

# Application: Harlem Hebrew Language Academy CS

Elyse Piker Castellano - Elyse@hebrewpublic.org  
2020-2021 Annual Report

## Summary

**ID:** 0000000093

**Last submitted:** Jan 7 2022 12:52 PM (EST)

**Labels:** Board of Regents

## Entry 1 School Info and Cover Page

**Completed** Jan 7 2022

### [Instructions](#)

#### **Required of ALL Charter Schools**

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

## Entry 1 School Information and Cover Page

**(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).**

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

## BASIC INFORMATION

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**a. SCHOOL NAME**

(Select name from the drop down menu)

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL 310300861034

**a1. Popular School Name**

Harlem Hebrew; HHLA

**b. CHARTER AUTHORIZER (As of June 30th, 2021)**

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

BOARD OF REGENTS

**c. DISTRICT / CSD OF LOCATION**

CSD # 3 - MANHATTAN

**d. DATE OF INITIAL CHARTER**

6/2012

**e. DATE FIRST OPENED FOR INSTRUCTION**

8/2013

**f. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)**

MISSION STATEMENT

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. In order to accomplish this, HH will offer an academically rigorous K-5 curriculum, which includes intensive instruction in the Hebrew language. Students in a diverse student body will also develop a strong sense of social and civic responsibility through the integration of service learning and community service across the curriculum.

**g. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)**

KEY DESIGN ELEMENTS (Briefly describe each Key Design Elements (KDE) as presented in the schools approved charter. KDEs are those general aspects of the school that are innovative or unique to the school’s mission and goals, are core to the school’s overall design, and are critical to its success.

KDE 1	GRR and Balanced Literacy: HH uses GRR as our overarching instructional model with Columbia University’s Teachers College Readers and Writers Workshop (RWW), a balanced literacy approach, the model for instruction in ELA. They support both Bloom’s Taxonomy by challenging students to engage in analyzing, evaluating and creating as well as Higgins and McTighe’s Understanding by Design where the underlying premise of instruction should be teaching for understanding. GRR and RWW shift the cognitive load slowly and purposefully so students gradually assume increasing responsibility for their learning and become competent, independent learners.
KDE 2	Hebrew Language Instruction: HH will provide instruction in Modern Hebrew beginning in K. This will better prepare our students to be active participants in the global community. A unique component that enriches the study of the Hebrew language is the exploration of the culture, society,

and geography of contemporary Israel in order to more authentically and effectively teach Hebrew. This alignment of language and social studies prepares students to be fully literate in the second language. Language learning supports academic achievement: Language learning correlates with higher academic achievement on standardized tests and is beneficial to both monolingual English speakers and ELLs in bilingual and two-way immersion programs. Language learning is beneficial in the development of students' reading abilities. There is evidence that language learners transfer skills from one language to another. According to Genesee, there is no evidence of a negative effect on the acquisition of academic skills for students who are learning two non-native languages simultaneously through dual immersion. In fact, double immersion in two languages is proven to be effective in promoting proficiency in two second languages. There are also correlations between second language learning and increased linguistic awareness, language learning and students' ability to hypothesize in science, children's second language development and the development of print awareness, and between early language study and higher scores on the SATs and ACTs. Language learning provides cognitive benefits to students: There is evidence that early language learning improves cognitive abilities and correlates with increased cognitive development and abilities. There is also a correlation between bilingualism and attention control on cognitive tasks, intelligence, metalinguistic skills, memory skills and problem solving ability.

KDE 3

Service Learning: HH incorporates service learning across the curriculum in order to reinforce values of citizenship, community and social responsibility in the context of inquiry-based learning that hones students' analytical skills. Students learn about the value of improving the world and being responsible members of society by identifying problems in their surroundings and creating and implementing plans that they have developed to address those needs. Topics could include the environment, elders,

	<p>animals in danger, community green spaces, literacy, immigrants, community safety, special needs and disabilities, hunger and homelessness. Service Learning topics serve as added content for the literacy block, are explored in the science curriculum, and enhance the exploration of key ideas in Social Studies. The four stages of Service Learning (Preparation, Action, Reflection and Demonstration) develop research skills, experiential learning, skills of reflection and analysis and connect the thinking student to her or his responsible action in the world.</p>
KDE 4	<p>Instructional Supports for Students at Risk: GRR and RWW support differentiated instruction allowing teachers to provide highly individualized instruction addressing the needs of ELLs, SWD and Title I students. HH will have dedicated instructional personnel, strategies and resources that address students at risk so they meet rigorous learning standards. HH's staffing structure and budget are aligned with these expectations.</p>
KDE 5	<p>Time on Task: HH has set high standards and expects high levels of achievement from all students. There will be increased time on task so that all students, especially those at-risk of academic failure, can meet proficiency standards in all subject areas while still allowing time to engage in studies outside core subjects. We will have a longer school day (8 am-4 pm) and year (190 instructional days). Each week, all students will have 10 hours of instruction in ELA, 6½ hours in Math, over 2 hours in Social Studies and Science, 5¾ hours in Hebrew, and at least 90 minutes in Service Learning. Students will have regular arts, physical education and music class each week. HH's low student-teacher ratio will increase the amount of time and attention students have in one-on-one and small group support.</p>
KDE 6	<p>Professional Development: Recruiting and retaining high quality leadership and staff and continuing to build their leadership and instructional capacities are critical to ensure successful student outcomes. HH's model of job embedded PD embraces the</p>

	<p>concept that PD must be integrated throughout the school day. The DCI and DHCI work on a daily basis coaching the instructional staff and providing training and guidance in the way teachers work with all learners, including ELLs, SWD, at-risk students and accelerated learners. HH has set aside resources and time in the school day for teachers to engage in reflective practice, individual planning and collaboration with their colleagues within and across grade levels.</p>
KDE 7	<p>Partner Organization Support: HH will have a strong partner organization supporting the delivery of its academic program. HCSC is a national not-for-profit organization, which provides select Hebrew language charter schools with supportive services, including curriculum development, PD, leadership capacity building, technical assistance, start-up and other programmatic grant opportunities. There will also be opportunities among member schools to participate in shared learning experiences. HH's students will be the ultimate beneficiaries of the human, financial and other resources that will be available from HCSC to support HH.</p>
KDE 8	<p>Support Entity: Friends of Hebrew Language Academy Charter Schools, Inc. (FOHLA) a not-for-profit organization, will support HH by providing a facility and other philanthropic support as needed.</p>
KDE 9	<p>(No response)</p>
KDE 10	<p>(No response)</p>

**Need additional space for variables**

No

**h. SCHOOL WEB ADDRESS (URL)**

<https://harlemhebrewcharter.org/>

**i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)**

783

**j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)**

491

**k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)**

Check all that apply

Grades Served

K, 1, 2, 3, 4, 5, 6, 7, 8

**l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

Yes

## I2. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	HEBREW PUBLIC: CHARTER SCHOOLS FOR GLOBAL CITIZENS
PHYSICAL STREET ADDRESS	729 7th Ave 9th floor
CITY	New York
STATE	NYNU
ZIP CODE	10019
EMAIL ADDRESS	<a href="mailto:elyse@hebrewpublic.org">elyse@hebrewpublic.org</a>
CONTACT PERSON NAME	Elyse Castellano

## FACILITIES INFORMATION

### m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

	No, just one site.
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### School Site 1 (Primary)

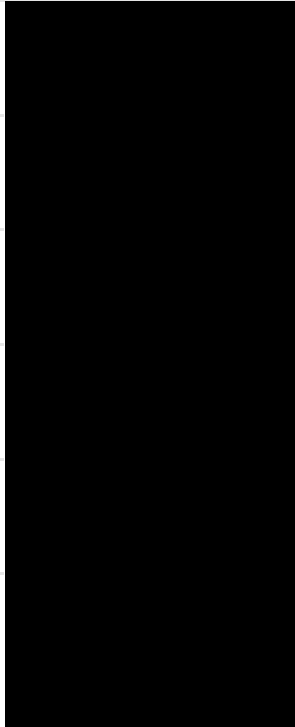


**m1. SCHOOL SITES**

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	147 ST NICHOLAS AVE, NEW YORK, NY 10026	212.866.4608	NYC CSD 3	K-8	2-8?

**m1a. Please provide the contact information for Site 1.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Emily Carson	212-866-4608		<a href="mailto:ecarson@harlemhbrewcharter.org">ecarson@harlemhbrewcharter.org</a>
Operational Leader	URSULA VERCAIN	212-866-4608		<a href="mailto:uvercain@harlemhbrewcharter.org">uvercain@harlemhbrewcharter.org</a>
Compliance Contact	Elyse Castellano	646-896-9478		<a href="mailto:Elyse@hebrewpublic.org">Elyse@hebrewpublic.org</a>
Complaint Contact	Emily Fernandez	212-792-6280		<a href="mailto:EFERNANDEZ@HEBREWPUBLIC.ORG">EFERNANDEZ@HEBREWPUBLIC.ORG</a>
DASA Coordinator	EMILY CARSON	212-866-4608		<a href="mailto:ecarson@harlemhbrewcharter.org">ecarson@harlemhbrewcharter.org</a>
Phone Contact for After Hours Emergencies	URSULA VERCAIN	917-471-0328		<a href="mailto:uvercain@harlemhbrewcharter.org">uvercain@harlemhbrewcharter.org</a>

**m1b. Is site 1 in public (co-located) space or in private space?**

Private Space

**IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC**

**m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .**

**Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.**

**Site 1 Certificate of Occupancy (COO)**

[147 ST. Nicholas Avenue TCO.pdf](#)

**Filename:** 147 ST. Nicholas Avenue TCO.pdf **Size:** 58.3 kB

**Site 1 Fire Inspection Report**

[147 St Nicholas ave M 21.pdf](#)

**Filename:** 147 St Nicholas ave M 21.pdf **Size:** 190.3 kB

**CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR**

**n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).**

Yes

**n2. Summary of Charter Revisions**

	Category (Select	Specific Revision	Date Approved by	Date Approved by
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	Best Description)	(150 word limit)	BOT (if applicable)	Authorizer (if applicable)
1	Change in organizational structure	School leadership, in collaboration with the Board of Trustees has concluded that updating the School's Organizational Chart will streamline and simplify the organizational structure by making the chain of command easier to follow.	July 2021	Included in the school's Charter Renewal Application submitted in August 2021.
2	Change in design or educational program	HHLA seeks to amend its charter to incorporate and or modify/expound the following design elements into our charter. We believe that our KDEs can be sharpened to better reflect our mission, values and support an exceptional education for all of our students and are proposing that we revise our current KDEs	July 2021	Included in the school's Charter Renewal Application submitted in August 2021.
		Applications across much of the sector are down 40% or more over prior		

3	Change in Maximum Approved Enrollment	<p>years. The City's Kindergarten enrollment has been declining for at least 6 years, and there have been further and substantial citywide enrollment declines since the start of the pandemic. Harlem, in particular, is saturated with charter schools, each competing with each other, City DOE schools, and private schools over a shrinking number of students. For all of these reasons, HHLA leadership, with support of Hebrew Public and the BoT, seeks to revise its maximum enrollment from 783 students to 550 students .</p>	July 2021	Included in the school's Charter Renewal Application submitted in August 2021.
4				
5				

**More revisions to add?**

No

**o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?**

Yes

**ATTESTATIONS**

**p. Individual Primarily Responsible for Submitting the Annual Report.**

Name	Elyse Castellano
Position	Chief of Staff
Phone/Extension	646-896-9478
Email	<a href="mailto:elyse@hebrewpublic.org">elyse@hebrewpublic.org</a>

**p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES** to agree.**

**Responses Selected:**


Yes

**q. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**

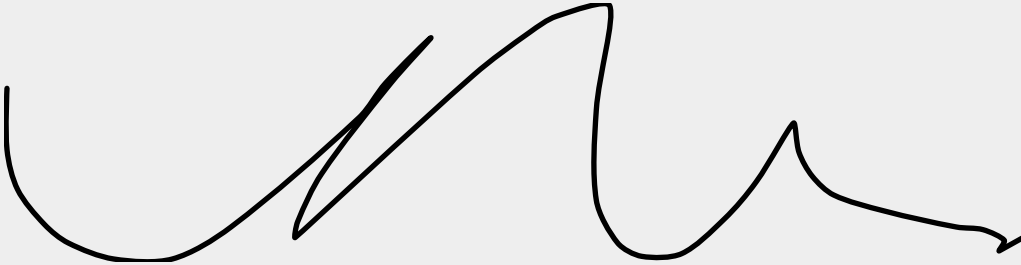
**Responses Selected:**

Yes

**Signature, Head of Charter School**

A handwritten signature in black ink on a light gray background. The signature is stylized and cursive, starting with a large loop on the left and ending with a small upward stroke on the right.

**Signature, President of the Board of Trustees**

A handwritten signature in black ink on a light gray background. The signature is cursive and flows from left to right, ending in a long horizontal tail.

**Date**

Jul 30 2021

**Thank you.**



## **Entry 3 Progress Toward Goals**

**Completed** Jan 7 2022

## **Instructions**

**Regents, NYCDOE, and Buffalo BOE-authorized charter schools**

For the 2020-2021 school year, any academic or

organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”. **Deadline is November 1, 2021.**

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

## **Entry 3 Progress Toward Goals**

### **PROGRESS TOWARD CHARTER GOALS**

Board of Regents-authorized and NYCDOE-authorized charter schools only.

Complete the tables provided. List each goal and measure as contained in the school’s currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2021.

### **1. ACADEMIC STUDENT PERFORMANCE GOALS**

**For the 2020-2021 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.**

#### **2020-2021 Progress Toward Attainment of Academic Goals**

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for
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				Not Applicable
Academic Goal 1	The percent of students at the school who score proficiently on the NYS ELA and Math Assessments will meet or exceed the state average.	State test scores	Unable to Assess	Comparative data not available.
Academic Goal 2	The percent of economically disadvantaged students who score proficiently on the NYS ELA and Math Assessments will meet or exceed the state average for that subgroup.	State test scores	Unable to Assess	Comparative data not available.
Academic Goal 3	The percent of Students With Disabilities who score proficiently on the NYS ELA and Math Assessments will meet or exceed the state average for that subgroup.	State test scores	Unable to Assess	Comparative data not available.
Academic Goal 4	The percent of English Language Learners who score proficiently on the NYS ELA and Math Assessments will meet or exceed the state average for that subgroup.	State test scores	Unable to Assess	Comparative data not available.



Academic Goal 5	"The percent of students who score proficiently on 3-8 state assessments for all students by grade level will meet or exceed the state average for that grade level."	State test scores	Unable to Assess	Comparative data not available.
Academic Goal 6	Each year, the percent of students performing at or above Level 3 on the NYS Math examination in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of NYS.	State test scores	Unable to Assess	Comparative data not available.
Academic Goal 7	"At least 15% of students in who score each Levels 1, 2, and 3 will advance by at least one level. No more than 2.5% of students will drop a level year-over-year."	State test scores	Unable to Assess	Due to the cancellation of state tests in Spring 2020, year over year data is not available.
	"For each Economically Disadvantaged Students, Students With Disabilities,			

Academic Goal 8	and English Language Learners, at least 15% of students in who score each Levels 1, 2, and 3 will advance by at least one level. No more than 2.5% of students will drop a level yearover-year"	State test scores	Unable to Assess	Due to the cancellation of state tests in Spring 2020, year over year data is not available.
Academic Goal 9	"At least 75% of students will meet or exceed their individual growth target on the NWEA Reading exam each year"	NWEA results	Not Met	We've blocked out time in our schedule (30 min, 3-4 times/week) for targeted small groups in grades 1-8, prioritizing getting sustained small group tutoring opportunities for our most struggling students in ELA.
Academic Goal 10	"At least 75% of students will meet or exceed their individual growth target on	NWEA results	Not Met	We standardized the scope and sequence in math across all Hebrew Public schools. We know that students missed essential content last year. However, we also know that strictly doing remediation of skills will not result in achievement. Therefore, working

the NWEA  
Math exam each  
year"

with guidance from  
Achieve the Core,  
and our math  
consultants at  
Hendy Avenue, we  
have created  
standards lesson  
pacing guides that  
prioritize critical  
content at the  
critical moments of  
instruction.

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**2. Do have more academic goals to add?**

Yes

**2020-2021 Progress Toward Attainment of Academic Goals**

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure
Academic Goal 11	"At least 75% of students will meet or exceed the Hebrew proficiency benchmark in each speaking, listening, reading, and writing."	STAMP and OPI assessments	Unable to Assess	Exam not administered due to remote schooling.
Academic Goal 12				
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				
Academic Goal 17				
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				

**3. Do have more academic goals to add?**

No

#### 4. ORGANIZATION GOALS

**For the 2020-2021 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.**

#### 2020-2021 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
				Each week the attendance team meets to review and discuss the data, as well as appropriate interventions based on the student's and their family's needs. Students with 2 or more absences within that week were assigned to members of the team for follow-up. Tier 1 interventions include daily check-ins and verifying attendance by

Org Goal 1	School will have annual attendance rate of 94% or higher.	ATS, PowerSchool	Not Met	<p>joining the student's class, family outreach to determine the reason for absence and identifying ways to support them. Wherever possible, concerns are addressed in the moment (i.e. access to class schedule, steps for signing into zoom, one-to-one motivational pep talks, etc), and aimed at getting the student into class on the same day. Student attendance was positively reinforced by acknowledging their presence for the day, as well reaching out to their families to acknowledge their effort towards getting their child to school. These actions continued throughout the week, as the goal was to get as many students off of the following week's "at risk" list, thereby improving our overall attendance percentage.</p>
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Org Goal 2	95% of all non-graduating students enrolled on the last day of school will return in the next academic year.	ATS, PowerSchool	Not Met	See retention section in entry 9 for efforts to improve overall and subgroup retention.
Org Goal 3	50% or greater parent participation in NYC DOE survey.	NYC DOE Survey	Unable to Assess	<p>Spring 2021 NYC DOE survey data not available, but in the last 18 months, we surveyed parents and staff more frequently than we have in any other year. Based on the feedback we received from our families, we adapted our programmatic plans and communicated updates to ensure we addressed the needs of our students and families. Additionally, we provided opportunities for families to submit feedback during our virtual Town Hall meetings throughout the year (Fall/Spring/Summer Town Halls). HHLA teachers and leaders are in frequent and</p>

				<p>consistent contact with families via weekly school messages or more personalized communication to support each student's individual needs. Families know who they can reach out to and can count on multiple individuals for immediate responses to questions or concerns.</p>
Org Goal 4	50% or greater teacher participation in NYC DOE survey	NYC DOE Survey	Unable to Assess	<p>2021 survey data not yet released, but HHLA leadership, with the support of Hebrew Public, distributes internally created staff surveys to solicit feedback from staff. During the pandemic, HHLA leaders solicited feedback from staff more than any other year. It was important that leaders understood the challenges our staff faced throughout the year to best support them. The results of the surveys were used</p>



				by leadership to adapt schedules, enhance safety protocols and to further ensure the wellbeing of each of our staff members. Over 50% of staff responded to our internal surveys.
Org Goal 5	At any given time, at least 95% of active Board of Trustees (BOT) members will be active members of a BOT subcommittee.	Subcommittee lists	Met	
Org Goal 6	Responsive school leadership. Head of School will present program reports that outline enrollment, attendance, discharge status, etc, as well as available testing results at every Board of Trustees meeting. the HoS and D.O. will present and up to date financial report. Board minutes will reflect this.	Board minutes	Met	
Org Goal 7				
Org Goal 8				
Org Goal 9				

Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

**5. Do have more organizational goals to add?**

No

**6. FINANCIAL GOALS**

## 2020-2021 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1	HHLA has undergone an independent financial audit resulting in unqualified opinion and no major finding.	Independent financial audit	Met	
Financial Goal 2	HHLA operates a balanced budget and maintains a stable cash flow.	profit/loss statements	Met	
Financial Goal 3	Enrollment is within 15% of full enrollment as defined in charter	ATS, Student Information System, charter	Not Met	See retention and recruitment section for efforts to improve enrollment in coming years. HHLA has requested a charter revision to reduce its maximum enrollment in its renewal application.
Financial Goal 4				
Financial Goal 5				

## 7. Do have more financial goals to add?

No

Thank you.

## Entry 4 - Audited Financial Statements

Completed Nov 1 2021

### **Required of ALL Charter Schools**

**ALL SUNY-authorized charter schools** must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

**ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools** must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

### **[HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL - 06](#)**

**Filename:** HARLEM HEBREW LANGUAGE ACADEMY CHAR QqUgssC.pdf **Size:** 528.8 kB

## Entry 4b - Audited Financial Report Template (BOR/NYC/BOE)

Completed Jan 7 2022

### **[Instructions - Regents-Authorized Charter Schools ONLY](#)**

Regents-authorized schools must download and complete the Excel spreadsheet entitled "Audited Financial Report Template" from the online portal or the website at [2020-2021 Charter School Annual Report webpage](#). Upload the completed file in Excel format. **Due November 1, 2021.**

**Education Corporations with more than one school should complete the Excel spreadsheet for the Education Corporation as a whole, not for the individual schools. Please submit the same Excel spreadsheet for each of the schools.**

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

### **[Harlem Hebrew Language Academy CS\\_BEDS-310300861034\\_2020-21](#)**

**Filename:** Harlem Hebrew Language Academy CS 1lhQzQr.xlsx **Size:** 77.9 kB

## Entry 4c - Additional Financial Documents

Completed Jan 7 2022

**Instructions - Regents, NYCDOE and Buffalo BOE authorized schools** must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school<sup>[1]</sup>
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

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<sup>[1]</sup> Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**

### **[HH- BBVA ending 5718 \(Escrow\) May 2021](#)**

**Filename:** HH BBVA ending 5718 Escrow May 2021.pdf **Size:** 111.4 kB

### **[HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL - 06](#)**

**Filename:** HARLEM HEBREW LANGUAGE ACADEMY CHAR 5YkrrvA.pdf **Size:** 538.0 kB

### **[Harlem Hebrew Teacher Certification Update 2021](#)**

**Filename:** Harlem Hebrew Teacher Certification RSiY99D.pdf **Size:** 58.6 kB

### **[HHLA Additional Financial Documents](#)**

**Filename:** HHLA Additional Financial Documents.pdf **Size:** 244.6 kB

## **Entry 4d - Financial Services Contact Information**

Completed Jan 7 2022

**Instructions:** Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021**.

## **Form for "Financial Services Contact Information"**

### 1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Elly Rosenthal	[REDACTED]	[REDACTED]

### 2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Michelle M. Cain	[REDACTED]	[REDACTED]	10

### 3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm
	Charter School Business Management Inc.	Viviana Torres	237 West 35th Street Suite 301, New York, NY 10001	[REDACTED]	[REDACTED]	11

## Entry 5 - Fiscal Year 2021-2022 Budget

Completed Jan 7 2022

**Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools** should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021**.

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

**Instructions - SUNY authorized charter schools** should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes**

only.

## [HHLA\\_Final2021-2022ARBudgetTemplate\\_submission](#)

Filename: HHLA\_Final2021\_2022ARBudgetTemplat\_VxbsyXc.xlsx Size: 336.1 kB

## **Entry 6 - Board of Trustees Disclosure of Financial Interest Form**

Completed Jan 7 2022

### **Required of ALL Charter Schools by August 2**

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the **education** corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation. Note: Docusign is accepted.

### **Linda Tarry-Chard FD 20-21**

Filename: Rev. Linda FD 20 21.pdf Size: 1.4 MB

### **Linda Aristondo, FD 20-21**

Filename: Linda Aristondo FD 20 21.pdf Size: 217.5 kB

### **Vanessa Goldberg-Drossman FD 20-21**

Filename: Vanessa Goldberg Drossman FD 20 21.pdf Size: 867.2 kB

### **Scott Wickham FD 20-21**

Filename: Scott FD 20 21.pdf Size: 384.8 kB

### **Tanya Jones FD 20-21**

Filename: Tanya Jones FD 20 21.pdf Size: 1.7 MB

### **Sara Bloom, FD 2020-21**

Filename: Sara Bloom FD 2020 21.pdf Size: 286.1 kB

### **William Allen FD 20-21**

**[Basil FD 20-21 - signed copy](#)**

## Entry 7 BOT Membership Table

Completed Jan 7 2022

### Instructions

#### Required of All charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

### Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

#### 1. 2020-2021 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	William Allen		Secretary	Executive, Finance and Audit	Yes	2	7/1/2019	6/30/2022	9



2	Sara Bloom		Vice Chair	Executive, Governance, Education and Accountability	Yes	2	7/1/2019	6/30/2022	12
3	Linda Aristondo		Chair	Executive and Governance	Yes	2	7/1/2019	6/30/2022	11
4	Vanessa Goldberg-Drossman		Treasurer	Executive, Finance and Audit, Education and Accountability	Yes	2	7/1/2019	6/30/2022	12
5	Reverend Linda Tarry-Chard		Trustee/Member	Governance, Education and Accountability	Yes	2	7/1/2020	6/30/2023	9
6	Scott Wickham		Trustee/Member	Education and Accountability	Yes	1	7/1/2021	6/30/2024	11
7	Tanya Jones		Trustee/Member	N/A as of June 30, 2021	Yes		6/23/2021	6/30/2024	
8	Basil Smikle Jr.		Trustee/Member	Governance (resigned in November)	Yes	2	7/1/2020	11/1/2021	5 or less

				er)					
9									

**1a. Are there more than 9 members of the Board of Trustees?**

No

**2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES**

- 1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
- 2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2021	7
b.Total Number of Members Added During 2020-2021	1
c. Total Number of Members who Departed during 2020-2021	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	5-15

**3. Number of Board meetings held during 2020-2021**

12

**4. Number of Board meetings scheduled for 2021-2022**

12

Thank you.

## Entry 8 Board Meeting Minutes

Completed Jan 7 2022

### **Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY**

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

### **[April 2021 Harlem Hebrew Minutes](#)**

**Filename:** April 2021 Harlem Hebrew Minutes.docx.pdf **Size:** 128.7 kB

### **[August 2020 Harlem Hebrew Minutes](#)**

**Filename:** August 2020 Harlem Hebrew Minutes.docx.pdf **Size:** 102.2 kB

### **[July 2020 Harlem Hebrew Minutes](#)**

**Filename:** July 2020 Harlem Hebrew Minutes.docx.pdf **Size:** 96.1 kB

### **[December 2020 Harlem Hebrew Minutes](#)**

**Filename:** December 2020 Harlem Hebrew Minutes.docx.pdf **Size:** 124.1 kB

### **[February 2021 Harlem Hebrew Minutes](#)**

**Filename:** February 2021 Harlem Hebrew Minutes.docx.pdf **Size:** 236.5 kB

### **[January 2021 Harlem Hebrew Minutes](#)**

**Filename:** January 2021 Harlem Hebrew Minutes.docx.pdf **Size:** 124.3 kB

### **[September 2020 Harlem Hebrew Minutes](#)**

**Filename:** September 2020 Harlem Hebrew Minutes.docx.pdf **Size:** 99.4 kB

### **[June 2021 Harlem Hebrew Minutes](#)**

**Filename:** June 2021 Harlem Hebrew Minutes.docx.pdf **Size:** 130.0 kB

### **[October 2020 Harlem Hebrew Minutes](#)**

**Filename:** October 2020 Harlem Hebrew Minutes.docx.pdf **Size:** 123.7 kB

### **[November 2020 Harlem Hebrew Minutes](#)**

**Filename:** November 2020 Harlem Hebrew Minutes.docx.pdf **Size:** 136.8 kB

### **[March 2021 Harlem Hebrew Minutes](#)**

## [May 2021 Harlem Hebrew Minutes](#)

### **Entry 9 Enrollment & Retention**

Completed Jan 7 2022

#### [Instructions for submitting Enrollment and Retention Efforts](#)

**ALL charter schools must complete this section.** Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school’s plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

### **Entry 9 Enrollment and Retention of Special Populations**

#### [Instructions for Reporting Enrollment and Retention Strategies](#)

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school’s plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

#### **Recruitment/Attraction Efforts Toward Meeting Targets**

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
		HHLA plans to continue our recruitment strategies from the 2020-2021 school year, and continue to develop and build strong relationships with

Economically Disadvantaged

The school markets its offerings of numerous free services including free yellow bus service to families that qualify, and free breakfast, lunch, and end of day snack meal program. The school also reminds families that while there is a mandatory dress code, that they will work with families to collect a uniform library of lightly used school appropriate clothing to supply those in need. Though challenging due to COVID precautions during the 2020-21 school year, school representatives continued to visit local Pre-K's and Headstarts in neighborhoods that have high populations of ED's.

community based organizations that serve economically disadvantaged populations. The school is also building out a new program piloted over the last 12 months. This program, called the "student recruitment teacher ambassador program," seeks to create more authentic lines of direct communication with prospective families by using current teachers to make personalized phone calls to applicants after they've applied to welcome families to our school community, invite them to school events like open houses and tours of the school site. These teachers will then conduct virtual visits with families in the summertime after families complete their enrollment at Harlem Hebrew to ensure families feel a connection with the school and staff and feel prepared to enter the school.

HHLA engages in an ambitious recruitment campaign which includes marketing in CSD3, as well as Central and East Harlem, Upper Manhattan and the Bronx. When visiting local Pre-K's, CBO's, and houses of worship, HHLA brings marketing materials and paper applications, in English, Spanish, Russian, and Creole, the most commonly spoken languages within the community. They prioritize staff who are themselves multilingual speakers when making these visits to best communicate with interested community partners. On the HHLA website, there is a

English Language Learners

language translation plug-in to allow ELL/MLL families the opportunity to review our website in their native language. Downloadable paper applications are also available in 6 of the most commonly spoken languages within the community. Beginning in 2020, HHLA began leveraging digital paid advertisements on popular social media platforms like Facebook, Instagram, Youtube, and similar applications, using targeting features to translate ads into the language of the user. As of 2020, virtual open houses were offered in Spanish, and in the future, will also be offered in Russian. In-person school tours are and will continue to be available to families in multiple languages including Spanish and Russian. Registration documents are available to families in multiple foreign languages. For all groups of students a major recruitment/retention strategy has been scheduling “virtual home visits” with all newly enrolled students over the summer prior to the start of the school year. These visits with new families help to build relationships and create an authentic line of communication.

HHLA plans to continue the outreach strategies from 2020-2021 and leverage translations for marketing materials to reach as many ELL families as possible. When deemed safe by public health officials, HHLA will also resume in-person open houses and tours.

-Harlem Hebrew will continue to use at least 3 Vanguard mailings

HHLA will continue its efforts from the 2020-2021 school year but with the added advantage of safely hosting tours for families and showcasing our support services in person, in accordance with public health guidelines. The

<p>Students with Disabilities</p>	<p>to target zip codes that are historically home to ED populations.</p> <p>-HHLA began leveraging digital paid advertisements on popular social media platforms like Facebook, Instagram, Youtube, and similar applications, using targeting features to ensure our advertisements were featured in zipcodes that house higher numbers of ED families.</p> <p>-The school will continue to canvass all local preschools, UPK's, afters school sites, CBO's, pediatrician offices to leave marketing materials stretching from Harlem, Upper Manhattan, and the Bronx.</p>	<p>school is also building out a new program piloted over the last 12 months. This program, called the “student recruitment teacher ambassador program,” seeks to create more authentic lines of direct communication with prospective families by using current teachers to make personalized phone calls to applicants after they’ve applied to welcome families to our school community, invite them to school events like open houses and tours of the school site. These teachers will then conduct virtual visits with families in the summertime after families complete their enrollment at Harlem Hebrew to ensure families feel a connection with the school and staff and feel prepared to enter the school.</p>
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**Retention Efforts Toward Meeting Targets**

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
<p>Economically Disadvantaged</p>	<p>HHLA serves a very high percentage of ED families. HHLA offers free onsite childcare and a free week of summer programming for all new students in summer 2021, in addition to free services such as yellow bus service to families that qualify, and free breakfast, lunch, and end of day snack meal program. The school also reminds families that while there is a mandatory dress code, that</p>	<p>In addition to its 2020-2021 strategies, HHLA has begun offering to connect families with community organizations that treat trauma and mental health. HLA will also offer free after-care for families during Friday afternoons to accommodate the modified PD schedule. Additionally, we are welcoming all new applicants with a personalized phone call from an instructional staff member to give families the opportunity to</p>

	<p>they will work with families to collect a uniform library of lightly used school appropriate clothing to supply those in need.</p>	<p>ask questions and learn about what school has to offer and well as a personalized invitation to tour/open house.</p>
<p>English Language Learners</p>	<p>"Families receive copies of their child's MLL Remote Learning Profiles: At the start of remote learning, MLL providers created Learning Profiles for their students utilizing their most recent NYSESLAT scores. These profiles detail specific challenges and strengths that the student currently has and maps out a plan on how to best support that student. These profiles are referenced to guide each lesson with a student.</p> <p>All families of MLL students received personal phone calls from either their child's MLL teacher, Special Education Coordinator, or Network Director of Special Education to talk through upcoming NYSESLAT tests. With families, they review how the test is administered, the purpose of the test, and how the test scores are utilized.</p> <p>Families of MLL students are encouraged to maintain close communication with their child's MLL teacher. MLL teachers are available to update families on student progress via email or phone call.</p> <p>Starting in the winter of 2021, HHLA started using ParentSquare, a communication platform, which allows families to choose to receive school communications in their preferred language. "</p>	<p>HHLA will continue to employ its strategies from 2020-2021 school year to ensure that MLL families feel engaged and informed about their student's progress, and that all communications from the school are inclusive and accessible.</p>



Students with Disabilities

All newly enrolled families of SWD's meet with HHLA Special Education Coordinator. Together, they review the student's IEP, focusing on management needs, yearly goals, and specific supports for which that student qualifies. The special education coordinator details how these services will be provided to ensure fidelity. Families are informed about the quarterly IEP progress reports they can expect and the bi-weekly goal monitoring that teachers complete with students so that they are always informed and able to communicate a student's progress.

If a student qualifies for a placement that HHLA does not offer, the school will advise families to take part in a weekly or biweekly meeting with the student's teacher and special education coordinator. During this meeting, goal tracking and progress monitoring is reviewed to ensure that the family is aware of all of the support provided for their child. The school also discusses how the family can support a student at home academically and behaviorally. This may include supporting with continuing a behavior plan that is being implemented in school, or offering a student accommodations that they receive in school such as extended time to complete work, reading questions or directions, or offering on task focusing prompts.

HHLA will continue to employ its strategies from 2020-2021 school year to ensure that the families of our students with disabilities feel engaged and informed about their student's progress, and equipped to support their student's growth at home. Additionally, we are welcoming all new applicants with a personalized phone call from an instructional staff member to give families the opportunity to ask questions and learn about what school has to offer and well as a personalized

If a special education student is found to possibly benefit from more support than they qualify for, the school will often provide them with additional support in the form of SETSS groups, joining an ICT class, or working 1:1 with a teacher during specific times during the week. HHLA places a heavy emphasis on ensuring that students and families know that they will offer as much support as possible to help students access their academic environment and instruction. Rather than focus only on the goals on a student's IEP (which are meant to be achieved in a year), the school works with students to set smaller benchmarks that will help them achieve their larger goals. The school celebrates all successes with families and teachers of students which helps motivate students to engage in our school community.

invitation to tour/open house.

## **Entry 10 - Teacher and Administrator Attrition**

**Completed** Jan 7 2022

### **Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation**

## **A. TEACH System - Employee Clearance**

Charter schools must ensure that all prospective employees<sup>[1]</sup> receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

<sup>[1]</sup> Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

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## **B. Emergency Conditional Clearances**

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

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### **Attestation**

#### **Responses Selected:**

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

## **Entry 11 Percent of Uncertified Teachers**

**Completed** Jan 7 2022

### **Instructions**

#### **Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

## **Entry 11 Uncertified Teachers**

**School Name:**

# Instructions for Reporting Percent of Uncertified Teachers

## Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

### **CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	5
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category A: 5 or 30% whichever is less	5.0

**CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	5
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
<b>Total Category B: not to exceed 5</b>	<b>5.0</b>

**CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	5
Total Category C: not to exceed 5	5.0

**CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS**

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	8

**CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS**

	FTE Count
Total Category E	25

## CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	48



Thank you.

## Entry 12 Organization Chart

Completed Jan 7 2022

### [Instructions](#)

#### **Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

### [HH - Organizational Chart](#)

Filename: HH Organizational Chart.pdf Size: 50.5 kB

## Entry 13 School Calendar

Completed Jan 7 2022

### [Instructions for submitting School Calendar](#)

#### **Required of ALL Charter Schools**

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2<sup>nd</sup> submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools *"... unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

**PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.**



## [HHLA Academic Calendar School Year 2021-2022](#)

Filename: HHLA Academic Calendar School Year thfwfcq.pdf Size: 2.0 MB

### **Entry 14 Links to Critical Documents on School Website**

Completed Jan 7 2022

#### **Instructions**

#### **Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY**

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

### **Form for Entry 14 Links to Critical Documents on School Website**

School Name: **Harlem Hebrew Language Academy CS**

**Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy**

**By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:**

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	<a href="https://harlemhebrewcharter.org/for-parents/policies-public-documents/">https://harlemhebrewcharter.org/for-parents/policies-public-documents/</a>
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	<a href="https://harlemhebrewcharter.org/about-our-school/board-of-trustees/">https://harlemhebrewcharter.org/about-our-school/board-of-trustees/</a>
2a. Webcast of Board Meetings (per Governor's Executive Order)	<a href="https://harlemhebrewcharter.org/about-our-school/board-of-trustees/">https://harlemhebrewcharter.org/about-our-school/board-of-trustees/</a>
3. Link to NYS School Report Card	<a href="https://harlemhebrewcharter.org/for-parents/policies-public-documents/">https://harlemhebrewcharter.org/for-parents/policies-public-documents/</a>
4. Lottery Notice announcing date of lottery	<a href="https://harlemhebrewcharter.org/for-parents/policies-public-documents/">https://harlemhebrewcharter.org/for-parents/policies-public-documents/</a>
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	<a href="https://harlemhebrewcharter.org/for-parents/policies-public-documents/">https://harlemhebrewcharter.org/for-parents/policies-public-documents/</a>
6. District-wide Safety Plan	<a href="https://harlemhebrewcharter.org/for-parents/policies-public-documents/">https://harlemhebrewcharter.org/for-parents/policies-public-documents/</a>
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	<a href="https://harlemhebrewcharter.org/for-parents/policies-public-documents/">https://harlemhebrewcharter.org/for-parents/policies-public-documents/</a>
7. Authorizer-Approved FOIL Policy	<a href="https://harlemhebrewcharter.org/for-parents/policies-public-documents/">https://harlemhebrewcharter.org/for-parents/policies-public-documents/</a>
8. Subject matter list of FOIL records	<a href="https://harlemhebrewcharter.org/for-parents/policies-public-documents/">https://harlemhebrewcharter.org/for-parents/policies-public-documents/</a>

**Thank you.**



**HARLEM HEBREW LANGUAGE ACADEMY**  
**CHARTER SCHOOL**

**NEW YORK, NEW YORK**

**AUDITED FINANCIAL STATEMENTS**

**REPORT REQUIRED BY**  
**GOVERNMENT AUDITING STANDARDS**

**AND**

**INDEPENDENT AUDITOR'S REPORTS**

**JUNE 30, 2021**  
**(With Comparative Totals For 2020)**

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## INDEPENDENT AUDITOR'S REPORT

Board of Trustees  
Harlem Hebrew Language Academy Charter School

### **Report on the Financial Statements**

We have audited the accompanying financial statements of Harlem Hebrew Language Academy Charter School, which comprise the statement of financial position as of June 30, 2021, and the related statements of activities and changes in net deficiency, functional expenses and cash flows for the year then ended, and the related notes to the financial statements.

### **Management's Responsibility for the Financial Statements**

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

### **Auditor's Responsibility**

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

**Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Harlem Hebrew Language Academy Charter School as of June 30, 2021, and the changes in its net assets and its cash flows for the year then ended, in accordance with accounting principles generally accepted in the United States of America.

**Report on Summarized Comparative Information**

We have previously audited Harlem Hebrew Language Academy Charter School, Inc.'s June 30, 2020 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 28, 2020. In our opinion, the summarized comparative information presented herein as of June 30, 2020 is consistent, in all material respects, with the audited financial statements from which it has been derived.

**Other Report Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated October 25, 2021 on our consideration of Harlem Hebrew Language Academy Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the control over financial reporting or compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Harlem Hebrew Language Academy Charter School's internal control over financial reporting and compliance.

*Mengel, Metzger, Bar & Co. LLP*

Rochester, New York  
October 25, 2021

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2021

(With Comparative Totals For 2020)

<u>ASSETS</u>	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 2,025,114	\$ 673,653
Grants and other receivables	367,123	317,186
Due from Charter Management Organization	285,834	486,056
Due from related parties	361,776	12,048
Prepaid expenses	96,221	65,372
TOTAL CURRENT ASSETS	3,136,068	1,554,315
<u>OTHER ASSETS</u>		
Property and equipment, net	420,184	468,545
Cash in escrow	75,089	75,089
	495,273	543,634
TOTAL ASSETS	\$ 3,631,341	\$ 2,097,949
<u>LIABILITIES AND NET DEFICIENCY</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 461,979	\$ 207,300
Accrued payroll and benefits	353,602	381,155
Due to Charter Management Organization	347,090	251,489
Due to related party	34,780	11,868
Current portion of note payable	7,700	-
TOTAL CURRENT LIABILITIES	1,205,151	851,812
<u>OTHER LIABILITIES</u>		
Long-term portion of note payable	84,700	-
Paycheck Protection Program note payable	1,024,600	1,024,600
Deferred lease liability	3,329,236	2,608,170
TOTAL OTHER LIABILITIES	4,438,536	3,632,770
TOTAL LIABILITIES	5,643,687	4,484,582
<u>NET DEFICIENCY</u>		
Without donor restrictions	(2,012,346)	(2,386,633)
TOTAL LIABILITIES AND NET DEFICIENCY	\$ 3,631,341	\$ 2,097,949

The accompanying notes are an integral part of the financial statements.

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET DEFICIENCY

YEAR ENDED JUNE 30, 2021  
(With Comparative Totals For 2020)

	<u>Year ended June 30,</u>	
	<u>2021</u>	<u>2020</u>
Operating revenue and support:		
State and local per-pupil operating revenue	\$ 9,311,021	\$ 9,180,555
Governmental grants and contracts	1,097,499	886,057
NYC DOE rental assistance	1,856,039	1,780,608
Contributions	450,150	432,160
Other revenue	<u>1,693</u>	<u>20,601</u>
TOTAL REVENUE AND SUPPORT	12,716,402	12,299,981
Expenses:		
Program services:		
Regular education	7,061,860	8,203,151
Special education	4,002,736	3,957,582
Pre-K	<u>221,952</u>	<u>226,211</u>
TOTAL PROGRAM SERVICES	11,286,548	12,386,944
Management and general	<u>1,055,567</u>	<u>1,208,606</u>
TOTAL OPERATING EXPENSES	<u>12,342,115</u>	<u>13,595,550</u>
CHANGE IN NET DEFICIENCY	374,287	(1,295,569)
Net deficiency at beginning of year	<u>(2,386,633)</u>	<u>(1,091,064)</u>
NET DEFICIENCY AT END OF YEAR	<u>\$ (2,012,346)</u>	<u>\$ (2,386,633)</u>

The accompanying notes are an integral part of the financial statements.



HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2021  
(With Comparative Totals For 2020)

	Year ended June 30,							2020
	2021						Total	
	No. of positions June 30, 2021	Program Services			Supporting Services	Total		
	Regular Education	Special Education	Pre-K	Sub-total	Management and general			Total
Personnel services costs:								
Administrative staff personnel	8	\$ 480,044	\$ 189,938	\$ 13,800	\$ 683,782	\$ 260,223	\$ 944,005	\$ 1,044,764
Instructional personnel	58	1,940,502	1,367,795	114,655	3,422,952	3,865	3,426,817	3,718,727
Non-instructional personnel	-	-	-	-	-	-	-	20,653
<b>TOTAL PERSONNEL SERVICES COSTS</b>	<b>66</b>	<b>2,420,546</b>	<b>1,557,733</b>	<b>128,455</b>	<b>4,106,734</b>	<b>264,088</b>	<b>4,370,822</b>	<b>4,784,144</b>
Fringe benefits and payroll taxes		583,079	326,249	38,537	947,865	97,410	1,045,275	1,272,639
Retirement		15,713	10,112	-	25,825	1,714	27,539	10,645
Management company fees		531,836	342,291	45	874,172	58,030	932,202	919,540
Legal fees		-	-	-	-	43,034	43,034	50,082
Accounting/audit services		-	-	3,802	3,802	121,172	124,974	110,867
Other purchased/professional/consulting services		86,146	44,528	1,969	132,643	5,736	138,379	322,684
Building and land rent/lease		2,358,976	1,249,875	22,658	3,631,509	373,257	4,004,766	4,004,766
Repairs and maintenance		193,831	100,258	6,684	300,773	33,419	334,192	409,063
Insurance		30,020	15,981	1,942	47,943	5,327	53,270	44,700
Utilities		128,491	69,550	4,182	202,223	20,824	223,047	102,418
Supplies / materials		43,690	15,184	5,054	63,928	516	64,444	285,732
Staff/professional development		34,384	12,518	-	46,902	711	47,613	169,028
Marketing / recruitment		69,484	22,925	-	92,409	643	93,052	72,417
Technology		5,289	2,159	240	7,688	420	8,108	21,019
Food services		84,164	25,323	-	109,487	-	109,487	233,250
Student services		261,551	79,423	2,847	343,821	-	343,821	454,646
Office expense		106,737	59,173	5,537	171,447	17,495	188,942	105,325
Depreciation and amortization		101,881	65,565	-	167,446	11,115	178,561	201,610
Other		6,042	3,889	-	9,931	656	10,587	20,975
		<u>\$ 7,061,860</u>	<u>\$ 4,002,736</u>	<u>\$ 221,952</u>	<u>\$ 11,286,548</u>	<u>\$ 1,055,567</u>	<u>\$ 12,342,115</u>	<u>\$ 13,595,550</u>

The accompanying notes are an integral part of the financial statements.

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2021  
(With Comparative Totals For 2020)

	<u>Year ended June 30,</u>	
	<u>2021</u>	<u>2020</u>
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ 374,287	\$ (1,295,569)
Adjustments to reconcile change in net assets to net cash provided from (used for) operating activities:		
Depreciation and amortization	178,561	201,610
Bad debt expense	-	17,517
Financing of accrued utility costs	92,400	-
Changes in certain assets and liabilities affecting operations:		
Grants and other receivables	(49,937)	(96,723)
Due from Charter Management Organization	200,222	(444,203)
Due from related parties	(349,728)	54,728
Prepaid expenses	(30,849)	2,311
Accounts payable and accrued expenses	254,679	(254,226)
Accrued payroll and benefits	(27,553)	15,265
Due to Charter Management Organization	95,601	(43,308)
Due to related party	22,912	(4,111)
Deferred lease liability	721,066	1,104,365
	<u>1,481,661</u>	<u>(742,344)</u>
NET CASH PROVIDED FROM (USED FOR) OPERATING ACTIVITIES		
	1,481,661	(742,344)
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	(130,200)	(87,023)
	<u>(130,200)</u>	<u>(87,023)</u>
NET CASH USED FOR INVESTING ACTIVITIES		
	(130,200)	(87,023)
<u>CASH FLOWS - FINANCING ACTIVITIES</u>		
Borrowings on Paycheck Protection Program note payable	-	1,024,600
	<u>-</u>	<u>1,024,600</u>
NET CASH PROVIDED FROM FINANCING ACTIVITIES		
	-	1,024,600
NET INCREASE IN CASH AND RESTRICTED CASH	1,351,461	195,233
Cash and restricted cash at beginning of year	748,742	553,509
CASH AND RESTRICTED CASH AT END OF YEAR	<u>\$ 2,100,203</u>	<u>\$ 748,742</u>

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

STATEMENT OF CASH FLOWS, Cont'd

YEAR ENDED JUNE 30, 2021  
(With Comparative Totals For 2020)

	<u>Year ended June 30,</u>	
	<u>2021</u>	<u>2020</u>
<u>SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION</u>		
Reconciliation of cash and restricted cash reported within the statement of financial position that sum to the total amounts shown in the statement of cash flows:		
Cash	\$ 2,025,114	\$ 673,653
Cash in escrow	<u>75,089</u>	<u>75,089</u>
Total cash and restricted cash shown in the statement of cash flows	<u>\$ 2,100,203</u>	<u>\$ 748,742</u>
<u>NON-CASH OPERATING AND FINANCING ACTIVITIES</u>		
Financing of accrued utility costs	<u>\$ 92,400</u>	<u>\$ -</u>

The accompanying notes are an integral part of the financial statements.

# HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

## NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

(With Comparative Totals For 2020)

### NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

#### The Charter School

Harlem Hebrew Language Academy Charter School (the “Charter School”), is an education corporation operating as a charter school in New York, New York. On July 12, 2012, the Board of Regents, on behalf of the State Education Department, granted the Charter School a charter valid for a term of 5 years, renewable upon expiration in June 2018. On January 23, 2018, the Board of Regents, on behalf of the State Education Department, renewed the Charter School’s charter for a term of 4 years through June 30, 2022. As part of the renewal, the Charter School was granted approval to expand their grades from K-5 to K-8. The Charter School also received approval from the New York City Department of Education to operate a Pre-K program beginning in Fall 2019. The Pre-K program is not considered a chartered grade. There is a separate contract between the Charter School and the New York City Department of Education regarding the operation of the Pre-K program.

The Charter School provides students with the academic and personal foundation necessary to successfully pursue advanced studies and achieve continued personal growth as ethical and informed global citizens. In order to accomplish this, the Charter School offers an academically rigorous curriculum which includes daily instruction in the Hebrew language.

#### Basis of accounting

The accompanying financial statements have been prepared in accordance with accounting principles generally accepted in the United States of America.

#### Classification of net assets

To ensure observance of limitations and restrictions placed on the use of resources available to the Charter School, the accounts of the Charter School are maintained in accordance with the principles of accounting for not-for-profit organizations. This is the procedure by which resources are classified for reporting purposes into net asset groups, established according to their nature and purpose. Accordingly, all financial transactions have been recorded and reported by net asset group.

The assets, liabilities, activities, and net assets are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

#### *Net Assets Without Donor Restrictions*

Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions. The Board of Trustees has discretionary control to use these in carrying on operations in accordance with the guidelines established by the Charter School.

#### *Net Assets With Donor Restrictions*

Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. The Charter School had no net assets with donor restrictions at June 30, 2021 or 2020.

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Revenue recognition

Revenue from Exchange Transactions: The Charter School recognizes revenue in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) 2014-09, Revenue from Contracts with Customers, as amended. ASU 2014-09 applies to exchange transactions with customers that are bound by contracts or similar arrangements and establishes a performance obligation approach to revenue recognition.

The Charter School records substantially all revenues over time as follows:

Per pupil allocation income and students with disabilities revenue

The Charter School recognizes revenue as educational programming is provided to students throughout the year. The School earns state and local per pupil revenue based on the approved per pupil tuition rate of the public school district in which the pupil resides. The amount received each year from the resident district is the product of the approved per pupil tuition rate and the full-time equivalent student enrollment of the Charter School. Each NYS school district has a fixed per pupil tuition rate which is calculated annually by NYSED in accordance with NYS Education Law. Amounts are billed in advance every other month and payments are typically received in six installments during the year. At the end of each school year, a reconciliation of actual enrollment to billed enrollment is performed and any additional amounts due or excess funds received are agreed upon between the Charter School and the district(s) and are paid or recouped. Additional funding is available for students requiring special education services. The amount of additional funding is dependent upon the length of time and types of services provided by the Charter School to each student, subject to a maximum amount based upon a set rate for each district as calculated by NYSED.

Universal Pre-Kindergarten (Pre-K)

Similar to state and local per pupil revenue, the Charter School recognizes Pre-K revenue as educational programming is provided to students throughout the year. The maximum revenue amount is based on a contractually determined fixed amount per student and the number of students enrolled at a point in time. This amount could be further reduced if actual costs incurred in providing the Pre-K program are less than the maximum calculated amount of the contract. Amounts are paid in installments throughout the course of the year, with the final 5% paid upon submission of all required documentation at the end of the contract year.

Rental assistance

Facilities rental assistance funding is provided by the New York City Dept of Education (NYCDOE) to qualifying charter schools located in the five boroughs of NYC. In order to receive rental assistance funding, a charter school must have commenced instruction or added grade levels in the 2014-15 school year or thereafter, and go through a space request process with the NYCDOE. If NYCDOE is not able to provide adequate space, the charter school can become eligible for rental assistance. Rental assistance is calculated as the lesser of 30% of the per-pupil tuition rate for NYC times the number of students enrolled, or actual total rental costs. As rental assistance is based on the number of students enrolled, revenue is recognized throughout the year as educational programming is provided to students. Rental assistance totaled \$1,856,039 and \$1,780,608 for the years ended June 30, 2021 and 2020, respectively.

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

The following table summarizes contract balances at their respective statement of financial position dates:

	<u>June 30,</u>		
	<u>2021</u>	<u>2020</u>	<u>2019</u>
Grants and other receivables	\$ 22,034	\$ 149,053	\$ 30,497

Contributions

The Charter School recognizes contributions when cash, securities or other assets, an unconditional promise to give, or a notification of a beneficial interest is received. Conditional promises to give, that is, those with a measurable performance or other barrier, and a right of return, are not recognized until the conditions on which they depend have been substantially met.

Contributions, including unconditional promises to give, are recognized as revenues in the period received. All donor-restricted contributions are reported as increases in net assets with donor restrictions depending on the nature of the restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities and changes in net assets as net assets released from restrictions.

Grant revenue

Some of the Charter School's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Charter School has incurred expenditures in compliance with specific contract or grant provisions. Certain grants are subject to audit and retroactive adjustments by its funders. Any changes resulting from these audits are recognized in the year they become known. Qualifying expenditures that have been incurred but are yet to be reimbursed are reported as grants receivable in the accompanying statement of financial position. Amounts received prior to incurring qualifying expenditures are reported as deferred revenue in the accompanying statement of financial position. There were no revenues deferred at June 30, 2021 and 2020, respectively. The Organization received cost-reimbursement grants of approximately \$5,938 and \$11,834 that have not been recognized at June 30, 2021 and 2020, respectively, because qualifying expenditures have not yet been incurred.

Cash

Cash balances are maintained at a financial institution located in New York and are insured by the FDIC up to \$250,000 at that institution. In the normal course of business, the cash account balances at any given time may exceed insured limits. However, the Charter School has not experienced any losses in such accounts and does not believe it is exposed to significant risk in cash.

Cash in escrow

The Charter School maintains cash in an escrow account, pursuant to its Charter Agreement, to pay off expenses in the event of dissolution of the Charter School. The amount in escrow was approximately \$75,000 at June 30, 2021 and 2020.

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Grants and other receivables

Grants and other receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There was no allowance for doubtful accounts at June 30, 2021 or 2020.

Due from related parties

The Charter School has amounts due from other charter schools that are in the same network. The charter schools share employees, meal services and various other expenses in which the related parties reimburse the Charter School for these expenses. The amount due was approximately \$161,800 and \$12,000 at June 30, 2021 and 2020, respectively. In addition, Friends of Hebrew Language Academy Charter Schools, Inc., a related party, entered into a grant agreement with the Charter School for which it will give the Charter School \$200,000 for the year ended June 30, 2021.

Property and equipment

Property and equipment are recorded at cost. Depreciation is computed using the straight-line method on a basis considered adequate to depreciate the assets over their estimated useful lives which range from three to seven years. Leasehold improvements are being amortized over the lesser of the estimated useful life or the term of the lease.

Major renewals and betterments are capitalized, while repairs and maintenance are charged to operations as incurred. Upon sale or retirement, the related cost and allowances for depreciation are removed from the accounts and the related gain or loss is reflected in operations.

Deferred lease liability

The Charter School leases its facility. The lease contains significant pre-determined fixed escalations of the base rent. In accordance with GAAP, the Charter School recognizes the related rent expense on a straight-line basis and records the difference between the recognized rental expense and the amounts paid under the lease as a deferred lease liability. The amount of additional rent expense recognized in excess of the amounts paid under the lease was \$721,066 and \$1,104,365 for the years ended June 30, 2021 and 2020, respectively.

Due to related party

The Charter School has an amount due to another charter school in the same network. The charter schools share employees and chess services, in which the Charter School reimburses the related party for the expenses. The amount due was approximately \$34,800 and \$11,900 at June 30, 2021 and 2020, respectively.

Deferred revenue

The Charter School records grant revenue as deferred revenue until it is expended for the purpose of the grant at which time it is recognized as revenue.

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Tax exempt status

The Charter School is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income.

The Charter School files Form 990 tax returns in the U.S. federal jurisdiction. The tax returns for the years ended June 30, 2018 through June 30, 2021 are still subject to potential audit by the IRS. Management of the Charter School believes it has no material uncertain tax positions and, accordingly it will not recognize any liability for unrecognized tax benefits.

Contributed services

The Charter school receives contributed services from volunteers to develop its academic program and to serve on the Board of Trustees. In addition, the Charter School received donated transportation services, office equipment, computers, classroom equipment, and nursing, speech, occupational and physical therapy services that were provided for the students from the local district. These services are not valued in the financial statements.

In-kind contributions

Gifts and donations other than cash are recorded at fair market value at the date of contribution. There were no in-kind contributions received during the years ended June 30, 2021 and 2020.

Marketing costs

The Charter School expenses marketing costs as they are incurred. Total marketing and recruiting costs approximated \$93,100 and \$72,400 for the years ended June 30, 2021 and 2020, respectively.

Use of estimates in the preparation of financial statements

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Reclassifications

Certain prior year amounts have been reclassified to conform with the current year presentation.

Comparatives for year ended June 30, 2020

The financial statements include certain prior year summarized comparative information in total but not by functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Charter School's financial statements for the year ended June 30, 2020, from which the summarized information was derived.



HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

New accounting pronouncements

Leases

In February 2016, the FASB issued a new standard related to leases to increase transparency and comparability among entities by requiring the recognition of right-of-use (“ROU”) assets and lease liabilities on the statement of financial position. Most prominent among the changes in the standard is the recognition of ROU assets and lease liabilities by lessees for those leases classified as operating leases under current U.S. GAAP. For nonpublic entities, the FASB voted on May 20, 2020, to extend the guidance in this new standard to be effective for fiscal years beginning after December 15, 2021, and interim periods within fiscal years beginning after December 15, 2022. The Charter School is currently evaluating the provisions of this standard to determine the impact the new standard will have on the Charter School’s financial position or results of operations.

Gifts-in-kind

In September 2020, the FASB issued a new accounting update to improve transparency in the reporting of contributed nonfinancial assets, also known as gifts-in-kind. The update requires not-for-profit entities to present contributed nonfinancial assets separately on the statement of activities, apart from contributions of cash and other financial assets. In addition, the update requires not-for-profit entities to disclose in the notes to the financial statements a breakout of the different types of gifts-in-kind recognized, any donor restrictions associated with the gift, the valuation technique(s) used to arrive at the fair value measure, whether or not the gift-in-kind was monetized, and any policies on monetization. The update is effective for fiscal years beginning after June 15, 2021 and will be applied on a retrospective basis. The Charter School is currently evaluating the provisions of this update to determine the impact it will have on the Charter School’s financial statements.

Accounting Impact of COVID-19 Outbreak

On January 30, 2020, the World Health Organization (“WHO”) announced a global health emergency because of a new strain of coronavirus (the “COVID-19 outbreak”) and the risks to the international community as the virus spreads globally beyond its point of origin. In March 2020, the WHO classified the COVID-19 outbreak as a pandemic, based on the rapid increase in exposure globally. The full impact of the COVID-19 outbreak continues to evolve as of the date of this report. As such, it is uncertain as to the full magnitude that the pandemic will have on the Charter School’s financial condition, liquidity, and future results of operations. Management is actively monitoring the global situation on its financial condition, liquidity, operations, suppliers, industry, and workforce. Given the daily evolution of the COVID-19 outbreak and the global responses to curb its spread, the Charter School is not able to estimate the effects of the COVID-19 outbreak on its results of operations, financial condition, or liquidity for fiscal year 2022.

In response to the COVID-19 outbreak, the Federal Government passed several COVID relief acts which include funding for elementary and secondary education. The Elementary and Secondary School Emergency Relief Fund (ESSER Fund) was established to award grants to state and local educational agencies. The Charter School has recognized \$124,395 of revenue relative to ESSER grants during the year ended June 30, 2021.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 25, 2021, which is the date the financial statements are available to be issued. See Note I.

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE B: LIQUIDITY AND AVAILABILITY

The Charter School regularly monitors liquidity required to meet its operating needs and other contractual commitments. The Charter School's main source of liquidity is its cash accounts. For purposes of analyzing resources available to meet general expenditures over a 12-month period, the Charter School considers all expenditures related to its ongoing activities of teaching, and public service as well as the conduct of services undertaken to support those activities to be general expenditures.

In addition to financial assets available to meet general expenditures over the next 12 months, the Charter School anticipates collecting sufficient revenue to cover general expenditures not covered by donor-restricted resources.

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following:

	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
Cash	\$ 2,025,114	\$ 673,653
Grants and other receivables	367,123	317,186
Due from Charter Management Organization	285,834	486,056
Due from related parties	<u>361,776</u>	<u>12,048</u>
Total financial assets available to management for general expenditures within one year	<u>\$ 3,039,847</u>	<u>\$ 1,488,943</u>

NOTE C: SCHOOL FACILITY

The Charter School entered into a lease agreement as of July 1, 2015 with Friends of Hebrew Language Academy Charter Schools, Inc. ("FOHLA") for its facilities through June 2033. This lease was subsequently amended in July and September 2016. Effective September 8, 2016, the Charter School signed the second amendment for their lease for its facilities through June 30, 2024. On June 13, 2018, the Charter School entered into a second amended and restated sublease agreement with FOHLA, effective July 1, 2018, which extended their lease for its facilities through June 30, 2048.

Effective July 1, 2020, the landlord of the building and FOHLA amended their lease agreement to reduce the monthly rental payments per the lease agreement by \$18,025 through June 30, 2021 and increase the monthly rental payments from July 1, 2024 through June 30, 2025 by \$18,025. FOHLA has passed the current year's monthly reduction of \$18,025 in rent to the Charter School for the year ending June 30, 2021 and will increase the monthly rental payments by \$18,025 for the year ending June 30, 2025. The Charter School and FOHLA are in the process of amending their lease agreement for these changes. The Charter School's base rent for the year ended June 30, 2021 was \$273,642 per month. The base rent will increase in accordance with the lease agreement.

Rent expense totaled approximately \$4,005,000 for the years ended June 30, 2021 and 2020. For the year ended June 30, 2021, total base rent was approximately \$3,284,000 and the deferred lease liability adjustment was approximately \$721,000. For the year ended June 30, 2020, total base rent was approximately \$2,900,000 and the deferred lease liability adjustment was approximately \$1,105,000.

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE C: SCHOOL FACILITY, Cont'd

The future minimum payments on these agreements are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2022	\$ 3,500,000
2023	3,500,000
2024	3,500,000
2025	3,716,300
2026	3,500,000
Thereafter	<u>93,741,610</u>
	<u>\$111,457,910</u>

On September 17, 2018 the Charter School became the guarantor of three loans that FOHLA obtained in conjunction with the building in which the Charter School occupies. The aggregate principal balance of the loans as of June 30, 2021 and 2020 was \$13,210,019 and \$13,452,078, respectively, which is fully guaranteed by the Charter School. The loans bear interest at the LIBOR Daily Floating Rate plus 325 basis points (effective rate of 3.35% at June 30, 2021). At June 30, 2021, the maximum potential amount of future payments of principal and interest (undiscounted) the guarantor could be required to make under the guarantee is approximately \$14,184,000. The guaranty shall continue in effect until all obligations are fully paid which is expected to be September 17, 2023.

NOTE D: OPERATING LEASES

The Charter School leases office equipment under non-cancelable lease agreements that will expire at various dates through June 2024. Lease expense was approximately \$31,200 and \$51,700, for the years ended June 30, 2021 and 2020, respectively. The future minimum payments on the agreements are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2022	\$ 20,635
2023	15,097
2024	<u>15,097</u>
	<u>\$ 50,829</u>

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE E: RETIREMENT PLAN

The Charter School sponsors a defined contribution retirement plan which covers substantially all full-time employees. The Charter School contributed a dollar-to-dollar match up to 3% of the employees' compensation. During the years ended June 30, 2021 and 2020, the Charter School contributed approximately \$22,200 and \$7,700, respectively, for the employer match. Administrative fees were approximately \$5,400 and \$3,000 for the years ended June 30, 2021 and 2020, respectively.

NOTE F: PROPERTY AND EQUIPMENT

Property and equipment consisted of the following:

	June 30,	
	2021	2020
Furniture, fixtures and equipment	\$ 1,138,377	\$ 1,008,177
Leasehold improvements	<u>360,051</u>	<u>360,051</u>
	1,498,428	1,368,228
Less accumulated depreciation and amortization	<u>1,078,244</u>	<u>899,683</u>
	<u>\$ 420,184</u>	<u>\$ 468,545</u>

NOTE G: CONTINGENCY

Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowance of costs submitted for reimbursement by the Charter School. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE H: CONCENTRATIONS

At June 30, 2021 and 2020, approximately 84% of grants and other receivables are due from New York State relating to certain grants.

For the years ended June 30, 2021 and 2020, 73% and 75%, respectively, of total operating revenue and support came from per-pupil funding provided by New York State. The per-pupil rate is set annually by the State based on the school district in which the Charter School's students are located.

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE I: NOTE PAYABLE

On July 21, 2021, the Charter School entered into a payment agreement with the New York City Water Board for past due water charges of \$92,400. Monthly payments of \$770 plus interest at 3% are due through July 2031.

Future maturities of the note payable are as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2022	\$ 7,700
2023	9,240
2024	9,240
2025	9,240
2026	9,240
Thereafter	47,740
	<u>\$ 92,400</u>

NOTE J: PAYCHECK PROTECTION PROGRAM NOTE PAYABLE

In response to the COVID-19 outbreak, in April 2020, the School applied for and was approved by a bank for a loan of \$1,024,600 through the Paycheck Protection Program established by the Small Business Administration. The loan has a maturity of 2 years and an interest rate of 1%. The loan has the potential for forgiveness provided certain requirements are met by the Charter School. The loan was funded in April 2020. The Charter School has applied for forgiveness and expects the loan to be forgiven in full, therefore the entire balance is classified as long-term at June 30, 2021 and 2020.

NOTE K: NET DEFICIENCY

Net deficiency without donor restrictions are as follows:

	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
Undesignated net deficiency	\$ (2,432,530)	\$ (2,855,178)
Invested in property and equipment	<u>420,184</u>	<u>468,545</u>
	<u>\$ (2,012,346)</u>	<u>\$ (2,386,633)</u>

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE L: CHARTER MANAGEMENT ORGANIZATION

In January 2016, the Charter School entered into an educational services agreement with a charter management organization, National Center for Hebrew Language Charter School Excellence and Development, Inc. ("Hebrew Public") to provide expertise necessary to effectively provide essential programming and services to the Charter School. On April 11, 2018, the agreement was renewed through June 30, 2022. The percent of gross revenue used for the calculation is as follows:

<u>School Year</u>	<u>Percentage of Gross Revenue per Agreement</u>
2019 - 2020	10%
2020 - 2021	10%
2021 - 2022	10%

The total expense for the years ended June 30, 2021 and 2020 was approximately \$932,200 and \$919,500, respectively. Amounts due to Hebrew Public relating to the management fee were \$223,997 and \$226,320 at June 30, 2021 and 2020, respectively.

In addition to the management fee, Hebrew Public paid \$123,093 and \$25,169 of other expenses on behalf of the Charter School during the years ended June 30, 2021 and 2020, respectively for which the Charter School will reimburse Hebrew Public.

The total amounts due to Hebrew Public at June 30, 2021 and 2020 were \$347,090 and \$251,489, respectively.

Hebrew Public entered into a grant agreement with the Charter School to which it will give the Charter School \$250,000 for the year ended June 30, 2021. Hebrew Public entered into a grant agreement with the Charter School to which it was to give the Charter School \$400,000 for the year ended June 30, 2020.

Hebrew Public will also be passing through CSP grant funds to the Charter School in the amount of \$35,834. At June 30, 2020, Hebrew Public was to pass through CSP grant funds to the Charter School in the amount of \$86,056.

The total amounts due from Hebrew Public at June 30, 2021 and 2020 were \$285,834 and \$486,056, respectively.

NOTE M: FUNCTIONAL EXPENSES

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. All expenses that are allocated to more than one program or supporting function are allocated on the basis of estimates of time and effort.

HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals For 2020)

NOTE N: RENEWAL PROCESS

The Charter School is currently in the process of renewing its charter as granted by the New York State Board of Regents which expires June 30, 2022. The renewal process includes review by New York State Education Department (NYSED) of various operational and governance aspects, including fiscal health and internal controls, board governance, and academic performance. The Charter School has submitted its application for renewal. Upon review of the application and results, NYSED will determine if the charter should be renewed and if so, for how long. Successful charter renewals can range from one to five years. At this time, management of the Charter School expects the charter to be renewed.

NOTE O: MANAGEMENT PLANS

At June 30, 2021, the Charter School has a deficiency in net assets without donor restrictions of \$2,012,346. Current assets exceed current liabilities by \$1,930,917 at June 30, 2021. For the year ended June 30, 2021, the Charter School had a positive change in net deficiency of \$374,287. Included in the change in net assets for the year ended June 30, 2021 is the additional rent expense recognized in excess of the amounts paid under the lease of \$721,066, which is deferred rent, a non-cash expense. This deferred lease liability, as disclosed on page 13, will be increasing over the next 13 years. It will continue to increase until the year 2034 and then it will start to decrease until the year 2048.

The Charter School and the CMO, Hebrew Public, collaborate on year round student recruitment programs. Enrollment for the 2021/2022 school year is on budget.

Hebrew Public will grant funds to the Charter School in fiscal 2021/2022 to fulfill cashflow shortfalls.

As a result, management believes the Charter School will continue as a going concern.

**HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL**

**REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS**



INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND  
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS  
PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Trustees  
Harlem Hebrew Language Academy Charter School

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Harlem Hebrew Language Academy Charter School, which comprise the statement of financial position as of June 30, 2021 and the related statements of activities and changes in net assets, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 25, 2021.

**Internal Control over Financial Reporting**

In planning and performing our audit of the financial statements, we considered Harlem Hebrew Language Academy Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Harlem Hebrew Language Academy Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Harlem Hebrew Language Academy Charter School's internal control.

*A deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

### **Compliance and Other Matters**

As part of obtaining reasonable assurance about whether Harlem Hebrew Language Academy Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

### **Purpose of This Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*Mengel, Metzger, Baw & Co. LLP*

Rochester, New York  
October 25, 2021



77 HARLEM HEBREW LANGUAGE ACADEMY CHARTER S  
PC 147 ST NICHOLAS AVE  
NEW YORK NY 10026

### Contacting Us

Available by phone 24/7

Phone 1-800-266-7277

Online [bbvausa.com](http://bbvausa.com)

Write BBVA  
Customer Service  
P.O. Box 10566  
Birmingham, AL 35296

## Summary of Accounts

### Deposit Accounts/ Other Products

Account	Account number	Ending balance last statement	Ending balance this statement
TREASURY MANAGEMENT ANALYSIS CHECKING	6766365718	\$75,088.92	\$75,088.92
<b>Total Deposit Accounts</b>		<b>\$75,088.92</b>	<b>\$75,088.92</b>



# TREASURY MANAGEMENT ANALYSIS CHECKING

Account Number: [REDACTED] - HARLEM HEBREW LANGUAGE ACADEMY CHARTER S

## Activity Summary

Beginning Balance on 5/1/21	\$75,088 92
Deposits/Credits (0)	+ \$0 00
Withdrawals/Debits (0)	- \$0 00
<b>Ending Balance on 5/31/21</b>	<b>\$75,088 92</b>

## Deposits and Other Credits

Date *	Check/ Serial #	Description	Deposits/ Credits
There are no transactions to report for this period			

## Withdrawals and Other Debits

Date *	Check/ Serial #	Description	Withdrawals/ Debits
There are no transactions to report for this period			



**How to Balance Your Account**

- Step 1** • Enter all checks, deposits, and other automated teller card (ATM) transactions in your register.
  - Record all automated deductions, debit card transactions and electronic billpayments.
  - Record and deduct service charges, check printing charges, or other bank fees.
  - If you have an interest bearing account, add any interest earned shown on this statement.
- Step 2** • If applicable, sort checks in numerical order and mark in your register each check or other transaction that is listed on this statement.
- Step 3** • List any deposits or credits your have made that do not appear on this statement (see space provided below).
- Step 4** • List any checks you have written, debit card transactions, electronic payments and other deductions that do not appear on this statement (see space provided below).

Date/Description	Amount
Step 3 Total	\$

Date/Description	Check #	Amount
Step 4 Total		\$

**Balancing Your Register to this Statement**

<b>Step 5</b> •Enter the "current balance" shown on this statement	
•Add total from Step 3	
•Subtotal	
•Subtract total from Step 4	
•This balance should equal your register balance	
If it does not agree, see steps below	\$

If your account does not balance, review the following:  
 • Check all your addition and subtraction above in your register  
 • Make sure you remembered to subtract service charges listed on this statement and add any interest earned to your register  
 • Amounts of deposits and withdrawals on this statement should match your register entries  
 • If you have questions or need assistance, please refer to the phone number on the front of this statement

**Change of Address**

Please call us at the telephone number listed on the front of this statement to tell us about a change of address

**Electronic Transfers** *(for consumer accounts only)*

In case of errors or questions about your Electronic Transfers, write to BBVA, Operations Compliance Support, P O Box 10566, Birmingham, AL 35296 Or simply call your local customer service number printed on the front of this statement Call or write as soon as you can, if you think your statement or receipt is wrong or if you need more information about a transfer on the statement or receipt We must hear from you no later than 60 days after we sent the first statement on which the error or problem appeared

- Tell us your name and account number (if any)
- Describe the error or the transfer you are unsure about, and explain as clearly as you can why you believe it is an error or why you need more information
- Tell us the dollar amount of the suspected error

We will investigate your complaint and will correct any error promptly If we take more than 10 business days (20 on claims on accounts opened less than 30 calendar days) to do this, we will credit your account for the amount you think is in error, so that you will have the use of the money during the time it takes us to complete our investigation

\*For Non-Consumer Account customers, please refer to your current Non-Consumer Account Agreement for details regarding Electronic Fund Transfers

**Overdraft Protection**

**Calculation of Interest Charge and Balance Subject to Interest Rate** The interest charge is computed using your annual percentage rate divided by 365 or, in the case of a leap year, 366, which gives you the "Applicable Rate" Although we calculate the interest charge by applying the Applicable Rate to each daily balance, the interest charge can also be calculated by multiplying the Applicable Rate by the "average daily balance"(Balance Subject to Interest Rate) shown on this statement, then multiplying that sum by the number of days in the billing cycle To get the "Balance Subject to Interest Rate" shown on this statement we take the beginning balance of your account less any unpaid finance charges each day, add any new advances or debits, and subtract any payments or credits This gives us the daily balance Then we add all the daily balances for the billing cycle and divide by the number of days in the billing cycle This give us the "average daily balance" shown on the statement as "Balance Subject to Interest Rate"  
**Payments** Payments to your overdraft protection loan account made through our tellers or deposited at our automated teller machines (ATMs) Monday through Friday before the posted cut-off time will be posted to your account on the date they are accepted Otherwise, they will be posted on the next business day Payments made through our ATMs via a funds transfer will be posted on the date they are received or on the next business day if made after 6pm CT (6pm MT for Arizona accounts and 6pm PT for California accounts) Monday through Friday or anytime Saturday, Sunday or bank holidays BBVA business days are Monday through Friday, excluding holidays

**In Case of Errors or Questions About Your Statement** (Overdraft Protection Only)

If you think your statement is wrong, or if you need more information about a transaction on your statement, write your issue on a separate document and send it to Bankcard Center, P O Box 2210, Decatur, AL 35699-0001 Telephone inquires may be made by calling your local BBVA branch listed on the front of this statement to speak with a Customer Service Representative Please note: a telephone inquiry will not preserve your rights under federal law We must hear from you no later than sixty (60) days after we sent you the first statement on which the error or problem appeared

- Tell us your name and account number (if any)
- Describe the error or the transfer you are unsure about, and explain as clearly as you can why you believe it is an error or what you need more information
- Tell us the dollar amount of the suspected error

You can stop the automatic deduction of the Minimum Payment from you checking account if you think your statement is wrong To stop the payment, your letter must reach us three (3) business days before the automatic deduction is scheduled to occur

**Reporting Other Problems**

Please review your statement carefully It is essential that any account errors or any improper transactions on your account be reported to us as soon as reasonably possible If you fail to notify us of any suspected problems, errors or unauthorized transactions within the time periods specified in the deposit account agreement, we are not liable to you for any loss related to the problem, error or unauthorized transaction

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**HARLEM HEBREW LANGUAGE ACADEMY**  
**CHARTER SCHOOL**

**REPORT TO THE FINANCE COMMITTEE**

**JUNE 30, 2021**

October 25, 2021

The Finance Committee  
Harlem Hebrew Language Academy Charter School

We have audited the financial statements of Harlem Hebrew Language Academy Charter School as of and for the year ended June 30, 2021, and have issued our report thereon dated October 25, 2021. Professional standards require that we advise you of the following matters relating to our audit.

**Our Responsibility in Relation to the Financial Statement Audit**

As communicated in our engagement letter dated May 1, 2021, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in conformity with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of its respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Charter School's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of Harlem Hebrew Language Academy Charter School solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

We have provided our comments regarding deficiencies and other matters noted during our audit in a separate letter to you dated October 25, 2021.

## **Planned Scope and Timing of the Audit**

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

## **Compliance with All Ethics Requirements Regarding Independence**

The engagement team, others in our firm, as appropriate, and our firm have complied with all relevant ethical requirements regarding independence. Safeguards in place to eliminate or reduce threats to independence to an acceptable level include a skilled, knowledgeable and experienced CFO and outsourced finance team who review the draft financial statements prior to issuance and accept responsibility for them.

## **Qualitative Aspects of the Entity's Significant Accounting Practices**

### *Significant Accounting Policies*

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by Harlem Hebrew Language Academy Charter School is included in Note A to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during 2021. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

### *Significant Accounting Estimates*

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

The most sensitive accounting estimates affecting the financial statements are the allocations of operating expenses to program expenses and management and general expenses and the collectability of grants receivable. We evaluated the key factors and assumptions used to develop the estimates and determined that they are reasonable in relation to the basic financial statements taken as a whole.

### *Financial Statement Disclosures*

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting Harlem Hebrew Language Academy Charter School's financial statements relate to revenue and support recognition and the lease commitments, which is referred to in the notes of the financial statements.

## **Significant Difficulties Encountered during the Audit**

We encountered no significant difficulties in dealing with management relating to the performance of the audit.



**Uncorrected and Corrected Misstatements**

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. Management has corrected all identified misstatements.

In addition, professional standards require us to communicate to you all material, corrected misstatements that were brought to the attention of management as a result of our audit procedures. None of the misstatements identified by us as a result of our audit procedures and corrected by management were material either individually or in the aggregate, to the financial statements as a whole.

**Disagreements with Management**

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to Harlem Hebrew Language Academy Charter School’s financial statements or the auditor’s report. We are pleased to report no such disagreements arose during the course of the audit.

**Representations Requested from Management**

We have requested certain written representations from management, which are included in the management representation letter.

**Management’s Consultations with Other Accountants**

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

**Other Significant Matters, Findings or Issues**

In the normal course of our professional association with Harlem Hebrew Language Academy Charter School, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, business conditions affecting the entity, and business plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as Harlem Hebrew Language Academy Charter School’s auditors.

*Special Education Teacher Certifications*

During our audit, we noted the Charter School did not maintain documentation of certain special education teachers’ certification. The Charter School represents that the students are receiving proper special education services. We recommend the Charter School obtain and maintain records of all the special education teachers’ certification.

\* \* \* \* \*

Should you desire further information concerning these matters, Michelle Cain or Kurt Button will be happy to meet with you at your convenience.

This report is intended solely for the information and use of the Board of Trustees, Finance Committee and management of Harlem Hebrew Language Academy Charter School and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

*Mengel, Metzger, Barr & Co. LLP*

MENGEL, METZGER, BARR & CO. LLP

## Communication to NYSED on Teacher Certification CAP - November 1, 2021

Hi Paula,

Hope you had a good weekend.

We wanted to provide an update regarding Harlem Hebrew Language Academy's Corrective Action Plan (CAP) - Teacher Certification. Recruiting and retaining qualified and high-quality teachers has always been a top priority for our school.

That said, since the start of the pandemic, our primary focus over the last 18 months has been on keeping children, their families, and staff healthy and safe. Of necessity, this paramount focus on health and safety (including our provision of child care, weekly testing, HVAC overhauls, trauma counseling, remote and hybrid learning models, and more) has constrained some of our other efforts.

There is increasing awareness of the great shifts happening in the general workforce right now, including and particularly in public education. Some of this has been brought about by the ongoing challenges on teachers -- both mental and physical -- of the pandemic, as well as necessary efforts such as staff vaccine mandates. For these reasons, staffing, let alone hiring and retaining certified teachers, has been more challenging than ever before due to the increased demands on teachers. The disruption in the teacher workforce is nationwide (see, for example, <https://www.frontlineeducation.com/blog/teacher-shortage-2021/>, and [Washington Post Article - Why are So Many Teachers Thinking of Quitting?](#)).

We find ourselves -- along with many other schools -- with substantial vacancies compared to prior years, and with far fewer applicants for open positions. Because of the shifts in staffing, it has been more difficult to monitor and track our progress towards being in compliance with teacher certification.

Here is an update on what we have done in the last 5 months and how we plan to continue with this work in the next 2-3 months. Furthermore, we are committed to sharing this information with our Boards more routinely so they can better understand the challenge and support the school in this area.

Here is [Harlem Hebrew Educator Certification Status Data](#). While the School's overall certification status is not where we would like it to be, we also want to emphasize the number of important qualifications most of our uncertified teachers have. Of the 41 teachers currently on staff:

- 17 are fully NYS certified, and 4 have their certifications pending

- Of the remaining 20 teachers, 17 have significant qualifications
  - 2 are certified in other states and are applying for reciprocity
  - 7 are fluent speakers of Modern Hebrew, a rare skill that is integral to our model. In addition, among this group:
    - 1 has a Masters Degree
    - 1 has worked as a film director
    - 3 have between 6 and 8 years of teaching experience
  - 1 has worked as a Biology researcher
  - 2 additional teachers have Masters Degrees
  - 5 have three or more years of full-time K-12 teaching experience

With that background, the following is an update on our activities to support increased teacher certification:

Hebrew Public engaged in two audits with the NYC Charter School Center (CSC) during the 2020-21 academic year. This partnership provided a snapshot of current certification status, and outlined individual next steps to certification for all New York teaching staff. Upon receiving audit data from CSC, all results were uploaded to our internal HRIS (Namely) and each employee received an individual email outlining their certification status as well as recommended next steps according to the CSC. All staff certification data was shared with the Heads of School, who in turn share the data with teaching staff in their building.

All staff are also provided a [Resource Guide](#) that includes links and resources provided by the CSC to support them in completing the certification process. This includes the opportunity to engage in free personal consultations with the CSC to discuss specific questions related to their certification. Also, members of the HR and Talent teams meet weekly to discuss progress on the CSC audits, NY teacher certification items, and certification data trends.

The Hebrew Public Talent Team implemented a number of strategies as it relates to the recruitment and the overall hiring process to support in prioritizing the hiring of certified staff. Harlem is in year two of partnering with Teach for America (TFA). We have 2 TFA teachers who are NYS certified and 1 TFA teacher who is in the process of obtaining NYS certification. The Talent Team has attended numerous local and national job fairs in efforts to recruit certified teachers. Teacher vacancies have been posted on a number of job boards, including but not limited to Higher Education specific and general job boards.

The Talent team has also engaged in targeted recruiting to attract certified candidates. Certification status is a required question in all teacher applications, and all interviewers ask about candidate certification status during interviews and

document the information in their notes. When making offers, candidates with certification are prioritized over uncertified teachers.

In the wake of the pandemic, we faced a number of challenges in recruitment and retention of certified staff. COVID coupled with the national teacher shortage and an increase in teacher resignations has put us in a position to fill roles with experienced teachers, some of which are unfortunately uncertified. Applicant numbers have declined in comparison to recent years and the pre-COVID landscape.

Hebrew Public has met and completed all of the outlined strategies in the chart below with the exception of the two strategies which have been partially implemented.

### Overview of Previous CAP Strategies

<b>Strategies:</b>	<b>Completed As of 10/21</b>	<b>How</b>	<b>Next Steps</b>
Receive and review NYC Charter School Center (CSC) certification audit to understand current status	Y	Engaged in two audits (Fall and Spring)	
Continue to enforce and develop new strategies to get existing teaching staff to become certified	Partial	Partnered with CSC, provided staff with their next steps to certification.	<p>Certification team will meet weekly to implement a plan that ensures teachers' progress and to identify Incentives to encourage teachers to complete the certification process..</p> <p>Engage in more targeted, regular outreach with uncertified staff</p> <p>Track progress of uncertified staff</p>
Continue to execute and develop new strategies to recruit teachers who are already certified.	Partial	Recruitment strategies have been focused on sourcing teacher candidates in general. Due to the national teacher shortage and COVID-related challenges, teams have	Signing Bonuses for certified teachers in all teaching roles (including Specials, Floaters, etc)

		been forced to hire a number of uncertified teachers in order to ensure class coverage.	
Since this data was pulled, Hebrew Public's recruitment team has prioritized inquiring about candidate certification status and is weighting certification more heavily than previously in our candidate screening process	Y	Certification is a question in the application process. All interviewers also ask about certification status. Certified candidates are always prioritized during the offer phase.	
Partnered with CSC to audit and uncover certification data in all NYC schools	Y	Partnered to complete fall and spring audit of all teaching staff at all NYC schools	
Communicated with staff about the results of their certification audit	Y	Upon receiving audit data from CSC, all results are uploaded to our internal HRIS and emailed directly to each ind staff member. All staff data is also shared with the Head of School.	
Connected educators with resources through the CSC to understand what steps they might need to take to complete their certification	Y	All staff are provided a Resource Guide that includes links and resources provided by the CSC to support them in completing the cert process.	
Partnered with TFA to hire transitionally certified teachers	Y	Harlem is in year two of partnering with TFA. We have 2 TFA teachers who are NYS certified and 1 who is in process.	
Attended at Job fairs to attract and recruit certified and highly qualified staff	Y	Attended numerous job fairs	
Posted on Higher Education Job boards for open positions	Y	Posted on Handshake and dozens of other job boards typically not utilized due to the teacher shortage.	

Review candidate certification at the start of the staffing cycle	Y	Cert status is reported in the application phase as well as interviews.	
Allocate a minimum of 10% of two staff member's time to review data analytics and communicate with staff about certification.	Y	A member of the HR and a member of the Talent team meet weekly to discuss progress on NY teacher cert items, CSC audits, and certification data analysis.	
We will track the number and percentage of teachers currently on staff who obtain certification by November 30, 2021 and the number of certified new teachers hired by November 30, 2021.	Y		

Going forward, we also intend to ramp up the following strategies to both incentivize and hold accountable teachers on their path to NYS certification.

- Increasing and sharpening individual staff outreach on certification status
- Formalizing reimbursement for Certification Exam costs
- Formalizing paid time off for Completing Exams/Testing
- Selective and targeted tuition reimbursement
- Salary increase for obtaining certification
- Flexible schedule for teachers enrolled in Graduate programs



#### **HHLA Additional Financial Documents**

1. Advisory and/or Management letter - ***Uploaded***
2. Federal Single Audit - ***Federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 threshold.***
3. CSP Agreed-Upon Procedure Report - ***Entities that receive CSP funding through NYSED and expend \$50k or more need this AUP. Our NY schools receive CSP funding directly from the federal government, not passed through NYSED, so this is not required.***
4. Evidence of Required Escrow Account for each school - ***Uploaded***
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations - ***The school received a notice of deficiency for teacher certification in May of 2021 - please see the uploaded letter regarding an update to our Corrective Action Plan.***



**Disclosure of Financial Interest by a Current or Proposed Board of Trustees  
Member**

**Name:**

Linda Terry-Chard

**Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):**

Harlem Hebrew Language Academy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

2. Are you an employee of any school operated by the education corporation?  
     Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?

no  
If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? no

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? no

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>Please write "None" if applicable. Do not leave this space blank.</i>			





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elyse@hebrew public  
vrs

**Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member**

Name: Linda Aristondo

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):  
Harlem Hebrew

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

President

2. Are you an employee of any school operated by the education corporation?  
Yes ~~No~~

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school? NO

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? NO

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

NO

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

n/a

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

NONE

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

*G. Antonio*

*5/19/21*

Signature

Date

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*



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**Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member**

Name:

**Vanessa Goldberg-Drossman**

---

**Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):**

Harlem Hebrew Language Academy Charter School

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1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Treasurer

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

Sarah Drossman, Daughter, Grade 4

3. Are you related, by blood or marriage, to any person employed by the school?  
**yes**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

Sarah Drossman, Daughter, Grade 4

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?  
**yes**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

Sarah Drossman, Daughter, Grade 4

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

yes

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

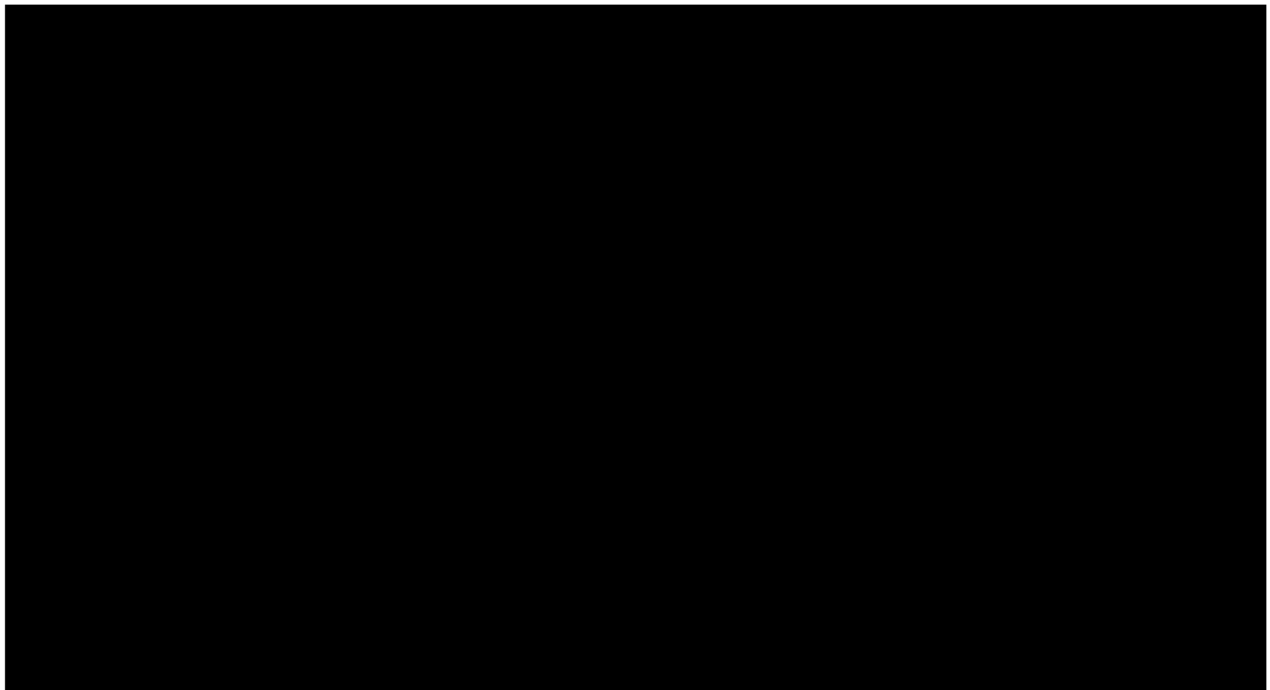
Yes  No

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Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p>None Please write "None" if applicable. Do not leave this space blank.</p>			





**Disclosure of Financial Interest by a Current or Proposed Board of Trustees  
Member**

**Name: Scott Wickham**

---

**Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):**

Harlem Hebrew Language Academy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

2. Are you an employee of any school operated by the education corporation?  
     Yes   X   No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?  
**NO**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? **NO**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

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Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

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Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
NONE			

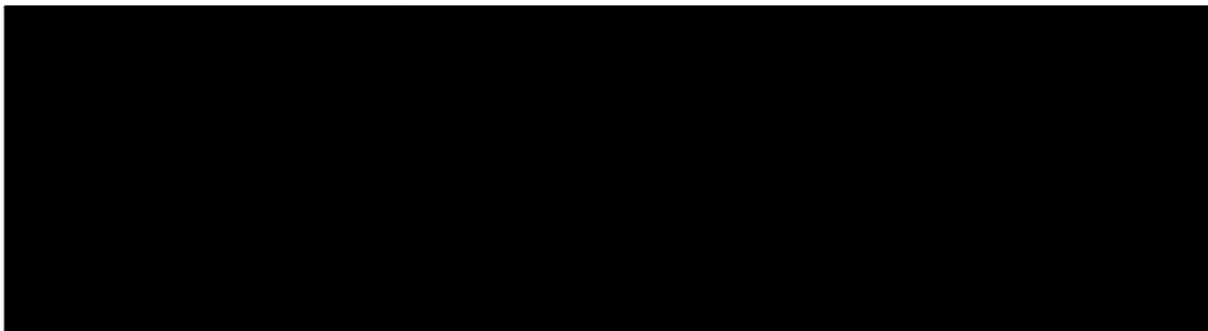
8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None.**"

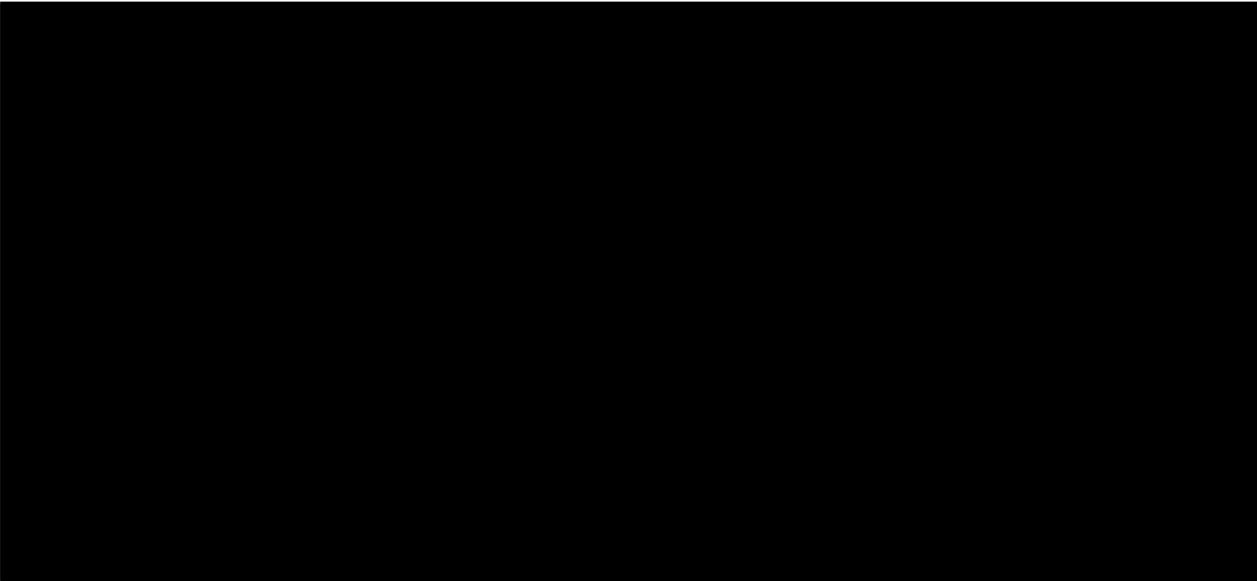
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
NONE				

  
 Signature

6-8-2021  
 Date

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*





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**Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member**

**Name:**

Tanya D Jones

**Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):**

Harmon Hebrew Public

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school? **NO**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? **NO**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? **NO**

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center;">None</p>			





Disclosure of Financial Interest by a Current or Proposed Board of Trustees  
Member

Name:

Sara Bloom

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Harlem Hebrew Language Academy

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Vice-Chair Board Member

2. Are you an employee of any school operated by the education corporation?

Yes  No

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

NO

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

NO

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

NO

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p>NONE</p>			

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
NONE				

  
 \_\_\_\_\_  
 Signature

5/20/2021  
 \_\_\_\_\_  
 Date

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

*Please write "None" if applicable. Do not leave this space blank.*





**Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member**

Name:

WILLIAM A. ALLEN

**Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):**

Harlem Hebrew Language Academy Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Trustee & Secretary

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school? No.

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? No.

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? No.

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="text-align: center; font-size: 2em;"><i>N/A</i></p>			

*N/A NOT APPLICABLE*

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p> <p style="font-size: 2em; font-weight: bold; opacity: 0.5;">W/A</p>				

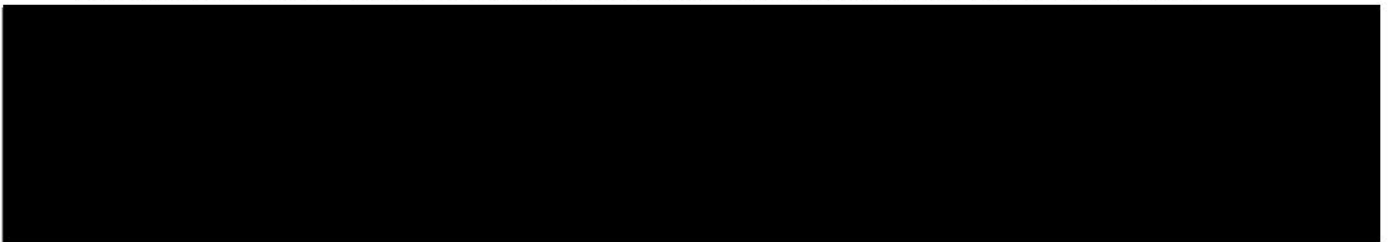


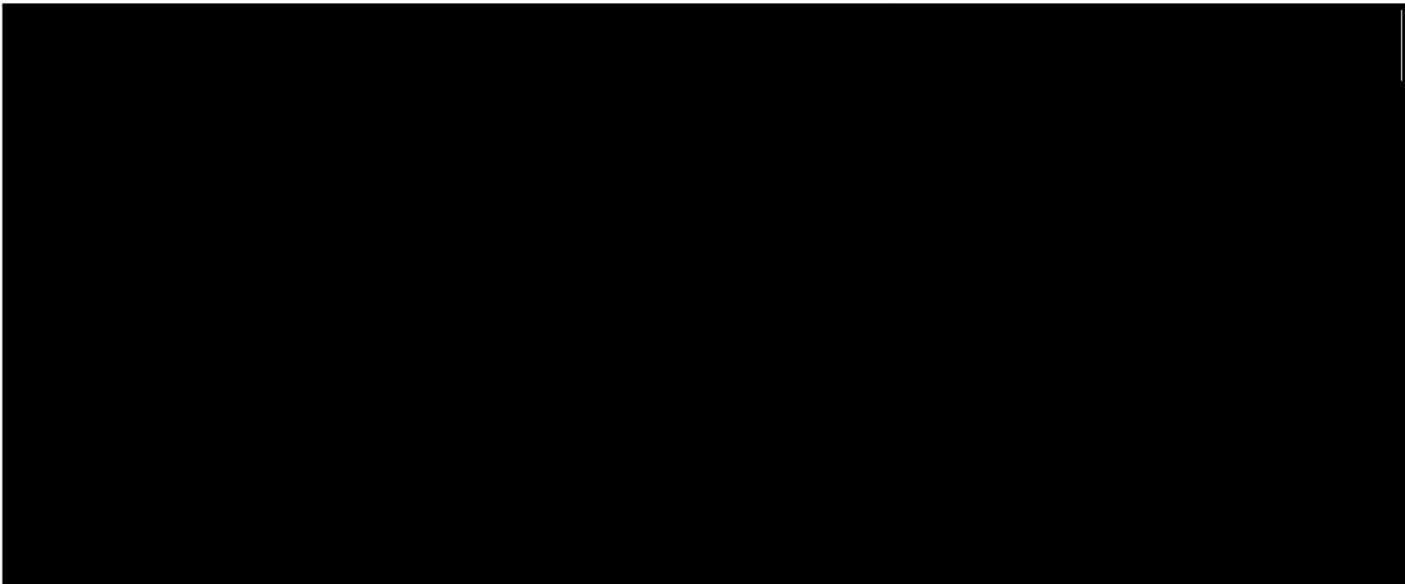
Signature

Date

12 June 2021

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*





**Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member**

**Name:**

Basil A. Smikle Jr.

---

**Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):**

Harlem Hebrew Language Academy Charter School

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1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Former Board Member, resigned November 2020.

2. Are you an employee of any school operated by the education corporation?  
 Yes  No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?  
No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?  
No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services (“CMO”), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes  No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<p>NONE Please write "None" if applicable. Do not leave this space blank.</p>			

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “None.”

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
NONE				

*Please write "None" if applicable. Do not leave this space blank.*

  
Basil A Smikle Jr (Jul 20, 2021 10:19 CDT)

Signature

Jul 20, 2021

Date

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*







# Basil FD 20-21

Final Audit Report

2021-07-20

Created:	2021-07-20
By:	Lauren Murphy [REDACTED]
Status:	Signed
Transaction ID:	[REDACTED]

## "Basil FD 20-21" History

-  Document created by Lauren Murphy [REDACTED]  
2021-07-20 - 2:44:09 PM GMT- IP address [REDACTED]
-  Document emailed to Basil A Smikle Jr [REDACTED] for signature  
2021-07-20 - 2:55:20 PM GMT
-  Email viewed by Basil A Smikle Jr (basil@basilsmikle.com)  
2021-07-20 - 2:59:39 PM GMT- IP address: [REDACTED]
-  Document e-signed by Basil A Smikle Jr (basil@basilsmikle.com)  
Signature Date: 2021-07-20 - 3:19:17 PM GMT - Time Source: server- IP address: [REDACTED]
-  Agreement completed.  
2021-07-20 - 3:19:17 PM GMT

Board of Trustees Meeting via Zoom

Wednesday, April 7, 2021

6:30 pm

**Minutes**

**Trustees Present**

Vanessa Goldberg-Drossman
Sara Bloom
Linda Aristondo
William Allen
Scott Wickham
Tanya Jones ( <i>Prospective Board Member</i> )

**Also Present**

Emily Carson, Head of School, Harlem Hebrew  
 Jon Rosenberg, Chief Executive Officer, Hebrew Public  
 Valerie Khaytina, Chief External Officer, Hebrew Public  
 Emily Fernandez, Chief Schools Officer, Hebrew Public  
 Elly Rosenthal, Chief Financial Officer, Hebrew Public  
 Lauren Murphy, External Relations Manager, Hebrew Public

**I. Call to Order & Reminder to for Public Comments**

Linda Aristondo opened the meeting at 6:30 pm and reminded everyone in attendance to use the “chat” feature to sign up for public comments or to email the board at [info@hebrewpublic.org](mailto:info@hebrewpublic.org) or [boardharlem@hebrewpublic.org](mailto:boardharlem@hebrewpublic.org) and the comments will be addressed within 48 hours.

## **2. Adoption of April 2021 Agenda**

Linda Aristondo asked for a motion to adopt, Sara Bloom made a motion to adopt the April 2021 agenda. Vanessa Goldberg-Drossman seconded, and the motion carried unanimously.

## **3. Approval of the March 2021 Minutes**

Linda Aristondo asked for a motion to approve, Sara Bloom made a motion to approve the March 2021 minutes. Vanessa Goldberg-Drossman seconded, and the motion carried unanimously.

## **4. Leadership Update**

Emily Carson, Head of School informed the board of the following:

- General School Updates
  - Spring break last week
  - Teachers returned to the building for preparation of student return
  - 4th round of chugium, Israeli clubs on Wednesday mornings
  - School enrollment lottery was held today
- Student Updates
  - Down to four finalists for the Harlem Hebrew mascot, announcement of the winner will be made at the assembly next week!
  - Closed out women's HERstory month
    - Spotlight on women in the Harlem community
  - Monthly Fun
    - Israeli studies co-taught with homeroom teachers and a Hebrew teacher
    - Harlem studies lessons, outside exploring
  - Teacher Planned Events,
    - Team leaders (one per grade-span and Hebrew teachers)
      - Meet with Emily Carson biweekly
    - Grades K-2 spring clubhouse, each teacher planned a different event with a fun engaging activity (virtual field trips, karaoke...etc)
    - Grades 3-4 all joined in a special assembly dedicated to Women's History Month, lead by the teachers

- Family Updates
  - Informational Meetings
    - Open house with prospective families
    - Spring Family Town Hall
    - 4th-grade family meeting re: middle school
    - Hebrew Public network hosted a COVID-19 vaccine panel
  - Fun Family Events
    - Ring in the Spring in Central Park
      - 47 attendees including teachers and fully remote students participated
    - 4th & 5th grade scavenger hunt
      - Around the Harlem Hebrew community
  - Hebrew Public Network Academy
    - Extracurricular classes for students
- Upcoming News
  - School Reopening
    - Next week, April 12th
    - Teachers are setting up classrooms and practicing in-person lessons
  - State Exams
    - ELA & Math for hybrid students only
    - Dress rehearsal will take place for students and teachers to practice
  - Teacher Appreciation Week
    - All staff will be celebrated, leadership is working on plans for each day
  - March Student of the Month (since spring break was in session)
  - Asian American Pacific Islander Heritage Month
  - 8th Grade High School Transitions Celebration
    - Special assembly to celebrate completing the application and share plans for the future
  - More Fun Family Events
    - Hebrew Public's Israel Independence Day Dance Party via Zoom
    - Enrollment Efforts
    - Kindergarten sports day in the park, created by current K families

- Staffing Updates
  - Morah Abev returns from family leave
  - Ms. Stephanie begins maternity leave
  - Ms. Adams, Acting Director of Operations shifting position to part-time
- Staff Focuses
  - Strong reopening and maintaining strong remote programming
    - Many of the teachers who are teaching remote do so from the building because they support hybrid students, lunch, arrival/dismissal
  - Strong facilitation of state exams
  - Bringing joy and fun to rigorous learning in the spring
  - Leadership focus on next year planning
    - Interviews for open positions are being held

## 5. PTO Update

- Book Collection - Class Contest - Book Fair
  - Who can collect the most kids books
  - PTO will create an organized solution to selling the books
  - All items from the book fair will be \$1
- Bookmark Design Competition
  - Simultaneous with the book collection
  - 1 student from each grade will win
  - Producing 150 copies of the winning bookmarks and will sell them for \$1 during the book fair
- Teacher Appreciation
  - Will be celebrating the staff members of Harlem Hebrew
- Outdoor Family Events Upcoming

## 6. Network Update

Jon Rosenberg, CEO of Hebrew Public shared the following:

- Charter sector won a lawsuit against NYC around the obligation to provide COVID-19 site-based testing in charter schools
  - NYC was previously only providing testing to District schools
  - All Hebrew Public schools are currently still paying 3K per week for private site-based testing
- School Student Recruitment

- Challenging recruitment season across charter sector
  - Some families have transitioned to private schools
  - Some families have left NYC since the pandemic
  - Pandemic related factors
- 50-60% application reduction compared to prior years according to peer organizations
- In terms of Harlem Hebrew
  - March 30, 2021 - 320 applications
    - Numbers are still slowly rising
  - March 30, 2020 - 575 applications
  - About a 40% fall off
- Strong social media presence to generate more interest
  - Pandora and YouTube ads
- Mailers
- Hosting in-person prospective family events
- Further Differentiating our Schools
  - For every new family that completes the registration process for our schools will receive a free week of summer day camp in August that will include a Hebrew and Israel immersion component through our community partnership
- Harlem Hebrew is in a Renewal Year
  - Currently in the 2nd Term of a 4 year renewal, operating for 8 years
    - Application will be released in the end of May and is due by end of July
  - New York State Education Department (NYSED) is the authorizer for Harlem Hebrew
    - NYSED Representative will Visit the school
    - NYSED Representative will Interview Board members
    - Another interview will take place next Fall for the renewal year
    - Between January and April of 2022, NYSED will make a renewal decision
  - Will require community and PTO support
  - New Amendments will be introduced with community input for board members to vote on
    - Substantial time will be given for board members to review all documents prior to voting
  - Elyse Castellano on the Hebrew Public team is playing a critical role in the organization and execution of the renewal process
    - Board will have a 3-4 hour strategy session in May

- KIPP Deal
  - Two years in the works, but an agreement could not be reached
  - A subtenant may be possible in the future
- Summer 2021
  - Designing 4 different programs to bridge the gap our students are facing
    - Individual/small group tutoring
      - Intense support instructional services
    - Mental health support for trauma
    - Subsidized day camp model with Kids in the Game
      - In-person, outdoor activities
      - Hebrew language component for one hour a day
    - A few number of children with significant need will be selected to attend the residential camp, Ramapo for Children
  - Student selection will be based on academic performance 2020-21 and school staff input on who will benefit the most from participation

## **7. Executive Session**

No votes or actions were taken during this time.

## **8. Adjournment**

Linda Aristondo motioned to adjourn the meeting, Sara Bloom seconded, the motion carried unanimously and the meeting adjourned at 8:05 pm.



Board of Trustees Meeting via Zoom

Wednesday, August 19, 2020

@ 6:30 pm

**Minutes**

**Trustees Present**

Vanessa Goldberg-Drossman
Scott Wickham
Sara Bloom
Linda Aristondo
Reverend Linda Tarry-Chard
William Allen

Also Present:

Emily Carson, Head of School, Harlem Hebrew  
Jon Rosenberg, Chief Executive Officer, Hebrew Public  
Valerie Khaytina, Chief External Officer, Hebrew Public  
Lauren Murphy, External Relations Manager, Hebrew Public  
2 Members of the Public

**1. Call to Order and Reminder to for Public Comments**

Linda Aristondo opened the meeting at 6:35 pm and reminded everyone in attendance to use the “chat” feature to sign up for public comments or to email the board at [info@hebrewpublic.org](mailto:info@hebrewpublic.org) or [boardharlem@hebrewpublic.org](mailto:boardharlem@hebrewpublic.org) and the comments will be addressed within 48 hours.

**2. Adoption of August 2020 Agenda**

Linda Aristondo asked for a motion to adopt, Sara Bloom made a motion to adopt the August 2020 agenda. Reverend Linda Tarry-Chard seconded, and the motion carried unanimously.

**3. Approval of July 2020 Minutes**

Linda Aristondo asked for a motion to approve, Sara Bloom made a motion to approve the July 2020 minutes. Vanessa Goldberg-Drossman seconded, and the motion carried unanimously.



#### 4. Leadership Update

Emily Carson, Head of School informed the board of the following:

- Leader Institute was held remotely: July 20-24
- New Staff Institute was held: August 12-14
- All Staff Institute began: August 17
  - Currently virtual
- New Student Orientation will take place next week
- Second Family Town Hall was held for families the week of August 10
- School leadership over the summer:
  - Multiple working groups & task forces were formed to plan and prepare for the year
  - Following guidelines and shifting plan accordingly- for staff, students, and families
  - Created multitrack plans for different school scenarios- from classroom procedures and how to keep kids safe to the culture calendar: ensuring we are hosting fun events for our kids whether they are remote or in-person.
  - Family survey results for remote or hybrid preference for their child(ren) are still coming in for the first quarter. The responses dictate where our teacher support goes
  - Getting the building ready: operations team
    - Safe spaces
    - Signage
    - Sanitation
    - Operationally, the building needs to be able to match the instructional procedures & priorities
  - Getting teachers and families ready
    - Multiple surveys were sent to receive feedback from remote learning in the spring and how we can make it better for everyone
    - Developing best practices for the fall
  - What was learned from Hurricane Katrina?
    - Emily Carson spoke about her experience during Hurricane Katrina when it hit New Orleans. She gave the board a brief overview of what it was like to go back to school afterward and what the education world learned
      - Instructional recovery
        - Kids need access to grade-level content, spiral learning, differentiated learning
        - Supporting children with social and emotional growth and personal development

## 5. CEO Update

Jon Rosenberg informed the board of the following:

- Hebrew Public Network has been planning for all different possibilities in September (remote, hybrid, if a COVID-19 case develops in the school building...etc)
- Bus transportation is provided by NYC
  - NYC has not announced yet if bussing will be up and running in September
- Bronx bussing is not provided by NYC, Harlem Hebrew takes responsibility and is moving forward for September
- NYC is providing the school building with a nurse
- Meal distribution will continue in our building
- Staff accommodation survey- three categories
  - Staff themselves are high-risk category based on CDC guidelines related to COVID-19
    - Section 504 of the Rehabilitation Act
  - A member of their household is high-risk
    - No legal entitlement but Harlem Hebrew will do the best they can to make an accommodation
  - Staff members struggling with childcare due to COVID-19
    - Based on the Cares Act, they can request leave time at 2/3rds pay
    - Harlem Hebrew is working on creating a childcare partnership for staff member's **school-aged** children
- 40-45% of families are choosing a hybrid model
- Harlem Hebrew is offering 4-day Kindergarten- we have additional capacity for students
- Additional funding from the Cares Act will be allocated toward technology (1:1 Chromebooks), desks, health & safety measures (HVAC upgrades)
- Vanessa Goldberg Drossman is leading the charge on Playstreet for Harlem Hebrew
  - Outdoor space in front of the building for children to play

## 6. Adjournment

Linda Aristondo moved to adjourn at 7:08 pm.

Board of Trustees Meeting via Zoom

Wednesday, July 22, 2020

@ 6:30 pm

**Minutes**

**Trustees Present**

Vanessa Goldberg-Drossman
Scott Wickham
Sara Bloom
Linda Aristondo

Also Present:

Emily Carson, Head of School, Harlem Hebrew  
Jon Rosenberg, Chief Executive Officer, Hebrew Public  
Elly Rosenthal, Chief Financial Officer, Hebrew Public  
Valerie Khaytina, Chief External Officer, Hebrew Public  
Lauren Murphy, External Relations Manager, Hebrew Public  
I Member of the Public

**1. Call to Order and Reminder to for Public Comments**

Linda Aristondo opened the meeting at 6:32 pm and reminded everyone in attendance to use the “chat” feature to sign up for public comments or to email the board at [info@hebrewpublic.org](mailto:info@hebrewpublic.org) or [boardharlem@hebrewpublic.org](mailto:boardharlem@hebrewpublic.org) and the comments will be addressed within 48 hours.

**2. Adoption of July 2020 Agenda**

Linda Aristondo asked for a motion to adopt, Sara Bloom made a motion to adopt the July 2020 agenda. Scott Wickham seconded, and the motion carried unanimously.

**3. Approval of June 2020 Minutes**

Linda Aristondo asked for a motion to approve, Scott Wickham made a motion to approve the June 2020 minutes. Sara Bloom seconded, and the motion carried unanimously.

#### **4. CEO Update & Reopening Plan**

Jon Rosenberg gave a brief overview of last week's NY Town Hall Zoom meeting:

- 175 Parents/Guardians were on the line
- Currently planning for a hybrid reopening, limited class sizes, batching, mask-wearing, temperature checks, improved ventilation, hygiene...etc
- Offering parents to opt into a fully remote-only option
- All plans contingent on NY State allowing us to reopen physically in September
- NYC committed to 100,000 child care slots- specifics have not yet been released
- Leadership Training is taking place remotely for all network schools, Emily Carson is leading for Harlem Hebrew.

#### **5. Adjournment**

Linda Aristondo moved to adjourn at 6:47 pm

Board of Trustees Meeting via Zoom

Wednesday, December 9, 2020

6:30 pm

**Minutes**

**Trustees Present**

Vanessa Goldberg-Drossman
Scott Wickham
Sara Bloom
Linda Aristondo
William Allen
Reverend Linda Tarry-Chard

Also Present:

Emily Carson, Head of School, Harlem Hebrew  
Jon Rosenberg, Chief Executive Officer, Hebrew Public  
Emily Fernandez, Chief Schools Officer  
Michelle Galeotti, Senior Director of Operations  
Lauren Murphy, External Relations Manager, Hebrew Public  
16 Members of the Public

**I. Call to Order**

Linda Aristondo opened the meeting at 6:30 pm and acknowledged the resignation of a board member, Basil Smikle Jr., who was a founding trustee of the Harlem Hebrew board. His contributions were significant and he continues to serve on the national board of Hebrew Public as well as on the board of the NY Charter School Center.

## **2. Reminder to for Public Comments**

Linda Aristondo reminded everyone in attendance to use the “chat” feature to sign up for public comments or to email the board at [info@hebrewpublic.org](mailto:info@hebrewpublic.org) or [boardharlem@hebrewpublic.org](mailto:boardharlem@hebrewpublic.org) and the comments will be addressed within 48 hours.

## **3. Adoption of December 2020 Agenda**

Linda Aristondo asked for a motion to adopt, Sara Bloom made a motion to adopt the December 2020 agenda. Reverend Linda Tarry-Chard seconded, and the motion carried unanimously.

## **4. Approval of the November 2020 Minutes**

Linda Aristondo asked for a motion to approve, Sara Bloom made a motion to approve the November 2020 minutes. William Allen seconded, and the motion carried unanimously.

## **5. Hebrew Public Network Reopening Update | Network Update**

Emily Fernandez, Chief Schools Officer & Jon Rosenberg, CEO of Hebrew Public informed the board of the following:

- Hebrew Public School Planning
  - Senior leadership is working very closely with the Heads of School in all 4 of the managed schools (3 in New York, 1 in Philadelphia)
  - Focus on High-quality in-person learning option for children and to support families
    - Social and emotional benefits
    - Academic benefits
  - Responding to Parent Inquiries Regarding Offering More In-Person Instruction
    - While the NYC Mayor recently announced potential programmatic changes for in-person learning in some public schools, the Hebrew Public network of schools has not-- across all three NY schools (*Philadelphia Hebrew Public is 100% remote due to local circumstances*)
    - Hebrew Public will only commit to changes we can fully, thoughtfully, and safely commit & deliver to for our families
    - Hebrew Public is taking a very close look at whether or not the school can expand in-person days

- Dependent on the number of children in-person cohort, size of classrooms available to allow for social distancing, number of children in-person cohort, and number of staff needed for remote learning...etc
  - Hebrew Public is striving to continuously improve remote programming as well as our hybrid programming
  - Families can expect transparency about changes, decisions via written communication and Town Halls
  - Harlem Hebrew has maintained Kindergarten 4 days a week even with a very strained budget, the school has doubled down on K staffing
- Rolling out Mandatory Testing for Hybrid Students and Staff
  - Network-wide at our NY schools
  - Weekly Testing for 100% of staff and 20% of students
  - Consent forms need to be signed by student guardians
  - Limited exemption categories following the City Department of Health guidelines
  - Massive expense for private testing, no funding from City or State
  - Families are encouraged to ask questions to leadership regarding testing

## **6. Board Action:Vote on Harlem Hebrew Safety Plans**

Linda Aristondo asked for a motion to approve the Harlem Hebrew safety plan, Scott Wickham made a motion to approve the plan. Sara Bloom seconded, and the motion carried unanimously.

## **7. Leadership Update**

Emily Carson, Head of School informed the board of the following:

- Biggest Update & Impact
  - NYC schools closed for in-person learning by Mayor DeBlasio on November 18<sup>th</sup>
  - Harlem Hebrew returned to the school building for grades K-8 on December 7<sup>th</sup>
- General School Updates
  - The second round of Chugim launched, a Hebrew & Israeli Culture enrichment program where students participate in classes of their choice on Wednesdays
  - Student Council
    - Making announcements to the building
    - Participating in a can drive
  - December's Edition of The Harlem Hebrew Herald was released

- Harlem Hebrew student, Annette Bansa was a winner of the network-wide Draw Me a City competition
- Following November's Native American Heritage Month, one of Harlem Hebrew's sixth-grade class began communicating with the same tribe they studied and created a presentation about-- The Wiyot tribe.
  - The class presentation is now being featured in The Wiyot culture center
- Family Support
  - Hebrew open house for current families
  - Virtual open house for prospective incoming families
- Staff Instructional Focuses
  - Continuously working to enhance in-person & remote learning
  - Engaging in weekly professional development
  - Coaching & feedback for all staff
  - Introducing guided reading to current ELA classes
  - Building a stronger Israeli studies curriculum
  - Creating fun and joyful culture on top of learning and rigor
    - Morning meeting
    - Assemblies
    - Dress-down fun for both hybrid & fully remote students

## **8. Discussion**

Linda Aristondo lead a discussion regarding the two vacant board officer positions and disclosed the potential of stepping-down from the board due to scheduling conflicts. The outcome of the discussion was Linda Aristondo agreed to stay on as Chair through early Spring 2021, or until the board votes on a replacement. The Governance Committee members will be supported in their search to fill the vacant seats by the CMO, Hebrew Public.

## **9. Adjournment**

Linda Aristondo asked for a motion to adjourn. Sara Bloom made a motion to adjourn. Reverend Linda Tarry-Chard seconded, and the meeting adjourned at 7:11 pm.



Board of Trustees Meeting via Zoom

Wednesday, February 10, 2021

6:30 pm

**Minutes**

**Trustees Present**

Vanessa Goldberg-Drossman
Scott Wickham
Sara Bloom
Linda Aristondo
William Allen
Reverend Linda Tarry-Chard

**Also Present**

Emily Carson, Head of School, Harlem Hebrew  
Jon Rosenberg, Chief Executive Officer, Hebrew Public  
Valerie Khaytina, Chief External Officer, Hebrew Public  
Lauren Murphy, External Relations Manager, Hebrew Public  
2 Members of the Public

**1. Call to Order & Reminder to for Public Comments**

Linda Aristondo opened the meeting at 6:31 pm and reminded everyone in attendance to use the “chat” feature to sign up for public comments or to email the board at [info@hebrewpublic.org](mailto:info@hebrewpublic.org) or [boardharlem@hebrewpublic.org](mailto:boardharlem@hebrewpublic.org) and the comments will be addressed within 48 hours.

**2. Adoption of February 2021 Agenda**

Linda Aristondo asked for a motion to adopt, Vanessa Goldberg-Drossman made a motion to adopt the February 2021 agenda. Sara Bloom seconded, and the motion carried unanimously.

### 3. Approval of the January 2021 Minutes

Linda Aristondo asked for a motion to approve, Vanessa Goldberg-Drossman made a motion to approve the January 2021 minutes. Sara Bloom seconded, and the motion carried unanimously.

### 4. Leadership Update

Emily Carson, Head of School informed the board of the following:

- General School Updates
  - New round of Chugim (*Wednesday student electives*)
  - Start of Black History Month celebrations: assemblies and in-class celebrations
  - 2nd marking period ended
  - Mid-winter recess next week
  - Planning for Women's Empowerment Month in March
  - 100th day of school, special Harlem Hebrew challenge
    - Monday, February 22<sup>nd</sup>
- Family Support
  - Family conferences taking place today
    - Follow-up from the conferences and continued partnership with families
  - 8th-grade family meeting for the high school application and individual meetings
    - Ms. Sarah, Academic Dean for middle school, meets with every family regularly
  - 5th-grade middle school meeting about family options inclusive of Harlem Hebrew's middle school program
  - Network Academy classes continue
- Instructional Focuses
  - Harlem Hebrew is always working to make remote instruction even stronger, fun, and keep the culture joyful
  - Mid-year teacher reviews
    - All teachers completed a self-progress report
    - Individual conversations with all teachers will be scheduled
  - Data-driven instruction through monthly quizzes launched with Hebrew Public (*remote assessment*)
    - During class time

- In preparation for NY state tests which are still scheduled
- Making sure to give students individualized feedback
- Beginning to plan with Hebrew Public for returning to school in-person

## 5. Network Update

Jon Rosenberg, CEO of Hebrew Public shared the following:

					change from		change from	change from
	9/21/20	12/8/20	% incr/(decr)	1/12/21	% incr/(decr)	1st week of	1/12/21	9/21/20 - 2/7/21
<b>NEW CASES PER 100K, DAILY</b>						<b>February</b>	<b>% incr/(decr)</b>	<b>% incr/(decr)</b>
Washington DC	9.1	39.7	336.26%	49.4	24.43%	<b>28.7</b>	<b>-41.90%</b>	215.38%
Philadelphia	5.0	49.4	888.00%	40.5	-18.02%	<b>22.7</b>	<b>-43.95%</b>	354.00%
Los Angeles	9.7	82.5	750.52%	149.8	81.58%	<b>42.1</b>	<b>-71.90%</b>	334.02%
San Diego	8.1	55.0	579.01%	105.0	90.91%	<b>36.5</b>	<b>-65.24%</b>	350.62%
Minneapolis	13.0	90.1	593.08%	35.1	-61.04%	<b>16.5</b>	<b>-52.99%</b>	26.92%
Middlesex Co, NJ	4.3	55.0	1179.07%	75.0	36.36%	<b>43.9</b>	<b>-41.47%</b>	920.93%
Brooklyn, NY	5.2	35.0	573.08%	61.4	75.43%	<b>61.4</b>	<b>0.00%</b>	1080.77%
Bronx, NY	3.4	39.8	1070.59%	71.0	78.39%	<b>72</b>	<b>1.41%</b>	2017.65%
Manhattan, NY	3.3	30.7	830.30%	52.0	69.38%	<b>47.1</b>	<b>-9.42%</b>	1327.27%

*Daily cases per 100,000 individuals in a given Community from late September 2020 to the first week of February 2021. The cities represent locations where Hebrew Public has managed and affiliate schools.*

- COVID-19 Update
  - Since Hebrew Public made the decision to close schools in NY, the number of daily cases has risen substantially
  - Although nationally daily cases are going down from the post-Christmas travel peak, it is not true within the NY metro area
  - In September the CDC published a graph (without making recommendations) stating the highest risk category is in communities where daily cases are in excess of 200 over 14-day period
    - NYC is currently at 840 daily cases over a 14-day period
  - The rollout of the vaccine has been chaotic but seems to be improving, with new sites opening later this month
- Comparing Hebrew Public with NYC Public Schools
  - Since December 700 plus NYC elementary schools have had to close due to COVID-19 cases for at least 10 days due to school-based COVID-19 cases
  - Almost 4,000 NYC public school individual classrooms have had to close due to COVID-19 outbreaks over multi-day periods
  - Consistency is critical, especially for children, the closures are incredibly disruptive to the learning
    - In many cases, public schools have given their staff and families only hours notice of closure due to turnaround time for testing results

- Hebrew Public school staff had to quarantine, creating a logistical issue for classroom in-person coverage
- The city did not allow charter school students to participate in child care options or COVID-19 testing. Hebrew Public paid for these services for families and staff
- Hebrew Public is prioritizing reopening for hybrid instruction
  - Must see a decline in the number of new daily COVID-19 cases
- Hebrew Public is encouraging all staff to get vaccinated
  - Daily internal newsletter with vaccine updates
  - Network-wide survey to note who received a vaccine dose so far

## **6. Adjournment**

Linda Aristondo asked for a motion to adjourn. Sara Bloom made a motion to adjourn the meeting, Vanessa Goldberg-Drossman seconded, and the meeting adjourned at 6:54 pm.



Board of Trustees Meeting via Zoom

Wednesday, January 13, 2021

6:30 pm

**Minutes**

**Trustees Present**

Vanessa Goldberg-Drossman
Scott Wickham
Sara Bloom
Linda Aristondo
William Allen

Also Present:

Emily Carson, Head of School, Harlem Hebrew  
Jon Rosenberg, Chief Executive Officer, Hebrew Public  
Valerie Khaytina, Chief External Officer, Hebrew Public  
Lauren Murphy, External Relations Manager, Hebrew Public  
Roger Katz, Assistant Director of Student Recruitment, Hebrew Public  
3 Members of the Public

**1. Call to Order & Reminder to for Public Comments**

Linda Aristondo opened the meeting at 6:30 pm and reminded everyone in attendance to use the “chat” feature to sign up for public comments or to email the board at [info@hebrewpublic.org](mailto:info@hebrewpublic.org) or [boardharlem@hebrewpublic.org](mailto:boardharlem@hebrewpublic.org) and the comments will be addressed within 48 hours.

**2. Adoption of January 2021 Agenda**

Linda Aristondo asked for a motion to adopt, Sara Bloom made a motion to adopt the January 2021 agenda. Scott Wickham seconded, and the motion carried unanimously.

### 3. Approval of the December 2020 Minutes

Linda Aristondo asked for a motion to approve, Sara Bloom made a motion to approve the December 2020 minutes. Scott Wickham seconded, and the motion carried unanimously.

### 4. Network Update

Jon Rosenberg, CEO of Hebrew Public informed the board of the following:

- COVID-19 Update
  - All Hebrew Public NY schools closed in December
  - 2 unrelated positive cases in Harlem
    - Increase need of staff coverage due to quarantine mandates
    - Loss of education consistency for Hybrid students and teachers with closures
  - Hebrew Public continues to offer a heavily subsidized child care program for Harlem Hebrew families
  - In order to re-open a few key measures need to be examined
    - Not only the percentage of positive tests but an estimated number of new cases per 100,000 residents according to Covidactnow.com (real-time positive case tracking) is 48.4 which is about 15x the number of new cases since September. In the Bronx, the number is 67.1 per 100,000 people-- nearly 20 times the number from September
  - Additional evidence to support Hebrew Public's decision of closure
    - Health & Safety is the number one priority
    - New strains of COVID-19 are even more communicable
    - People who are recovering from the virus are experiencing lingering symptoms (brain fog, chronic fatigue...etc)
    - Travel spike since Thanksgiving and rates have only increased since Winter break in the NYC area
- COVID-19 Vaccine
  - Strong evidence of efficacy
  - City & State opened up category 1B which includes teachers and those who work in educational settings
  - A memo went out to all staff from Hebrew Public with guidance on registration for vaccination
  - No guidance from City & State regarding vaccine requirements/protocols for school buildings

- Encouraging vaccination for our staff
- Hebrew Public is prioritizing reopening, waiting to get the majority of staff vaccinated, or until there is a declining number of new daily cases

Roger Katz, Hebrew Public's Assistant Director of Student Recruitment updated the board on the following:

- Student Recruitment Challenges due to COVID-19
  - Pre-pandemic Harlem Hebrew was facing a decline in enrollment, but since March many public and charter schools numbers have declined
  - This challenge is not unique to Harlem Hebrew or Hebrew Public
  - 50% decrease or greater across all grade levels from last year
  - Imperative to hold on to families we have, emphasizing ethical decision making, technology questions, concerns...etc
  - School tours or traditional methods have been on hold
  - Delays with Postcard Mailers and DOE application
  - Parents have not been able to effectively plan for next year when circumstances are still unknown
- How we are responding
  - Increased digital ad budget 3x to:
    - Drive website traffic to our apply page
    - Collect leads for us to follow up with
    - Re-target interested families with banner social media ads
  - Working with digital school marketing company, Schola
  - Launching ads with Pandora & Youtube
  - Streamlining the application process
  - Planning socially distant school tours and outdoor recruitment events for early Spring
  - Reaching out to every family on the UPK waitlist

## **5. Leadership Update**

Emily Carson, Head of School informed the board of the following:

- Harlem Hebrew paused Hybrid learning in late December, the school is fully remote until at least March 1
  - Focusing on enhancing the quality of remote instruction

- Hebrew classes are now provided four days in addition to Chugim on Wednesday
- Leadership focusing on teacher feedback & support
  - Engaging in weekly professional development
  - Coaching & feedback for all staff
- General School Updates
  - Student Council-run can drive ended, 300 cans were donated to Andrew's Healing Hands (A member of the community's organization)
  - Bullying Prevention Month in January
  - Addressing attack on Nation's Capitol Building
    - Every class had a conversation about the event (differentiated approach based on grade level)
    - The mission of Harlem Hebrew is to create global citizens, it is important to speak to the students about these historical events
  - Co-taught Israeli studies lessons by Gen-ed and homeroom teachers
  - Successfully launched guided reading during students ELA block
    - All students were tested for reading level either virtually or in-person
- Family Support
  - Weekly communications
    - Always includes updates, resources for families, PTO events...etc
  - 8th-grade family meeting for highschool applications
  - 5th-grade town hall meeting for middle school
  - Hebrew Public Network Academy winter semester begins in February
    - Enrichment workshops to add to the core Hebrew & Israel studies
  - Family conferences for the second marking period are upcoming
- Coming Up
  - New round of Chugim (student-selected electives)
  - Black history month celebrations
  - Harlem studies monthly
  - New student council initiatives
  - Mid-year reviews for teachers

## 6. Adjournment





Linda Aristondo made a motion to adjourn. Vanessa Goldberg-Drossman seconded, and the meeting adjourned at 7:17 pm.



Board of Trustees Meeting via Zoom

Wednesday, September 16, 2020

6:30 pm

**Minutes**

**Trustees Present**

Vanessa Goldberg-Drossman
Scott Wickham
Sara Bloom
Linda Aristondo
Reverend Linda Tarry-Chard

Also Present:

Emily Carson, Head of School, Harlem Hebrew  
Jon Rosenberg, Chief Executive Officer, Hebrew Public  
Elly Rosenthal, Chief External Officer, Hebrew Public  
Valerie Khaytina, Chief External Officer, Hebrew Public  
Lauren Murphy, External Relations Manager, Hebrew Public  
1 Member of the Public

**1. Call to Order and Reminder to for Public Comments**

Linda Aristondo opened the meeting at 6:35 pm and reminded everyone in attendance to use the “chat” feature to sign up for public comments or to email the board at [info@hebrewpublic.org](mailto:info@hebrewpublic.org) or [boardharlem@hebrewpublic.org](mailto:boardharlem@hebrewpublic.org) and the comments will be addressed within 48 hours.

**2. Adoption of September 2020 Agenda**

Linda Aristondo asked for a motion to adopt, Sara Bloom made a motion to adopt the September 2020 agenda. Reverend Linda Tarry-Chard seconded, and the motion carried unanimously.

### **3. Approval of the August 2020 Minutes**

Linda Aristondo asked for a motion to approve, Sara Bloom made a motion to approve the August 2020 minutes. Reverend Linda Tarry-Chard seconded, and the motion carried unanimously.

### **4. Leadership Update**

Emily Carson, Head of School informed the board of the following:

- Recent Virtual Events
  - New Student Orientation
  - Pre-K Family Meeting
  - Kindergarten Family Meeting
  - Town Hall:Arrival & Dismissal Procedures
  - Distributed Technology
    - Chromebooks
- Launch of the School Year
  - Fully Remote First Two Weeks Started- September 8<sup>th</sup>
  - In-person (Hybrid) will Begin September 21<sup>st</sup>
  - Emphasis on Teaching:
    - Remote skills
    - Culture-building
    - Prepping kids to enter the building
  - After School Teachers & Staff will Attend:
    - Professional Development
    - Practicing protocols & procedures
    - Team meetings
    - School team meetings led by Emily Carson
      - Shout-outs
      - Updates
      - Announcements
- Policies & Procedures
  - PPE
  - Rooms set-up according to guidelines
  - Health Surveys and Temperature Checks
    - Everyone who enters the building

- Teaching Methods
  - Synchronous Instruction
    - Real-time teaching, a teacher is with the students in real time
    - Virtually or in the building
  - Asynchronous
    - Independent learning
    - Use of many remote platforms
      - Google Classroom 3-8
      - Seesaw in K-2
    - Differentiation based on level
- School Schedule
  - Shorter time in the building with extended arrival, dismissal, and Hybrid/Remote learning
  - K-4 each lunch in the park daily for an hour
  - 5-8 eat lunch on the roof
  - Wednesdays
    - Students will not be in the building
    - School-wide assemblies will take place virtually
    - Student-Choice Israeli Culture/Hebrew Learning
- Future Notes for Families
  - Virtual Back to School Night 9/26 @ 6 pm
  - MAP Assessment at-home support & information 9/24 @ 7 pm
  - Family learning sessions on Google Classroom and Seesaw
  - Continued streamlined family communication from the school and with teachers

## **5. Adjournment**

Linda Aristondo moved to adjourn at 6:50 pm.

Annual Board of Trustees Meeting via Zoom  
Wednesday, June 23, 2021  
6:30 pm

**Minutes**

**Trustees Present**

Vanessa Goldberg-Drossman
Sara Bloom
Linda Aristondo
William Allen
Rev. Linda Tarry-Chard
Scott Wickham
Tanya Jones

**Also Present**

Emily Carson, Head of School, Harlem Hebrew  
Jon Rosenberg, Chief Executive Officer, Hebrew Public  
Elly Rosenthal, Chief Financial Officer, Hebrew Public  
Valerie Khaytina, Chief External Officer, Hebrew Public  
Lauren Murphy, External Relations Manager, Hebrew Public  
I Member of the public

**I. Call to Order & Reminder for Public Comments**

Linda Aristondo opened the meeting at 6:32 pm and reminded everyone in attendance in order to sign up to make a public comment prior to our board meeting, email [boardharlem@hebrewpublic.org](mailto:boardharlem@hebrewpublic.org). Members of the public who missed the public notices can sign up now by using the chat function. Members of the board and staff do not typically respond to

public comments at the time they are made. However, unanswered questions will be responded to within a few business days.

## **2. Adoption of June 2021 Agenda**

Linda Aristondo asked for a motion to adopt, Sara Bloom made a motion to adopt the June 2021 agenda. Tanya Jones seconded, and the motion carried unanimously.

## **3. Approval of the May 2021 Minutes**

Linda Aristondo asked for a motion to approve, Vanessa Goldberg-Drossman made a motion to approve the May 2021 minutes. Sara Bloom seconded, and the motion carried unanimously.

## **4. Action Items**

### **a. Approval of the 2021-22 Board Calendar**

### **b. Approval of the 2021-22 Academic Calendar**

Jon Rosenberg noted to the board and members of the public that the academic school year will begin earlier than most NYC schools and includes early dismissal on Fridays for staff development. Hebrew Public expects to return to fully in-person learning with limited remote options, based on their individual circumstances. All families received multiple communications regarding these expected changes for the next school year. Hebrew Public also conducted a town hall last week and shared the recording with all student families and staff. The academic calendar as well as all board meeting dates can be found on Harlem Hebrew's school website.

Linda Aristondo asked for a motion to approve both the 2021-22 board calendar and the 2021-22 academic calendar. Sara Bloom made the motion, and Vanessa Goldberg-Drossman seconded, and the motion carried unanimously.

### **c. Approval of the 2021-22 Budget**

After a brief review and discussion of the 2021-22 Harlem Hebrew budget Linda Aristondo asked for a motion to approve the budget. Sara Bloom made the motion, and Tanya Jones seconded and the motion was approved.

**d. Approval of the 2021-22 Vendor Contracts**

Linda Aristondo asked for a motion to approve the 2021-22 vendor contacts for Harlem Hebrew. Sara Bloom made the motion, and Vanessa Goldberg-Drossman seconded and the motion was approved.

**e. Approval of Board Officer Slate**

- i. Vanessa Goldberg-Drossman, Chair
- ii. Sara Bloom, Vice-Chair
- iii. Tanya Jones, Treasurer
- iv. William Allen, Secretary

Linda Aristondo noted that officer positions are reviewed and voted on each year. Sara Bloom led the discussion on officer positions. Linda Aristondo is stepping down from board Chair and Vanessa has agreed to fill the role. On behalf of the entire board and Hebrew Public, Sara thanked Linda for her years of service as Chair and her commitment to Harlem Hebrew.

Sara Bloom asked for a motion to approve the officer slate mentioned above, to Reverend Linda Tarry-Chard made a motion, Linda Aristondo seconded and the motion was unanimously approved.

**f. Approval of Scott Wickham's Board Member Renewal through June 2024**

Linda Aristondo asked for a motion to approve Scott Wickham's board member term renewal through June 30, 2024. Sara Bloom made the motion, and Reverend Linda Tarry-Chard seconded and the motion passed unanimously.

**5. School Leadership Update**

Emily Carson, Head of School informed the board of the following:

- General School Updates from the Month of June
  - Israel Week (Photos were shared)
    - Virtual Field trip to Israel with 8th graders
    - Students participated with fellow 8th graders across the Network and affiliate schools
  - Student Appreciation Week
    - Website for families to share appreciation

- Field day
- Poetry slams
- End-of-Year Celebrations with Kids and with Families
  - Pre-K
  - Kindergarten graduation
- Eighth Grade Celebrations
  - Cap decorating on the roof of Harlem Hebrew
  - 27/30 students have been remote all year but were invited to come in to celebrate
- Pre K, K, and 8th Grade School Pictures
  - Photos were taken in-house
  - 8th grade graduation will take place on Zoom
    - Two 8th graders are going to learn in Israel for a month
- Closing Out with Staff
  - Virtual toasts
  - Classroom clean up
- EOY Assessments
  - MAP
  - Monthly Quizzes
  - Science State Exams in Grades 4 and 8
    - Opt-in only
- Family Conferences
  - 306 families signed up for conferences
- Looking Ahead
  - Leadership team planning during summer
  - Operations team preparing for September
  - Weekly updates will begin again in August

## 6. PTO Update

Vanessa Goldberg-Drossman informed the board that the PTO elected a new board! Vanessa and other PTO members were able to collect 40 letters of support for the Board of Regents. On behalf of the PTO, Vanessa shared gratitude for Emily Carson and Michelle Galeotti (Hebrew Public's Senior Director of Operations) for all of their leadership and support throughout the school year.



## 7. Network Update & Policy Regarding Staff Vaccinations

Jon Rosenberg, Hebrew Public's CEO, expressed gratitude to all Harlem Hebrew board members, staff and Emily Carson.

Jon Rosenberg then informed the board of the following:

- Student Enrollment Efforts Continue
- In preparation for next year, Hebrew Public hosted a town hall meeting for families in all three of the NY schools, providing an overview of what to expect for next school year and addressing a few COVID-specific questions. The recording of the meeting was shared along with a FAQ.
- Summer Programming Launching!
  - Education Gaps
    - 1:1 tutoring via Zoom
  - Socialization Gaps
    - Subsidized summer day camp experiences in partnership with Kids in the Game
    - 1 hour-long Hebrew immersion component
  - Trauma Support
    - Emotional support
    - Mental health support
    - 1:1 counseling
- Potential Community Partnership Task Force for Harlem Hebrew's Board Members
- Looking Ahead to Next School Year
  - Hebrew Public is currently planning to fully welcome back students and staff to in-person learning, with a very limited number of remote options (reserved for medical basis only)
  - Social distancing and mask wearing will continue
  - There has been no indication of school-based spread if safety precautions are strictly followed
- Policy Regarding Staff Vaccinations
  - Hebrew Public has an ongoing public health campaign sharing words of encouragement, statistics, articles, personal stories...etc.

- Moved from voluntary sharing vaccination status to mandating staff share their vaccination status
- Without revealing school-specific data, the following percentages were shared based on all 3 NY schools from a survey a few weeks ago
  - About 55% reported that they were fully vaccinated, 10% have received at least one dose, 6% plan to get vaccinated, 15% are not sure if they will get vaccination, and about 5% have no plans to get vaccinated, some have not shared their status or some have not shared intent to get vaccinated
  - 1:1 conversations with staff members have not occurred yet
- Mandating the Vaccine
  - If a positive case occurs in the building, staff members who are vaccinated are not required to quarantine whereas, unvaccinated staff members must quarantine.
  - Hebrew Public is monitoring vaccine mandates from fellow NYC charter schools
  - The decision should be made on a board level since it is very complex

The Trustees and Jon Rosenberg had a conversation about a potential staff vaccine mandate. Trustees shared their perspectives regarding the mandate for Harlem Hebrew staff members. Harlem Hebrew's board members offered to help with outreach and sharing supportive and encouraging messages regarding vaccinations. No decisions were made during the discussion.

## **8. Public Comments**

No public comments were made during this time.

## **9. Adjournment**

Linda Aristondo motioned to adjourn the meeting, Sara Bloom seconded, the motion carried unanimously, and the meeting adjourned at 7:35 pm.

Board of Trustees Meeting via Zoom

Wednesday, October 14, 2020

6:30 pm

**Minutes**

**Trustees Present**

Vanessa Goldberg-Drossman
Scott Wickham
Sara Bloom
William Allen
Reverend Linda Tarry-Chard

**Also Present:**

Emily Carson, Head of School, Harlem Hebrew  
Jon Rosenberg, Chief Executive Officer, Hebrew Public  
Valerie Khaytina, Chief External Officer, Hebrew Public  
Shlomit Aroubas, Harlem Hebrew PTO Representative  
Lauren Murphy, External Relations Manager, Hebrew Public  
1 Member of the Public

**1. Call to Order and Reminder to for Public Comments**

Sara Bloom opened the meeting at 6:32 pm and reminded everyone in attendance to use the “chat” feature to sign up for public comments or to email the board at [info@hebrewpublic.org](mailto:info@hebrewpublic.org) or [boardharlem@hebrewpublic.org](mailto:boardharlem@hebrewpublic.org) and the comments will be addressed within 48 hours.

**2. Adoption of October 2020 Agenda**

Sara Bloom made a motion to adopt the October 2020 agenda. Scott Wickham seconded, and the motion carried unanimously.

### **3. Approval of the September 2020 Minutes**

Sara Bloom made a motion to approve the September 2020 minutes. Vanessa Goldberg-Drossman seconded, and the motion carried unanimously.

### **4. Approval of Academic Calendar**

Sara Bloom made a motion to approve the 2020-21 academic calendar. Scott Wickham seconded the motion, and the motion carried unanimously.

### **5. Leadership Update**

Emily Carson, Head of School informed the board of the following:

- Launch of Hybrid Learning
  - Social distancing measures are in place
  - Kids are wearing masks all-day
  - 2 cohorts (Monday & Tuesday | Thursday & Friday)
- Chugim, Hebrew and Israel enrichment program
  - Morah Marissa leads the program on Wednesdays
  - Cooking in Israel
  - Travel in Israel
  - Diversity in Israel
- Wednesday assemblies have begun again
  - Take place within-grade spans, initially launched in Spring
- Launched Harlem Hebrew Herald
  - Student newspaper
  - Run by Ms. Stephanie (Middle school social studies teacher)
  - Current events, important to global citizenship
  - Published Monthly
- Back to school night
  - Virtual field trips to classroom names
  - Opportunity to meet all teachers
- The High School admissions process for 8th Graders has started

- Streamlining Communication
  - Weekly school newsletter archive on the website
  - Weekly classroom newsletters
  - School website is updated and has all schedules and calendars
  - School contact sheet can be found on the website
  - Archive of past family events on the website
    - For those who might not have been able to attend live
- Upcoming Events
  - Book Character Day (both cohorts will celebrate)
  - Native American Heritage Month
  - End of the first quarter
  - Family Conferences

## 6. PTO Update

- Working together to come up with meaningful ways to bring our community together
- Next Wednesday will be the first PTO virtual meeting
- Class Parent Project Launching Soon
  - Teachers recruiting parent volunteers
  - Fostering relationships in and outside of the classroom
  - Will help create virtual events: playdates, movie nights...etc
- Fall Book Fair
  - November 12 - November 24
- Parent “Hangout” Meetings
  - Periodic meetings
  - Sharing academic and social issues
  - Guest speakers
- New Harlem PTO logo!

## 7. Network Update

- Potential COVID-19 Closures
  - Hebrew Public Brooklyn schools were mandated to close
    - Did not correlate with school infection rate, correlated with community infection rate
    - Successfully pivoted to fully remote learning even though the closure was so abrupt

- Presentation of the proposed resolution for discussion: changing approved maximum enrollment
  - Compliance:
    - Under NY state charter law, it is required to have no less than 85% of our authorized max enrollment
    - Currently, our authorized maximum enrollment number is 783 students
      - The number is tied to old projections that HH's model would be 3 full classrooms per grade K-8 with an avg max 29 children per class
    - Struggled to get even close to that number even now that the school has a full K-8 grade span
    - 489 students currently enrolled in school
  - Recruitment and Enrollment efforts have been robust and active
    - Community Outreach
    - Canvassing the Neighborhood
    - Social Media Ads
    - Print Ads
  - The entire Charter sector is struggling with enrollment challenges
    - It has become less predictable with the pandemic
  - Funding per pupil has not increased, and the governor has reserved the right to reduce funding in the middle of the year
    - Massive uncertainty with public aid
  - Harlem Hebrew will run a risk if the Charter is not formally amended-- the State will take action against the school
    - A way to show compliance and good faith is to submit an amendment to the Charter proposing to lower the maximum enrollment number
  - We will likely be changing the new number of maximum enrollment to 525 students at the November meeting
    - 85% of that number is 446 students, a number we can not fall below
    - This change will allow us to have as many as 21 sections, with an average of 25 kids per class
    - This will help better predict future enrollment
  - A board vote will take place during the November meeting
- Key terms of KIPP Agreement

- Progress is being made on a draft lease for a five-year term (the initial term of KIPP's charter)
- Changing the max enrollment ties into KIPP agreement
  - Until Harlem Hebrew's debt structure changes, even with the 1-year rent deferral, it will be hard financially, if the school cannot make an agreement with KIPP

## **8. Adjournment**

Sara Bloom moved to adjourn at 7:31 pm.



Board of Trustees Meeting via Zoom

Wednesday, November 18, 2020

6:30 pm

**Minutes**

**Trustees Present**

Vanessa Goldberg-Drossman
Scott Wickham
Sara Bloom
Linda Aristondo
William Allen
Reverend Linda Tarry-Chard

Also Present:

Emily Carson, Head of School, Harlem Hebrew  
Jon Rosenberg, Chief Executive Officer, Hebrew Public  
Shlomit Aroubas, Harlem Hebrew PTO Representative  
Lauren Murphy, External Relations Manager, Hebrew Public  
7 Members of the Public

**1. Call to Order and Reminder to for Public Comments**

Linda Aristondo opened the meeting at 6:33 pm and reminded everyone in attendance to use the “chat” feature to sign up for public comments or to email the board at [info@hebrewpublic.org](mailto:info@hebrewpublic.org) or [boardharlem@hebrewpublic.org](mailto:boardharlem@hebrewpublic.org) and the comments will be addressed within 48 hours.

**2. Adoption of November 2020 Agenda**

Linda Aristondo asked for a motion to adopt, Sara Bloom made a motion to adopt the November 2020 agenda. Reverend Linda Tarry-Chard seconded, and the motion carried unanimously.



### 3. Approval of the October 2020 Minutes

Linda Aristondo asked for a motion to approve, Sara Bloom made a motion to approve the October 2020 minutes. Reverend Linda Tarry-Chard seconded, and the motion carried unanimously.

### 4. Leadership Update

Emily Carson, Head of School informed the board of the following:

- Mandated by Mayor DeBlasio, all NYC schools must close due to rising COVID-19 cases. Harlem Hebrew is moving to fully remote beginning tomorrow, November 19
  - No schedule changes for students in the fully remote program
  - Teachers, staff, and schedules are ready for hybrid students to begin remote learning immediately
  - School staff was already preparing for the potential closure, in the past week the students were sent home with physical learning materials
  - Harlem Hebrew effectively communicated these changes to families as soon as the closure was official
- Updates since the last board meeting
  - Quarter 2 of Learning Began
    - Families had the ability to opt into the hybrid model
  - Student Council Launched
    - Their first project is a food drive until 12/18
  - November's Edition of The Harlem Hebrew Herald was released
- Classroom Learning and Student Engagement
  - Election Day 2020
    - Kindergarten focused on what an election is
    - Middle School focused on learning about the electoral college and current events
  - LatinX Heritage Month
  - Book Character Day
  - Native American Heritage Month
    - Students are learning about Native American tribes and customs

- Each class is presenting to their grade-span about Native American tribes during school assemblies
- Read-Alouds and writing to Native American Tribes
- Family Initiatives
  - Family Conferences with Teachers 11/18
  - Family Survey Data, Input, and Feedback
  - Seventy-nine percent of the family community responded, below are some highlights:
    - Communication:
      - 95% of respondents shared that they have received enough information about the School's response to COVID-19
      - 90% have received clear communication about their child's schedule and teacher
    - Technology:
      - 85% agree that the School has provided them with enough technology to support remote learning
      - 85% agree that technology issues are resolved quickly and effectively
      - 87% are comfortable supporting their child with remote learning technology and tools
    - In-Person Learning under our Hybrid Model:
      - 99% are satisfied with the School's health and safety efforts
      - 98% said their children look forward to attending school in person
      - 86% believe the work their child receives is appropriately challenging
      - 100% are satisfied with the child care partnership with Kids in the Game (KING)
    - Remote Instruction:
      - 87% know how to support their child with their schedule and assignment
  - Based on feedback, Harlem Hebrew is working closely with families to ensure they receive internet connection support as well as working closely with teachers to ensure alignment with providing tech support to families
  - Harlem Hebrew is ensuring remote instruction, remote activities and assignments are engaging, rigorous, and joyful
- Network-Wide Competition "Draw Me a City"

- Sponsored by the Consulate General of Israel, students from across all Hebrew Public schools have submitted artwork of the Israeli City their class is named after
- Finalists have been announced and the winners will be announced on December 1<sup>st</sup>

## 5. PTO Update

- 10/21 All school PTO meeting via Zoom
  - Set objectives for the year
  - Generating excitement
  - 50 families attended
  - Working together to come up with meaningful ways to bring our community together
- 10/10 Hosted the first Grown-Up Hang-Out Hour!
  - The first of a series of meetings that will be on the topic of Mental Health and Wellness
  - Will be offered once a month via Zoom
- Book Fair
  - In-person and in-school
  - Brought a lot of joy to students and staff
  - In collaboration with parent volunteers and school staff
  - Warm weather moved the book fair outside-- neighbors came by and donated

## 6. Network Update

- COVID-19 Closures
  - Our partnership with KING is going to continue to operate for families in need of childcare
    - Hebrew Public is the only charter school network that has gone above and beyond to provide childcare to our families
      - We are providing financial assistance to those in need
  - Reopening depends on the status of COVID-19 and the guidance we receive from the NYC Mayor and NYS Governor
- Fiscal Overview
  - In March, NY State put a stop to a 5.2% increase per pupil funding
    - Instead a modest cut was made

- In addition, the Governor was able to secure unprecedented executive authority. He has the right to make unilateral cuts to education funding
  - A near-future stimulus package is unknown for municipal relief
  - Implications are still unknown for the current budget year and next budget year
- Enrollment
  - Declining across the board for all charter schools
  - Public district enrollment is down 3% from the start of the pandemic compared to last year
    - Factors contributing to the decrease is unknown due to the pandemic
      - Families have moved children to private school, traditionally smaller class sizes
      - Families who have moved out of the City temporarily vs. permanently

## **7. Board Action: Charter Amendments for Board Vote**

Over the course of Harlem Hebrew's existence, a number of things have changed that require an update to the charter. Three amendments were presented to the board last month and community members were asked for feedback.

- **Resolution re: Decreasing Maximum Enrollment from 783 students to 525 students**

Linda Aristondo asked for a motion, Reverend Linda Tarry-Chard made a motion to approve the maximum enrollment reduction. Vanessa Goldberg-Drossman seconded and the motion carried unanimously.

- **Resolution re: Update to the Organizational Chart**

Linda Aristondo asked for a motion, Sara Bloom made a motion to approve the updated organizational chart. Reverend Linda Tarry-Chard seconded and the motion carried unanimously.

- **Resolution re: Update to the Key Design Elements**

Linda Aristondo asked for a motion, Sara Bloom made a motion to approve the updated key design elements. Scott Wickham seconded and the motion carried unanimously.

## **8. Adjournment**

Linda Aristondo asked for a motion to adjourn. Sara Bloom made a motion to adjourn.

Reverend Linda Tarry-Chard seconded, and the meeting adjourned at 6:59 pm.

Board of Trustees Meeting via Zoom

Wednesday, March 10, 2021

6:30 pm

**Minutes**

**Trustees Present**

Vanessa Goldberg-Drossman
Sara Bloom
Linda Aristondo
William Allen
Reverend Linda Tarry-Chard
Tanya Jones ( <i>Prospective Board Member</i> )

**Also Present**

Emily Carson, Head of School, Harlem Hebrew  
 Jon Rosenberg, Chief Executive Officer, Hebrew Public  
 Lauren Murphy, External Relations Manager, Hebrew Public  
 5 Members of the Public

**1. Call to Order & Reminder to for Public Comments**

Linda Aristondo opened the meeting at 6:33 pm and reminded everyone in attendance to use the “chat” feature to sign up for public comments or to email the board at [info@hebrewpublic.org](mailto:info@hebrewpublic.org) or [boardharlem@hebrewpublic.org](mailto:boardharlem@hebrewpublic.org) and the comments will be addressed within 48 hours.

**2. Adoption of March 2021 Agenda**

Linda Aristondo asked for a motion to adopt, Sara Bloom made a motion to adopt the March 2021 agenda. Reverend Linda Tarry-Chard seconded, and the motion carried unanimously.

### **3. Approval of the February 2021 Minutes**

Linda Aristondo asked for a motion to approve, Sara Bloom made a motion to approve the February 2021 minutes. Reverend Linda Tarry-Chard seconded, and the motion carried unanimously.

### **4. Presentation and Vote on the Nomination of Tanya Jones Joining the Harlem Hebrew Board of Trustees**

Vanessa Goldberg-Drossman introduced the board to Tanya Jones. Tanya has worked in television and video production for over twenty years as a writer, director, and producer. She is a certified professional coach (CPP) with a passion for leadership and helping others. Tanya lives in Harlem with her son.

Tanya met one on one with Jon Rosenberg and with Emily Carson as well as with members of the governance committee. All meeting participants unanimously agreed Tanya would be an excellent asset to the board of trustees.

After a brief discussion as to the expertise and experience Tanya will bring to the board, Linda Aristondo asked for a motion to approve her nomination to the board pending approval by the authorizer. Sara Bloom made the motion, Reverend Linda Tarry-Chard seconded, and the motion carried unanimously.

### **5. Leadership Update**

Emily Carson, Head of School informed the board of the following:

- General School Updates
  - The launch of HERstory month celebrations
    - Writing vision statements about women in their lives looks different across all grades
  - Launching search for Harlem Hebrew Mascot
    - Emily kicked it off with a video to the school families
    - Encouraging nominations for animals from Israel
    - Students will vote
    - Mascot winner will be announced in April

- Launch of monthly quizzes and data analysis grades 2-8 ELA & Math state standards
  - Tracks data for teachers to give feedback to students
- Team Leader Planned Event
  - Each grade team and Hebrew team has a leader
  - Cultural events to bring joy and build relationships
  - Different “joy” events for different grades
    - Spirit week
    - Global citizenship celebrations
- Family Support
  - Family conferences
  - 8th-grade meetings with Ms. Sarah
    - Students officially applied to high school
  - Family Survey for reopening
    - Learning preferences
    - Outreach and phone calls to families
  - Spring Family Town Hall
  - 4th-grade family meeting about middle school
  - All events are shared in weekly emails and are found on the website on the school calendar
- Instructional Focuses
  - March Harlem studies lesson
  - Israeli studies co-taught lessons
    - Hebrew teacher & homeroom teacher
- Staff Focuses
  - Maintain the standard of learning
  - Data-driven instruction to support kids where they are academically
  - Attendance is a priority

## 6. Network Update

Jon Rosenberg, CEO of Hebrew Public shared the following:

- School Reopening
  - Harlem Hebrew will reopen for hybrid learning on April 12
  - Taking into consideration travel, health, and safety precautions following spring break



- COVID-19 testing will continue for all staff members and students
- Social distancing and updated CDC guidelines will be implemented
- Hebrew Public Internal Vaccine Campaign
  - Staff vaccine status forms to track data
  - Daily updates with vaccine information
  - Data suggests 50% of the network school-based staff received the first dose, 30% received both doses
  - March 25th, Hebrew Public is hosting a vaccine Q&A for staff and members of the community
- Summer Programming to Address Effects of COVID-19
  - Education Gaps
    - 1:1 tutoring for those who experience a significant gap
    - Sourced by a mix of our staff and outside based tutors
  - Socialization Gaps
    - Subsidized summer day camp experiences in partnership with Kids in the Game
    - 1 hour-long Hebrew immersion component
  - Trauma Support
    - Emotional support
    - Mental health support
      - 1:1 counseling
    - Hebrew Public will recommend 3-4 students to attend Ramapo Camp for Children
  - Board members with high-quality resources for mental health are encouraged to share with us
- Prediction for School Year Fall 2021
  - Hebrew Public is hopeful to have a substantial number of staff members vaccinated
  - Likely to see a reduction in social distancing guidelines from 6 feet to 3 feet
  - Remote accommodations will be dependent on guidelines from the State/City
  - Hebrew Public's number one priority is health and safety

## **7. Adjournment**

Linda Aristondo asked for a motion to adjourn. Reverend Linda Tarry-Chard made a motion to adjourn the meeting, Vanessa Goldberg-Drossman seconded, and the meeting adjourned at 7:17 pm.

Board of Trustees Meeting via Zoom

Wednesday, May 19, 2021

6:30 pm

**Minutes**

**Trustees Present**

Vanessa Goldberg-Drossman
Sara Bloom
Linda Aristondo
Scott Wickham
Tanya Jones ( <i>Prospective Board Member</i> )

**Also Present**

Emily Carson, Head of School, Harlem Hebrew  
 Jon Rosenberg, Chief Executive Officer, Hebrew Public  
 Valerie Khaytina, Chief External Officer, Hebrew Public  
 Lauren Murphy, External Relations Manager, Hebrew Public  
 I Member of the public

**I. Call to Order & Reminder for Public Comments**

Linda Aristondo opened the meeting at 6:30 pm and reminded everyone in attendance in order to sign up to make a public comment prior to our board meeting, email [boardharlem@hebrewpublic.org](mailto:boardharlem@hebrewpublic.org). Members of the public who missed the public notices can sign up now by using the chat function. Members of the board and staff do not typically respond to public comments at the time they are made. However, unanswered questions will be responded to within a few business days.

## **2. Adoption of May 2021 Agenda**

Linda Aristondo asked for a motion to adopt, Vanessa Goldberg-Drossman made a motion to adopt the May 2021 agenda. Sara Bloom seconded, and the motion carried unanimously.

## **3. Approval of the April 2021 Minutes**

Linda Aristondo asked for a motion to approve, Reverend Linda Tarry-Chard made a motion to approve the April 2021 minutes. Sara Bloom seconded, and the motion carried unanimously.

## **4. Board Action: Motion to elect Tanya Jones to the Harlem Hebrew Board of Trustees pending approval by NYSED**

Linda Aristondo asked for a motion to elect Tanya Jones to the Harlem Hebrew Board of Trustees pending approval by the authorizer. Sara Bloom made the motion and Scott Wickham seconded, and the motion carried unanimously.

Formal Board of Trustees Resolution:

The Harlem Hebrew Language Academy Charter School Board of Trustees, having conducted a thorough criminal history record check via fingerprinting which is deemed acceptable by NYSED, and having discovered no State or federal criminal history, or having provided information regarding such history to NYSED, if found, and having verified that any academic and/or professional credential or qualification presented by the proposed member is genuine, and having reviewed the application in its entirety, has voted to select Tanya Jones as a member to its Board of Trustees, with a term expiring on June 30, 2024 pending approval by NYSED. The resolution approving Tanya Jones is adopted upon NYSED's approval.

## **5. Leadership Update**

Emily Carson, Head of School informed the board of the following:

- General School Updates
  - Harlem Hebrew Arabian Leopards was voted school mascot with over 42% of the student vote
  - Reopening for in-person learning on April 12th
  - State exams dress rehearsal for hybrid students grades 3-8

- Math and ELA state exams for hybrid students grades 3-8
- Staff appreciation week
- Student Updates
  - Student of the month celebrations
  - A lot of outside play time on state exam days
  - AAPI Heritage month celebrations
    - Discussed the importance of Asian culture in our communities and in the USA
      - Assemblies
      - Classroom projects
      - Engaging students
    - Staff members who identify as Asian or Asian American have been working in small groups with students virtually and in-person discussing their culture and how they grew up
  - 8th Grade News (first ever graduating class!)
    - 30 students graduating
    - 8th grade virtual trip to Israel with entire Hebrew Public Network
    - 8th grade graduation photos
    - 8th grade decision day celebration
    - 8th grade graduation in-person cap decorating
    - 8th grade in-person fun the last week of school
- Family Updates
  - Ending of Third Marking Period and Family Conferences
  - Events
    - Hebrew Public Israel Independence Day party
    - Enrollment efforts
      - Ice cream social for new and returning families
- Upcoming News
  - End of year testing
    - Reading levels for the youngest grades
    - MAP testing
    - Monthly Quizzes
    - Science State Exams for 4th grade & 8th grade who opt in

- Israel week
- Visit from our NY State Charter Authorizer
  - First week of June
- Launching the high school admissions process with 7th graders
- Closing out the school year
  - Field days for students
  - End of year celebrations
  - End of year Town Hall for families
- Staff Focuses
  - Ending the year strong
  - Strong facilitation of end of year exams
  - Bringing joy and fun to rigorous learning
  - Leadership focus shifting to planning for next year

A board member asked a question regarding how Harlem Hebrew is speaking to students about the conflict in Israel.

- Harlem Hebrew is focused on speaking to the students about hard things; discussions are different for each grade level.
- Harlem Hebrew sent out a communication last week to all families, and Emily Carson has had many check-ins and personal conversations with staff members and families.
- Upper grades have been having conversations about the conflict in Israel since September in social studies class.

## 6. PTO Update

Vanessa Goldberg-Drossman shared the following:

- PTO elections are currently open-- parents have the opportunity to join. Information has been emailed and posted on social media. Vanessa encouraged members of the public to contact her with any questions
- The PTO celebrated teacher appreciation day by sending gift bags to all team members of the school which included tote bags, scarfs/bandanas, Starbucks gift cards, balloons, and a Sugar Hill ice cream treat!
- This week the \$1 book sale will begin, 2 days this week (one day for each hybrid section) 9:30 am - 4:30 pm
  - Each child can purchase up to 3 books

- If all books are not sold, teachers can pick up any books they'd like for their library

## **7. Network Update**

Jon Rosenberg, CEO of Hebrew Public shared the following:

- Recap of Summer Programs
  - Education
    - 1:1 tutoring for those who experience a significant gap
    - Sourced by a mix of our staff and outside based tutors
  - Socialization
    - Subsidized summer day camp experiences in partnership with Kids in the Game
    - 1 hour-long Hebrew immersion component
  - Trauma Support
    - Emotional support
    - Mental health support
      - 1:1 counseling
- Anticipating Next Fall
  - Hoping and planning for 5 days a week in the Fall
  - A remote option is currently unknown
  - Existing protocols and rise of vaccination, we will be able to operate our schools in a safe manner
- Staff Vaccination Campaign
  - Continuing across our network of schools

## **8. Public Comments**

No public comments were made during this time.

## **9. Executive Session**

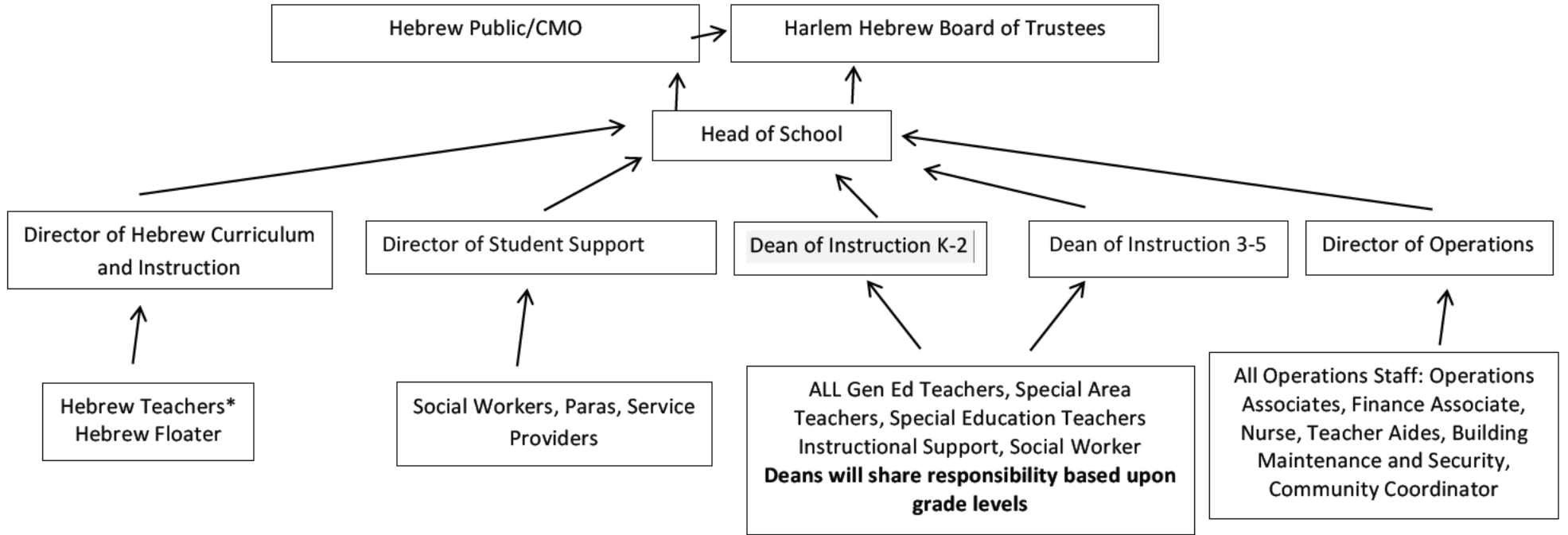
No votes or actions were taken during this time.

## **10. Adjournment**

Linda Aristondo motioned to adjourn the meeting, Scott Wickham seconded, the motion carried unanimously, and the meeting adjourned at 7:13 pm.

Attachment H – Organizational Chart

Harlem Hebrew Organizational Chart



**2021-2022 HEBREW PUBLIC NYC ACADEMIC CALENDAR**

**לוח שנת הלימודים 2021-2022**

AUGUST 21							SEPTEMBER 21							OCTOBER 21							NOVEMBER 21							Important Dates								
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa									
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					<p><b>School closings:</b></p> <ul style="list-style-type: none"> <li>9/6 Labor Day</li> <li>9/7-8 Rosh Hashanah</li> <li>9/16 Yom Kippur</li> <li>10/11 Indigenous Peoples' Day</li> <li>11/25-26 Thanksgiving</li> <li>12/24-1/1 Winter Break</li> <li>1/17 MLK Day</li> <li>1/28 Professional Development (no students, staff attend)</li> <li>2/1 Lunar New Year</li> <li>2/21-25 Midwinter Break</li> <li>4/15-22 Spring Break</li> <li>5/3 Eid</li> <li>5/30 Memorial Day</li> <li>6/20 Juneteenth</li> </ul> <p><b>Family Conferences (half day or remote day for students)</b></p> <ul style="list-style-type: none"> <li>11/18: Family Conferences</li> <li>2/10: Family Conferences</li> <li>5/5: Family Conferences</li> </ul> <p><b>Key</b></p> <ul style="list-style-type: none"> <li>TBD - Half Day</li> <li>First Day/Last Day (Students)</li> <li>Staff PD</li> <li>Family Conferences</li> <li>No School</li> <li>Assessments (MAP, IA, State)</li> </ul>	
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31					<p><b>NY State Test Windows:</b></p> <ul style="list-style-type: none"> <li>NYSESLAT/ACCESS: TBD</li> <li>NY: TBD</li> </ul> <p><b>PA State Test Windows:</b></p> <ul style="list-style-type: none"> <li>PSSA - ELA (Grade 3): 5/25-29, 2022</li> <li>PSSA - Math and Make-Ups (Grade 3): 5/2-13, 2022</li> </ul> <p><b>Proposed Times MAP &amp; Interim Assessments:</b></p> <ul style="list-style-type: none"> <li>MAP#1: 9/20-10/1 (K-8)</li> <li>MAP#2: 6/6-17 (K-8)</li> <li>IA#1: 1/2 (ELA) and 1/9 (Math)</li> <li>IA#2: 1/11-12 (ELA) and 1/18-19 (Math)</li> </ul> <p><b>Marking Periods</b></p> <ul style="list-style-type: none"> <li>#1: 9/1/21 - 11/5/21</li> <li>#2: 11/8/21 - 1/28/22</li> <li>#3: 2/1/22 - 4/14/22</li> <li>#4: 4/25/22 - 6/24/22</li> </ul> <p><b>Total instructional days: 181</b></p>								
15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31																				
22	23	24	25	26	27	28	29	30	31																											
29	30	31																																		



April 15-22: Spring Break  
 May 3: Eid  
 May 30: Memorial Day  
 June 21: Juneteenth

**Family Conferences (half day or remote day for students)**

November 18: Family Conferences  
 February 10: Family Conferences  
 May 19: Family Conferences

**Marking Periods**

Marking Period 1: 9/1/21 - 11/5/21  
 Marking Period 2: 11/8/21 - 1/28/22  
 Marking Period 3: 2/1/22 - 4/22/22  
 Marking Period 4: 4/25/22 - 6/24/22

**State Testing**

- NYSESLAT/ACCESS: TBD
- NY: TBD

**MAP & Interim Assessments:**

- MAP #1 Sept 20th-Oct 1st (all students, K-8)
- MAP #2 June 6th-June 17th (all students, K-8)
- IA #1 November
- IA #2 January 11/12 for ELA and January 18/19 for Math

<b>HHLA</b>	<b>Instructional Days Per Month</b>	<b>Instructional Hours Per Month - Grades K-4</b>	<b>Instructional Hours Per Month - Grades 5-8</b>
<b>September</b>	18	89	105
<b>October</b>	20	102	118
<b>November</b>	19	106	120
<b>December</b>	17	87	101
<b>January</b>	19	100	114
<b>February</b>	14	72	83
<b>March</b>	23	115	131
<b>April</b>	15	78	89
<b>May</b>	20	104	119
<b>June</b>	17	87	101
<b>Total</b>	<b>182</b>	<b>941</b>	<b>1079</b>



# FIRE DEPARTMENT

9 METROTECH CENTER BROOKLYN, N.Y. 11201-3857

## BUREAU OF FIRE PREVENTION

Public Buildings Unit

DATE: 08.31.2021.

### PREMISES

Harlem Hebrew Language Academy Charter  
School  
147 Saint Nicholas Avenue  
New York NY 10026

Harlem Hebrew Language Academy Charter  
School  
147 Saint Nicholas Avenue  
New York NY 10026

To Whom It May Concern:

The New York City Fire Department ("FDNY"), Bureau of Fire Prevention, Public Buildings Unit conducted an inspection of the above-referenced premises on **01.07.2021**.

~~XXX~~ The inspection did not reveal any violations that FDNY's Public Buildings Unit is authorized to inspect and enforce.

\_\_\_\_\_ The inspection resulted in issuance of violations of the Fire Code or other laws, rules or regulations that FDNY's Public Buildings Unit is authorized to inspect and enforce.

\_\_\_\_\_ As of XXXXXX documents were submitted to FDNY as proof of correction, and such correction was deemed acceptable to FDNY

\_\_\_\_\_ The inspection, and a review of premises records, has disclosed that the premises may not be in compliance with the lawful occupancy established by the New York City Department of Buildings.

This letter shall not be construed to be a permit for, or an approval of the premises. FDNY does not certify that the premises is free from any violation for which it has not inspected, in accordance with its standard inspection protocols. This letter shall not prevent FDNY from inspecting the premises at a later date, requiring the correction of any deficiencies its finds at the premises, and/or issuing violations against the premises for conditions that do not comply with the Fire Code or other laws, rules or regulations.

Examined by: \_\_\_\_\_  
Tomasz Korbas, Supervising Inspector, PBU



# Certificate of Occupancy

CO Number:1058397-0000001

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

<p>A. <b>Borough:</b> MANHATTAN  <b>Address:</b> 147 SAINT NICHOLAS AVENUE  <b>Building Identification Number(BIN):</b> 1058397</p>	<p><b>Block Number:</b> 1923  <b>Lot Number(s):</b> 49  <b>Additional Lot Number(s):</b>  <b>Application Type:</b> A1 - ALTERATION TYPE 1</p>	<p><b>Full Building Certificate Type:</b>  Temporary  <b>Date Issued:</b> 11/17/2021</p>
<p><b>This building is subject to this Building Code:</b> 2014</p>		
<p><b>This Certificate of Occupancy is associated with job#</b> 122544112-01</p>		
<p>B. <b>Construction Classification:</b> I-B: 2 HOUR PROTECTED - NON-COMBUSTI  <b>Building Occupancy Group classification:</b> E - EDUCATIONAL  <b>Multiple Dwelling Law Classification:</b> Not Available</p>		
<p><b>No.of stories:</b> 6</p>	<p><b>Height in feet:</b> 72</p>	<p><b>No.of dwelling units:</b> Not Available</p>
<p>C. <b>Fire Protection Equipment:</b> Fire Alarm System, Sprinkler System, Standpipe System</p>		
<p>D. <b>Parking Spaces and Loading Berths:</b>  Open Parking Spaces: Not Available.  Enclosed Parking Spaces: Not Available.  Total Loading Berths: Not available</p>		
<p>E. <b>This Certificate is issued with the following legal limitations:</b>  Restrictive Declaration: None      Zoning Exhibit: 2015000175652, 2015000175651, 2015000175654, 2015000175653  BSA Calendar Number(s): None      CPC Calendar Number(s): None</p>		
<p><b>Borough Comments:</b></p>		

Borough Commissioner

Commissioner

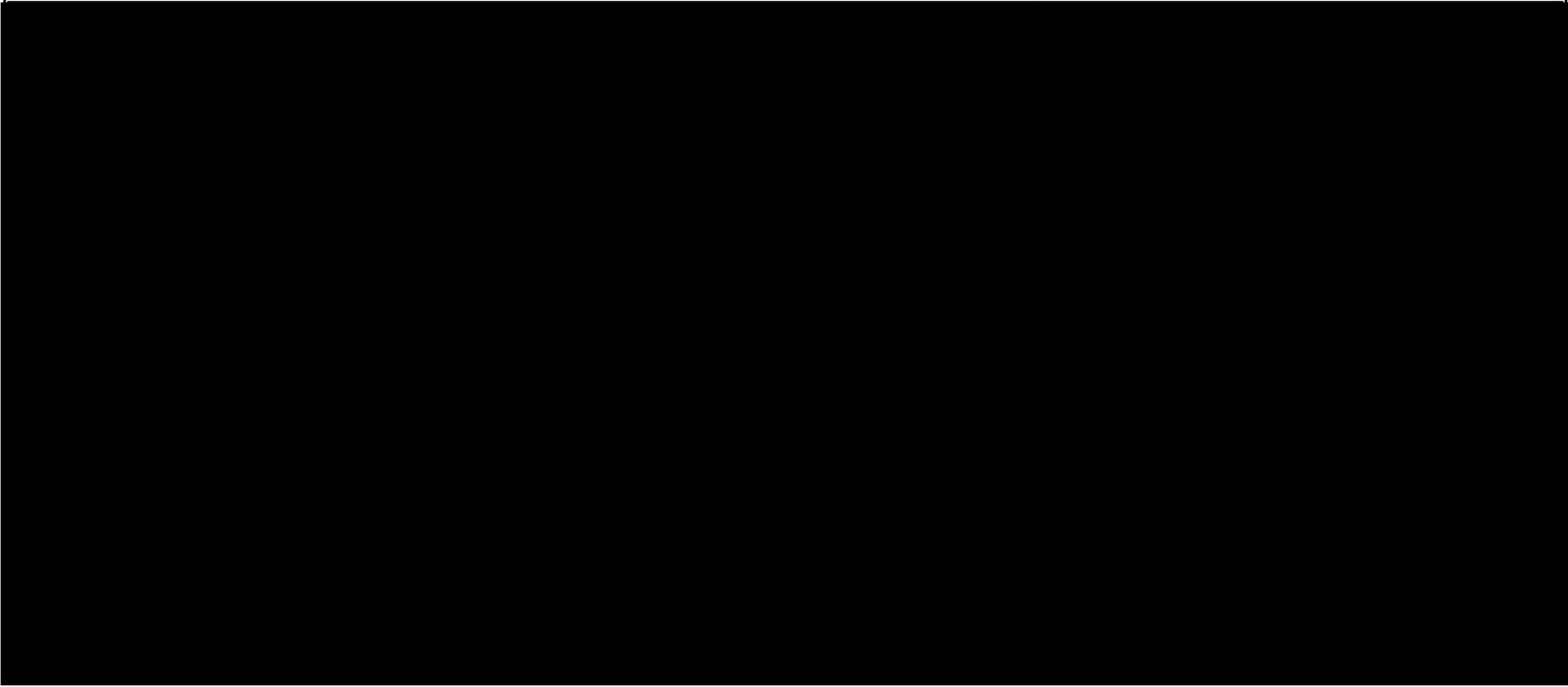


### Permissible Use and Occupancy

FLOOR	Occ Group	Max. Persons Permitted	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type	CO Expiration Date
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Description of Use: Schools  
CLASSROOMS AND ACCESSORY SPACES



**CofO Comments:** CITYV RRECORD FILING NUMBERS:CRFN 2015000175652: EXHIBIT III-ZONING LOT DESCRIPTION;CRFN 2015000175651: EXHIBIT II-CERTIFICARION OF ZONING LOT;CRFN 2015000175654: EXHIBIT V-WAIVER OF DECLARATION OF ZONING LOT RESTRICTIONS;CRFN 2015000175652: EXHIBIT IV DECLARATION OF ZONING OF ZONING LOT RESTRICTIONS

Borough Commissioner

A stylized, handwritten signature in black ink, consisting of several loops and a long horizontal stroke extending to the right.

Commissioner

A handwritten signature in black ink, appearing to read "Michael E. Allen" with a cursive style.