, the group results protocol serves to identify the opportunities to return to misconceptions or gaps in learning. Holding more frequent group results protocols shortens the loop on data driven instruction and gives teams concrete actions to address needs.

Process: The general structure of a group results data meeting is as follows:

Before the meeting:	The team's facilitator plans for the session by: ➢ Analyzing the data across classrooms to evaluate instructional strengths and growth areas, including gaps in curricular content and instructional practices The team's facilitator sets expectations for participant preparation including: ➢ Scoring, collection, and scanning of all relevant data ➢ Analyzing data to evaluate instructional strengths and growth areas
During the meeting:	The team uses a protocol to evaluate data. The focus of this session is to allow teachers to identify instructional strengths and issues, share best instructional practices around specific standards, as well as identify amendments or adjustments needed to upcoming curriculum.
After the meeting:	The team implements instructional and curricular adjustments to raise the level of achievement.

DATA MEETINGS: STUDENT WORK

Overview: Hebrew Public has a strong commitment to data driven instruction and formative assessment. As aforementioned, one type of collaborative data meeting focuses on non-interim assessments. The second type of collaborative data meeting focuses on student work. The work for this second meeting can be from an assessment or from a task assigned during a unit or module. Using a given focus, prompt, or relevant parameters, the participants analyze the student work and generate observations about trends and issues in the work that can drive planning for instructional improvements. Facilitators guide the group to identify concrete actions in the form of changes and improvements to upcoming instruction based on this rich, qualitative data.

Rationale: The process of collaboratively analyzing student work and creating instructional action plans based on the work has many benefits. Two of the main benefits are for establishing a consistent expectation for high-quality student work and for identifying and addressing key performance issues in student understanding. Through the collaborative planning process that will precede the student work protocol (unit studies, planning and assessment studies, teach-backs, etc.), teachers will be able to hone what they are looking for in student performance. And, through studying the results of this preparation, the team will be able to analyze the effectiveness of their instruction and plan for adjustments. When this process takes place as a group, teachers can look closely at the performance of students in other classes and share best practices that have led to certain levels of academic progression. Through identifying performance issues in student work and building action plans to address those issues, the team of teachers, including the facilitator, builds mutual accountability to take formative action.

Process: The general structure of a student work data meeting is as follows:

Before the meeting:	The team's facilitator plans for the session by: ➢ Analyzing the student work across classrooms to evaluate instructional strengths and growth areas, including gaps in curricular content and instructional practices ➢ Selecting the student work to be studied based on teacher needs and student data ➢ Crafting a focus question to guide the study of the work to address teacher needs The team's facilitator sets expectations for participant preparation including: ➢ Scoring, collection, and scanning of all relevant data ➢ Analyzing student work samples
During the meeting:	The team engages in study of student work. The focus of this session is to deeply evaluate student strategies, to determine foundational gaps in understanding, and to define group and individual actions to improve instruction.
After the meeting:	The team implements actions for remediation and actions to improve instruction. They engage in further analyses of student work after the session.

Before Meeting	Indicators of Planning	Notes
Purpose	☐ Establish clear, reasonable and relevant meeting objectives grounded in data that contributes to improvement of teaching and learning. ☐ Research content under study to ensure expertise as a leader. ☐ Design meeting processes (i.e. protocols and activities) ☐ which align to meeting objectives and can be completed within the given timeframe. ☐ Select inclusive group processes that honor individuals' different learning and participation styles. ☐ Script open-ended questions to generate ideas on topic. ☐ Assign roles based on needs of the group. ☐ Establish connection between the work of this meeting and other meetings in the series. ☐ Develop materials that will enhance the meeting objective. ☐ Incorporate feedback from previous meetings.	
Preparation	☐ Organize materials to support clarity and efficiency. ☐ Organize space to support meeting activities and team building. ☐ Ensure participants know with sufficient notice the purpose of meeting, the agenda, their roles and how they must prepare in order to actively participate in the meeting activities.	
During Meeting	**Observable Criteria**	**Notes**
Group Culture/ Development	☐ Focus group on application of group norms to establish and maintain trust and productivity. ☐ Acknowledge contrasting perspectives/opinions and	

	embrace productive dissonance to help the group find win-win solutions. ☐ When necessary, intervene with individuals and groups to support conflict resolution without taking control of the situation. ☐ Help individuals and groups reflect on processes and experiences and capture relevant learning.	
Group Involvement	☐ Encourage and generate participative discussion in groups. ☐ Draw out others' opinions in an objective and nonjudgmental manner. ☐ Encourage contributions from all group members. ☐ Ensure each participant leaves the meeting with a clear understanding of next steps.	
Presentation Skills	☐ Help stimulate creative thinking through brainstorming, shaping powerful and strategic questions, and other idea-generation processes. ☐ Record group ideas in ways that allow participants to see and build upon ideas. ☐ Use active listening skills including paraphrasing, summarizing, making connections, reflecting, and questioning. ☐ Stimulate consideration of alternatives before committing to a course of action. ☐ Balance the needs of the group with the objectives of the meeting. ☐ Focus and refocus group on common goals and tasks. ☐ Promote actions and outcomes through agreement.	
After Meeting	**Observable Criteria**	**Notes**

Observation & Follow Up	☐ Document and circulate actions and outcomes. ☐ Promptly observe implementation of meeting content and provide timely feedback to strengthen implementation. ☐ Stimulate ongoing discussion to develop participants' understanding on meeting topics by generating follow up questions. ☐ Collect data to assess progress and inform the topic of the next session(s). ☐ Discuss application of group norms with individual teammates as necessary. ☐ Ensure all participants (including absent teammates) complete assigned actions. ☐ Archive session materials and circulate to key stakeholders.	

CHEAT SHEET: When to Use Different IP Meetings

Common Needs:	Potential IP Supports:
If teachers need support at arriving at the level of rigor required by the standard and tasks *Example:* Classroom instruction and the expectations for the task or activity focuses on low level or discrete skill instruction	• Try...An unit unpacking with significant time dedicated to understanding performance on standards or, • An assessment study that deeply explores what exemplary student work looks like.
If teachers need support with questioning *Example:* Teacher questioning is leading, unclear and/or limits student thinking and intellectual ownership	• Try...A teach-back focused on questioning or, • A lesson study that focuses on developing least to most supportive questions.
If teachers need support with their own understanding of the content *Example:* A teacher is not yet familiar or has their own misconceptions about the lesson topic or the standard	• Try...A unit unpacking with a focus on conceptual understanding of the content and the foundational standards from previous grade levels or, • A 1:1 with a teacher focused on the concept in question focused on building their knowledge.
If teachers need support because students are struggling to make connections in the lesson or getting strong student thinking expressed in multiple modalities *Example:* Students are only expressing their understanding in one modality, such as verbally, but are not getting to another modality such as writing or in math are expressing their work pictorially but not getting to numbers and equations	• Try...A lesson study focused on the criteria for success where exemplary work is reviewed or, • A lesson study that focuses on pacing or, • A teach-back focused on modeling and stating the expectations of work products.

If teachers needs support using data and addressing misconceptions *Example:* Teachers are solid to strong at teaching to the lesson objective but are not planning or teaching towards the needs of students who struggle or have misconceptions	• Try… A data meeting and use a student work protocol that identifies misconceptions and has teachers create scaffolds or supports.
If teachers need support "stamping" learning/teaching for transfer *Example:* The teachers are running well-designed and goal-driven lessons but are not pushing for explicit big ideas or conjectures	• Try…A teach-back focused on prompting for big ideas or conjectures.
If teachers need support because students have an access issue *Example:* A significant number of students struggle to decode in ELA or fluently multiply when that is appropriate for the grade level	• Try…A lesson study focused on differentiation or, • A teach-back that focuses on teachers practicing metacognition about the task

Month	Work Stream	Operational Priority	Outcomes & Metrics for Success
April	Assessments	State Exams: Math Exeuction	- DOO leverages Hebrew Public non-negotiable critical path, adapting for school specific needs. - Complete testing data is collected for 100% students, correctly packed, scanned and submittd to the state within designated time frame. - 100% state exams are executed according to the state and school guidelines. - There are zero testing irregularities due to mismanagement.
April	Assessments	NYSELAT Testing Execution	-Testing resources are ordered, printed and prepared within the designated time frame. - Complete testing data is collected for 100% of students, correctly scanned and submitted to the state within the designated time frame.
April	Enrollment	Enrollment: Execute Lottery	- Lottery is executed on assigned day, in compliance with established protocols. - 100% lottery families receive day-of communication regarding their lottery status. - Ops Team is prepared to execute Call Plan & Registration Project Plan immediately following the lottery.
April	Enrollment	Enrollment: Execute Call Plan & Registration Project Plan	- 100% lottery families receive personalized communication (1:1 "live" phone calls) regarding their lottery status within 1 week of lottery. - 90% of accepted families are converted to Registration In Progress within the 1st week. - 100% Registration In Progress families are converted to Registration Complete within 4 weeks of the lottery.
April	EOY Ops Work	EOY School Close Out: Review Draft with Leadership	- DOO leverages Hebrew Public non-negotiable EOY close out project plan. - Project Plan is adjusted for individual school needs. - DOO reviews project plan with school leadership and is prepared to make adjustment/edits. Project Plan is 100% finalized by April 30th.
April	Finance	Annual Budget: Planning & Preparation	- DOO leverages Hebrew Public non-negotiable budget planning materials. - DOO & HoS are aligned on key priorities for annual budget: student enrollment (key revenue) & staffing plan (key expenditure) - DOO is responsive to network inquiries and successfully prioritizes finance work blocks to complete required budget work by deadline.
April	Inventory	Order Student Curriculum Materials	- DOO leverages Hebrew Public non-negotiable projcect plan. - 100% required curriculum materials are successfully ordered. - Where appropriate, FAMIS funds are utilized for all curriculum materials. - DOO uses a comprehensive plan for receiving, organizing, and tracking 100% of purchases.
April	Student Data	Report Card Distribution	- DOO leverages Hebrew Public non-negotiable templates and directions, as provided by IT Director. - DOO and IT Director work collaboratively to ensure accurate report card data for all students. - DOO executes the report card distribution project plan, ensuring that 100% families recieve report cards by determined deadline.
April	Technology	Order Student & Staff Technology	- DOO uses inventory data to identify 100% of staff and student laptops that need to be replaced and additional laptops needed to support new staff and new students. - 100% students + staff have necessary technology by 1st day of Summer PD/1st day of school.
April	Transportation	Student Transportation: Preparation for Upcoming School Year	- Ops Team owner is trained on key transportation functions: ATS, Metro Cards, OPT, Bus Routes. - OPT portal is up-to-date and accessible with accurate log-in credentials.
August	August PD	Staff Training & PD: Safety, General Tech, Meal Systems, Attendance	- DOO leverages 100% Hebrew Public non-negotiable templates and training materials. - DOO prepares and facilitates ops facing PDs for staff members on timeline determined by HoS. - 100% staff members are able to execute on assigned roles/responsibilities as a result of clear and comprehensive training.
August	Calendar	Review & Align Program Calendar + Ops Calendar	- DOO & HoS publish an aligned school calendar for staff & families. - The finalized calendar is comprehensive and includes key dates for operational and programmatic priorities.
August	Communication	Family Communication for SOY	- DOO leverages 100% Hebrew Public non-negotiable templates and training materials. - 100% families receive SoY communication at least 2 weeks prior to 1st day of school. - 100% students are prepared for 1st day of school.
August	Compliance	Title 1 Family Meeting	- DOO leverages 100% Hebrew Public non-neogitable templates, per compliance guidance. - Title 1 Family meetings are executed on time, documenation is clear and complete. - Compliance documents are submitted on time in collaboration with outside vendor (CSBM).
August	Student Data	HLIS Forms	- HLIS are administered in person by a trained pedagogue. - Determine which students need to have an additional interview to gather more data and which scholars need to take the NYSITELL. - 100% HLSIS forms are completed, signed, and placed in students' files.

Month	Work Stream	Operational Priority	Outcomes & Metrics for Success
August	Enrollment	Enrollment Updates: Backfillling Vacancies from Waitlist	- DOO executes a backfilling action plan to address enrollment vacancies in each grade level. - DOO demonstrates monthly progress to fill student vacancies. - Ultimate Metric of Success: the school is 100% enrolled, per established school budget enrollment targets.
August	Facilities	Facilities: SOY Facilities Checklist	- DOO leverages Hebrew Public non-negotiable SOY facilities checklist. - SOY Facilities Checklist is 100% complete by 1st day of school. - School facilities are clean, organized, and ready to welcome staff and students.
August	Health & Safety	School Safety: Contact & Confirm for Year Round School Hours	- School Safety services are confirmed for year round school year. - DOO has proof of contact with School Safety. - Appropriate permits (as necessary) are submitted by determined deadline.
August	Health & Safety	Nurse Services for School Year (must show 504 plans): Contact & Confirm	- Nurse services are confirmed for School Year - Assigned nurse receives accurate 504 Plans for participating students. - Student health forms are up-to-date and appropriately logged.
August	HR	Staff Onboarding: Technology	- 100% new staff receive functional laptops by 1st day of August PD. - 100% of new staff receivecredentials for all online platforms.
August	Student Data	ATS: Accurate Student Rosters	- By August 31st, the ATS class lists are 100% accurate and reflect the currently enrolled student population; ATS Rosters are 100% synced with Power School. - ATS Rosters are 100% synced with Power School Rosters, including assigned class cohorts. - Progress measured by DOO Dashboard.
August	Student Data	Power School: Accurate Student Demographic Data & Contact Info	- 100% students have complete and accurate Power School demongraphic profiles. - Progress measured by DOO Dashboard.
August	Summer Ops Work	Summer Task List (see Ops Summer Work Plan)	- Summer Task List is 100% comprehensive, including specific tasks, owners, and deadlines. - DOO successfully manages to meet milestones and deadlines. BY July 31st, 50% of Summer Work Plan deliverables are completed. - DOO will review and communicate progress and/or delays to HoS with an adjusted plan of action to ensure 100% completion by August 31st.
August	Transportation	Student Transportation	- OPT portal is updated with accurate bus routes. - 100% students are tagged wtih accurate transportation plans in both ATS & Dismissal Roster. - 100% students receiving bus transportation have accurate route information, including timing and location.
December	Assessments	State Exams: Ordering State Tests & Register for Testing Consortium	- State Exams: complete and accurate order of grade-specific state exams and materials within designated time frame.
December	Assessments	State Exams: Test Prep for Monthly Quizzes	- State Exams: complete and accurate order of grade-specific state exams and materials within designated time frame.
December	Facilities	Winter Break Preparation	- 100% of Teachers receive Winter Break facility close-out checklist at least 2 weeks prior to break. - 100% of Facilities are organized, secured, and fully prepared for the building shutdown.
December	Transportation	Update MetroCard Requests/Changes in ATS	- MetroCards are succuessfully distributed and logged in ATS. - DOO confirms student metrocard status chagnes in ATS. - Up-to-date process plan for managing lost/replacement metrocard requests.
February	Compliance	DOE Surveys: Teachers, Families + Students	- 100% distribution & collection of DOE provided surveys. -Reminders and schoolwide incentives are communicated to staff and families to increase participation.
February	Enrollment	Student Recruitment: Project Plan & Lottery Preparation	- DOO leverages Hebrew Public non-negotiable critical path, adapting for school specific needs. - Lottery Day Project Plan is 100% complete, comprehensive, and includes action steps for "scrubbing" School Mint data to ensure accuracy prior to lottery execution.
February	Facilities	Mid Winter Break Facility Preparation	- 100% of Teachers receive February Break facility close-out checklist at least 2 weeks prior to break. - 100% of Facilities are organized, secured, and fully prepared for the building shutdown.
February	Inventory	FAMIS: Ensure Accurate Credentials	- DOO & Assigned Ops Team member can successfully log into FAMIS portals. - DOO ensures access credentials for primary and secondary approvers.

Month	Work Stream	Operational Priority	Outcomes & Metrics for Success
January	Assessments	State Exams: Coordinate with Program for State Exam Preparation	- Updated critical path for launching State Exam student & staff preparation. - Clear understanding of milestones, including: staff training, family communication, inventory for required testing supplies, preparation of testing bins, and comprehensive show flow for execution of state exam days.
January	Assessments	Interim Assessmetns (IA's)	- DOO leverages Hebrew Public non-negotiable critical path, adapting for school specific needs. - 100% teachers receive the necessary training, support, and resources to execute IA cycle. - Complete testing data is collected for 100% students by determined deadline.
January	Ops Team Management	Ops Based PD: Refresher Courses from August PD	- 100% staff members are able to execute on assigned roles/responsibilities as a result of clear and comprehensive training. - Staff facing manuals are accessible and informative.
January	Compliance	Corporal Punishment Submission	- The Corporal Punishment report is complete, accurate, and submitted by the required deadline.
January	Events	Graduation Planning: Begin Project Plan	- DOO and HoS are 100% aligned on vision. - DOO creates a comprehensive project plan with clear ownerhsip and project milestones.
January	Student Data	Student Records Audit	- DOO leverages the Hebrew Public non-negotiable guidelines for complying with the audit. - 100% of student files are complete and accurate. Student records are synced across platforms: physical files, ATS, and Power School. - Progress measured by DOO Dashboard.
January	Transportation	Spring MetroCards Distribution	- MetroCards are succuessfully distributed and logged in ATS. - DOO confirms student metrocard status chagnes in ATS. - Up-to-date process plan for managing lost/replacement metrocard requests.
July	August PD	August PD Preparation: logistics; supplies; calendar	- DOO & HoS align on August PD logistics including: dates, timing, food, supplies, and facility expectations. - 100% of PD resources are received and ready for distribution/use for PD. - DOO & HoS create a finalzied August PD calendar.
July	Compliance	Corporal Punishment Submission	- The Corporal Punishment report is complete, accurate, and submitted by the required deadline.
July	Facilities	Facilities: Manage Summer Deep Clean	- The summer deep clean is successfully excecuted by school custodial team and building facilities are 100% ready for staff by August 10st.
July	Health & Safety	AED/CPR Training & Compliance	- School is in compliance with required # of AED/CPR certified staff (6 trained staff members) - AED equipment is serviced & 100% functional. - ESI portal is updated and accurate.
July	Inventory	Inventory & Procurement: Receiving & Distribution	- DOO creates a comprehensive project plan for receiving summer inventory supplies. - 100% ordered supplies are received, accounted for, and distributed to assigned inventory locations.
July	Enrollment	ATS: List Notice and Pre-Register Future KG students & ATS Roll Over	- ATS accurately reflects future KG students (KG Students Registration Verified in School Mint) by July 31st. - ATS accurately reflects student promotion and retention for existing students by July 31st. - Students are appropriatley discharched and enrolled on ATS class lists, resulting in up-to-date and accurate ATS rosters by July 31st.
July	Student Data	Co-Manage Home Language Survey: Collection & Outreach	- 100% distribution and collection of Home Lanuage Surveys. - Survey data is logged in ATS and Power School.
July	Student Data	Transfer School Data: SchoolMint to PowerSchool	- 100% School Mint registered students are transferred to Power School.- Student Data is accurate and complete.

Month	Work Stream	Operational Priority	Outcomes & Metrics for Success
July	Summer Ops Work	Summer Work Plan	- Summer Work Plan non-negotiable template is 100% comprehensive, including specific tasks, owners, and deadlines. - DOO successfully manages to meet milestones and deadlines. By July 31st, 60% of Summer Work Plan deliverables are completed. - DOO wil review and communicate progress and/or delays to HoS with an adjusted plan of action to ensure 100% completion by August 31st.
June	After School	After School Programming: FInalize Program Info & Send to Families	- DOO identifies a minimum of one After School vendor to meet school needs. - DOO identifies vendor to support Friday 1PM dismissal student care needs.
June	Assessments	MAP Testing	- DOO leverages Hebrew Public non-negotiable critical path, adapting for school specific needs. - 100% teachers receive the necessary training, support, and resources to execute MAP Testing. - Complete testing data is collected for 100% students by determined deadline.
June	Assessments	NYS Science Exams Execution: Grades 4 & 8	- DOO leverages Hebrew Public non-negotiable critical path, adapting for school specific needs. - Complete testing data is collected for 100% students, correctly packed, scanned and submittd to the state within designated time frame. - 100% state exams are executed according to the state and school guidelines. - - There are zero testing irregularities due to mismanagement.
June	Compliance	SSEC (School Safety & Educational Climate): Prepare Data for Submission	- DOO leverages the Hebrew Public non-negotiable template, as provided by the DOE. - The SSEC report is complete, accurate, and submitted by the required deadline.
June	Enrollment	Student Enrollment: Finalize Registration for New Students	- 100% of School Mint Registration Verified students participate in school-based registration (ATS/PS). - 100% of Registration Verified student files are complete and accurate: emergency contact, immunizations, birth certificate, proof of residency, HLIS, and guardian ID. - 100% of Registration Verified students are pulled into ATS prior to the ATS roll-over date.
June	EOY Ops Work	EOY Close Out	- DOO leverages Hebrew Public non-negotiable project plan. - 100% staff are clear on roles and responsibilities for organizing classrooms and materials for EOY close our. Staff receive Summer Break facility close-out checklist & necessary materials to execute close out tasks at least 2 weeks prior to break. - DOO leverages Hebrew Public non-negotiable templates for completing comprehensive supply purchasing system, including a plan for receiving, logging, and tracking new inventory.
June	Facilities	Summer Facilities Preparation	- DOO leverages Hebrew Public non-negotiable project plan. - DOO & Custodian Team are in-sync and clear on respective responsibilities. - There is a comprehensive plan for preparaing for and executing the facilities deep clean.
June	Compliance	School Safety Plan	- DOO prepares comprehensive School Safety Plan for Board Review in July. - After reviewed by board, DOO submits one copy each to the NYC DOE and to NYSED. Email to: charteroversight@schools.nyc.gov.
June	Student Data	Final Report Card Distribution	- DOO leverages Hebrew Public non-negotiable templates and directions, as provided by IT Director. - DOO and IT Director work collaboratively to ensure accurate report card data for all students. - DOO executes the report card distribution project plan, ensuring that 100% families recieve report cards by determined deadline.
March	Assessments	State Exams: ELA Execution	- DOO leverages Hebrew Public non-negotiable critical path, adapting for school specific needs. - Complete testing data is collected for 100% students, correctly packed, scanned and submittd to the state within designated time frame. - 100% state exams are executed according to the state and school guidelines. - There are zero testing irregularities due to mismanagement.
March	Enrollment	School Mint Clean Up for New Applications	- 100% School Mint applications are carefully reviewed for accuracy. - 100% of applications will be verified before the lottery for the following: duplicate applications, sibling preference, age-grade inconsistencies, address verification, preferences verified.

Month	Work Stream	Operational Priority	Outcomes & Metrics for Success
March	Events	Teacher Appreation Week: Preparation	- DOO & HoS align on vision for Teacher Appreciation Week. - DOO ensures 100% of supplies and logistics are completed within the designated time frame.
March	Inventory	Tech & Furniture Inventory	- DOO accurately tracks current tech + furniture inventory in a comprehensive tracking document. - Tech orders are placed with 100% accuracy using inventory data.
March	Ops Team Management	Ops Team Management: MYRs	- DOO prepares a comprehensive Mid Year Review (MYR) document for each ops team member. - DOO executes a meaningful MYR conversation with each ops team member and documents a specific action plan for continued professional development.
March	Facilities	Spring Break Facility Preparation	- 100% of Teachers receive Spring Break facility close-out checklist at least 2 weeks prior to break. - 100% of Facilities are organized, secured, and fully prepared for the building shutdown.
May	Assessments	NYS Science Exams Execution: Grades 4 & 8	- DOO leverages Hebrew Public non-negotiable critical path, adapting for school specific needs. - Complete testing data is collected for 100% students, correctly packed, scanned and submittd to the state within designated time frame. - 100% state exams are executed according to the state and school guidelines. - There are zero testing irregularities due to mismanagement.
May	Events	August PD: Determine DOO Ownership for August PDs	- DOO & HoS align on August PD topics that the DOO will own & execute.
May	Communication	Day #1 Family Communication: Prepare and Distribute (school calendar, uniform,immunization reminders, afterschool opportunities, etc.)	- DOO compiles comprehensive family communication templates with accurate Day #1 information. - 100% new and returning families receive Day #1 communication by June 1st.
May	Enrollment	Re-Enrollment: Distribute Intent to Return Survey	- 100% current students receive the intent to return survey via Parent Square by May 15th. - DOO can provide HoS with real-time progress updates regarding intent to return. - Potential attrition is identified by June 15th and DOO/HoS work with leadership team to assign family outreach.
May	Enrollment	Enrollment: Execute Call Plan & Registration Project Plan Round 2	- 100% lottery families receive personalized communication (1:1 ""live"" phone calls) regarding their lottery status. - Offered & Registration In Progress families are converted to Registration Complete by established timeline.
May	EOY Ops Work	EOY Classroom Preparation & Supply Purchasing	- DOO leverages Hebrew Public non-negotiable project plan. - 100% staff are clear on roles and responsibilities for organizing classrooms and materials for EOY close ourt. Staff receive Summer Break facility close-out checklist & necessary materials to execute close out tasks at least 2 weeks prior to break. - DOO leverages Hebrew Public non-negotiable templates for completing comprehensive supply purchasing system, including a plan for receiving, logging, and tracking new inventory.
May	Events	Summer School: Student + Family Communication	- DOO leverages Hebrew Public non-negotiatble project plan/critical path. - Summer School students + families receive comprhensive information for summer school participation: timing, location, and enrollment logistics.
May	Events	Family Conferences	- 100% families are scheduled for conferences at least 1 week prior to conference date. - Teachers receive the necessary support and resources to execute meaningful conversations with families regarding student academic data & progress. - 100% families receive a family conference touchpoint (conference is executed) by deadline established by HoS.
May	Events	Israel Day	- Israel Day is executed in accordance with the project plan. Staff is clear on event logistics, roles, and responsibilities.
May	Health & Safety	Nurse Services for Summer (must show 504 plans): Contact & Confirm	- Nurse services are confirmed for Summer School.(onsite only) - Assigned nurse receives accurate 504 Plans for participating students. - Summer School student health forms are up-to-date and appropriately logged.
May	Health & Safety	School Safety: Contact & Confirm for Summer School Hours	- School Safety services are confirmed for summer school.- DOO has proof of contact with School Safety.

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May	Technology	Remote Tech: Assess Needs for Upcoming School Year	- DOO & HoS have a clear plan for remote technology. - Commprehensive assessment will include laptops, accessibility of online learnign platforms, log-in and password information, and available training (one-pagers and how-to guides for accessing platforms/loggin-in).
May	Transportation	Contact DOE Charter Office re: Summer School MetroCards	- 100% summer school students have assigned MetroCards. - MetrCards are available for distribution prior to the launch of summer school.
Monthly	Compliance	Certify Galaxy	- Accurate assignemnt and verificaiton of school leader roles in Galaxy. - School staff can succesffully access the required DOE portals, as required by Galaxy assignment. - 0 staff members are "locked out" of required DOE portals due to Galaxy non-verification.
Monthly	Facilities	Classroom Audit & Building Aesthetics Checklist	- DOO leverages the building aesthetics checklist. - 100% of classrooms are audited on a monthly cycle. - Audit scores are tracked in a central location, and action steps are organized, assigned, and communicated. - DOO & HoS have a clear system for follow-up to ensure outstanding action items are addressed.
Monthly	Health & Safety	Immunizations	- 100% student immunizatons are up-to-date. - Proof of immunizaiton is included in each hard-copy student file. - ATS accurately reflects real time student immunization data. - Progress is monitored by the DOO Dashboard.
Monthly	Inventory	FAMIS: identify inventory needs & certify purchases	- DOO successfully communicates with the HoS to understand necessary curriculum purchases. - DOO leverages a system for monitoring inventory resources. - FAMIS purchases are submitted and certified, as needed.
Monthly	Student Data	ATS & Powerschool: Verify Rosters	- The ATS class lists are 100% accurate and reflect the currently enrolled student population. - ATS & Power School class cohorts are 100% synced. - DOO manages a clear system for updating ATS and Power School rosters and ensuring data integrity. - Progress measured by DOO Dashboard.
Monthly	Student Data	Attendance Intervention: Supporting Culture Team with Data	- DOO generates an accurate attendance report and shares data with the Culture Team. - DOO provides a consecutive absence, chronic absence report, identifying specific students struggling with attendance and/or tardies.
Monthly	Enrollment	Student Recruitment: Evening & Weekend Events	- DOO & HoS check with External Team for upcoming student recruitment events. - Events are fully staffed by required school participants (HoS, DOO, Ops Team, Teachers).
Monthly	Enrollment	Student Recruitment: Canvassing	- DOO & HoS check with External Team for upcoming student recruitment events. - DOO manages ops team to participate in monthly canvassing outreach for student recruitment and community engagement.
November	Assessments	Interim Assessments (IA's)	- DOO leverages Hebrew Public non-negotiable critical path, adapting for school specific needs. - 100% teachers receive the necessary training, support, and resources to execute IA cycle. - Complete testing data is collected for 100% students by determined deadline.
November	Compliance	EBOCES Compliance Reporting: Staff Snapshot & Teacher Assignments	- DOO leverages Hebrew Public non-negotiable template, as provided by EBOCES. - EBOCES Form is accurate, complete, and submited by the required deadline.
November	Events	Family Conferences	- 100% families are scheduled for conferences at least 1 week prior to conference date. - Teachers receive the necessary support and resources to execute meaningful conversations with families regarding student academic data & progress. - 100% families receive a family conference touchpoint (conference is executed) by deadline established by HoS.
November	Ops Team Management	Ops Team Management: 2x2 Reviews	- DOO prepares a comprehensive 2x2 document for each ops team member using Hebrew Public non-negotiable template. - DOO executes a meaningful 2x2 conversation with each ops team member and documents a specific action plan for continued professional development.

Month	Work Stream	Operational Priority	Outcomes & Metrics for Success
November	Student Data	Student Vision Testing	- 100% students recieve vision testing, per DOE guidelines. - 100% student vision data is accurately logged in ATS.
November	Student Data	Report Card Distribution	- DOO leverages Hebrew Public non-negotiable templates and directions, as provided by IT Director. - DOO and IT Director work collaboratively to ensure accurate report card data for all students. - DOO executes the report card distribution project plan, ensuring that 100% families recieve report cards by determined deadline.
October	Compliance	BEDS Data	- DOO leverages Hebrew Public non-negotiable template, as provided by DOE. - BEDS Form is accurate, complete, and submited by the required deadline.
October	Compliance	NYSED IMF Submission	- DOO leverages Hebrew Public non-negotiable template, as provided by DOE. - NYSED IMF Form is accurate, complete, and submited by the required deadline.
October	Enrollment	Enrollment Updates: Backfillling Vacancies from Waitlist	- DOO executes a backfilling action plan to address enrollment vacancies in each grade level. - DOO demonstrates monthly progress to fill student vacancies. - Ultimate Metric of Success: the school is 100% enrolled, per established school budget enrollment targets.
October	Student Data	Family Income Forms (100% collected)	- 100% Family Income Forms are collected and updated in ATS. - Progress measured by DOO Dashboard.
September	Assessments	Illuminate Preparation for Monthly Quizzes	- 100% of student rosters are accurate in Illuminate. - 100% of teachers receive accurate bubble answer sheets and test prep materials for monthly student quizzes.
September	Compliance	Student Transportation	- OPT portal is updated with accurate bus routes. - 100% students are tagged wtih accurate transportation plans in both ATS & Power School. - 100% students receiving bus transportation have accurate route information, including timing and location.
September	Compliance	SSEC (School Safety & Educational Climate) Summary Data Collection	- DOO connects with school leadership to collect accurate student discipline data, per the required definitions in teh SSEC report.
September	Compliance	Handbook Distribution (Staff and Student)	- 100% staff and students receive the updated staff/student handbook by September 15th.
September	Enrollment	Enrollment Updates: Backfillling Vacancies from Waitlist	- DOO executes a backfilling action plan to address enrollment vacancies in each grade level. - DOO demonstrates monthly progress to fill student vacancies. - Ultimate Metric of Success: the school is 100% enrolled, per established school budget enrollment targets.
September	Health & Safety	School Safety (Drills, BRT, Staff Training)	- DOO leverages Hebrew Public non-negotiable templates. - 100% of classrooms have accurate & complete safety signage and Emergency Go Bags. - 100% safety drills are scheduled. - Teachers have received comprehensive training and are equipped to successfully execute safety drils, per DOE standards.
September	Student Data	Family Income Forms: Continue Collection	- 100% Family Income Forms are distributed. DOO's have a system for collecting information and updating ATS. - Progress measured by DOO Dashboard.
September	Student Data	Manage Online Platforms: Account Set-Up, Rostering, How-To Guides	- Online student + staff platforms include accurate student rosters. - Staff have received comprehensive training and can independently navigate online platforms as required by their roles & responsibilities.
September	Student Data	Student Attendance: Creating Tracker & Managing Call Plan Follow Up	- DOO leverages Hebrew Public non-negotiable template. - Attendance tracking is 100% accurate and executed on a daily basis. - 100% of absent students receive a direct call and automated call within first 3 weeks of school. - 100% of absent students have a confirmed enrollment status within the designated time frame.
September	Transportation	Fall MetroCards Distribution	- MetroCards are succuessfully distributed and logged in ATS. - DOO confirms student metrocard status chagnes in ATS. - Up-to-date process plan for managing lost/replacement metrocard requests.

Month	Work Stream	Operational Priority	Outcomes & Metrics for Success
August	Student Data	Family Income Forms: Begin Collection	- 100% Family Income Forms are distributed. DOO's have a system for collecting information and updating ATS. - Progress measured by DOO Dashboard.
September	Assessments	MAP Testing	- DOO leverages Hebrew Public non-negotiable critical path, adapting for school specific needs. - 100% teachers receive the necessary training, support, and resources to execute MAP Testing. - Complete testing data is collected for 100% students by determined deadline.
Monthly	Health & Safety	Building Safety Audit	- 100% classrooms have accurate and up-to-date emergency materials including: accurate student rosters, evacuation routes, and general response protocol information. - PA system and cameras are 100% functional and key stakeholders are trained on operational logistics. - DOO and School Safety execute a minimum monthly check-in to align on school safety priorities. - 100% Building Response Team (BRT) members are clear on their roles and responsibilties.
July	Charter Weekly	Charter Office Boot Camp Registration	
July	Ops Weekly Bulle	Finance: EOY Closeout items (credit card reports, pending PO orders, etc.)	
July	Ops Weekly Bulle	FDNY Inspections completed	
July	Ops Weekly Bulle	OPT Calendar confirmed alt service, half, no service days	
July	Ops Weekly Bulle	Expensify Reports submitted for May & June	
July	Ops Weekly Bulle	Vendor contracts: links updated in tracker AND emailed to billing	
July	Charter Weekly	Emergency Readiness Certifications: Ops leaders required to have D10 and S95 certification	
July	Charter Weekly	Immunizations Summer Family reminder letter	
July	Charter Weekly	FAMIS Certification of delivery	
July	Ops Weekly Bulle	Corporal Punishment certification submitted	
July	Ops Playbook	August PD Presentations updated	
July	Ops Playbook	August PD prep: logistics, launch guide, food/supplies, vendor coordination, etc.	
July	Ops Playbook	Tech and supplies inventory	
July	Ops Playbook	Home Language Survey responses collection completed for all incoming students	
July	Ops Playbook	AED/CPR staff certifications up to date/in compliance	
July	Charter Weekly	Transfer Students in ATS ahead of MetroCard Pull	
July	Charter Weekly	Charter Information Portal (ChIP) Reminder	
July	Charter Weekly	Change to Over the phone Interpretation services	
July	Charter Weekly	FY24 NYSTL Funding Available & FAMIS Access	
July	Ops Weekly Bulle	Weekly ATS report pulls - add calendar invite to Ops staff	
August	Ops Playbook	Title I Family Meeting and Consolidation form signatures	
August	Ops Playbook	Staff Onboarding - tech assigned and account creation	
August	Ops Playbook	OPT and Private bus days confirmed	
August	Ops Playbook	Family Income Form Collection: Communication and form sent to families	
July	Charter Weekly	Review TLST for Fall MetroCards. Use Code CMOD and OCLU to update	
July	Ops Weekly Bulle	Expensify Weekly reports submitted	
July	Ops Weekly Bulle	PreK purchases identified in Procurity	
July	Ops Weekly Bulle	PreK purchases identified in Expensify	
July	Ops Weekly Bulle	PreK purchases identified for billing	
July	Ops Weekly Bulle	Cash Management: total 22-23 Sy cash receipt emailed to CFO & MDO	
July	Ops Weekly Bulle	Student Data Management: Tableau dashboards enrollment mismatch data cleared week ending August 4	

Month	Work Stream	Operational Priority	Outcomes & Metrics for Success
July	Ops Weekly Bulle	Due 8/22: 2022-23 ESSA Funded Programs Self Assessment Monitoring	
July	Ops Weekly Bulle	HLIS Codes entered into ATS for all new students	
July	Ops Weekly Bulle	Due Tuesday, August 1st: NYC DOE Survey Results: provide your login credentials for Panorama so we can access and download your school's results.	
August	Ops Weekly Bulle	Students admitted after 7/20 are entered into ATS and PS by school ops. They are added to classes.	
August	Ops Weekly Bulle	Power School Staff Account Cleanup	
August	Ops Playbook	Summer Work Plan: Transportation & Dismissal information	
August	Ops Playbook	Immunization Communication to families listed as Excluded for July	
August	Charter Weekly	2023-2024 Post-Rollover Enrollment Guide:Note that the ADMIT DATE: must coincide with the DOE school calendar; enter 9/7/23 for the 2023-2024 school year in ATS.	
August	Charter Weekly	Save For College- Kids Rise- Signatory Letter - send to MG	
August	Charter Weekly	Save For College- Kids Rise- Fall Education Activities	
August	Ops Playbook	Bus drills due Sept 15th	
August	Charter Weekly	Fall Metrocard Distribution completed by day 3	
August	Charter Weekly	2023 NYS NYSESLAT, NYSAA, and Grade 8 Science Results:NYSESLAT results for students enrolled this school year are available via the RLAT function. To view the NYSESLAT results with updated ELL status, refer to the RFSF report. English language learners (ELLs) who scored Expanding English language proficiency on the NYSESLAT during the spring 2023 exam administration may be considered former ELLs for the 2023–24 school year, if they also scored a 3 or 4 on the 2023 grades 3–8 ELA exam. However, scores for the 2023–24 grade 3–8 ELA exam have yet to be released; schools will have to check the student's status on the RFSF report. After the release of both a student's ELA and NYSESLAT results, schools must send the Exit/Non-Entitlement after NYSESLAT letter to eligible families in their preferred language. For additional information, refer to the Multilingual Learners InfoHub page.	
August	Charter Weekly	Encourage Families to Create NYC Schools Accounts (NYCSA)	
August	Charter Weekly	COVID Test Kit delivery to schools for September	
August	Charter Weekly	2023-24 Back to School Immunization Letter & Guidance on Compliance: Review the DOHMH Back to School letter for school year 2023-24. Be sure to share with your schools/facilities and with all staff responsible for monitoring and enforcing immunization compliance.	
August	Charter Weekly	Fall 2023 Diabetes Training (Strongly Encouraged)	
Septem	Charter Weekly	FYI: Review Updates to Guidance on Student Records	
Septem	Charter Weekly	Reminder: Home Language Identification Survey: have families complete the DOE Home Language Identification Survey (HILS); other languages and parent notification letters are available here.	

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Septem	Ops Playbook	ERP (Emergency Response Plan) Enter data in the NYSED Business Portal>SED Monitoring> Safe Schools	
Septem	Ops Playbook	Safety Drills: Bus Drills, Fire Drills	
Septem	Ops Playbook	September Attendance tracking	
Septem	Ops Playbook	Fall Metrocard Distribution completed by day 3	
Septem	Ops Playbook	MAP Testing/ IReady: Devices & Headphones, student/teacher accounts verified	
Septem	Ops Weekly Bulle	Pull the ROCL, RADPA, RADPD and RADR (Address Report) ON 9/19 and send them to Chelsea	
Septem	Ops Weekly Bulle	LMS Platforms: FYI: A training for Attendance Intervention Suite will be given the week of 9/18 and added to the Program/Ops calendar.	
Septem	Ops Weekly Bulle	NWEA//MAP/Ready testing: Remember students will need email addresses added into PowerSchool in order for Clever to sync them with NWEA and iReady for MAP testin.	
Septem	Charter Weekly	Order NYSITELL (if needed) to ensure testing begins within 10 days of enrollment	
Septem	Ops Weekly Bulle	POst OSHA Posters	
Septem	Charter Weekly	COVID Test Kit Updates: confirm received	
Septem	Charter Weekly	Post Flu Posters	
Septem	Charter Weekly	Submit Preferences for the NYC School Survey: 2023–24 Administration Preference Form by October 4	
Septem	Charter Weekly	Required Concussion Training and Verification for Relevant Staff	
Septem	Charter Weekly	complete this survey by October 6. Request Pick-Up of Used and Unused Test Materials for Secure Disposal	
Septem	Ops Weekly Bulle	Complete the School Reported Safety Drills for September	
Septem	Charter Weekly	3-Ply Surgical Mask Delivery: confirm when received	
Septem	Charter Weekly	Kids Rise: Register for Fall PL Sessions & Delivery of Education Period Materials	
Septem	Charter Weekly	Enter MS & HS Admissions Data into MySchools or Use One-Time Bulk Upload: Due Oct 10 & 13	
Septem	Ops Weekly Bulle	Phone Bank Stipend Opportunity shared with staff	
Septem	Ops Weekly Bulle	SELECTING DATES FOR ADMISSIONS LOTTERY, SCHOOL TOURS, AND VIRTUAL OPEN HOUSES	
Septem	Ops Weekly Bulle	Upcoming Regional Computer-Based Testing (CBT) Training Sessions - Click here! to register!	
Septem	Ops Weekly Bulle	Student languages data cleanup on PS (NY)	
October	Ops Playbook	Certify Galaxy	
October	Ops Playbook	Immunization Communication to families listed as Excluded for October	
October	Ops Playbook	BEDS Data Report: NYSED business portal - IDEX Deadline November 11	
October	Ops Playbook	Family Income Form Collection: All statuses updated in ATS	
October	Ops Weekly Bulle	**Due: November 9th: Order CBT and paper State exams: ELA, Math, Science**	
October	Charter Weekly	Ordering NYS ELA, Math, and Science Exams (Paper based)	

Month	Work Stream	Operational Priority	Outcomes & Metrics for Success
October	Charter Weekly	Specialized High Schools Admissions Test (SHSAT) Updates	
October	Charter Weekly	school-based liaisons (STH SBLs) are required to complete an annual McKinney-Vento Act training. Charter schools are invited to complete the training conducted by a DOE STH regional manager by December 22. Liaisons should sign up only for the training offered for their district and register through the OSYD Professional Development platform.	
October	Charter Weekly	**he NYSTL/FAMIS Webinar: Wednesday,October 25th 1:00 -2:15 p.m.Click to register Registration.**	
October	Ops Weekly Bulle	Review Performance Matter updates	
October	Ops Weekly Bulle	Applications for the 24-25 school year opened on Oct. 1st: nclude this blurb or draft your on and add to your weekly newsletter	
October	Charter Weekly	Update NYPD/Safety Contacts & Take Brief Safety Survey	
October	Ops Weekly Bulle	Onboarding Reminders: add AIS, Performance matters , Kickboard to your onboarding tracker	
October	Ops Playbook	BEDS Data Report: NYSED business portal - IDEX Deadline November 11	
October	Ops Weekly Bulle	Kids Rise Opt-Out letter distributed Due 11/1	
October	Ops Weekly Bulle	Kids Rise Implementation Survey completed Due 11/10	
October	Ops Weekly Bulle	Kids Rise opt outs entered into ATS Due 11/30	
October	Ops Weekly Bulle	Database MIsmatches: This page highlights students who have different demographic attributes	
October	Ops Weekly Bulle	Student Media Release data cleanup & Identification	
October	Ops Weekly Bulle	Inclement weather Policy share with staff & Families	
October	Ops Weekly Bulle	Inclement weather plan was reviewed/updated with HOS/LT	
Novemb	Charter Weekly	Student Vision Screening	
Novemb	Ops Weekly Bulle	Per Pupil Reports sent to Chelsea	
Novemb	Charter Weekly	Student Metrocard Updates	
Novemb	Charter Weekly	ATS Beginner Training	
Novemb	Ops Weekly Bulle	Winter break facilities planning	
Novemb	Ops Weekly Bulle	Staff Snapshot survey collection (Joey)	
Novemb	Ops Weekly Bulle	CBT Prep: Nextera Accounts Due 12/1	
Novemb	Ops Weekly Bulle	CBT Prep: Ops leaders work with SpEd Coordinator to receive student accommodations list for CBT grades	
Decemb	Charter Weekly	Order Exam Materials for the 2024 NYSESLAT	
Decemb	Charter Weekly	ATS Wiki Only Available on DOE Network Computers	
Decemb	Charter Weekly	Kids Rise: Register for Spring Milestone Planning & NYC Scholarship Month PL Session	
Decemb	Charter Weekly	Reminder: ATS Beginner Training Click here to register.	
Decemb	Charter Weekly	Emergency Readiness Trainings for School Leaders: Ops Leaders required	
Decemb	Ops Weekly Bulle	Monthly Board Meetings point person and set up	
Decemb	Ops Weekly Bulle	Inventory Tracker resource: review and implement as needed	
Decemb	Ops Weekly Bulle	2024 Test Scoring Consortium: REQUIRED Action Steps Due 12/5	
Decemb	Ops Weekly Bulle	Ops team evaluations completed	

Month	Work Stream	Operational Priority	Outcomes & Metrics for Success
Decemb	Ops Weekly Bulle	Finalize Winter Break Facilities Planning with HOS	
Septem ber	Ops Playbook	CEP Rostering including April prior year	
July	Ops Playbook	DOH Permit renewal	
August	Ops Playbook	PreK Staff Fingerprint Requirements	
August	Ops Playbook	PreK Staff Medical requirements	
August	Ops Playbook	PreK Staff Training Requirements	
July	Ops Playbook	PreK Staff - Food Protection Certificate Holder	

Month informe	Main Resourc	Action Step title: See full description from main resource	HLA	HLA2	SIHP
July	Charter Weekly	Charter Office Boot Camp Registration	completed	N/A	N/A
July	Ops Weekly Bu	Finance: EOY Closeout items (credit card reports, pending PO or	completed	completed	completed
July	Ops Weekly Bu	FDNY Inspections completed	completed	completed	completed
July	Ops Weekly Bu	OPT Calendar confirmed alt service, half, no service days	completed	completed	completed
July	Ops Weekly Bu	Expensify Reports submitted for May & June	completed	completed	completed
July	Ops Weekly Bu	Vendor contracts: links updated in tracker AND emailed to billing	in progress	completed	completed
July	Charter Weekly	Emergency Readiness Certifications: Ops leaders required to have	completed	completed	completed
July	Charter Weekly	Immunizations Summer Family reminder letter	completed	completed	completed
July	Charter Weekly	FAMIS Certification of delivery	completed	completed	N/A
July	Ops Weekly Bu	Corporal Punishment certification submitted	completed	completed	completed
July	Ops Playbook	August PD Presentations updated	completed	completed	completed
July	Ops Playbook	August PD prep: logistics, launch guide, food/supplies, vendor coo	completed	completed	completed
July	Ops Playbook	Tech and supplies inventory	completed	completed	completed
July	Ops Playbook	Home Language Survey responses collection completed for all inc	completed	completed	completed
July	Ops Playbook	AED/CPR staff certifications up to date/in compliance	completed	completed	completed
July	Charter Weekly	Transfer Students in ATS ahead of MetroCard Pull	completed	completed	completed
July	Charter Weekly	Charter Information Portal (ChIP) Reminder	completed	completed	N/A
July	Charter Weekly	Change to Over the phone Interpretation services	completed	N/A	N/A
July	Charter Weekly	FY24 NYSTL Funding Available & FAMIS Access	completed	completed	completed
July	Ops Weekly Bu	Weekly ATS report pulls - add calendar invite to Ops staff	completed	completed	completed
August	Ops Playbook	Title I Family Meeting and Consolidation form signatures	completed	completed	completed
August	Ops Playbook	Staff Onboarding - tech assigned and account creation	completed	completed	completed
August	Ops Playbook	OPT and Private bus days confirmed	completed	completed	completed
August	Ops Playbook	Family Income Form Collection: Communication and form sent to I	in progress	completed	completed
July	Charter Weekly	Review TLST for Fall MetroCards. Use Code CMOD an	completed	completed	completed
July	Ops Weekly Bu	Expensify Weekly reports submitted	completed	completed	completed
July	Ops Weekly Bu	PreK purchases identified in Procurity	completed	completed	N/A
July	Ops Weekly Bu	PreK purchases identified in Expensify	completed	completed	N/A
July	Ops Weekly Bu	PreK purchases identified for billing	completed	completed	N/A
July	Ops Weekly Bu	Cash Management: total 22-23 Sy cash receipt emailed to CFO &	in progress	completed	completed
July	Ops Weekly Bu	Student Data Management: Tableau dashboards enrollment mism	in progress	completed	completed
July	Ops Weekly Bu	Due 8/22: 2022-23 ESSA Funded Programs Self Assessment Mor	completed	completed	completed
July	Ops Weekly Bu	HLIS Codes entered into ATS for all new students		completed	completed
July	Ops Weekly Bu	Due Tuesday, August 1st: NYC DOE Survey Results: provide your	completed	completed	completed
August	Ops Weekly Bu	Students admitted after 7/20 are entered into ATS and PS by scho	completed	completed	completed
August	Ops Weekly Bu	Power School Staff Account Cleanup	completed	completed	completed
August	Ops Playbook	Summer Work Plan: Transportation & Dismissal information	completed	completed	completed
August	Ops Playbook	Immunization Communication to families listed as Excluded for Jul	in progress	completed	completed
August	Charter Weekly	2023-2024 Post-Rollover Enrollment Guide:Note that the ADMIT D	completed	completed	completed
August	Charter Weekly	Save For College- Kids Rise- Signatory Letter - send to MG	completed	completed	completed
August	Charter Weekly	Save For College- Kids Rise- Fall Education Activities		completed	completed
August	Ops Playbook	Bus drills due Sept 15th		completed	completed
August	Charter Weekly	Fall Metrocard Distribution completed by day 3	in progress	completed	completed
August	Charter Weekly	2023 NYS NYSESLAT, NYSAA, and Grade 8 Science Results:NYSESLAT results		completed	N/A
August	Charter Weekly	Encourage Families to Create NYC Schools Accounts (NYCSA)		completed	completed
August	Charter Weekly	COVID Test Kit delivery to schools for September		completed	completed
August	Charter Weekly	2023-24 Back to School Immunization Letter & Guidance on Compliance: Review		completed	completed
August	Charter Weekly	Fall 2023 Diabetes Training (Strongly Encouraged)		completed	N/A
September	Charter Weekly	FYI: Review Updates to Guidance on Student Records	completed	completed	completed
September	Charter Weekly	Reminder: Home Language Identification Survey: have families co	completed	completed	completed
September	Ops Playbook	ERP (Emergency Response Plan) Enter data in the NYSED Busin	completed	completed	completed
September	Ops Playbook	Safety Drills: Bus Drills, Fire Drills	completed	completed	completed
September	Ops Playbook	September Attendance tracking	completed	completed	completed
September	Ops Playbook	Fall Metrocard Distribution completed by day 3	completed	completed	completed
September	Ops Playbook	MAP Testing/ IReady: Devices & Headphones, student/teacher ac	completed	completed	completed
September	Ops Weekly Bu	Pull the ROCL, RADPA, RADPD and RADR (Address F	completed	completed	completed
September	Ops Weekly Bu	LMS Platforms: FYI: A training for Attendance Intervention Suite w	N/A	N/A	N/A
September	Ops Weekly Bu	NWEA//MAP/Ready testing: Remember students will need email a	completed	completed	completed
September	Charter Weekly	Order NYSITELL (if needed) to ensure testing begins within 10 da	N/A	completed	N/A
September	Ops Weekly Bu	POst OSHA Posters	completed	completed	completed
September	Charter Weekly	COVID Test Kit Updates: confirm received	completed	completed	completed
September	Charter Weekly	Post Flu Posters	completed	completed	completed
September	Charter Weekly	Submit Preferences for the NYC School Survey: 2023–24 Adminis	completed	completed	completed

September	Charter Weekly	Required Concussion Training and Verification for Relevant	completed	completed	completed
September	Charter Weekly	complete this survey by October 6. Request Pick-Up of Used and I	N/A	N/A	N/A
September	Ops Weekly Bu	Complete the School Reported Safety Drills for September	completed	completed	completed
September	Charter Weekly	3-Ply Surgical Mask Delivery: confirm when received	completed	completed	completed
September	Charter Weekly	Kids Rise: Register for Fall PL Sessions & Delivery of Education P	in progress	completed	completed
September	Charter Weekly	Enter MS & HS Admissions Data into MySchools or Use One-Time	completed	completed	N/A
September	Ops Weekly Bu	Phone Bank Stipend Opportunity shared with staff	completed	completed	completed
September	Ops Weekly Bu	SELECTING DATES FOR ADMISSIONS LOTTERY, SCHOOL TC	completed	completed	completed
September	Ops Weekly Bu	Upcoming Regional Computer-Based Testing (CBT) Training Sess	N/A	completed	N/A
September	Ops Weekly Bu	Student languages data cleanup on PS (NY)		completed	completed
October	Ops Playbook	Certify Galaxy	completed	completed	completed
October	Ops Playbook	Immunization Communication to families listed as Excluded for Oc	completed	completed	completed
October	Ops Playbook	BEDS Data Report: NYSED business portal - IDEX Deadline November 11		completed	completed
October	Ops Playbook	Family Income Form Collection: All statuses updated in ATS	completed	completed	in progress
October	Ops Weekly Bu	**Due: November 9th: Order CBT and paper State exams: ELA,**	completed	completed	N/A
October	Charter Weekly	Ordering NYS ELA, Math, and Science Exams (Paper based)	completed	completed	N/A
October	Charter Weekly	Specialized High Schools Admissions Test (SHSAT) Update	completed	N/A	N/A
October	Charter Weekly	school-based liaisons (STH SBLs) are required to complete an ani	completed	completed	completed
October	Charter Weekly	**he NYSTL/FAMIS Webinar: Wednesday,October 25th 1:00 -2:1**	completed	completed	completed
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November	Ops Weekly Bu	Per Pupil Reports sent to Chelsea	completed	completed	completed
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December	Charter Weekly	Kids Rise: Register for Spring Milestone Planning & NYC Scholarship Month PL Se		completed	completed
December	Charter Weekly	Reminder: ATS Beginner Training Click here to register.	completed	completed	N/A
December	Charter Weekly	Emergency Readiness Trainings for School Leaders: Ops Leaders	required	completed	completed
December	Ops Weekly Bu	Monthly Board Meetings point person and set up	completed	completed	completed
December	Ops Weekly Bu	Inventory Tracker resource: review and implement as needed		completed	completed
December	Ops Weekly Bu	2024 Test Scoring Consortium: REQUIRED Action Steps Due 12/5	completed	completed	N/A
December	Ops Weekly Bu	Ops team evaluations completed		completed	completed
December	Ops Weekly Bu	Finalize Winter Break Facilities Planning with HOS	completed	completed	completed
December	Ops Playbook	Student Records Audit	in progress	in progress	completed
December	Ops Weekly Bu	Attendance and Entry/Exit Reporting: Please review this guide and	in progress	in progress	completed
January	Charter Weekly	Distribute Medicaid Reimbursement Parent Consent Forms to Fan	in progress	in progress	in progress
January	Charter Weekly	Opportunity for Survey Coordinators to Participate in NYC School Survey Training		N/A	N/A
January	Ops Weekly Bu	Information Session Recording on Supporting Newest New Yorkers with 60-day R		N/A	N/A
January	Ops Weekly Bu	Ops Ticketing System: Resetting Expectations: Please bookmark the Ticketing Sit		completed	completed
January	Ops Playbook	Corporal Punishment certification submitted	completed	completed	completed
January	Ops Weekly Bu	Certification Support week of 1/22: sign up for 15 minute training here.		completed	N/A
January	Ops Weekly Bu	CBT Simulation: Nextera Portal class/student set up for Math Simulation		completed	N/A
January	Charter Weekly	MetroCard Updates for Parents/Guardians of STH and Foster Care. ou or your de		completed	completed