

# Application: Harriet Tubman Charter School

Dr. Marlaina Palmeri - mpalmeri@b2a-intl.com  
2020-2021 Annual Report

## Entry 1 School Info and Cover Page

**Completed** Oct 31 2021

### [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

### **a. SCHOOL NAME**

(Select name from the drop down menu)

HARRIET TUBMAN CHARTER SCHOOL 320900860823

**a1. Popular School Name**

HTCS

**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 # 9 - BRONX

**d. DATE OF INITIAL CHARTER**

1/2000

**e. DATE FIRST OPENED FOR INSTRUCTION**

9/2001

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

MISSION STATEMENT

The Harriet Tubman Charter School is committed to helping each child develop to his or her full potential. We recognize that all human beings are endowed with unique talents and gifts, and we believe that the process of schooling should lead each student to the realization, development, and expression of his or her potential. We are a performance-based charter school created to serve the children of the Southeast Bronx while exploring the heritage of many cultures represented in our neighborhood. We are an extended family of students, teachers, parents, and community members who promote the educational achievements of our children through a relentless focus on high academic standards for all. HTCS is designed to help students develop the skills to become leaders who read, think, write, and communicate at high levels. Our mission is to prepare our children for success throughout their college years and beyond.

**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	A Research Proven Curriculum Aligned to NYS Standards. The HTCS curriculum is differentiated and aligned to NYSED Math, English Language Arts, and Literary Next Generation Learning Standards. The Elementary Academy uses Core Knowledge Language Arts K-3, Reading Fundamentals, Envision Math, Springboard, Science: A Closer Look, McGraw-Hill Social Studies, EngageNY, Teacher created materials, MakerSpace STEAM Lab and STEAM Summer Camp. The Junior Academy uses Ready NY Next Generation Standards for ELA, Ready NY Next Generation Learning Standards Edition for Math, Springboard, Dimensions Science, Dimensions Social Studies, Holt McDougal The Eastern Hemisphere (Grade 6), Holt McDougal US History (Grades 7 and 8), and STEAM which
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integrates all learning disciplines with the NYS NG Standards. STEAM builds problem-solving skills, helps students master foundational skills, and provides opportunities to apply critical thinking to solve a variety of problems connected to real-world situations.

KDE 2

Proven Instructional Methodologies for High Poverty and At-Risk Students. A differentiated instructional approach helps students make meaningful and concrete connections between what is learned in the classroom and the world around them. Teachers use strategies from A Blueprint for Improved Results for SWD and ELL Students. Web-based instructional resources and strategies are accessed from EngageNY, Core Knowledge, Envision Math, and Springboard. Teachers work with students to build problem-solving skills, master foundational skills, and apply critical thinking to solve various problems connected to real-world situations. Teachers have a horizontal knowledge of the standards at their grade level and understanding the vertical expectations for students as they move from one grade level to the next. They also use graphic organizers, audio texts, visuals, videos, modified vocabulary definitions, and annotated texts depending on students' needs. Direct instruction, guided practice, small group work, and independent practice are incorporated into all lessons.

KDE 3

An Array of Assessment Tools. HTCS uses a comprehensive assessment system to flexibly group students, target instruction, and track student progress toward grade-level proficiency and the NYS Next Generation Standards. Interim or mock assessments are used to adjust student groupings throughout the year to create small groups of students who would benefit from targeted instruction in a specific skill or content area. Focus 5 Math, Powerful Practices in ELA, Go Math K-8, Friday Assessments, STAR 360, Achieve 3000, Springboard, Study Island, Renaissance Learning, Reading Eggs, Envision Math, Ready NY,



and Zearn provide data to help school leaders, teachers, and the Board monitor school progress and evaluate improvement efforts to ensure they are achieving the desired effect on teacher and student performance. Data analyses also provide timely feedback so that school leaders and the Board can engage in supportive interventions when assessment results highlight areas of teacher and student need.

KDE 4

A Strategic Framework Focused on Monitoring Progress Toward Benchmark Indicators as prescribed by NYSED and CSO. Our record of success is measured by important benchmarks defined in the 2019 Performance Framework. We use the metrics that define each Benchmark to evaluate our progress toward these goals in the Board Self-Evaluation and Principal Evaluation. Frequent discussion around the Benchmark Indicators is critically important to ensure that we can demonstrate 1) academic success and our progress in operating in an educationally; 2) organizational viability and accomplishments to operate in a fiscally sound manner, and 3) fidelity to the terms of our charter and adherence to the laws and regulations of New York State.

KDE 5

Essential Core Values That Support a Positive School Culture. Monthly core values are posted throughout the school in multiple languages which center on our core values of Wisdom, Justice, Courage, Compassion, Hope, Respect, Responsibility, and Integrity. Every week, students are recognized for demonstrating the Core Value of the Month through their attitude, behavior, and sense of responsibility.

KDE 6

Focused Professional Support for Teachers. Teachers are frequently provided with relevant professional growth and development opportunities designed to deepen their knowledge of the curriculum and the NYS Next Generation Standards. Resources are allocated to provide training conducted by experienced consultants (Generation Ready) and HTCS leadership. Daily

	<p>common planning allows teachers time together during the school day to collaboratively discuss student data and instructional practices,</p>
KDE 7	<p>Support Systems Aligned to HTCS's Mission and Vision. HTCS leadership and the Board understand that they must provide financial support, maintain policies, establish performance goals, manage resources, and implement systems to ensure academic success, organizational viability, Board effectiveness, and faithfulness to the terms of the charter.</p>
KDE 8	<p>Shared Leadership Among Teachers, Administrators, and the Board. School leadership, the faculty, and the Board of Trustees maintain a focus on high expectations, accountability, shared values, and fidelity to our mission, vision, and goals. Each month, committees comprised of school leadership and Board members meet to delve more deeply into academic, organizational, fiscal trends and concerns. Programmatic strengths and areas of concern are discussed to determine if there is a need for immediate course corrections to ensure that students and teachers get what they need.</p>
KDE 9	<p>Effective Management of Fiscal Resources to Support Achievement. The HTCS Board Finance and Audit Committee, the principal, and the Director of Operations work directly with Charter School Business Management to ensure that the budgetary operations and fiscal management, policies, practices, planning, and oversight effectively support the academic and fiscal viability and sustainability of HTCS. Resources for programs and staff must be responsibly provided so that teachers can teach and students can learn. HTCS uses the Composite Financial Score to gauge its fiscal responsibility. This year, HTCS earned a 2.6 out of 3.0, indicating that the school is in very good financial health.</p>
KDE 10	<p>Processes for Meaningful Parental Engagement. School leaders, faculty, and staff create strong</p>

bonds of support with HTCS parents and families through various methodologies. Informative workshops are conducted by the leadership team and special service providers highlighting tools that are available to students and families to keep them apprised of student progress. HTCS teachers and the Tech team train parents on how to access HTCS's online portal to view student work. Various types of events at school motivate parents to attend and engage, typically through conferences, Town Hall meetings, Family Nights, Parent Association meetings, and school-wide events that give parents an opportunity to interface with administrators, faculty, the Board of Trustees, and the HTCS community at large. Many celebratory events showcase the talents of our students.

**Need additional space for variables**

No

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

<https://htcsbronx.org>

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

675

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

614

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

No
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**FACILITIES INFORMATION**

**m. FACILITIES**

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

Yes, 2 sites
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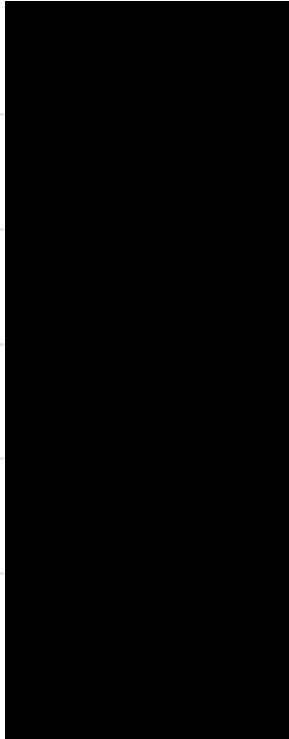
**School Site 1 (Primary)**

**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	3565 Third Avenue Bronx, NY 10456	718-537-9912	NYC CSD 9	K-4	No

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Cleveland Person	718-537-9912		<a href="mailto:Cleveland.Person@HTCSBronx.org">Cleveland.Person@HTCSBronx.org</a>
Operational Leader	Michael Taylor	718-537-9912		<a href="mailto:Michael.Taylor@HTCSBronx.org">Michael.Taylor@HTCSBronx.org</a>
Compliance Contact	Michael Taylor	718-537-9912		<a href="mailto:Michael.Taylor@HTCSBronx.org">Michael.Taylor@HTCSBronx.org</a>
Complaint Contact	Cleveland Person	718-537-9912		<a href="mailto:Cleveland.Person@HTCSBronx.org">Cleveland.Person@HTCSBronx.org</a>
DASA Coordinator	Elizabeth Malave	718-537-9912		<a href="mailto:Elizabeth.Malave@HTCSBronx.org">Elizabeth.Malave@HTCSBronx.org</a>
Phone Contact for After Hours Emergencies	Cleveland Person	718-537-9912		<a href="mailto:Cleveland.Person@HTCSBronx.org">Cleveland.Person@HTCSBronx.org</a>

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

Private Space

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**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)**

[Elem Academy C of O.pdf](#)

**Filename:** Elem Academy C of O.pdf **Size:** 268.8 kB

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**Site 1 Fire Inspection Report**

[3565 3rd Ave 2021.pdf](#)

**Filename:** 3565 3rd Ave 2021.pdf **Size:** 200.8 kB

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**School Site 2**

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**m2. SCHOOL SITES**

Please provide information on Site 2 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 2	1176 Franklin Avenue Bronx, NY 10456	718-991-6713	NYC CSD 9	5-8	No

**m2a. Please provide the contact information for Site 2.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Cleveland Person	718-991-4181		<a href="mailto:Cleveland.Person@HTCSBronx.org">Cleveland.Person@HTCSBronx.org</a>
Operational Leader	Michael Taylor	718-991-4181		<a href="mailto:Michael.Taylor@HTCSBronx.org">Michael.Taylor@HTCSBronx.org</a>
Compliance Contact	Michael Taylor	718-991-4181		<a href="mailto:Michael.Taylor@HTCSBronx.org">Michael.Taylor@HTCSBronx.org</a>
Complaint Contact	Cleveland Person	718-991-4181		<a href="mailto:Cleveland.Person@HTCSBronx.org">Cleveland.Person@HTCSBronx.org</a>
DASA Coordinator	Elizabeth Malave	718-537-9912		<a href="mailto:Elizabeth.Malave@HTCSBronx.org">Elizabeth.Malave@HTCSBronx.org</a>
Phone Contact for After Hours Emergencies	Cleveland Person	718-991-4181		<a href="mailto:Cleveland.Person@HTCSBronx.org">Cleveland.Person@HTCSBronx.org</a>

**m2b. Is site 2 in public (co-located) space or in private space?**

Private Space

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

**m2d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 2 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 2 Certificate of Occupancy (COO)**

[Junior Academy LNO.pdf](#)

**Filename:** Junior Academy LNO.pdf **Size:** 80.5 kB

**Site 2 Fire Inspection Report**

[1176 Franklin Ave 2021.pdf](#)

**Filename:** 1176 Franklin Ave 2021.pdf **Size:** 169.8 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 Bylaws	Fiscal year revised to read July 1 to June 30; Number of Trustee membership changed to now total 5 to 9 members; Added NYSED requirements for seating a new Trustee; Added language for Non-Voting Members; Added requirement for 3 Trustees on each committee; Changed Finance to Finance & Audit Committee; Revised Compliance Officer contact info	12/01/2020	03/22/2021
		Added the following: Methods parents can use to apply with a non-electronic option; Enrollment criteria; Added that HTCS will post which grades accept new students; Added that the lottery will be held in accordance with section 119.5 of the		

2	Change in admissions/enrollment policy	Commissioner's Regulations; Added method for sending parents confirmation of the receipt of an application; Added what parents need to submit to prove eligibility for weighting and/or acceptance into the school; Added that Children of HTCS employees not to exceed 15% of the total HTCS enrollment (Grades K-8); Added the required non-discrimination statement making sure all protected categories are included	12/01/2020	03/22/2021
3	Change in complaint policy	Added updated contact info	12/01/2020	03/16/2021
4	Other	Revised Fingerprinting Policy	08/04/2020	03/23/2021
5	Other	Revised Whistleblower Policy and moved to By-Laws	12/01/2020	03/22/2021

**More revisions to add?**

Yes

**n2. Summary of Charter Revisions**

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
6	Other	Completely Revised Academic Goals to better align with Benchmark 1 indicators from the Performance Framework	12/01/2020	07/06/2021
7	Change in fixed size/number of Trustees	Addressed in By-Laws. Changed configuration to at least 5 to no more than 9	12/02/2020	03/22/2021
8				
9				
10				

**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	Michael Taylor
Position	Director of Operations
Phone/Extension	718-537-9912
Email	<a href="mailto:Michael.Taylor@htcsbronx.org">Michael.Taylor@htcsbronx.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).**

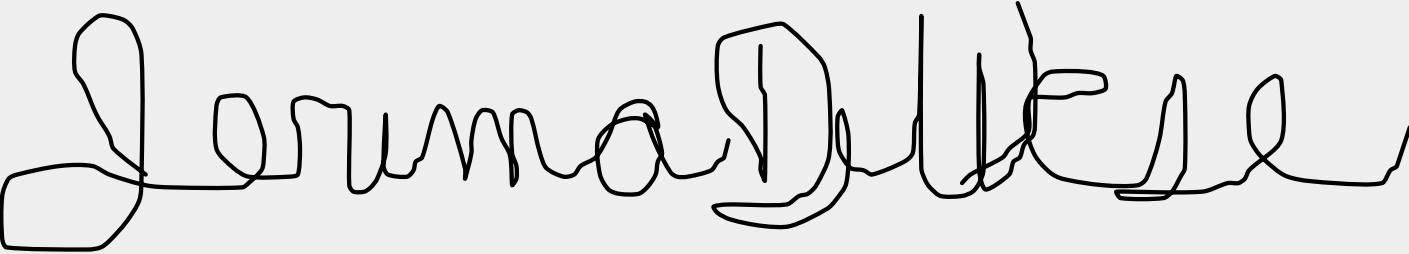
**Responses Selected:**

Yes

**Signature, Head of Charter School**



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



**Date**

Jul 31 2021

**Thank you.**



## **Entry 3 Progress Toward Goals**

**Completed** Oct 31 2021

## **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
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				unable to assess goal, type N/A for Not Applicable
Academic Goal 1	Harriet Tubman Charter School will remain a Charter School in Good Standing	NYS Report Card Renewal Site Visit Report	Unable to Assess	NA
Academic Goal 2	Harriet Tubman Charter School will make Adequate Yearly Progress in Grades 3-8 in ELA	NYS Report Card	Unable to Assess	NA
Academic Goal 3	Harriet Tubman Charter School will make Adequate Yearly Progress in Grades 3-8 in Math	NYS Report Card	Unable to Assess	NA
Academic Goal 4	Harriet Tubman Charter School will exceed the percentage of students performing at Levels III and IV overall as compared to CSD #9 in English Language Arts	NYS data	Unable to Assess	NA
Academic Goal 5	The percentage of students reaching Levels 3 and 4 on the ELA examination will increase by 4 percentage points per year. NOT MET However, over the life of the charter HTCS improved its	NYS Daya	Unable to Assess	NA

	proficiency overall			
Academic Goal 6	The percentage of students reaching Levels 3 and 4 on the Math examination will increase by 4 percentage points per year.	NYS Data	Unable to Assess	NA
Academic Goal 7	HTCS will continue to show progress in meeting or exceeding the average performance of NYS schools in ELA	NYS Data	Unable to Assess	NA
Academic Goal 8	HTCS will continue to show progress in meeting or exceeding the average performance of NYS schools in Math	NYS Data	Unable to Assess	NA
Academic Goal 9	The percentage of students in Grade 4 and 8 scoring at Levels 3 and 4 on the NYS Science examination will increase by 4 percentage points each year.	NYS Data	Unable to Assess	NA
Academic Goal 10				

**2. 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
Org Goal 1	HTCS will sponsor a minimum of four general parent meetings each year designed to give parents the tools necessary to more fully participate in their children’s education and to familiarize them with the school, as evidenced by parent communications or school flyers.	School Calendar Board minutes Principal's Reports	Met	
		Partnerships:		

Org Goal 2	HTCS will maintain a minimum of two partnerships with local community organizations.	Rev. Dr. MLK, Jr. Center for Nonviolence; Morrisania Revitalization Corporation; Claremont Community Center; Beacon; STEAM	Met	
Org Goal 3	HTCS will maintain an annual participation rate of 95 percent on monthly internal Benchmark assessments.	Star 360 or Mock Exams	Unable to Assess	NA
Org Goal 4	HTCS will show that it is deemed a safe school by reporting concrete evidence from NYS measures (i.e. VADIR incidences, NYS Report Card Data, NYC Survey Data)	2020-21 NYC DOE School Quality Guide and Data.NYSED.gov	Unable to Assess	NA
Org Goal 5	The number of out of school suspensions will decrease from Quarter 1 (ending October 15) to Quarter 4 (ending June 15th) by 10 percent as documented by suspension data as reported in ATS.	Internally compiled by school leadership	Unable to Assess	NA

Org Goal 6	Student attendance will continue to be 90 percent at minimum increasing to 93 percent over the life of the charter.	ATS and Infinite Campus attendance reporting for 2020-21	Met	
Org Goal 7	Ninety percent of students grades K through 7 will re enroll at HTCS each year.	Internal enrollment data and ATS from 2020-21	Unable to Assess	NA
Org Goal 8	HTCS will maintain a wait list equal to at least 10 percent of school's enrollment over the life of the charter.	Schools internal waitlist and School mint Common Charter School Application data	Unable to Assess	NA
Org Goal 9	Teachers will express an overall satisfaction rate between 6 and 7 each year.	2020-21 NYC DOE School Quality Guide	Unable to Assess	NA
Org Goal 10	Parents will express an overall satisfaction rate between 6 and 7 each year	2020-21 NYC DOE School Quality Guide	Unable to Assess	NA
Org Goal 11	Students will express an overall satisfaction rate between 6 and 7 each year	2020-21 NYC DOE School Quality Guide	Unable to Assess	NA
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	Harriet Tubman Charter School will meet its annual budget targets.	Annual Board approved budget	Met	
Financial Goal 2	HTCS will meet its annual and 5th year budget targets as per its annual approved budget and the 5 year budget plan. (Final annual	Annual Fiscal Audit	Met	

	audit).			
Financial Goal 3	HTCS will maintain adequate internal controls and procedures in accordance with NYS law and GAAP practices. (Clean audits no material weaknesses or instances of non compliance).	Annual Fiscal Audit	Met	
Financial Goal 4	HTCS will maintain a sound system of financial accounting and reporting in accordance with GAAP. (Clean audits no material weaknesses or instances of non compliance)	Annual Fiscal Audit	Met	
Financial Goal 5	HTCS will maintain a sound and stable financial condition.	Annual Fiscal Audit and Composite Fiscal Score	Met	

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

No

**Thank you.**

**Entry 4 - Audited Financial Statements**

Completed Oct 30 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.**

### **Harriet Tubman Charter School - Audit Wrap-up Report June 30 2021**

**Filename:** Harriet Tubman Charter School Aud sICMycZ.pdf **Size:** 1.3 MB

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

Completed Dec 20 2021

### **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.**

### **Harriet Tubman CS BEDS-320900860823 2020-21**

**Filename:** Harriet Tubman CS BEDS 3209008608 GKZoizi.xlsx **Size:** 82.7 kB

## **Entry 4c - Additional Financial Documents**

Completed Nov 1 2021

**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

[1] 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.**

### **Management Letter - FINAL with signature**

**Filename:** Management Letter FINAL with signature.docx **Size:** 294.0 kB

### **Federal Single Audit 2020-21**

**Filename:** Federal Single Audit 2020 21.pdf **Size:** 118.3 kB

### **June 2021 Escrow Account Ending 1641**

**Filename:** June 2021 Escrow Account Ending 1641.pdf **Size:** 476.9 kB

### **HTCS - Audit Letter (10**

**Filename:** HTCS Audit Letter 10.12.21.pdf **Size:** 125.3 kB

### **BDO Statements re**

**Filename:** BDO Statements re. No Material Weaknesses.pdf **Size:** 120.9 kB

### **RE CSP Agreed Upon Procedures and Corrective Actions**

**Filename:** RE CSP Agreed Upon Procedures and yjc5EYS.pdf **Size:** 274.3 kB

### **Second Response to Audit Letter - Zayas 10 27 21**

**Filename:** Second Response to Audit Letter Z BdLZsOO.pdf **Size:** 153.5 kB

### **Renewal Agreement Escrow Language**

**Filename:** Renewal Agreement Escrow Language.docx **Size:** 114.3 kB

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

**Completed** Oct 31 2021

**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
	Michael Taylor	[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
	Marc Taub at BDO	[REDACTED]	[REDACTED]	1

### 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	Leslie Roper Thomas	237 West 35th St. Suite 301 New York, NY10001	[REDACTED]	[REDACTED]	5

## Entry 5 - Fiscal Year 2021-2022 Budget

**Completed** Oct 31 2021

**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.

## **[HTCS Final 2021-2022 SED Budget](#)**

**Filename:** HTCS Final 2021 2022 SED Budget.xlsx **Size:** 46.3 kB

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

**Completed** Oct 31 2021

### **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.

### **FINAL Financial Disclosure 2021 Form - K**

**Filename:** FINAL Financial Disclosure 2021 For 6nN1Mbs.doc **Size:** 139.3 kB

### **FINAL Financial Disclosure 2021 Form - M**

**Filename:** FINAL Financial Disclosure 2021 For XCyP4CC.doc **Size:** 57.9 kB

### **Financial Disclosure 2021 for Annual Report - M**

**Filename:** Financial Disclosure 2021 for Annua Z49xThx.doc **Size:** 54.8 kB

### **FINAL Financial Disclosure 2021 for Annual Report - R**

**Filename:** FINAL Financial Disclosure 2021 for wP3Leve.doc **Size:** 57.3 kB

### **FINAL Financial Disclosure Form - G**

**Filename:** FINAL Financial Disclosure Form G. Hunter.doc **Size:** 96.8 kB

### **Financial Disclosure 2021 for Annual Report - C**

**Filename:** Financial Disclosure 2021 for Annua ZhWB0bJ.doc **Size:** 105.0 kB

### **Financial Disclosure 2021 for Annual Report Revised- J**

**Filename:** Financial Disclosure 2021 for Annua gMC2MTc.doc **Size:** 162.3 kB

## [FINAL Financial Disclosure 2021 Form Revised - B](#)

**Filename:** FINAL Financial Disclosure 2021 Fo HyrnZeb.docx **Size:** 133.1 kB

## [Financial Disclosure Form - T](#)

**Filename:** Financial Disclosure Form T. Johnson .docx **Size:** 189.9 kB

# Entry 7 BOT Membership Table

**Completed** Oct 31 2021

## 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
			Finance & Audit					

1	Jerima DeWese		Chair	Grievance Personnel Governance Executive Facilities Fundraising Marketing	Yes	7	10/16/2021	11/01/2021	12
2	Cliff Frazier		Other	Facilities Finance & Audit Fundraising Marketing	Yes	4	11/20/2020	11/01/2025	5 or less
3	Barbara Gaillard Nowell		Secretary	Governance Executive Education Personnel Grievance	Yes	8	11/01/2019	11/01/2021	11
4	Mildred McGee		Trustee/Member	Education Fundraising Marketing Facilities	Yes	8	11/01/2019	11/01/2021	11
5	Rey Allen		Trustee/Member	Education Facilities Fundraising	Yes	4	11/01/2020	11/01/2022	12

				ing Marketi ng					
6	Marlon J. Dunbar		Trustee/ Member	Executiv e Finance & Audit Fundrais ing Marketi ng	Yes	4	11/01/2 020	11/01/2 022	8
7	Geraldine Hunter		Trustee/ Member	Executiv e Educati on Grievan ce Finance & Audit	Yes	4	11/01/2 020	11/01/2 022	10
8	Kinanda Williams -Murray		Trustee/ Member	Finance & Audit Grievan ce Personn el	Yes	1	11/01/2 020	11/01/2 022	10
9	Timothy Johnson		Parent Rep	Fundrais ing Marketi ng	No	1	11/01/2 020	11/01/2 022	7

**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	9
b.Total Number of Members Added During 2020-2021	2
c. Total Number of Members who Departed during 2020-2021	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	5-9

## 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 Oct 31 2021

### **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.

## [HTCSBoardMinutes 2020-07-07](#)

**Filename:** HTCSBoardMinutes 2020 07 07.pdf **Size:** 137.1 kB

## [HTCSBoardMinutes 2020-08-04](#)

**Filename:** HTCSBoardMinutes 2020 08 04.pdf **Size:** 436.9 kB

## [HTCSBoardMinutes 2020-09-15C](#)

**Filename:** HTCSBoardMinutes 2020 09 15C.pdf **Size:** 140.9 kB

## [HTCSBoardMinutes 2020-10-06C](#)

**Filename:** HTCSBoardMinutes 2020 10 06C.pdf **Size:** 162.3 kB

## [HTCSBoardMinutes 2020-11-10](#)

**Filename:** HTCSBoardMinutes 2020 11 10.pdf **Size:** 350.3 kB

## [HTCSBoardMinutes 2020-12-01C](#)

**Filename:** HTCSBoardMinutes 2020 12 01C.pdf **Size:** 165.6 kB

## [HTCSBoardMinutes 2021-01-05](#)

**Filename:** HTCSBoardMinutes 2021 01 05.pdf **Size:** 117.7 kB

## [HTCSBoardMinutes 2021-02-02](#)

**Filename:** HTCSBoardMinutes 2021 02 02.pdf **Size:** 197.8 kB

## [HTCSBoardMinutes 2021-03-02](#)

**Filename:** HTCSBoardMinutes 2021 03 02.pdf **Size:** 350.6 kB

## [HTCSBoardMinutes 2021-04-06](#)

**Filename:** HTCSBoardMinutes 2021 04 06.pdf **Size:** 169.4 kB

## [HTCSBoardMinutes 2021-05-04](#)

**Filename:** HTCSBoardMinutes 2021 05 04.pdf **Size:** 162.6 kB

## [HTCSBoardMinutes 2021-06-08](#)

**Filename:** HTCSBoardMinutes 2021 06 08.pdf **Size:** 138.1 kB

## **Entry 9 Enrollment & Retention**

**Completed** Oct 31 2021

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
Economically Disadvantaged	Used social media platforms such as Instagram, Twitter, and/or Snapchat to better advertise the academic success for ED, ELL, and ED students who enroll in HTCS; Held welcoming sessions for parents to meet teachers and learn about our curriculum; All Call outreach encouraged parents to enroll; Purchased a marquee to inform the community about enrollment opportunities and events at the school; School brochures were designed, printed, and distributed throughout the Bronx;	Continue weighted lottery 2 applicants for ED, SWD, and ELL students; Advertise HTCS social and emotional support interventions, Extended Day, and Saturday School; Screen households that are eligible for Free and Reduced lunch;

	Heavy investments were made for bus ads;	
English Language Learners	All of the above; Produced ads on social media in several languages; Utilized Google analytics to assess public response; Hired a Parent Coordinator familiar with the community and able to speak Spanish fluently; Director of Operations contacted and coordinated with the Bronx Borough Enrollment Office to heighten awareness of ELL programs at HTCS; Redesigned marketing materials highlighting ELL academic success; Continued the weighted lottery process	All of the above; Parent Coordinator will continue to make scheduled visits to early intervention programs to inform and educate ELL families of HTCS services and the academic success of ELL vs. CSD #9 and NYS students
Students with Disabilities	All of the above; FASSTeam developed MOUs with health and human service providers to partner with these organizations to refer potential SWD students; Parent Coordinator made scheduled visits to early intervention programs to inform and educate families about the services that HTCS offers; FASSTeam worked with teachers to identify students who might need Speech, OT, PT or other intervention services; Sped Coordinator partnered with the District CSE to improve the quality of services being provided to existing SWDs as well as to expedite the referral process; Sped Improvement Specialist worked with the Sped Coordinator to expedite referrals and share new instructional strategies;	All of the above. Provide additional resources for SWD recruitment activities and services; Survey currently enrolled HTCS families to recruit other SWD families; Sped Coordinator will continue to make scheduled visits to other community programs to inform and educate SWD families of HTCS services and the academic success of SWD vs. CSD #9 and NYS students



## Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	Promote the record of success for ED students vs. CSD #9 and NYS students; Develop positive relationships and uncommon support with ED students and parents to ensure fidelity to HTCS	Continue to promote the record of success for ED students vs. CSD #9 and NYS students; Develop positive relationships and uncommon support with ED students and parents to ensure fidelity to HTCS
English Language Learners	Continue to promote the record of success for ELL students vs. CSD #9 and NYS students; Develop positive relationships and uncommon support with ELL students and parents to ensure fidelity to HTCS	Continue to promote the record of success for ELL students vs. CSD #9 and NYS students; Develop positive relationships and uncommon support with ELL students and parents to ensure fidelity to HTCS; Work closely with HTCS teachers, FASSTeam, Parent Coordinator, and ELL service providers. and families to improve the academic and social milestones for all ELL students; The Board and school leadership will improve the appearance of the facility to attract more families. Enrollment numbers for ELLs will be reviewed at each monthly Board meeting. A
		Continue to promote the record of success for SWD students vs. CSD #9 and NYS students; Develop positive relationships and uncommon support with SWD students and parents to ensure fidelity to HTCS; Work closely with HTCS teachers, FASSTeam, SWD service providers. and families to improve the academic and social milestones for all SWD students; As per the HTCS Action Plan.

<p>Students with Disabilities</p>	<p>Continue to promote the record of success for SWD students vs. CSD #9 and NYS students; Develop positive relationships and uncommon support with SWD students and parents to ensure fidelity to HTCS</p>	<p>move the SWD students to higher levels of proficiency in ELA and Math (closer to the 75% benchmark); Monitor the progress of SWD performance on monthly assessments; Develop additional instructional supports and interventions for SWDs and closely communicate progress to parents; Review exemplars of successful SWD programs that could be used to improve student performance; HTCS leadership will prioritize and focus on strengthening enrollment, recruitment, and retention strategies for SWD students; The Board and school leadership will improve the appearance of the facility to attract more families. Enrollment numbers for SWD students will be reviewed at each monthly Board meeting.</p>
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**Entry 10 - Teacher and Administrator Attrition**

Completed Oct 31 2021

**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>.

---

### **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** Oct 31 2021

### **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)	2
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	1
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	2
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)	1
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 C: not to exceed 5	1.0

**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	0

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

	FTE Count
Total Category E	33

## CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	44



Thank you.

## Entry 12 Organization Chart

Completed Oct 31 2021

### [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

### **[HTCS Organization Flow Chartupdate XJWpsn5](#)**

**Filename:** HTCS Organization Flow Chartupdate XJWpsn5.pdf **Size:** 172.0 kB

## Entry 13 School Calendar

Completed Oct 31 2021

### [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.**



## **[HTCS School Calendar-2021-22](#)**

**Filename:** HTCS School Calendar 2021 22.pdf **Size:** 660.3 kB

## **[ACADEMIC CALENDAR REV 08](#)**

**Filename:** ACADEMIC CALENDAR REV 08.16.21doc.pdf **Size:** 212.7 kB

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

**Completed** Oct 31 2021

## **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:** Harriet Tubman Charter School

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**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://www.htcsbronx.org/apps/pages/index.jsp?uREC_ID=264185&amp;type=d&amp;termREC_ID=&amp;pREC_ID=860888">https://www.htcsbronx.org/apps/pages/index.jsp?uREC_ID=264185&amp;type=d&amp;termREC_ID=&amp;pREC_ID=860888</a>
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	<a href="https://www.htcsbronx.org/apps/pages/index.jsp?uREC_ID=385369&amp;type=d&amp;termREC_ID=&amp;pREC_ID=721895&amp;hideMenu=1">https://www.htcsbronx.org/apps/pages/index.jsp?uREC_ID=385369&amp;type=d&amp;termREC_ID=&amp;pREC_ID=721895&amp;hideMenu=1</a>
2a. Webcast of Board Meetings (per Governor's Executive Order)	<a href="https://us02web.zoom.us/j/86328245131?pwd=TEYwTkjVaTRmSEFRamdoL3VRMnFtUT09">https://us02web.zoom.us/j/86328245131?pwd=TEYwTkjVaTRmSEFRamdoL3VRMnFtUT09</a>
3. Link to NYS School Report Card	<a href="https://www.htcsbronx.org/apps/pages/index.jsp?uREC_ID=264185&amp;type=d&amp;termREC_ID=&amp;pREC_ID=860888">https://www.htcsbronx.org/apps/pages/index.jsp?uREC_ID=264185&amp;type=d&amp;termREC_ID=&amp;pREC_ID=860888</a>
4. Lottery Notice announcing date of lottery	<a href="https://www.htcsbronx.org/apps/news/show_news.jsp?REC_ID=714260&amp;id=0">https://www.htcsbronx.org/apps/news/show_news.jsp?REC_ID=714260&amp;id=0</a>
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	<a href="https://www.htcsbronx.org/HTCS%20DASA%20Policy.pdf">https://www.htcsbronx.org/HTCS%20DASA%20Policy.pdf</a>
6. District-wide Safety Plan	<a href="https://www.htcsbronx.org/apps/links/">https://www.htcsbronx.org/apps/links/</a>
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	<a href="https://www.htcsbronx.org/apps/links/">https://www.htcsbronx.org/apps/links/</a>
7. Authorizer-Approved FOIL Policy	<a href="https://www.htcsbronx.org/apps/links/">https://www.htcsbronx.org/apps/links/</a>
8. Subject matter list of FOIL records	<a href="https://www.htcsbronx.org/apps/links/">https://www.htcsbronx.org/apps/links/</a>

**Thank you.**



A row of empty, modern office chairs is positioned in a meeting room. The chairs are dark-colored with high backs and are arranged in a line, facing away from the camera. In the background, there are large windows with a grid pattern, allowing natural light to enter the room. The overall atmosphere is professional and clean.

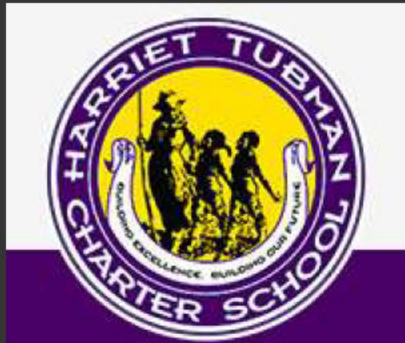
Report to the Audit Committee

# HARRIET TUBMAN CHARTER SCHOOL

Audit Wrap Up:  
Year Ended June 30, 2021

**IBDO**<sup>®</sup>

# Report to the Audit Committee



Audit Wrap Up:  
Year Ended June 30, 2021



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QUICK ACCESS TO THE FULL REPORT

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### HARRIET TUBMAN CHARTER SCHOOL AUDIT WRAP UP PRESENTATION

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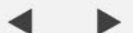
## SECTION 2

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### DRAFT HARRIET TUBMAN CHARTER SCHOOL FINANCIAL STATEMENTS AND SUPPLEMENTARY INFORMATION

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The following communication was prepared as part of our audit, has consequential limitations, and is intended solely for the information and use of those charged with governance (e.g., Board of Directors and Audit Committee) and, if appropriate, management of the Client and is not intended and should not be used by anyone other than these specified parties.



# Welcome

October 29, 2021

To the Audit Committee

Harriet Tubman Charter School

Professional standards require us to communicate with you regarding matters related to the audit, that are, in our professional judgment, significant and relevant to your responsibilities in overseeing the financial reporting process. On August 11, 2021, we presented an overview of our plan for the audit of the financial statements including the schedule of expenditures of federal awards of Harriet Tubman Charter School (“the School”) as of and for the year ended June 30, 2021, including a summary of our overall objectives for the audit, and the nature, scope, and timing of the planned audit work.

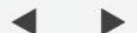
This communication is intended to elaborate on the significant findings from our audit, including our views on the qualitative aspects of the School’s accounting practices and policies, management’s judgments and estimates, financial statement disclosures, and other required matters.

We are pleased to be of service to the School and look forward to meeting with you on October 29, 2021 to discuss our audit findings, as well as other matters that may be of interest to you, and to answer any questions you might have.

Respectfully,

*BDO USA, LLP*

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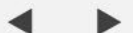


# Executive Summary

# Status of Our Audit

We have substantially completed our audit of the financial statements as of and for the year ended June 30, 2021. Our audit was conducted in accordance with auditing standards generally accepted in the United States of America and *Government Auditing Standards*. This audit of the financial statements does not relieve management or those charged with governance of their responsibilities.

- ▶ The objective of our audit was to obtain reasonable - not absolute - assurance about whether the financial statements are free from material misstatements.
- ▶ The scope of the work performed was substantially the same as that described to you in our earlier Audit Planning communications.
- ▶ We expect to issue an unmodified opinion on the financial statements and release our report on October 29, 2021.
- ▶ We expect to issue an unmodified opinion on the School's Single Audit report, including the Schedule of Expenditures of Federal Awards (SEFA).
- ▶ In planning and performing our audit of the SEFA, we considered the School's internal control over compliance with requirements that could have a direct and material effect on its major federal program(s) to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with GAS and Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance.
- ▶ Our responsibility for other information in documents containing the School's audited financial statements does not extend beyond the financial information identified in the audit report, and we are not required to perform procedures to corroborate such other information. However, in accordance with professional standards, we have read the information included by the School and considered whether such information, or the manner of its presentation, was materially inconsistent with its presentation in the financial statements. Our responsibility also includes calling to management's attention any information that we believe is a material misstatement of fact. We have not identified any material inconsistencies or concluded there are any material misstatements of facts in the other information that management has chosen not to correct.
- ▶ All records and information requested by BDO were freely available for our inspection.
- ▶ Management's cooperation was excellent. We received full access to all information that we requested while performing our audit, and we acknowledge the full cooperation extended to us by all levels of the School's personnel throughout the course of our work.





# Highlights: Results of the Audit

## ACCOUNTING PRACTICES, POLICIES, ESTIMATES

The following summarizes the more significant required communications related to our audit concerning the School's accounting practices, policies, and estimates:

The School's significant accounting practices and policies are those included in Note 2 of the financial statements. These accounting practices and policies are appropriate, comply with generally accepted accounting principles and industry practice, were consistently applied, and are adequately described within Note 2 of the financial statements.

- ▶ A summary of recently issued accounting pronouncements is included in Note 2 of the School's financial statements.
- ▶ The School adopted Accounting Standards Update (ASU) 2014-09, *Revenue from Contracts with Customers* (Topic 606), as of July 1, 2020, using the modified-retrospective approach. The update outlines a single comprehensive model for entities to use in accounting for revenue arising from contracts with customers and supersedes most current recognition guidance, including industry-specific guidance. The core principle of the revenue recognition standard is that an entity recognizes revenue to depict the transfer of goods or services to customers in an amount that reflects the consideration to which the entity expects to be entitled in exchange for those goods or services. The adoption of this update had no effect on School's financial position and changes in net assets.
- ▶ The School adopted ASU 2020-07, *Presentation and Disclosures by Not-For-Profit Entities for Contributed Nonfinancial Assets* (Topic 958), retrospectively as of July 1, 2020. The update requires not-for-profits to present contributed nonfinancial assets as a separate line item in the statement of activities, and to disclose information regarding each type of contributed nonfinancial assets. The adoption of this update had no effect on the School's change in net assets or cash flows.
- ▶ There were no other changes in significant accounting policies and practices during the year ended June 30, 2021.

Significant estimates are those that require management's most difficult, subjective, or complex judgments, often as a result of the need to make estimates about the effects of matters that are inherently uncertain. The School's significant accounting estimates, including a description of management's processes and significant assumptions used in development of the estimates, are disclosed in Note 2 of the financial statements.

### Significant Accounting Estimates

---

Allowances on Grants and Other Receivables

---

Useful Lives of Fixed Assets

---

Allocation of Functional Expenses

---

Fair Value Measurements

---

- ▶ Management did not make any significant changes to the processes or significant assumptions used to develop the significant accounting estimates during the year ended June 30, 2021.

# Highlights: Results of the Audit

## CORRECTED AND UNCORRECTED MISSTATEMENTS

Please refer to the Adjusting Journal Entries (AJEs) report in Appendix A for the full list of adjusting journal entries made during the year ended June 30, 2021.

There were no uncorrected misstatements, other than those that were clearly trivial, related to accounts and/or disclosures that we presented to management.



# Highlights: Results of the Audit - Assets

ASSETS			
	2021	2020	Change
Cash	\$ 3,235,603	\$ 2,597,849	\$ 637,754
Cash - restricted	75,000	75,000	-
Grants and other receivables	799,567	648,133	151,434
Prepaid expenses	39,813	2,674	37,139
Property and equipment, net	1,126,867	386,512	740,355
Security deposits	128,900	128,900	-
	<u>\$ 5,405,750</u>	<u>\$ 3,839,068</u>	<u>\$ 1,566,682</u>

- ▶ Cash flows fluctuation year to year depending on timing of payments and receipts at year end.
- ▶ The increase in fixed assets due to additions during the year of approximately \$1,037,000.

# Highlights: Results of the Audit - Liabilities and Net Assets

LIABILITIES AND NET ASSETS			
	2021	2020	Change
Accounts payable and accrued expenses	\$ 1,069,658	\$ 647,678	\$ 421,980
Obligation under capital lease	-	4,480	(4,480)
Accrued salaries and other payroll related expenses	532,548	550,861	(18,313)
Deferred revenue	58,846	-	58,846
<b>Total Liabilities</b>	<b>\$ 1,661,052</b>	<b>\$ 1,203,019</b>	<b>\$ 458,033</b>
Net assets - without donor restrictions	3,744,698	2,636,049	1,108,649
<b>Total Liabilities and Net Assets</b>	<b>\$ 5,405,750</b>	<b>\$ 3,839,068</b>	<b>\$ 1,566,682</b>

- ▶ The increase in net assets is a result of prior year net income.



# Highlights: Results of the Audit - Liabilities and Net Assets

NET ASSETS			
	2021	2020	Change
Net assets - without donor restrictions	\$ 3,744,698	\$ 2,636,049	\$ 1,108,649
Reconciliation of the Change in Net Assets			
	2021	2020	
Change in Net Assets	1,108,649	1,012,500	
Net change	96,149		
The following represents significant fluctuations in the change in net assets between the current and prior year:			
Decrease in revenue and support	\$ (704,012)	Refer to page 12	
Decrease in expenses	800,521	Refer to page 13	
	\$ 96,509		

# Highlights: Results of the Audit - Revenues

REVENUE AND OTHER SUPPORT					
	<i>Without Donor</i>	<i>With Donor</i>			
	<i>Restrictions</i>	<i>Restrictions</i>	2021	2020	Change
State and local per pupil operating revenue	\$ 10,459,844	\$ -	\$ 10,459,844	\$ 11,386,838	\$ (926,994)
Government grants and contracts	1,042,375	-	1,042,375	820,428	221,947
Other Income	1,386	-	1,386	351	1,035
	<u>\$ 11,503,605</u>	<u>\$ -</u>	<u>\$ 11,503,605</u>	<u>\$ 12,207,617</u>	<u>\$ (704,012)</u>

- ▶ The decrease in per-pupil funding is mainly due to the decrease in scholar count in both general education and special education FTEs in the School (see below).

FTE BREAKDOWN			
	2021	2020	Change
Total General Education FTE	604	666	(62)
Special Education FTE Breakdown			
Less than 20%	18	28	(10)
Between 20% and 60%	9	6	3
More than 60%	35	24	11
	<b>62</b>	<b>58</b>	<b>4</b>

# Highlights: Results of the Audit - Expenses

EXPENSES			
	2021	2020	Change
Program services:			
General education	\$ 7,142,010	\$ 8,046,738	\$ (904,728)
Special education	1,899,820	1,800,615	99,205
Total Program services	<u>\$ 9,041,830</u>	<u>\$ 9,847,353</u>	<u>\$ (805,523)</u>
Supporting services:			
Management and general	\$ 1,353,126	\$ 1,346,764	\$ 6,362
Fundraising	-	1,360	(1,360)
Total Supporting services	<u>\$ 1,353,126</u>	<u>\$ 1,348,124</u>	<u>\$ 5,002</u>
Total Expenses	<u>\$ 10,394,956</u>	<u>\$ 11,195,477</u>	<u>\$ (800,521)</u>

- ▶ The decrease in program services expenses is mainly due to the decrease in personnel service costs in FY 2021. This increase is relative to the increase in scholars/FTEs in general education and special education.

## Highlights: Results of the Audit - Expenses (continued)

	2021	2020	Change
Program services expense	\$ 9,041,830	\$ 9,847,353	\$ (805,523)
Management and general	1,353,126	1,348,124	5,002
Total FTE of Gen Ed Scholars	604	666	(62)
Program services expense per Scholar	14,970	14,786	184
General and administrative per Scholar	2,240	2,024	216
	\$ 17,210	\$ 16,810	\$ 400

- ▶ Management and general expenses include accounting fees and payroll costs for School Operations and Administrative employees.

	2021	2020	Change
Significant Expense Fluctuations			
Salaries and staff	\$ 5,625,495	\$ 5,977,612	\$ (352,117)

- ▶ Decrease in salaries is driven by the decrease in the average number of employees from prior year to current year.

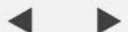


# Highlights: Results of the Audit - Expenses (continued)

FUNCTIONAL CLASS ANALYSIS (\$)						
	Program Services			Supporting Services		Total Expenses
	Regular Education	Special Education	Total	Management and General	Fundraising	
June 30, 2021	\$ 7,142,010	\$ 1,899,820	\$ 9,041,830	\$ 1,353,126	\$ -	\$ 10,394,956
June 30, 2020	8,046,738	1,800,615	9,847,353	1,346,764	1,360	11,195,477
Increase / (Decrease) (\$)	\$ (904,728)	\$ 99,205	\$ (805,523)	\$ 6,362	\$ (1,360)	\$ (800,521)

FUNCTIONAL CLASS ANALYSIS (%)						
	Program Services			Supporting Services		Total Expenses
	Regular Education	Special Education	Total	Management and General	Fundraising	
June 30, 2021	68.71%	18.28%	86.98%	13.02%	0.00%	100%
June 30, 2020	72.00%	16.00%	87.96%	12.03%	0.01%	100%
Increase / (Decrease) (%)	-3.29%	2.28%	-0.98%	0.99%	-0.01%	

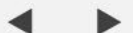
- ▶ Refer to Historical trends section for the School's functional expenses categories relationship for FY 2018 through FY 2021.



# Highlights: Results of the Single Audit

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS				
FEDERAL GRANTOR/PASS-THROUGH GRANTOR/PROGRAM OR CLUSTER TITLE	FEDERAL CFDA NUMBER	PASS-THROUGH ENTITY IDENTIFYING NUMBER	PROVIDED TO SUBRECIPIENTS	FEDERAL EXPENDITURES
<b>U.S. Department of Education:</b>				
Passed through the New York State Education Department:				
Title I - Grants to Local Educational Agencies (Title I Part A of the ESEA)	84.010	Not Applicable	\$ -	\$ 406,722
Title II - Supporting Effective Instruction State Grants	84.367	Not Applicable	-	68,449
Title IV - Student Support and Academic Enrichment Program	84.424	Not Applicable	-	32,294
Elementary and Secondary School Emergency Relief Fund (ESSER)	84.425D	Not Applicable	-	292,768
Special Education Cluster (IDEA), Individuals with Disabilities Education Act	84.027	Not Applicable	-	27,666
Charter Schools Programs - Response to COVID-19 Grants	84.424	Not Applicable	-	48,183
<b>Total U.S. Department of Education</b>				<b>876,082</b>
<b>U.S. Department of Agriculture:</b>				
Passed through the New York State Education Department:				
School Breakfast Program	10.553	Not Applicable	-	12,792
<b>Total Expenditures of Federal Awards</b>			<b>\$ -</b>	<b>\$ 888,874</b>

- ▶ For FY 2021, the School had applicable federal expenditures amounting to \$888,874. This amount was greater than the \$750,000 established dollar threshold and therefore subject to Single Audit under Uniform Guidance.
- ▶ Due to the School not being subject to Single Audit in one of the past two audit periods, the School does not qualify as a low-risk auditee.

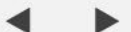


# Highlights: Results of the Single Audit (continued)

IDENTIFICATION OF MAJOR FEDERAL PROGRAMS	
CFDA Number	Name of Federal Program or Cluster
84.367	Title II - Supporting Effective Instruction State Grants
84.425D	Elementary and Secondary School Emergency Relief Fund (ESSER)

- ▶ Based on our evaluations of federal programs included in the Schedule of Expenditures of Federal Awards (SEFA), major programs audited in FY 2021 includes Title II and ESSER I.

SUMMARY OF AUDITORS RESULTS ON FEDERAL AWARDS			
Internal control over major programs:			
Material weakness(es) identified?	<u>          </u> yes	<u>  X  </u> no	
Significant deficiency(ies) identified?	<u>          </u> yes	<u>  X  </u> none reported	
Type of auditor's report issued on compliance for major federal programs:	Unmodified		
Any audit findings disclosed that are required to be reporting in accordance with 2 CFR 20.516(a)?	<u>          </u> yes	<u>  X  </u> no	





# Highlights: Results of the Audit

## QUALITY OF THE SCHOOL'S FINANCIAL REPORTING

A discussion was held regarding the quality of the School's financial reporting, which included:



# Recent Accounting Pronouncements

## OVERVIEW - LEASE ACCOUNTING

**Summary:** In 2016, the Financial Accounting Standards Board (FASB) issued its highly-anticipated leasing standard in [ASU 2016-02, Leases \(ASC Topic 842\)](#) for both lessees and lessors. Under its core principle, a lessee will recognize right-of-use (“ROU”) assets and related lease liabilities on the balance sheet/statement of financial position for all arrangements with terms longer than 12 months. The pattern of expense recognition in the income statement/statement of activities will depend on a lease’s classification.

Lessor accounting remains largely consistent with previous U.S. GAAP, but has been updated for consistency with the new lessee accounting model and with the new revenue standard, ASC 606.

The standard is effective for nonpublic business entities for fiscal years beginning after December 15, 2021 and will be effective for the Schools in fiscal year 2023.

## OVERVIEW - PRESENTATION AND DISCLOSURE BY NOT-FOR-PROFIT ENTITIES FOR CONTRIBUTED NONFINANCIAL ASSETS

**Summary:** In 2020, the Financial Accounting Standards Board (FASB) issued [ASU 2020-07, Presentation and Disclosures by Not-For-Profit Entities for Contributed Nonfinancial Assets \(ASC Topic 958\)](#). The context of the ASU is enhanced transparency and therefore more disclosure regarding how much an organization receives, how it is valued and how it is used. The update requires not-for-profits to present contributed nonfinancial assets as a separate line item on the statement of activities, and to disclosure information regarding each type of contributed nonfinancial assets.

The standard becomes effective for annual periods beginning after June 15, 2021.



# Internal Control Over Financial Reporting

# Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

Our consideration of internal control was for the limited purpose described above and was not designed to identify all deficiencies in internal control that might be significant deficiencies or material weaknesses.

We are required to communicate, in writing, to those charged with governance all material weaknesses and significant deficiencies that have been identified in the School's internal control over financial reporting. The definitions of control deficiency, significant deficiency and material weakness follow:

Category	Definition
Control Deficiency	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.
Significant Deficiency	A deficiency or 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.
Material Weakness	A deficiency or combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis.

In conjunction with our audit of the financial statements, we noted no material weaknesses.



# Additional Required Communications



# Other Required Communications

Following is a summary of other required items, along with specific discussion points as they pertain to the School:

Requirement	Discussion Point
Significant changes to planned audit strategy or significant risks initially identified	There were no significant changes to the planned audit strategy or significant risks initially identified and previously communicated to those charged with governance as part of our Audit Planning communications.
Obtain information from those charged with governance relevant to the audit	There were no matters noted relevant to the audit, including, but not limited to: violations or possible violations of laws or regulations; risks of material misstatement, including fraud risks; or tips or complaints regarding the School's financial reporting that we were made aware of as a result of our inquiry of those charged with governance.
Nature and extent of specialized skills or knowledge needed related to significant risks	There were no specialized skills or knowledge needed, outside of the core engagement team, to perform the planned audit procedures or evaluate audit results related to significant risks.
Consultations with other accountants	We are not aware of any consultations about accounting or auditing matters between management and other independent public accountants. Nor are we aware of opinions obtained by management from other independent public accountants on the application of generally accepted accounting principles.
Significant findings and issues arising during the audit in connection with the School's related parties	We have evaluated whether the identified related party relationships and transactions have been appropriately identified, accounted for, and disclosed and whether the effects of the related party relationships and transactions, based on the audit evidence obtained, prevent the financial statements from achieving fair presentation.
Significant findings or issues arising during the audit that were discussed, or were the subject of correspondence, with management	There were no significant findings or issues arising during the audit that were discussed, or were the subject of correspondence, with management.
Disagreements with management	There were no disagreements with management about matters, whether or not satisfactorily resolved, that individually or in aggregate could be significant to the School's financial statements or to our auditor's report.
Significant difficulties encountered during the audit	There were no significant difficulties encountered during the audit.

# Other Required Communications

Following is a summary of other required items, along with specific discussion points as they pertain to the School:

Requirement	Discussion Point
Matters that are difficult or contentious for which the auditor consulted outside the engagement team	There were no difficult or contentious matters that we consulted with others outside the engagement team that we reasonably determined to be relevant to those charged with governance regarding their oversight of the financial reporting process.
If applicable, other matters significant to the oversight of the School's financial reporting process, including complaints or concerns regarding accounting or auditing matters	We recommend the School to perform an inventory count of fixed assets every two years. In addition, if the School purchased any fixed assets under Federal awards, the School must keep track of all capitalized assets. If it is determined in the future the fixed asset is to be disposed, the School must develop a plan and request disposition instructions from the Federal awarding agency if required by the terms and conditions of the Federal award.
Representations requested from management	Please refer to the management representation letter.

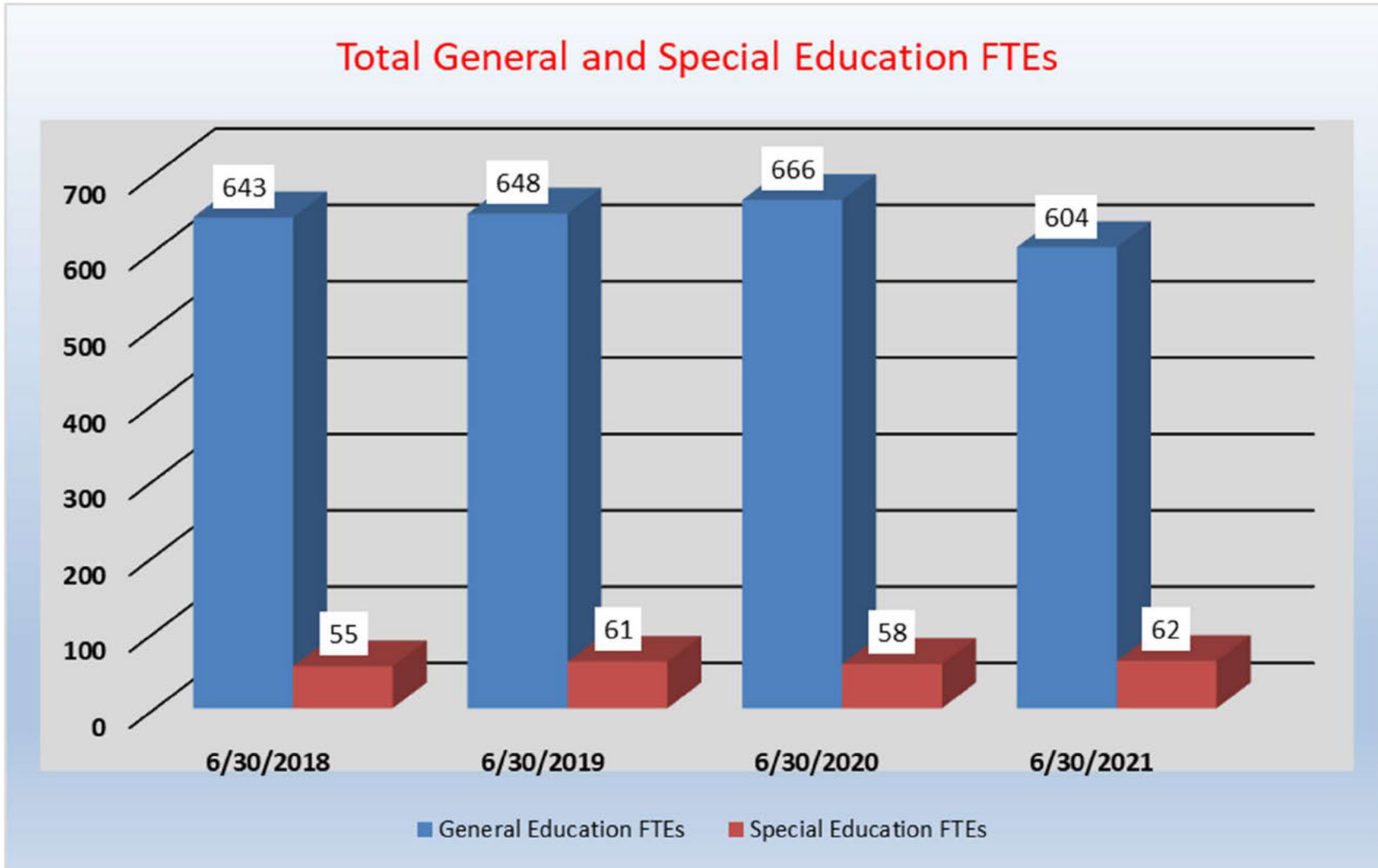
# Independence

Our engagement letter to you dated August 11, 2021 describes our responsibilities in accordance with professional standards and certain regulatory authorities and *Government Auditing Standards* with regard to independence and the performance of our services. This letter also stipulates the responsibilities of the School with respect to independence as agreed to by the School. Please refer to that letter for further information.

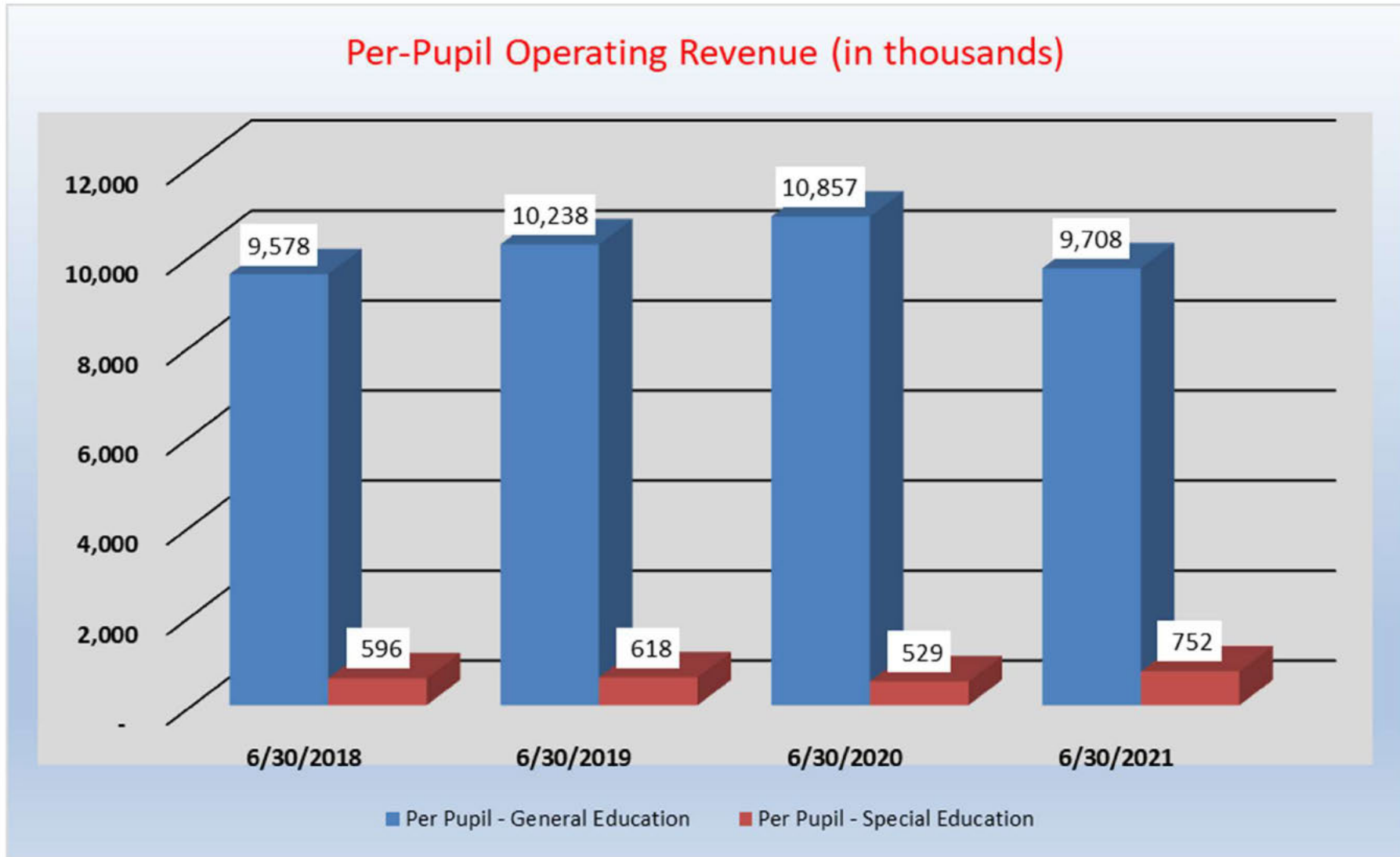




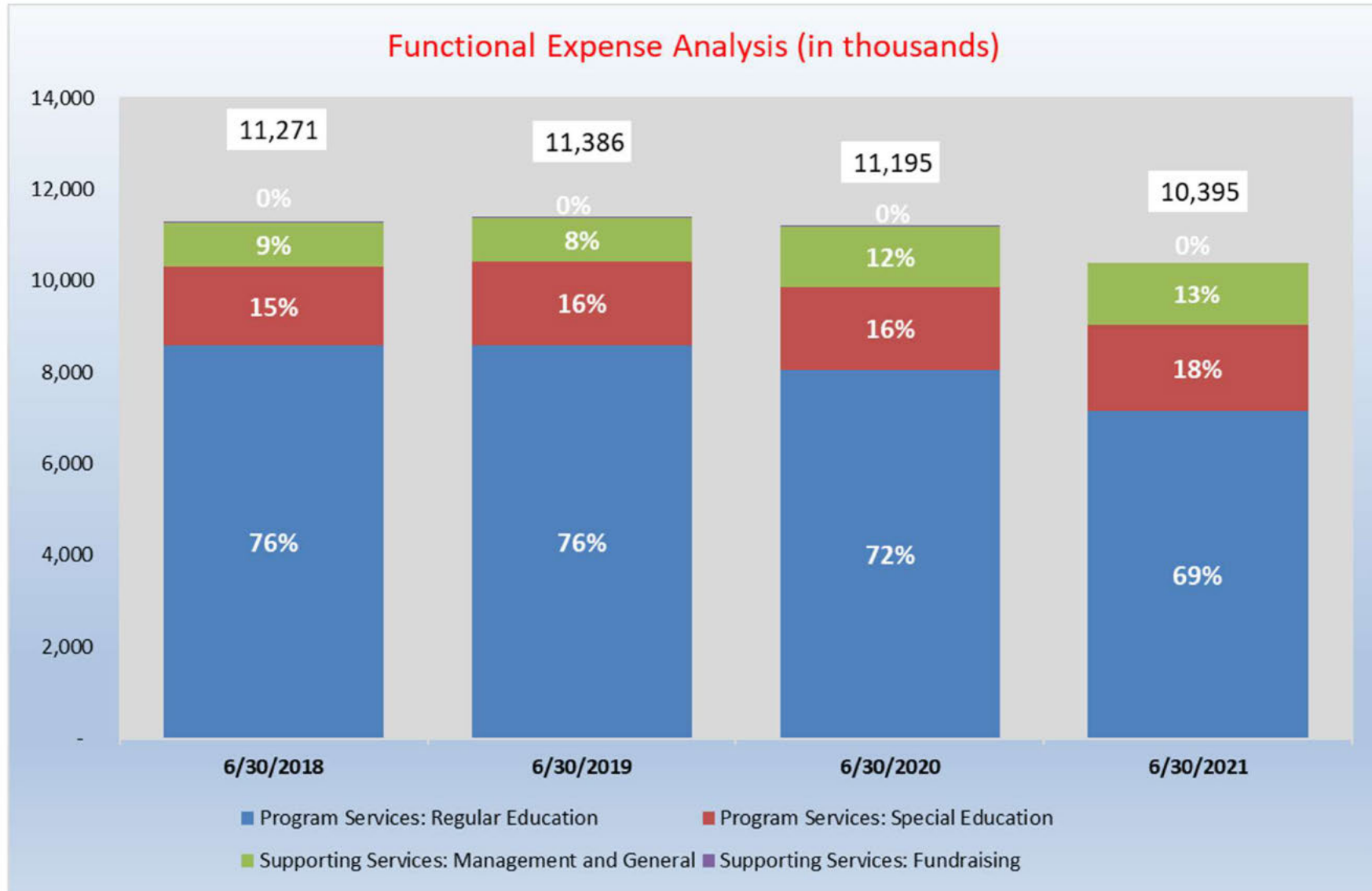
# Harriet Tubman Charter School- Historical Trends



# Harriet Tubman Charter School- Historical Trends



# Harriet Tubman Charter School- Historical Trends






# Appendix

# Appendix A - Schedule of Adjusting Journal Entries Report

## ADJUSTED JOURNAL ENTRIES REPORT

<u>Item #</u>	<u>Account Name and Adjustment Description</u>	<u>Debit</u>	<u>Credit</u>
1	To accrue for FY21 single audit fees Professional Services/Contracted:Accounting & Audit Fees Accrued Expenses	\$ 8,500	\$ 8,500
2	To adjust Title IIA to approved amount Grants Receivable Federal Grants:Title IIA	\$ 1,201	\$ 1,201
3	To reverse the disposal of Playground Furniture, Fixtures & Equipment:Playground Accumulated Depreciation	\$ 97,000	\$ 97,000





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Material discussed in this publication is meant to provide general information and should not be acted on without professional advice tailored to your needs.

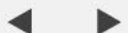
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# Results of the Federal Single Audit

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS				
FEDERAL GRANTOR/PASS-THROUGH GRANTOR/PROGRAM OR CLUSTER TITLE	FEDERAL CFDA NUMBER	PASS-THROUGH ENTITY IDENTIFYING NUMBER	PROVIDED TO SUBRECIPIENTS	FEDERAL EXPENDITURES
<b><u>U.S. Department of Education:</u></b>				
Passed through the New York State Education Department:				
Title I - Grants to Local Educational Agencies (Title I Part A of the ESEA)	84.010	Not Applicable	\$ -	\$ 406,722
Title II - Supporting Effective Instruction State Grants	84.367	Not Applicable	-	68,449
Title IV - Student Support and Academic Enrichment Program	84.424	Not Applicable	-	32,294
Elementary and Secondary School Emergency Relief Fund (ESSER)	84.425D	Not Applicable	-	292,768
Special Education Cluster (IDEA), Individuals with Disabilities Education Act	84.027	Not Applicable	-	27,666
Charter Schools Programs - Response to COVID-19 Grants	84.424	Not Applicable	-	48,183
<b>Total U.S. Department of Education</b>				<b>876,082</b>
<b><u>U.S. Department of Agriculture:</u></b>				
Passed through the New York State Education Department:				
School Breakfast Program	10.553	Not Applicable	-	12,792
<b>Total Expenditures of Federal Awards</b>			<b>\$ -</b>	<b>\$ 888,874</b>

- ▶ For FY 2021, the School had applicable federal expenditures amounting to \$888,874. This amount was greater than the \$750,000 established dollar threshold and therefore subject to Single Audit under Uniform Guidance.
- ▶ Due to the School not being subject to Single Audit in one of the past two audit periods, the School does not qualify as a low-risk auditee.

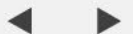


Highlights: Results of the Single Audit (continued)

IDENTIFICATION OF MAJOR FEDERAL PROGRAMS	
CFDA Number	Name of Federal Program or Cluster
84.367	Title II - Supporting Effective Instruction State Grants
84.425D	Elementary and Secondary School Emergency Relief Fund (ESSER)

- ▶ Based on our evaluations of federal programs included in the Schedule of Expenditures of Federal Awards (SEFA), major programs audited in FY 2021 includes Title II and ESSER I.

SUMMARY OF AUDITORS RESULTS ON FEDERAL AWARDS			
Internal control over major programs:			
Material weakness(es) identified?	_____	yes	<input checked="" type="checkbox"/> no
Significant deficiency(ies) identified?	_____	yes	<input checked="" type="checkbox"/> none reported
Type of auditor's report issued on compliance for major federal programs:	Unmodified		
Any audit findings disclosed that are required to be reporting in accordance with 2 CFR 20.516(a)?	_____	yes	<input checked="" type="checkbox"/> no





# Statement

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35 HARRIET TUBMAN CHARTER SCHOOL  
 3565 THIRD AVENUE  
 BRONX NY 10456

Account Number: [REDACTED]  
 Last Statement: 5/02/2021  
 Statement Date: 6/02/2021

\*\*\*\*\*

\*\*\* ExtraValue Checking 4353161641 \*\*\* Escrow Account

**ACCOUNT SUMMARY**

Beginning Balance:	75,000.00	DISSOLUTION ACCOUNT
Deposits/Credits:	.00	
Withdrawals/Debits:	.00	
Ending Balance:	75,000.00	

**SUMMARY OF ACCOUNTS**

Deposit Accounts

AP	Account	Balance	Rate%	YTD-Int	YTD-Penalty	Maturity
CK	[REDACTED]	75,000.00		.00		

The T-Bill Indexed Money Market APY for June 2021, for all tiers, will remain unchanged at .01%. Due to market conditions the indexed formula was not applied for June 2021.

You can prevent identity theft.  
 Read our 7 ways to protect your information at [applebank.com/IdentityTheft](http://applebank.com/IdentityTheft)  
 Think you may be a victim?  
 Contact us immediately by calling Customerline at 914-902-2775.  
 Our TDD number is 800-824-0710.





**BALANCE YOUR STATEMENT AND CHECKBOOK USING THE FOLLOWING STEPS:**

**FIRST, start with your Account Register/Checkbook:**

1. Enter your Account Register/Checkbook Balance \_\_\_\_\_ \$ \_\_\_\_\_
2. Subtract service charges or other deductions not previously recorded that are shown on this statement \_\_\_\_\_ \$ \_\_\_\_\_
3. Add credits not previously recorded that are shown on this statement (for example, interest) \_\_\_\_\_ \$ \_\_\_\_\_
4. NEW ACCOUNT REGISTER BALANCE \_\_\_\_\_ \$ \_\_\_\_\_

**NOW, with your Account Statement:**

1. Enter your Statement Ending Balance \_\_\_\_\_ \$ \_\_\_\_\_
2. Add deposits not shown on this statement \_\_\_\_\_ \$ \_\_\_\_\_

SUBTOTAL \_\_\_\_\_ \$ \_\_\_\_\_

3. List all outstanding checks, ATM, Debit Card and other electronic withdrawals

Checks, ATM/Debit Card, Electronic Withdrawals		Checks, ATM/Debit Card, Electronic Withdrawals		Checks, ATM/Debit Card, Electronic Withdrawals	
Date/Check#	Amount	Date/Check#	Amount	Date/Check#	Amount
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

4. TOTAL OF OUTSTANDING CHECKS, ATM, Debit Card and other electronic withdrawals \_\_\_\_\_ \$ \_\_\_\_\_
5. Subtract total outstanding checks, ATM, Debit Card and other electronic withdrawals from Subtotal  
This Balance should match your new Account Register Balance \_\_\_\_\_ \$ \_\_\_\_\_

**LINES OF CREDIT**

For credit line accounts described below ("Credit Lines"), we figure interest charges ("Interest") by applying the "daily periodic rate" (as shown on the statement) to the "daily balance" of the Credit Line, including current transactions. To get the daily balance, take the beginning Credit Line balance each day, add new advances/fees, and subtract unpaid interest or other fees, and payments or credits. To determine interest for a billing cycle, multiply each daily balance by the applicable daily periodic rate, and then add daily interest charges together.

**PAYMENTS (Unsecured Line - Consumers Only):** All deposits and other credits made to your checking account will automatically be credited at the close of each business day towards payment of any outstanding principal balance on your Credit Line. You may repay your new balance at any time, in whole or part. However, on the due date of each billing cycle, the minimum installment due will be automatically deducted from your checking account to the extent that deposits made during the cycle have not satisfied that installment. Each minimum installment payment will consist of the Interest, late charges and amount past due, plus the regular repayment of the principal based upon the terms contained in your agreement with the Bank (i.e., 1/60th of the unpaid principal balance, with a minimum payment of \$20).

**PAYMENTS (Secured Line - Consumers and Business):** Each minimum installment will consist of the interest, late charges and amount past due, plus the regular repayment of principal, based upon the terms contained in your agreement with the Bank (i.e., 1/60th of the unpaid principal balance, with a minimum payment of \$75). The minimum monthly installment payment will be automatically deducted from your checking account on the due date of your billing cycle, every month. The due date of your billing cycle is twenty (20) days following the closing date of your checking account cycle. If this day falls on a Saturday, Sunday or Bank Holiday, the due date of your billing cycle will be the next business day. You may prepay your new balance at any time, in whole or part. Additional payments to the Credit Line during the first twenty (20) days of each new billing cycle will first be applied towards payment of the minimum monthly installment required to be made on the due date. Amounts paid in excess of the required minimum monthly installment will be credited to the outstanding principal balance on your Credit Line and will not count towards any minimum monthly installment payment.

**DISCLOSURE REQUIRED UNDER THE FEDERAL FAIR CREDIT BILLING ACT**

**IN CASE OF ERRORS OR INQUIRIES ABOUT YOUR BILL**

If you suspect there is an error in your Line of Credit bill or if you need more information about a transaction appearing on your statement, write us a letter on a separate sheet of paper and mail it to the address below. Write us as soon as possible. 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. You may call us with your inquiry but doing so will not preserve your rights.

In your letter, please give us the following information:

- Your name and account number.
- The dollar amount of the suspected error.
- Describe the error and explain, if you can, why you believe there is an error. If you need more information, describe the item you are unsure about.

You remain obligated to pay the parts of your bill not in dispute during the time we are resolving the dispute, but you do not have to pay any amount in dispute. During that time, we may not take any action to collect disputed amounts or report disputed amounts as delinquent.

**DISCLOSURE REQUIRED UNDER ELECTRONIC FUNDS TRANSFER ACT**

**IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC TRANSFERS:** Call the Digital Payments Team at 1-800-216-6985 or write us at 900 Stewart Avenue, Suite 605, Garden City, NY 11530, Attn.: Digital Payments, 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 you the FIRST statement on which the error or problem appeared. You will need to provide the following information: (1) Tell us your name and account number (if any); (2) 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; and (3) Tell us the dollar amount of the suspected error. If you tell us orally, we may require that you send us your complaint or question in writing within 10 business days.

We will investigate your complaint and will correct any error promptly. If we take more than 10 business 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.

**DIRECT DEPOSITS:** If you have arranged to have direct deposits made to your account, such as Social Security or salary payments, you can confirm whether or not the deposit has been made by calling the numbers noted below. You may also review your activity online or visit your neighborhood Apple Bank branch for information.

Apple Bank for Savings, P.O. Box 705, New York, NY 10113-0705 CustomerLine: 1-914-902-2775 TDD Number: 1-800-824-0710

PLEASE EXAMINE THIS STATEMENT. IF NO ERROR IS REPORTED IN 14 DAYS, THE ACCOUNT WILL BE CONSIDERED CORRECT. NOTIFY US OF ANY CHANGE OF ADDRESS.

CHK-404 2/20



ZAYAS LAW OFFICES

**VIA EMAIL (lleung@bdo.com)**

October 12, 2021

Ms. Linda Leung, CPA  
BDO  
600 Third Avenue, 3rd Floor  
New York, NY 10016

**RE: Harriet Tubman Charter School  
Audit Letter Dated August 20, 2021**

Dear Ms. Leung:

This letter serves as our Firm's response to your above letter requesting verification of information in connection with your audit of the Harriet Tubman Charter School ("HTCS") for the period July 1, 2020 through June 30, 2021 (the "Audit Period").

In preparing this response, please be advised that the information herein is limited to matters with respect to which our Firm has been engaged and with respect to which our Firm has devoted substantive attention on behalf of HTCS. We express no opinion with respect to matters outside the scope of our representation or subsequent to June 30, 2021.

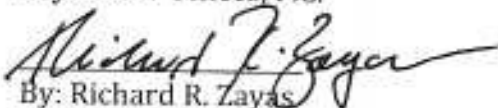
The Firm has no knowledge or information regarding any pending or threatened litigation, claims or assessments in relation to matters being handled by our Firm.

The Firm has no knowledge or information relative to any unasserted claims that are probable of assertion and should be disclosed in accordance with Financial Accounting Standards Board Codification.

There are no billed or unbilled charges due the Firm as of June 30, 2021.

This opinion letter has been delivered to you solely for purposes of your audit of HTCS for and during the Audit Period.

Zayas Law Offices, P.C.

  
By: Richard R. Zayas  
Managing Member

Cc: Ms. Jerima DeWese, Chairperson, Board of Directors

**SUMMARY STATEMENTS FROM  
REPORT TO THE AUDIT COMMITTEE  
HARRIET TUBMAN CHARTER SCHOOL  
AUDIT WRAP-UP  
JUNE 30, 2021  
BDO USA, LLP**

**Page 6**

1. We have not identified any material inconsistencies or concluded there are any material misstatements of facts in the other information that management has chosen not to correct
2. All records and information requested by BDO were freely available for our inspection.
3. Management’s cooperation was excellent. We received full access to all information that we requested while performing our audit, and we acknowledge the full cooperation extended to us by all levels of the School’s personnel throughout the course of our work.

**Page 17**

Internal control over major programs:

Material weakness(es) identified? Yes X No

Significant deficiency(ies) identified? Yes X None reported

Type of auditor's report issued on compliance  
for major federal programs: Unmodified

Any audit findings disclosed that are required to  
be reporting in accordance with 2 CFR 20.516(a)? Yes X No

**Page 21**

Our consideration of internal control was for the limited purpose described above and was not designed to identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We are required to communicate, in writing, to those charged with governance all material weaknesses and significant deficiencies that have been identified in the School’s internal control over financial reporting.

The definitions of control deficiency, significant deficiency and material weakness follow:  
In conjunction with our audit of the financial statements, we noted no material weaknesses.

**Category**

Control Deficiency

**Definition**

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.

Significant Deficiency

A deficiency or 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.

Material Weakness

A deficiency or combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected, on a timely basis.

**In conjunction with our audit of the financial statements, we noted no material weaknesses.**



**From:** [Leslie Roper-Thomas \[CSBM\]](#)  
**To:** [Dr. Marlaina Palmeri](#); [Marc Taub](#)  
**Cc:** [Michael Taylor \(michael.taylor@htcsbronx.org\)](#)  
**Subject:** RE: CSP Agreed Upon Procedures and Corrective Actions  
**Date:** Sunday, October 31, 2021 10:52:37 PM  
**Attachments:** [image001.png](#)  
**Importance:** High

---

Hi Marlaina,

The school did not receive CSP funds.

Additionally, I don't think there were audit findings, where a corrective action plan was needed.

Warmest Regards,

**Leslie Roper-Thomas, Associate Director**  
[Charter School Business Management Inc.](#)  
237 West 35<sup>th</sup> St., Suite 301, New York, NY 10001  
(t) 888.710.2726 | (m) 516.984.6518  
[experience. expertise. execution.](#)

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**From:** Dr. Marlaina Palmeri <mpalmeri@b2a-intl.com>  
**Sent:** Sunday, October 31, 2021 3:45 PM  
**To:** Leslie Roper-Thomas [CSBM] <lroperthomas@csbm.com>; Marc Taub <mtaub@bdo.com>  
**Cc:** Michael Taylor (michael.taylor@htcsbronx.org) <michael.taylor@htcsbronx.org>  
**Subject:** CSP Agreed Upon Procedures and Corrective Actions  
**Importance:** High

**[CAUTION: EXTERNAL EMAIL]**

Hello All – do we have to submit:

CSP Agreed-Upon Procedure Report for the funds we received?

A Corrective Action Plan for Audit Findings and Management Letter Recommendation?

Report is not complete with this or at least some statement that these forms do not apply.



*Dr. Marlaina Palmeri*

Charter School Consultant: Accountability, Compliance, Governance

Former CEO and President - Believe To Achieve International LLC  
NYS Title I Distinguished Educator

[REDACTED]



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**WARNING: Do not click links or open attachments unless you recognize the source of the email and know the contents are safe.**

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**RESPONSE TO AUDIT LETTER – JUNE 30, 2021 TO OCTOBER 26, 2021**

Richard R. Zayas, Esq. [richard@richardrzayas.com](mailto:richard@richardrzayas.com)

To: Leslie Roper-Thomas [CSBM] [lroperthomas@csbm.com](mailto:lroperthomas@csbm.com)

CC: j\_dewese ([j\\_dewese@hotmail.com](mailto:j_dewese@hotmail.com)); Dr. Marlaina Palmeri [mpalmeri@b2a-intl.com](mailto:mpalmeri@b2a-intl.com); Linda Leung [lleung@bdo.com](mailto:lleung@bdo.com); Natalie Marchan-Williams [CSBM] [nwilliams@csbm.com](mailto:nwilliams@csbm.com)

**Harriet Tubman Charter School - Response to Audit Letter** Wednesday 10/27/21

Greetings Linda and Leslie -

Kindly accept this email as confirmation that there are no material changes in my previous response to the School's audit letter.

As of October 26, 2021, I have no knowledge or information regarding any asserted or potential claims - and there are no revisions which need to be made to my previous response.

I trust this responds to your further inquiries.

*Thank you.*

*Richard*

*RICHARD R. ZAYAS, ESQ. |  
ZAYAS LAW OFFICES, P.C. |*

On Tue, Oct 26, 2021 at 5:07 PM Leslie Roper-Thomas [CSBM] <[lroperthomas@csbm.com](mailto:lroperthomas@csbm.com)> wrote:

Good evening Mr. Zayas,

As we bring this audit to completion, there is another outstanding item that need to be addressed. It is customary for the auditors to ask for subsequent information that goes beyond the current year audit date. This is one of those times. At your earliest convenience, please provide the auditor with any follow ups or legal response through October 26<sup>th</sup>. This will hopefully make it easier when you are asked for the same information for this current school year. If you have any questions, please feel free to give me a call.

Warmest Regards,

Leslie Roper-Thomas, Associate Director

[Charter School Business Management Inc.](#)

237 West 35<sup>th</sup> St., Suite 301, New York, NY 10001



experience. expertise. execution.

## HARRIET TUBMAN CHARTER SCHOOL

Elementary Academy  
3565 Third Avenue  
Bronx, NY 10456  
718.537.9912

Junior Academy  
1176 Franklin Avenue  
Bronx, NY 10456  
718.991.4181

---

### Board of Trustees Meeting on Zoom

Date: July 7, 2020

#### **In Attendance:**

##### **Trustees**

Jerima DeWese Bowens, Chairperson

Barbara Gailliard-Nowell, Secretary

Mildred McGee

Rey Allen

Marlon Dunbar

Geraldine Hunter

##### **HTCS Staff**

Cleveland Person, Principal

Jonathan Maniotis, Elementary Academy Director

Felicia Yarber, Junior Academy Director

Michael Taylor, Director of Operations

##### **Others**

Leslie Roper-Thomas, Charter School Business Management, Senior

The Chair opened the meeting at 6:13 P.M.

##### **Consensus items**

**Moved**, that the agenda be approved

**Made by:** Trustee McGee

**Seconded by:** Trustee Allen

**Action:** Carried unanimously

#### **Governance – Board Chair, Jerima DeWese-Bowen**

The pandemic caused a severe impact on HTCS and on our school community. We had to quickly create brand new digital models for teaching and learning. Students were without their peers that brought about anxiety and in some cases loneliness among our students. Disruption in family routines was a concern expressed by our parents. Moreover, the nurturing, safe, and welcoming atmosphere that our students need and were accustomed to, was almost gone.

Also, the long term illness of our school leader, illness among our board members and my terrible car accident occurred during this unprecedented. HTCS is in the center of Morrisania community. This neighborhood is a designated hotspot for COVID-19 illnesses. HTCS lost an important member of our school family: the Vice President of our Parents' Association. Members of our PA, the students and most importantly his family are grieving over his passing. Even with these odds, HTCS stood strong as we provided continuity of instruction across all grades K-8 with a focus on our goals.

- A series of meetings and conferences among Executive Board members were held to review our budget in order to submit it on time.
- Differing models of reopening plans are under review and discussion.
- Contracts with some vendors are under review for renewal.
- It has been determined that given the current situation the Board has determined that all salaries will be frozen for the 2020-2021 academic year. A letter regarding this matter will be included with the letters of employment.
- Our attorney will meet with the Facility Committee to discuss building leases and school development plans.
- The Summer School plan is under review for revising and approval for implementation.
- Board members on the charter renewal committee may have to be rotated in working with our consultant and will be called upon to provide assistance.

### **Finance Committee - Leslie Roper-Thomas**

The Board received an electronic copy of the Financial Report prior to the date meeting for review.

Ms. Roper-Thomas shared her screen of the Financial Summary and Budget vs. Actuals ending May31, 2020. The Financial Summary listed the cash on hand. Our attention was directed to the fact that it included our last per pupil allotment.

The net operating revenue compared to our budget for 2019-2020 was explained with review of selected line items. Fundraising and contributions will be addressed with end-of-year matters.

Budget matters warranting additional review include E-rate, contracted vendors, PPE equipment, technology hardware, and staff salaries for 2020-2021.

Additional review and discussion by the trustees about the school's finances will be held as we address reopening plans.

For purposes of the budget, the trustees will be conservative about the enrollment numbers given the COVID-19 impact on schools. The enrollment number for 2020-2021 that will be used is 640 students.

### **Education Committee Report – Trustee Nowell**

- The month of June has been very busy.  
Our objective is to reopen the school and provide safety for all with quality instruction. Reopening models under consideration were full year distance-learning; half year distance-learning in the Fall with on-site instruction in the Spring; full year on-site instruction; or a yearlong hybrid format. Flexibility would be maintained given any NYSED or DOH recommendations
- Committee members viewed the webinars sponsored by The New York Charter School Association for updated information given this COVID-19 health crisis that has affected us all.
- Articulation among the Chairs of Board Committees was held with the Finance Committee to determine our needs and priorities in order to approve a budget for 2020-2021.
- This Committee reviewed and shared thoughts with the administration on the submitted plans for Summer School: enrollment criteria, materials, staff and budget.
- Other conferences were held with the Principal and the DOO regarding the critical importance of purchasing updated tech hardware that is needed for virtual teaching and learning as well as assessment. Discussion including recycling the hardware that we have on hand. to selected staff or families. The Education Committee recognizes the need for expanded professional development on the use of the instructional digital platform. We were please to learn of the collaboration of teachers in this regard.

### **Facility Committee Report– Trustee Allen**

- The Facility Committee met on June 18.
- It was established that members of the committee would tour selected charter schools and report back to the committee information regarding design, materials, cost, etc.
- A new list different of funders has been developed and will be expanded.

## **Fundraising Report– Trustee Allen**

HTCS has submitted an accelerated proposal for a grant from the City Council. We are awaiting the response.

## **Principal's Report – Cleveland Person**

**I. Enrollment:** We are expected to enroll 675 students for the September 2020 academic school year. The student enrollment for June 2020 was 650.

**II. Attendance:** The student attendance for June 2020 was 95%.

### **III. Staff:**

- There are (4 ) staff members who represent non HQ status.
- Vacancies: We are attempting to fill 2 TA positions in Grade 5;
- We will need an additional TA for Grade 8 to assist with remote/distance learning.

### **IV. Parental Involvement And Outreach:**

- On June 1, 2020, Mr. Taylor, Ms. Yarber, Mr. Rhem, Mr. Laguda and Mr. Marrero met to discuss a better way to increase parental involvement in using the Chromebooks.
- Several staff members accompanied Ms. Yarber, on June 22, 2020, to JA to distribute cap and gowns for 2 days.
- There was considerable parent outreach done in June to get students hardware, get them logged onto live instruction, following up live instruction issues, and getting parents on board with summer instruction.

### **V. Supervision and Administration**

- There were 2 FASST meetings held one June 4, 2020 and June 18, 2020, to discuss students who did not meet promotional criteria prior to COVID-19.
- The Elementary Academy Director met with EA staff for the first two weeks of June to review live instruction expectations and review/address concerns.
- On June 11, 2020, the Elementary Academy Director and the Junior Academy Director held meetings with 4th and 5th grade teachers to discuss class placement. That discussion included how to address students with behavioral or academic concerns.
- Throughout the month of June 2020, the Junior Academy Director held conferences with teachers of grades 5 and 6, grades 6 and 7, and grade 7 to discuss class placement and students with behavioral or academic concerns
- The Director of Operations met with the operations team every Thursday to discuss on-going operations concerns and forward planning.



### **Special Preparation For Fourth Grade Step Up and Eighth Grade Virtual Graduations**

- On June 4, 2020, Mr. Maniotis met with kindergarten and fourth grade to discuss and review step up videos and viewing parties.
- Ms. Yarber met with the 8th Grade Graduation Committee about 6 times to plan the graduation. This included preparing the program, deciding on the order of the program, assigning program participants, recording the program participants, selecting students to be featured, selecting which students would get which awards, recording the students singing, requesting pre-recorded footage from Mr. Laguda and submitting everything to Ms. D'Abreu.

### **VI. Eighth Grade Graduation**

On June 24, 2020, preceding the senior graduation, grade 8 staff had a 15-minute Zoom "Meet and Greet" so students could see one another, virtually, in their Cap and Gowns.

At 8pm, the same evening as Graduation, HTCS had a prom, where students dressed up and decorated a door in their room. The students and staff ended up playing games half the night.

The Board Chairperson recommended a stipend to be given to the Student Activities Coordinator for the excellent work done in creating and implementing virtual Step Up celebrations for our kindergarten and fourth grade students and for the virtual celebration activities provided for our eighth grade graduating students.

Brief discussion ensued.

**Moved**, that the Student Activities Coordinator receive a \$200.00 stipend for her efforts to provide virtual end of the year celebrations for the HTCS students

**Made by:** Trustee Allen

**Seconded by:** Trustee Nowell

**Action:** Carried unanimously

### **Elementary Academy Director's Report - Mr. Maniotis**

- Both the kindergarten and fourth grade step-up videos were well done and the "Zoom viewing parties" went well for those grades.
- The Summer Academy Program has been staffed and will begin Monday, 7/13.
- The HTCS Annual Calendar for 2020-2021 was emailed.

The number of student calendar days of instruction were aligned with with the virtual learning instruction days.

### **Junior Academy Director's Report - Ms. Yarber**

#### End of the Year Activities

- Students were able to pick up their Cap and Gowns to have for the day of Graduation, which was Wednesday, June 24, 2020 @1pm. It was a pre-recorded commencement, posted on our web site with the hope that everyone would watch together at the same time.
- Eighth grade staff watched together and teachers who were teaching virtually also watched with their classes.
- Preceding the Graduation, we had a 15 minute Zoom Meet and Greet so students could login and see one another in their Cap and Gowns. The same evening as Graduation, at 8pm, the HTCS prom was held. Students dressed up and decorated a door in their room. We ended up playing games half the night.

#### Summer Academy

We re ready for the Summer Academy to begin on Monday, July 13, 2020. The hours for the four week program are 9: 00 A.M. - !2 :00 P.M. for students and 8:30 A.M. - 12:30 P.M. for staff. We will use the Powerful Practices format and the Focus Five format whereby the focus is on one standard per week. Pre-assessment is implemented each Monday and post assessment is done each Thursday to measure progress.

### **Director of Operations' Report - Michael Taylor**

The DOO sent the electronic documents to the Board: Monthly DOO Report: 4 quotes for Apple Chromebooks; HTCS School Safety Plan 2020: Financial Disclosure 2020; HTCS FOIL Records List;

#### **Facilities**

No off-budget expenses in the Elementary or Junior Academy. Requested from FDNY end of school year fire inspection reports. Both schools passed their inspections. Preparing PPE orders, including but not limited to: face masks, cleaning supplies, anti-virial spray, dividers, hand sanitizer, gloves, face shields, "point and take" thermometers. No orders placed yet, waiting for guidance from the state and the department of health. There are repairs to be made at both locations, however not completing any of these until a return to school date is announced. EA building lease expired December 31, 2019 and JA is still without a lease.

#### **Operations**

- Information from the weekly statewide charter school calls is limited at times because of a lack of clear state direction. There should be some sort of school guidance coming in mid-July however many schools have published fall program changes already.
- The in-person instruction waiver has expired, waiting on guidance from the state.
- Virtually registering students through online forms and zoom teleconferencing. HTCS registered 87 students is still enrolling students currently.
- We continue registering students when the Summer Academy begins week of July 13<sup>th</sup>.
- Date for FY 2020 per pupil reconciliation invoice postponed waiting until new date is announced. Date for the receipt of payment number 1 for FY 2021 per pupil invoice delayed by NYC DOE.
- NYC DOE has not yet released a FY 2021 school calendar; therefore there still is no clarity of transportation (metro cards, yellow bus) availability and start date.
- The portal for the School Year 2019-2020 school year annual report, log in information for the Chair has been sent, this is a new portal. Please advise as to how this should be completed this year. Find as an attachment the board forms to be filled out by each board member.
- There are documents that need to be on the website (they are normally found in the Family Handbook). These are a requirement for the Annual Report (please see attachments of my drafts), but can be added to the website independently.
- The order has been placed for teacher computers; please find as an attachment with the competitive bids.  
Bids for Chromebooks attached to this email.
- In process of refunding 8<sup>th</sup> grade senior trip payments, teachers in EA still need to return trip funds.
- Working with technology manager, parent coordinator and others to make sure information about the Summer Academy has reached parents, and the we have the programs software licenses, and technology needed.
- Awaiting the upcoming school year cost estimate for employee benefits, expecting a marked increase in pricing due to COVID-19.
- Transitioning to electronic payments for all TRS payments through Bill.com.

- virtual Step Up celebrations for our kindergarten and fourth grade students and for the virtual celebrations activities provided for our eighth grade graduating students.
- Awaiting next steps in changing switching banks

### **Human Resources**

- Current vacancies: JA Physical Education, Grade 7 ELA, (2) grade 5 Teachers Assistants. Interviewing has begun via teleconference and zoom.
- NYSED has begun to issue teacher certification under the COVID-19 waiver.
- Guidance needed on employment letters; are we using the salaries from the approved budget that indicate no increase, what about staff that are scheduled to be recognized for longevity, if salaries are frozen across the board, is there a letter that is attached to the employment letters.
- If school remains closed in the fall, what are we doing with the physical plant employees?

**Moved,** that the meeting for this evening be adjourned

**Made by:** Trustee McGee

**Seconded by:** Trustee Nowell

**Action:** Carried unanimously

The meeting ended at 8:25 P.M.

**HARRIET TUBMAN CHARTER SCHOOL**  
**Elementary Academy**                      **Junior Academy**  
**3565 Third Avenue**                      **1176 Franklin Avenue**  
**Bronx, NY 10456**                      **Bronx, NY 10456**  
**718.537.9912**                      **718.991.4181**

---

**Board of Trustees Meeting on Zoom**

Date: August 4, 2020

**In Attendance:**

**Trustees**

Jerima DeWese Bowens, Chairperson  
Barbara Gailliard–Nowell, Secretary  
Mildred McGee  
Rey Allen  
Marlon Dunbar  
Geraldine Hunter

**HTCS Staff**

Cleveland Person, Principal  
Jonathan Maniotis, Elementary Academy Director  
Felicia Yarber, Junior Academy Director  
Michael Taylor, Director of Operations

**Others**

Leslie Roper–Thomas, Charter School Business Management, Senior

The Chair opened the meeting at 6:10 P.M.

**Consensus items**

**Moved**, that the agenda be approved

**Made by:** Trustee Hunter

**Seconded by:** Trustee Allen

**Action:** Unanimously approved

**Governance – Board Chair, Jerima DeWese–Bowen**



The HTCS Board of Trustees and the Administrative Team were deeply saddened to hear about the passing of Founding Trustee Claudia Nisbett. She will be missed and her contributions and commitment to the success of Harriet

Tubman Charter School will never be forgotten.

A Moment of Silence was held.

Following the Moment of Silence, Trustees spoke and shared their remembrances of her. Trustee Claudia Nisbett was dedicated to the community and deeply committed to the expansion of HTCS. Condolences sent by Dr. Palmeri were read.

Chairperson Bowens announced and reiterated that as we continue to complete our Application for Charter Renewal, it is imperative that all trustees and the administrative team members have an “all hands on deck” mindset.

The following documents were reviewed, discussed, and approved:

- School Calendar – 2020–2021 – (multi-colored)
- Board of Trustees Monthly Meeting Calendar– (green)
- June and July minutes (black and white)
- Contracts for consultants: Marlaina Palmeri (Charter Renewal); Richard Zayas (legal services)
- FOIL policy (blue)
- FOIL documents (blue)
- Distance Learning Policy – (orange)
- Discipline Policy – (black and white with a scroll on top)
- HTCS Ad (purple and yellow)
- FYI– School Discipline Policy (from Handbook) black and white
- HTCS Promotional Criteria Gr. K–7 (black and white with a scroll on top)
- HTCS Grading Policy – EA (black and white) (black and white with a scroll on top)
- HTCS Grading Policy – JA (black and white) (black and white with a scroll on top)
- COVID–19 HR Policy
- Chromebooks –RFP (previously emailed to all)

Additional discussion was held to address:

the deadlines and submission requirements for the Charter Renewal Application; the CARES Act Application submission; and authority designees for the charter application work.

## **Fundraising Report– Trustee Allen**

HTCS submitted a proposal for an Accelerator grant in the capital budget of the City Council. We are pleased to announce that our school has received a \$100,000 grant to be distributed in October.

The Board will continue to seek out other grants and supports.

## **Principal's Report – Cleveland Person**

**I. Enrollment:** We are expected to enroll 675 students for the September 2020 academic school year. The student for June 2020 was 650. Mr. Taylor will respond and address student enrollment with a more in-debt presentation.

**II. Attendance:** The student attendance for June 2020 was 95%.

### **III. Staff:**

- There are (4 ) staff members who represent non HQ status.
- Vacancies: We are attempting to fill 2 TA positions in Grade 5; 6<sup>th</sup> and 7<sup>th</sup> grade ELA, 7th grade math, 6<sup>th</sup> grade Science, JA music. JA PE,
- We will need an additional TA for Grade 8 to assist with remote/distance learning.

### **IV. Parental Involvement And Outreach:**

- The principal spoke with Mr. Johnson and he shared that most of the parents he has spoken with are in favor of the Remote Learning Model.
- The parents have been given a survey regarding school re-opening. Mr. Taylor will share that information in his Operations Report.
- The Summer School Program has taught us that parents need more training in utilizing the technology to be better prepared in assisting their child / children with school assignments

### **V. Supervision and Administration**

- The Summer School Program has proven to be very successful. The teachers have demonstrated that “Teamwork” is one of the central components contributing to HTCS’ success. The students have also performed very well academically this summer. Ms. Kirlew and Ms. Caceres have done and continue to do an excellent job.



- The administrative team focused on the Re-Opening Plan, the Annual Report, hiring new staff, and the August PD during the month of July
- The HTCS staff took a survey and voiced their concerns on reporting to school this September.
- The Director of Operations continues to meet with the operations team every Thursday to discuss on-going concerns and forward planning.

**HTCS SUMMER PROFESSIONAL DEVELOPMENT PLAN  
AUGUST 17, 2020**

Mr. Person Welcome / HTCS Academic Focus for 2020 – 2021

Mr. Reggie Stephens – Virtual Learning / Remote Learning

1<sup>st</sup> Week of PD

Ms. Yarber – JA Focus for the year

Mr. Maniotis – EA Focus for the year

Mr. Taylor – Operations / Focus for the year

Ms. Kirlew – Academic Supports for 2020 – 2021

Ms. Caceres – Summer School Recap / Trending Pedagogy

Mr. Laguda/Mr. Rhem – Microsoft Office and supporting platforms

Ms. Walker – Social Media / The Do’s and Don’t’s

Ms. Malave/Ms. Mondesir – Social Emotional Learning

Ms. Raysor – Special Education and Blended and Remote Learning

Ms. Brito/Ms. Gulay – ENL / MLL

Ms. Bennett – STEAM INTEGRATION Across the Curriculum

The Admin Team – Will host a virtual Q & A with our Parent Community once a week until October 2020

**The HTCS BOT’s reserve the right to conduct PD with staff during the 2-week sessions. If are interested, please inform Mr. Person ASAP.**

**Academy Directors’ Report – Mr. Maniotis & Ms. Yarber**

**Summer Academy** – This is the last week of Summer Academy. Summer Academy replicated our Powerful Practice/Focus Five Model with a twist. A Pre/Post skill assessment component was added. Each Monday, the staff met to share out and discuss the data extracted from both assessments. They also discussed best practices and areas of concerns.

Mrs. Kirlew and Ms. Caceres both did a remarkable job supervising and coaching the Summer Academy.

**STEAM Program** – Two of our 7<sup>th</sup> Grade students attended the 2020 STEAM IN THE GAME SUMMER CAMP, which ran from July 24, 2020 – July 26, 2020. It was a free 3 Day Virtual Summer Camp which focused on sports and gaming.

### **Meetings**

We attended several meetings with the Principal and Director of Operations to discuss topics such as: The Reopening Plans, Practices of various Community School Districts, Charter School Renewal, Summer Academy, Technology, Operations, CSE Evaluations, Staffing/Vacancies, August PD, Scheduling, NYS Charter School Webinar Information, Building Reentry, and Partnerships.

## **Director of Operations' Report – Michael Taylor**

### **Facilities**

No off-budget expenses in the Elementary or Junior Academy. HTCS received the end of school year fire inspection reports from FDNY. Both schools passed their inspections. The PPE orders were placed, including but not limited to; face masks, cleaning supplies, anti-viral spray, dividers, hand sanitizer, gloves, face shields, “point and take” thermometers. EA building lease expired December 31, 2019 and JA is still without a lease.

### **Operations**

FY 2020 Per Pupil Reconciliation portal has opened. Per Pupil invoice was submitted for billing cycle two. Continuing to register students via zoom. Need approval of the social media campaign to increase the number of students on the waitlist. Focus of the month of July has been to research, confer and prepare the school-reopening plan.

The 2020 Annual Report has been completed.

The school received \$390K from the CARES Act. CSBM being considered to prepare the documents needed to receive this grant.

The first PPE order was placed for both academies.

HTCS launched a survey for families to gather opinions and thoughts on the return to school.

The DOO is looking for templates for a survey for staff now that the reopening plan is developed.

Board approval is needed of the Chromebook order; it might not be realistic to expect them before school starts if the order is not placed soon.

We are awaiting the upcoming school year cost estimate for employee benefits and are expecting a marked increase in pricing due to COVID-19.

**Human Resources**

Current staff vacancies: JA Physical Education, Grade 7 ELA, Grade 6 ELA, possibly Grade 7 math (2), Grade 5 Teacher's Assistants.

Interviewing candidates has begun via teleconference and zoom.

NYSED has begun to issue teacher certification under the COVID-19 waiver.

Guidance is needed on employment letters: the salaries and the approved budget; longevity; and letters attached to the employment letters.

**Moved,** that the meeting for this evening be adjourned

**Made by:** Trustee Allen

**Action:** Unanimously approved

The meeting ended at 8:25 P.M.

HARRIET TUBMAN CHARTER SCHOOL

Elementary Academy  
3565 Third Avenue  
Bronx, NY 10456  
718.537.9912

Junior Academy  
1176 Franklin Avenue  
Bronx, NY 10456  
718.991.4181

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Board of Trustees Meeting on Zoom  
Date: September 15, 2020

In Attendance:

Trustees

Jerima DeWese Bowens, Chairperson

Barbara Gailliard-Nowell, Secretary

Mildred McGee

Rey Allen

Geraldine Hunter

Kinanda Williams-Murray (proposed Trustee)

HTCS Staff

Cleveland Person, Principal

Jonathan Maniotis, Elementary Academy Director

Felicia Yarber, Junior Academy Director

Michael Taylor, Director of Operations

Others

Leslie Roper-Thomas, CSBM, Senior Financial Manager

The Chair opened the meeting at 6:09 P.M.

Consensus items

**Moved**, that the agenda be approved

**Made by:** Trustee Allen

**Seconded by:** Trustee McGee

**Action:** Carried unanimously

**Moved**, that the minutes be approved with any necessary corrections

**Made by:** Trustee Allen

**Seconded by:** Trustee McGee

**Action:** Carried unanimously

**Governance- Board Chairperson DeWese-Bowens**

- Annual Report

Trustee DeWese reported that the Annual Report was uploaded to the NYSED portal as per the guidelines set by the CSO. While the DOO completed and submitted the Annual Report on August 3, TCS was required to upload the report again to the NYSED CSO portal. Thank you to the HTCS leadership team for getting all the information that was needed. Our consultant and DOO worked arduously to submit this on time. Mr. Person

and Trustee DeWese were able to sign the Annual Report in the portal electronically and it was submitted on time within deadline. An email went to Laura Hill indicating that HTCS did upload the information into the portal, which includes the school calendar.

- Charter Renewal Application

The renewal application was submitted for the next five-year charter on August 14. Benchmark One will be due on October 15<sup>th</sup> once the BEDS data is received. Our consultant has started writing the narrative. There will be a charter school renewal Q&A for Board members and committee chairs on October 5<sup>th</sup>.

- Employee Handbook

We are working on completing any compliance Issues with regard to our Employee Handbook.

- Our attorney is reviewing any high-level contracts regarding the Memorandum of Understanding.

Ms. Roper-Thomas updated the status of our audit to be completed on November 1<sup>st</sup>.

- Trustee Nowell reported that Trustee Frazier called in reference to a bank issue. That matter was subsequently settled.

School reopening will be a part of the Principal's Report and that of the Academy Directors.

### **Finance Committee Report - Leslie Roper-Thomas**

- Ms. Roper-Thomas reported that CSBM is in the throes of the audit, closing the books for July and August, so historically there is usually not a July report. If a report were to be produced, the report would only have one month of actuals, which really does not tell much of a story because the students are not in school. The report would be on a full year basis, beyond budget. The June report of 2020 closes the year.

- CSBM has received notification from the state that they will be paying the charter schools the per-pupil supplement.

- For audit purposes, the auditors are asking CSBM to book that as a receivable for last year for expected distribution of funds for this year. This is not going to have any impact on this year, except for maybe on a cash basis. But it would probably affect the financials for last year.

With regard to the ESEA loan, which was a question that Trustee Nowell had, it was submitted on time without a problem. No one knows when these funds are going to be distributed. Ms. Roper-Thomas specified the proposed amount for the ESEA funds.

#### **City Council grant for technology:**

Ms. Roper asked about the \$100,000 that is coming from City Council and if they are going to receive a grant letter that is associated with those funds, and if it is restricted or unrestricted. Trustee Allen will follow-up on the expected date of receipt.

### **Education Committee Report - Trustee Nowell**

- The Education Committee reviewed the updated monthly meeting calendar for SY 2020-2021. The Edu. Comm. usually meets a week prior to the regular monthly meetings of the full Board.
- Trustee Nowell emphasized that the need for a secretary of the Education

Committee still exists.

**Principal's Report - Cleveland Person  
HTCS Opens in September with Full Virtual Learning**

Principal Person greeted everyone.

**I. Enrollment:** We are expected to enroll 675 students for the September 2020 academic school year. The student attendance for September 2020 is 630.

**II. Attendance:** The student attendance for September 2020 to date is 88%.

**III. Staff:**

- There are (14) staff members who represent non HQ status.
- Vacancies as follows:
  - 1 Gen Ed. grade 4; 1 ELA grade 6; 1 Science teacher for grades 5 and 6;
  - 1 Physical Education for JA; and 1 Music teacher for JA

Mr. Person explained the need for an additional position.

**Moved,** that the Board approve a second TA position for Grade 8 for educational equity in the system, be approved

**Made by:** Trustee DeWese-Bowens

**Seconded by:** Trustee Nowell

**Action:** Carried unanimously

**IV. Parental Involvement and Outreach:**

- The Principal spoke with Mr. Johnson, the Parent Association President, said that the majority of the parents with whom he spoke are in favor of the Remote Learning Model. He said that many parents are not comfortable with HTCS being able to keep their children safe from COVID-19.
- The parents want to know if the ventilation systems in both buildings have been addressed. The parents asked if all of the PPE is in the school buildings and ready to service the staff and student needs.
- The parents are patiently awaiting the arrival of the Chrome books in October.
- The parents want to know if we have a full staff.

**V. Supervision and Administration**

- The Administrative Team is working diligently to ensure that all students are being enrolled and are ready to attend class.
- The administrative team is focused on hiring staff to fill all of the vacant positions.
- The Academy Directors are monitoring instruction and facilitating PD through the early weeks of school.
- The Director of Operations continues to meet with the operations team every Thursday to discuss on-going concerns and forward planning.
- The Principal explained the activities of the Instructional Coach, the logs of the Academy Directors, and additional professional development of one-on-one support for a teacher regarding their delivery of their instruction and the enhancement of sharing best practices among or throughout their instructional

day. If none of those things seem to make some sort of improvement, then it is up to him to meet with the teacher and observe what's going on in the classroom to provide some level of support and help to increase their delivery of instruction. Additionally, the Higher Learning team provides professional development support.

- Trustee Hunter reiterated that the Board would like to actually see that the team is monitoring process, especially from the teachers as well as from the students. It would be vitally important because we need to know that teachers are delivering instruction with fidelity, as well as students being able to comprehend. If they do not comprehend, we need to have those supports in place that will actually support them and their growth and comprehension.
- The school leadership team was reminded that the close progress monitoring of teaching and learning will be done every 30 days during this distance learning method of instruction.
- Trustee Nowell expressed that the trustees would like to view virtual instruction at HTCS. Mr. Person said it maybe be technically possible view a recorded sample of virtual teaching. This could be shared at the next Education Committee meeting Mr. Person agreed that this could be implemented..
- Chair DeWese recapped that the monitoring plan or the assessment plan will be memorialized in a document because that will have to be a supplement to our reopening plan. We notified the state that we were changing and going to full virtual and amending our plan.

#### **Elementary Academy and Junior Academy Directors' Joint Report**

- Ongoing assessment supports learning so that students don't fall too far behind. They teach differentiated instruction and also provide intervention, which they also have put in the programs. The students have access to intervention on a daily basis.
- Miss Yarber also stated that they were continuing with the Stars 360 formative and summative assessments. Trustee Nowell is familiar with those assessments. They basically project how students will do on the state exam even though they do not know when the state exams will be implemented again. But they are teaching with the mindset that state tests will be implemented at the end of the school year, so teachers are still preparing and equipping students to be proficient.
- Miss Yarber stated that Achieve3000 lets them know the students' Lexile levels to see if they are improving and increasing, if their Lexile levels are going up, or their reading comprehension level skills are going up. The JA has a couple of assessments in place just to monitor how students are performing.
- Chromebooks. This will not really impact the overall data. It is just a matter of shifting the fall benchmark a couple of weeks into October, as opposed to the middle of September when it normally occurs. Mr. Maniotis stated that they are still using Achieve3000 for the Lexile levels to assess reading level growth.



- An extended in-depth discussion was held regarding teaching across all grades, assessment of learning, intervention, and supporting Sped students and various types of professional development.

### **Director of Operations' Report - Michael Taylor**

- **Facilities**

No off-budget expenses in the Elementary or Junior Academy. Quotes were requested to complete the necessary work on the Junior Academy from three vendors. 1 only responded with the asbestos portion of the required work the second declined the job and the third has submitted a quote. We have requested more quotes from vendors listed on the NY City Charter Center vendor list.

Much discussion ensued asking for clarification of the LNO for our JA facility, expenses, our budget, specific requests of Loci, and the strategic plan for facility future of HTCS.

- **Operations**

Completed the FY 2020 NYC DOE reconciliation and submitted it for approval. Grab and Go breakfast and lunch is being distributed to families in 5 day supplies. Families were invited to pick up student items left in the building last March. Staff was asked to the building to set up classrooms for a hybrid environment, and to get student books sorted and prepared to be picked up on a schedule by families. Chromebooks are on order and will likely be delivered the first week of October. Teaching staff's computers were also distributed. As teachers return their old computers they will be refurbished by HTCS tech staff and distributed to teachers assistant.

Working with NSID Child Nutrition Service to complete the CEP application.

Working on satisfying the request from the auditors.

HTCS continuing to register students; kindergarten continues to be challenging..

Progress on switching to bank?

Progress on the leases on Franklin and Third Ave?

Progress on Staff Handbook and Family Handbook?

In response the bank situation, HTCS is currently in process of change.

Lease negotiations are underway. However, the JA requires additional negotiations. The Employee Handbook is being finalized.

- **Human Resources**

Current vacancies: JA Physical Education, Grade 6 ELA, Grade 6 ELA, JA Music, Grade 4 teacher, are we hiring a grade 8 TA. Health and Dental insurance renewal was received, there was a 4% increase that is passed through to staff, open enrollment will begin the last week of September with an effective date of October 1.

### **Challenges**

**Attendance:** Teachers report out attendance every day. Teachers follow the usual attendance policy so if a child is absent, the teachers try to reach out to the family and find out what is going on. Specific issues include the ability for families to logon, the need of technology and miscommunication. We struggle with the language barrier in the school and it is not like a Spanish-English barrier; it is a different language barrier. In

many cases, it is with the Sub-Saharan African languages. There's a language and literacy struggle too. A lot of times it is the child that is communicating to the adults, translating for the parent, or delivering the information. Trustee Nowell inquired about the use of staff persons, however, the DOO said that strategy has to be tabled.

Chairperson DeWese-Bowens inquired as to why there has been 88% attendance rate so far for the past two weeks. It is not a full attendance report yet. There is also the fact that the DOE does not start until tomorrow. Mr. Taylor commissioned the cafeteria staff to call all of the new families and ask them very basic questions. How is everything going? Is there anything that you need and is there anything that we can do for you? They are in the process of getting that data back to Mr. Taylor. Then we can disseminate that information for the new families and get that out and

Mr. Taylor replied that the lunches translate on the website. He stated that when he was at the school yesterday, he spoke to a couple of parents that were picking up and they said they are really appreciative of it. And it does not really cost us anything to do it. It is the same price that we would pay to do any lunch service and breakfast services if we were in school.

Chair DeWese felt it was a good place to invest the money in order to make sure that families know about that resource.

Mr Person said that he thought that the idea that the Chair just gave would be of great assistance. One of the things that the school is doing that lends itself to "We're alone, but we're together." We are alone together. Even in the Town Hall situation, a parent or a family member might be hesitant to ask the question because they might be embarrassed, but if we already have a pre-populated video with FAQ's already answered and with the offerings of how to reach out to somebody, they can still participate in the Town Hall meetings and hear the updates and be able to interact. Being Alone Together.

**Opening school:** Mr. Taylor reported that staff came in for a few days, a couple of weeks ago to set up their classrooms for a hybrid environment, meaning that they set it up as if we were going to open and to get all of the curriculum sorted and prepared to be picked up by the families on a schedule yet to be determined. We will develop a schedule to retrieve items.

**Chromebooks:** Mr. Taylor stated that Chromebooks are on order and would likely be delivered the first week of October. The teaching staff's computers were also distributed when they were in the building. They took those home, and they need to return their Dells, their current computers, so they can be refurbished by the tech staff and distributed to the teacher's assistants.

- Mr. Taylor said that with the discipline plan, we would need to be aware that there is Article 2 or Article A or something coming into play in October. It has to do with discipline and equal access and all of those things.

**Human Resources:**

The DOO worked with Austin and renewal rate for insurance was reduced from 21% to a 4% increase. The total amount of the increase is being passed on to the employees. That should be about \$20 per paycheck. Dental insurance and everything else did not go up. It is just the health that went up. Dental and vision stayed the same. The short and

long-term disability stayed the same. For commuter benefits, there is no matching for us. So that stays, whatever the employee contributes. HTCS will conduct open enrollment the last week of September with the effective date of the new insurance of October 1st.

- Chair DeWese recapped that there will be a Personnel Committee meeting in the next couple of weeks. She did receive communications from Mr. Taylor and Mr. Person regarding salary equity requests for some staff members. She also received a request from a staff member looking at salaries. The Board voted not to freeze salaries for this year, but in terms of doing due diligence, Chair DeWese has put forth these requests to the Personnel Committee in order to make a recommendation. Note for the record that the Personnel Committee is in receipt of those requests and recommendations.

Mr. Taylor was thanked our Tech Team in the matter of Chromebooks. He also thanked and the Finance Specialist in the matter of curriculum, PPE, and RFP for the JA vendors. Board members also voiced their thanks[.

- The DOO of explained the tracking system and exchange of new tech devices.
- The DOO will explore the use and cost of a transcription service for zoom meetings. Trustee Nowell requested that transcription be done as a Word document.

### **Old Business**

Chair DeWese asked Ms. Kinanda Williams to re-introduce herself to the Board and asks her to speak about her potential trusteeship.

Ms. Williams-Murray Williams greeting everyone and reminded the Board that she had attended a meeting back in the Fall, and it has been a long time coming. She gave birth in November. Then COVID happened, during the process of trying to finish the application to become a Trustee on the board.

Before that time, she was working with Judge Taylor. Right now, she is in between positions as an attorney who practices in the Bronx. She was born and raised in the Bronx in New York and is very excited about the opportunity to join this board. Education has been one of the things that she has been a part of her whole life. She also states that she was actually a little bit different from some people because she was home-schooled after attending school through the fifth grade.

As an attorney, she has come back to the Bronx to practice, and has done a lot of community work here. This opportunity is another way for her to give back to her community. She is very excited about this opportunity. She stated that it has been very impressive, just listening to everything that the Board is doing, and she cannot wait to become a part of it.

Chairperson DeWese-Bowens congratulated her on her new addition which was much appreciated by Ms. Williams. The Chair stated she is super excited for Ms. Williams to come on board, and in the vein of Trustee Nisbett, she was very excited that Ms. Williams is a candidate for the Board. She thanked Ms. Williams for her continued interest. Ms. Williams thanked the Board.

## New Business

- Trustee Nowell said she wanted to let the staff know that the Board appreciates them. She emphasize we know that it has not been easy in terms of what they have been through and what they have to do. Maybe the Board may seem to ask too many questions, but we are really supportive of the staff's work at the school and appreciate what their efforts to maintain high standards at Harriet Tubman Charter School. There is so much going on that has affected her personally on a social-emotional level. Nevertheless, we move forward.

- Chairperson DeWese also thanked the staff. She stated that is was such a pleasure for her (on the last day of professional development) when she was able to speak to all of the staff and tell them about the reopening plan. There were actual tears from staff members. They were expressing, that this was divine intervention. Chairperson DeWese-Bowens shared that she felt that they very appreciative so and that she told them it is okay not to be okay. It's okay to be affected by all the things that are happening with the pandemic, with all of the societal unrest, the stuff going on in politics, with police brutality and people being hurt and killed that look like you, and all this other stuff that's going on. She basically told them it is okay to not be okay. She told them the Board was very concerned about their wellbeing, about their abilities to work. [The teachers] were in the chat expressing that they had concerns about how they were going to be able to keep their jobs and keep their livelihoods and not be susceptible to disease or this pandemic or exposing their loved ones and their elders. Some of the teachers and staff are taking care of elder loved ones, and they would potentially expose them to this.

Chair DeWese reiterated that [the teachers] were very thankful. They were very humble. She thought that when they understood that [the Board] are living, breathing human beings, that hearts beat, hearts hurt, that the Board too are affected. They were very grateful and appreciative.

Chair DeWese was happy to be able to talk to the staff. She was happy to be able to get on and speak to them. There were actual tears. Teachers were just talking about how they were in such a state of flux and confusion and not being able to decipher what to do with their lives, and how to balance all of these things. Similar things that we are all experiencing. Madam Chair was online about half an hour.

Trustee DeWese encouraged staff to email the Board. There was instantaneous feedback during that meeting.

Mr. Taylor explained the implementation plan and reported that after the Chair DeWese left, it was just more tears and it was lot of tears of relief. A lot of people shared that they were coming back to work physically in the building, but they were afraid to. Other instances of extreme personal sacrifice on the part of our staff were shared.

**Moved**, that the meeting for be adjourned

**Made by:** Trustee Nowell

**Action:** Carried unanimously

The meeting ended at 8:20 P.M.

## Harriet Tubman Charter School

Elementary Academy  
3565 Third Avenue  
Bronx, NY 10456  
718.537.9912

Junior Academy  
1176 Franklin Avenue  
Bronx, NY 10456  
718.991.4181

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### Board of Trustees Meeting (Zoom) Date: October 6, 2020

#### In Attendance:

##### Trustees

Jerima DeWese–Bowens, Chairperson  
Barbara G. Nowell– Secretary  
Mildred McGee  
Rey Allen  
Geraldine Hunter

##### HTCS Staff

Cleveland Person, Principal  
Jonathan Maniotis, Elementary Academy Director  
Felicia Yarber, Elementary Academy Director  
Michael Taylor, Director of Operations

##### Others

Leslie Roper–Thomas, CSBM, Senior Financial Manager  
Dr. Marlaina Palmeri, Consultant  
Kinanda Williams–Murray, Esq.

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Chairperson DeWese opened the meeting at 6:05 P.M.

**Consensus items – See page 2.**

#### Governance– Board Chairperson DeWese–Bowens

##### Site Renewal Visit and Prep Meeting Date

- Trustee DeWese confirmed that our renewal site visit will be on November 9th and November 10th. She has also forwarded the confirmation email from the State to all Trustees from the state, as well as a link that describes the site visit protocols.
- All documents sent are to be read in their entirety. Before the 9th, we will have a preparation meeting that will be facilitated by Chairperson DeWese and our consultant Dr. Marlaina Palmeri.

##### Annual Report

Chairperson DeWese reported that the Annual Report was submitted on time on September 15<sup>th</sup> into the NYS Portal. Dr. Palmeri had completed the request for revisions from Laura Hill.

### **Lease Issues**

- Chairperson DeWese reported a concern regarding emails sent by a specific architect to the archdiocese attorney and the CSO that was felt to be inappropriate. architect. Discussion ensued.
- Our Board Attorney responded to the Archdiocese to discuss the lease options.

### **New Trustee**

Chairperson DeWese confirmed that the Board is finalizing the process for Kinanda Williams–Murray to become a trustee

### **Bank Relationship**

Chairperson DeWese reported that additional paperwork must be submitted for our new bank relationship.

**Consensus Items** (Trustee Hunter joins the meeting. Board now has quorum)

### **Approval of Agenda**

**Moved**, that the agenda be adopted

Made by: Chairperson DeWese

Seconded by: Trustee Allen

**Action:** Carried unanimously

### **Approval of Minutes**

- The Board Secretary stated that she never received any transcription of the September meeting. She and Mr. Taylor are looking for a transcription service as a vendor that will accept purchase orders.
- CSBM – Leslie Roper Thomas commented that CSBM won't pay anything on a purchase order. It has to be an invoice.

## **Finance Report – CSBM Leslie Roper Thomas**

- The Financial Report is sent to the Board several days before the monthly meeting for review. CSBM– This report covers the August financials, which is the first two months of the full 2020–21 school year and the beginning of July. This includes two per pupil payroll invoices: at the end of August, which is why the balance is so high.
- Enrollment is based on the first two invoices.
- Roper Thomas: Profit and Loss  
Moving on to the summary sheet of the PNL. This (number) is due to the shift in the per pupil being higher on Gen. Ed. and slightly higher also in Sped. Federal Grants  
The school received a portion of an ESSA grant.
- Personnel Expenses

With regard to any type of personnel expenses, we're anticipating those expenses to be on budget right now.

- Ms. Roper-Thomas listed things that are being covered under the ESSA grant are summer school; the PPE and supplies; teacher MacBooks, Chrome books or anything for the students. The ESSA grant goes from March of last year to June of 2021, and
- Michael Taylor: Our students are now living in diverse places because of the virus: Long Island, Westchester, Virginia, or the Dominican Republic. A lot of students moved other places because it was remote. Parents wanted to get their kids out of New York.
- Roper Thomas: The November report is usually the report which is more accurate or corrected.
- Extensive discussion continued about the students outside NY on our enrollment and the impact on the budget as well
- Michael Taylor: Discharges- Many children went to grades six to 12 schools. We lost about 22 of the kindergarteners that we had registered because they were keeping the children home.
- Roper-Thomas: We're trying to finalize the audit due November 1<sup>st</sup>.

### **Education Committee Report – Trustee Nowell**

- The Education Committee met on September 29th. In the Elementary Academy. Student attendance was off for the first few days, but after that, the attendance improved. The Kindergarten enrollment is much lower than anticipated, but Grades 1-4 are basically full. We think that the parents initially confused the Department of Education calendar, which opened later than our school, with Harriet Tubman Charter School's calendar. Also, we were informed that some students' parents had trouble logging in. So that affects the attendance data.
- Instructional procedures are different from last school year. Now, there is a specific timeframe for instruction and for submitting work.
- The Board Trustees expressed a desire to see an actual Google Classroom instruction as they had never had that experience. However, we were clearly told that there are some serious security issues, and we have to be very careful. Nevertheless, Mr. Maniotis told us that they may try to do a highlighted instruction session to view. Discussion included ways the digital learning could be an interactive process. Teachers could see a gallery view.
- We were concerned about the young children using the technology who may get lost in trying to type and there's a spelling issue. The Edu. Comm. recommended more technical instructions for the young children and tech training for parents during the Town Hall meetings. Our charter says a minimum of four Town Hall meetings a year.



- Staff – We are concerned that we may be out of compliance regarding instructional staff according to Trustee Hunter.
- Technology – Identified families do not have Internet access and/or there is a language barrier. Discussion continued with strategies to help these families.  
Ms. Yarber informed that instruction was interrupted with zoom bombing that involved profanity. HTCS is investigating the source.
- Mr. Maniotis: The Special Education Coordinator has been working with the District Committee on Special Education as well as the outside service providers, to get all required services for our students. HTCS is waiting for staff from CSE. Service will be primarily teletherapy, unless CSE arranges something else.
- Mr. Maniotis: I don't think there's anyone that requires PT. I think there might be a handful of students that require occupational therapy. If children need special tech devices, say they have issues with their hands, NYC will provide that. If they require a special keyboard or writing device or anything like that, that'll be provided to them as it was back in the spring.
- Discussion continued regarding posting the full EA and JA instruction schedule on the website.

### Principal's Report – Cleveland Person

- Ms. Yarber and Mr. Maniotis have created a five (5) minute video that captures the teaching and learning at HTCS from a remote vantage point.

### Elementary Academy and Junior Academy Directors' Joint Report on Remote Instruction

Mr. Maniotis: You will see EA, followed by JA then I'll come back. Here are just some snapshots of what goes on for live instruction. *(Screen shows a remote lesson in math for the next several minutes.)*

**Mr. Maniotis** – It was kindergarten, first grade second, third, and fourth grades. So as Mr. Taylor stated before, we might have a couple of families outside the country. Again this is how we're supporting just one of our students and families to kind of help out with that. And it's a lesson for the other kids too.

- Trustee McGee: I'd like to say to that I liked the tone of voice of the teachers.
- **Mr. Maniotis:** Thank you. They've definitely done a good job adapting their own presentation skills as well. Some teachers have whole setups. Other teachers have boards set up behind them. Where they can also

write as they're teaching as well. It's not just all on the screen. They're definitely doing a great job at adapting. Also, they're looking forward to when and if we do go back to the buildings, kind of transitioning those same skills into in person instruction as well.

- Summer School: I think those that did use technology, it helped; those that didn't participate also did a good job over the summer teaching themselves and seeking out assistance on how to make whatever they were doing back in June better.
- **Ms. Yarber:** Teachers use digital platforms or digital whiteboards, such as Padlet. They also have Jamboards. The white board is used so that students can communicate and write and record, and teachers can do the same. Ms. Yarber:[Presentation of an 8<sup>th</sup> grade science lab activity and a 5<sup>th</sup> grade Spanish class.]
- Extensive questions and answers ensued about what was seen on the video of distance learning at HTCS. Discussion ensued about all that was seen. Ms. Yarber showed how our teachers are cognizant of the emotional state of our students. We have to acknowledge that we are in this present state of COVID. After the lesson, they inquire, what is the lesson about? Was the lesson interesting, challenging? What was hard about it? Some formative assessment just to check in, to see if the students are okay and assess if they are learning what we expect for them to learn. An intervention class was seen.
- Mr. Person: Remember we have the social mode; we have intervention/support services. They would bring it to the attention of the school counselor and/or the school social worker. They have already started going into the classrooms and meeting with students. They would know that this particular person maybe needs one-on-one intervention as opposed to whole group.
- How do the children write their responses on the whiteboards, so the teacher sees them? The student answers it and writes it in the box. Teachers use a different screen and a different device to see everything. [ Sometimes, teachers have to actually go into Google classroom and look at the stream. The students are all on the stream and the teacher clicks on their name to what they're writing. The information is saved in Google classroom.
- Higher Learning taught staff how to utilize this technology. Teachers can also search for YouTube videos.

### Principal's Report – cont'd. Cleveland Person

- Mr. Person expressed that no one can actually call the school and not get a call back. If one of the 3 office managers are there, they're going

to take your message. They're going to give that message to Mr. Maniotis, Ms. Yarber, or myself, or Mr. Taylor. They may give that information to Mr. Munoz or direct it to where it needs to be. If it's a question about social, emotional support, or a question about students with disabilities, it's going to go to the correct person. I try to encourage parents to contact the teacher, which is the first line of contact. Just let your teacher know what your needs are, and the teacher will know how [to direct the call. So once again, for all Board members, just moving forward, first of all, the parent is supposed to contact the teacher, but I need everyone to know that my phone number is not a secret. All parents are encouraged to call me because I'm the person that's going to get it done for them. I'm always available to parents. They can call me and it doesn't mean you're going to get what you're asking for right away, but it will be addressed right away. So please share that.

- HTCS continues to review resumes from potential candidates in hopes of fulfilling all of our vacated positions.
- HTCS has loaned out 195 devices to our student community since the COVID-19 pandemic closed schools in March of 2020.
- There have been nine (9) zip codes in NYC that have been experiencing elevated rates of COVID-19, which would impact approximately 100 schools. HTCS will continue to monitor the effects of COVID-19 on the NYC school system.
- The DOO continues to meet with the Operations Team on Thursdays.
- The parents were surveyed at the last Town Hall meeting about languages to be selected for interpretation purposes and none of the parents suggested a language of choice. The parents are in favor of workshops to provide more clarity in utilizing technology and homework assistance in the core subjects.
- **Enrollment:** Currently we have 615 students.
- **Attendance** – September was a 95%.
- **Suspensions:** none.
- **Staff** – We have a fourth-grade teacher vacancy in EA.  
We have vacancies in ELA, Science, Foreign Language and Music in JA.  
We have a TA grade 8 vacancy. There are (13) staff members who represent Non-HQ status.
- **Assessment** – Currently, we still don't know what's going on with the assessments. We're set up to have them because the state hasn't changed the course of direction yet. We're prepping and setting up our mock examinations and our assessments are geared for the ELA, math and science exams. At some point in my report, Ms. Yarber and Mr. Maniotis can tell you more about the assessments taking place in JA and

EA. And we'll also add more to the report when we talk about the extended day programs, because there is an issue that we just need to go over.

- **Town Hall Meetings:** There was a Town Hall meeting held on Wednesday, September 30th, at 5:30. The parents were surveyed at the last Town Hall meeting about languages to be selected for interpretation purposes and none of the parents suggested a language of choice. The parents are in favor of workshops to provide more clarity in utilizing technology and homework assistance in the core subjects.

### **Junior Academy Director's Report – Felicia Yarber**

- JA was invited by NYPD to enter the STOP THE VIOLENCE video contest. Students have been asked to submit a 2 minute video expressing how young New Yorkers think putting a stop to violence could positively affect their communities.
- Attended the NY Charters COVID-19 Webinar today.
- Our Social Worker and School Counselor have started workshops this week. The focus currently is Anti Bullying for grades 5/6 and the HS Application Process for grades 7/8.
- We are waiting for the Chrome Books to come in, however, we still have students who do not have internet connection or have really bad internet connection. We have digital platforms that require the Chrome Browser in order to complete tasks. Some students are having difficulties downloading this browser. We also have students who struggle to sign into their Google Classrooms due to factors that have nothing to do with connectivity.
- Although overall attendance is great, we are facing a new challenge. Students are cutting classes. They attend some classes, but not all classes. We now have a staff member assigned to each class to call parents when students are absent from any of their classes.
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### Director of Operations' Report – Michael Taylor

**Facilities:** There are no off-budget expenses in the Elementary and/or Junior Academy. We're still seeking quotes to do the necessary work in the Junior Academy. I sent the entire board the first quote from a company at the end of last Board meeting. And then we received half of a quote from a company called New Tech. Half of the quote for the installation of the alarm system is \$252,000. I'm waiting for the construction piece of it.

**Operations:** We completed the cycle three billing and we're waiting approval for the invoice. I have to go back and remove those students that are not living in New York City. At the end of the school year, you bill the school district of residence. There's a form that's on the DOE website that you fill out and you send it to the district of residence. They're supposed to send that money, then the DOE flows that money through to the school.

**Food Service:** We're beginning to get more families coming for the Grab and Go breakfast and lunch which is encouraging. Just to remind you, that's the five-day supply of breakfast and lunch. We do two pickup times, Fridays and Mondays, for five days. And we're getting anywhere between 30 to 50 families between both buildings. I think a comfortable number would be to be at about a 100. We're continuing to encourage people to do that.

- **Materials Pickup:** During the month of September, we set up pickup times for families to pick up textbooks and supplies for each of their students and their children's classes. Mr. Person mentioned that we gave out 195 total units of technology to families that identified themselves or were identified as an extreme need and could not wait until the Chrome book order arrives. Staples has pushed delivery of Chromebooks back to November, but what they have done is they're releasing us from the obligation, if we can find someone that can get it earlier. Mr. Laguda is

diligently looking to see if we can get someone to deliver the Chromebooks earlier. But right now, it's looking like first week of November instead of October.

- **Free and Reduced Lunch:** They have changed the way that we do the community eligibility provision application. I've been back and forth with them so we can get that application completed. Before we used the ATS information as to whether or not someone was directly certified to get free or reduced lunch. They don't use that anymore. They want it from the New York State Repository; It's whether or not they have Medicaid or if they're receive Snap.
- HTCS has to upload the students to that database in a specific format and it searches for them and returns matches. We're just working on doing this right and managing the technology.
- **Enrollment:** We are working on satisfying the requests from the auditors and continuing to register students. Kindergarten continues to be challenging. Today, we got another two discharges. It's a moving target. As we get them, we fill them as much as we can. I think we're about 30 children short in Kindergarten.
- **Outstanding Items:** The Chair did speak about the bank. Just a reminder, the lease on Franklin and 3rd Avenue, the Employee Handbook and Family Handbook are still outstanding items.
- **Human Resources:** The current vacancies are JA Physical Education, 6th grade ELA, 5th and 6th grade science, JA music, and 4th grade General ED. We completed open enrollment for all staff's health and dental insurance. That was the 23rd through the 30th of September with an effective date of October 1st.
- A COVID certification in New York is a safety net certification. A safety net is something that they do occasionally when they waive the tests. If you fulfill all the other requirements, you are granted a certification. It's basically a PIP, but with a cert. So if you fill it out and you've filled out the application correctly, and you have all the workshops, you have the education, you've paid for your certification, you file for a second cert, which is a COVID waiver. Certification lasts for two years. We have two COVID certified teachers.
- Mr. Person: If I can add to that. There used to be something called a "temporary per diem license" that would expire at the end of every year. This is sort of a reenactment of that. You still have to pass all of the teacher exams. I hope that helps.

**City Council Grant** – Trustee Allen is anxiously awaiting Regarding the receipt of the \$100,000 this month, if I hear anything, I will inform the DOO right away and if you hear anything, please let me know. They're supposed to contact you as the point person.

### Old Business

- The Board decided that the prep meeting concerning the Site Visit will be on Saturday, October 31<sup>st</sup> from 10:00 to 2:00. The supervisors and administrator will come in from 10 to 12.
- Chairperson Bowens: The date of the Board Site Visit Focus group meeting is November 10. for the 10th for the site renewal visit, we will be about two hours meeting with the State. The Board chose to meet from 9:00 A.M.–11:00 A.M. Madam Chair will inform CSO.
- NOTE: Our Annual Board of Trustees' Business Meeting commences at 6:00 P.M. on November 10<sup>th</sup>.

### New Business

- **New Charter School:** Trustee Hunter shared that there's a brand new charter school opening up, Concourse Village West. They built it from the ground up within a matter of months and it's opening up in school next Monday. They'll be virtual. I'm just so amazed at how a state-of-the-art building has gone up so quickly. It's an immaculate beautiful building. It's Public School 36 and right down the street is Middle School and Elementary School 151 and 31. It's all in the same area. It was a new campus that was built further down, going up to the Grand Concourse. We can find out who the contractors are.
- Chairperson DeWese: Ask them to submit an RFP. long-term lease. What was there before?
- Trustee Hunter: It was an open lot. Cars were being parked. The school was utilizing it on a monthly basis to park their cars and some people in the neighborhood were parking cars there as well.

### **Motion to adjourn the meeting**

**Made by:** Trustee McGee

**Action:** Carried unanimously

The meeting ended at 8:20 P.M.



## Harriet Tubman Charter School

Elementary Academy  
3565 Third Avenue  
Bronx, NY 10456  
718.537.9912

Junior Academy  
1176 Franklin Avenue  
Bronx, NY 10456  
718.991.4181

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### Board of Trustees Annual Business Meeting on Zoom

**Date: November 10, 2020**

#### **In Attendance:**

##### **Trustees**

Chairperson DeWese, Chairperson  
Barbara G. Nowell- Secretary  
Mildred McGee  
Rey Allen  
Geraldine Hunter  
Kinanda Williams-Murray, Esq.  
Marlon Dunbar

##### **HTCS Staff**

Cleveland Person, Principal  
Jonathan Maniotis, Elementary Academy Director  
Felicia Yarber, Elementary Academy Director  
Michael Taylor, Director of Operations

##### **Others**

Dr. Marlaina Palmeri, Consultant

Leslie Roper-Thomas, CSBM, Senior Financial Manager had a personal scheduling conflict and was unable to attend.

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Chairperson DeWese opened the meeting at 6:10 PM.

##### **Consensus items**

**Moved**, that the agenda be adopted

Made by: Trustee Hunter

Seconded by: Trustee Allen

**Action:** Carried unanimously

**Moved** that the minutes be accepted

Made by: Trustee Allen

Seconded by: Trustee McGee

**Action:** Carried unanimously

## Governance- Board Chairperson DeWese

### Reappointment of Trustees

- Trustee DeWese stated that 4 Trustees are up for reappointment – Trustees Frazier, Dunbar, Allen, and Hunter and one proposed (Trustee Klnanda Williams Murray) who will need to be approved by CSO/Board of Regents before she can be seated.

**Motion 1:** To appoint Trustee Hunter for an additional term of two years on the Harriet Tubman Board of Trustees.

**Made by:** Ms. Yarber

**Seconded by:** Trustee Allen

**Action:** Carried unanimously

**Motion 2:** To appoint Trustee Dunbar for an additional term of two years on the Harriet Tubman Board of Trustees.

**Made by:** Trustee Allen

**Seconded by:** Trustee McGee

**Action:** Carried unanimously

**Motion 3:** To appoint Trustee Allen for an additional term of two years on the Harriet Tubman Board of Trustees.

**Made by:** Trustee Nowell

**Seconded by:** Trustee Hunter

**Action:** Carried unanimously

**Motion 4:** To appoint Founding Trustee Frazier for an additional term of five years on the Harriet Tubman Board of Trustees.

**Made by:** Trustee Nowell

**Seconded by:** Trustee Allen

**Action:** Carried unanimously

Chairperson DeWese: We next have to vote on the proposed appointment of Kinanda Williams Murray so that we can send her documentation to the CSO for approval. The by-laws have been changed [sic but not yet officially approved by the CSO]. Ms. Hill sent us the three changes to make in the by-laws, which allows us to vote and forward Ms. Murray to the CSO with the required paperwork.

Dr. Marlaina Palmeri: I have the language if you would like me to read it. The language in this motion is taken directly from the Board of Regents' guidance on seating a new Trustee to an existing charter Board.

**Motion #5:** *The Harriet Tubman 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 the New York State Ed Department is found, and having verified that any academic and or professional credential or qualification presented by the proposed member is genuine, has voted to select Kinanda Williams-Murray as a member to its Board of Trustees with a term expiring in November 2022, pending approval by NYSED. The resolution approving Kinanda Williams-Murray will be adopted upon NYSED's approval.*

**Made by:** Chairperson DeWese so moves

**Seconded by:** Trustee Allen

**Action:** Carried unanimously

Barbara Gailliard-Nowell enthusiastically supports Ms. Kinanda Williams-Murray as part of the trustees of the Harriet Tubman Charter School.

Geraldine Hunter: Absolutely.

Chairperson DeWese: Welcome to the Board, Kinanda. Thank you so much for making this commitment to serve us and being on our Board. We are happy to have you with us. And as we heard today, Laura Hill and David Frank are enthusiastically waiting for us to get your paperwork to them so that they too can approve you. So welcome to our Board.

Kinanda Williams-Murray: Thank you.

Chairperson DeWese: I know it is a testament to the late Trustee Claudia Nisbett, finding you and bringing you forward to us.

## **Revision of By-Laws**

### **Number of Meetings**

- Chairperson DeWese brought forth the revisions to the by-laws regarding changes that were previously discussed. The Board originally wanted to reduce the number of meetings to 11, but the legal counsel of NYSED stated that the Board must have a minimum of 12 meetings per year. Thus, we cannot change the by-laws to reflect a lesser number of required meetings per year.

### Calendar Year

- Additionally, another change that was recommended by the General Council of NYSED is that the fiscal year needs to end on June 30, not July 1. That change is reflected in the Fiscal Policies and Procedures Manual and wherever it is referenced in our by-laws.

### Committee Membership

- Trustee Nowell brought up the requirement from CSO that there must be 3 Trustees on every committee. She raised a concern that the Board must be more proactive to know about such a change because they have been functioning for many years and never knew that there had to be 3 Trustees. ? If this is something new, how do we access these new regulations? Trustee Nowell has looked at the NYSED website and does not remember reading that. She stated as such to Laura Hill and wants to be more proactive than reactive.
- Chairperson DeWese concurred that the Board needs to look at the committee structure and ensure that at least 3 Trustees serving on each of the Board committees, and reflect that in our by-laws. Regarding legal or compliance updates, we, as a Board, need to make sure that we're checking in with the NYSED website or any updates or any compliance documents that come our way so that we are mindful of any required changes. The Board needs to make a very concerted effort to ensure that they are checking and keeping the lines of communication open.

### Finance Committee and Treasurer

- Chairperson DeWese then led a discussion regarding the change in the by-laws around the Finance Committee. Dr. Palmeri looked deeply into the internal controls and the requirements regarding the Board's financial health, wellbeing, and how they are handling fiscal operations. As a 501(c)(3) nonprofit organization, there were internal controls listed. One of the internal controls recommended was having an Audit Committee. All of the required functions of an Audit Committee in a 501(C)(3) nonprofit is what the Board is currently doing in the Finance Committee.
- Chairperson DeWese suggested renaming the committee to the Finance and Audit committee, making sure to keep the word 'finance' to clarify that it's not only an audit function, but it is also a finance function.
- Trustee Nowell brought up that the Finance and Audit Committee is part of what The Board is considering because they are a nonprofit that adheres to nonprofit and New York State Education laws.
- Dr. Palmeri stated that it makes no difference if you have finance or audit or both. The main consideration was more about the requirement of having a Treasurer on the Board.
- Trustee Nowell stated that the Board is still going to look for a treasurer. Chairperson DeWese concurred, but it would be an essential role. The way it reads in the by-laws now is that you must have one.
- Trustee McGee stated that Madame Chair was going to check with Mr. Zayas (legal counsel). Chairperson DeWese noted that she did not connect with him today. In their last conversation, Zayas confirmed that there is no legal language requiring a Treasurer. She went on to say that it is a recommendation to have the standard

officers of a Board as Chair, Secretary, Treasurer, or Vice Chair, but there is no legal requirement. The way it is written in the by-laws is that it is a requirement. That language needs to be taken out because it is prohibitive. While those positions are recommended as best practice, they are not a requirement.

- Chairperson DeWese went on to say that when interacting with NYSED, what we put in our by-laws is what binds us to that requirement. Thus, the Board has to be very careful with labeling what is best practice versus requirement. The Board does not want to stop looking for a Treasurer, just not listing it as a requirement to have one.
- Dr. Palmeri stated that the legal requirements with nonprofits say that you can appoint an employee or an agent in any of those committees, but they cannot serve as a Board member. It is within the parameters of the Board's discretion to have Charter School Business Management functioning as an agent. Mr. Taylor acts as an agent in his capacity, but three Trustees still need to be on that committee.
- Chairperson DeWese agreed that the Director of Operations and Charter School Business Management are considered part of the Finance and Audit Committee. However, Trustees still need to be part of the committee.
- Chairperson DeWese confirmed that the Board committees are Education, Grievance, Personnel, Finance & Audit, and Facilities. Fundraising & Marketing is an ad hoc committee. It makes sense in terms of Trustee Dunbar's specialty and background to be on the Finance and Audit Committee if only to ensure that our fiscal policies and practices are being adhered to, even though we have legal counsel to the Board. Having a legal perspective on the numbers and the reports would give an additional level of comfort. Past practice used to be that the Finance Committee would meet an hour before the Board meeting. That needs to be implemented again because it gave structure and ensured that the finance committee met. We have Trustee Dunbar and Trustee Murray to serve on the finance committee. Who else?
- Dr. Palmeri: Madame Chair, you are ex officio and have access to every committee. Trustee Frazier was always on the Finance Committee, and he certainly had much to lend.
- Chairperson DeWese: He was very integral on the finance side. I will touch base with him and find out what he wants to do.

## **Remote Learning Update**

### **Elementary Academy**

- Teachers have done a phenomenal job adapting to everything required for virtual learning. Based upon the NYSED site renewal visit, the reviewers were very impressed with the amount of instruction from a remote standpoint. Students are adapting and adopting as well.
- We are trying to secure a device on loan for all students, but we are not at that point yet. For the most part, everyone has a device, whether it is their own or one on loan, to participate in instruction on a consistent basis. Attendance has been good, and students are attending live instruction.
- Younger children are getting better about signing into all of their classes all throughout the day. They struggled early on, signing in for the morning session and

then forgetting that they had school later on in the day. As such. They would be missing later on in the afternoon.

- Older students, especially our third and fourth grade students, hit the ground running.
- While in-person learning is preferred, remote learning has refocused instruction. Teachers are fine tuning their lessons, and without much downtime, it makes their teaching more intentional.
- **Star 360:** Trustee Nowell asked if Mr. Maniotis could give some data as to how the third and fourth grade children are doing on the interim assessments, the Star 360, and the mock assessments.
- Mr. Maniotis reported that they finished initial fall benchmarking. At the end of October, they will have the second piece of longitudinal data from Star 360.
- Regarding third and fourth graders, students were not far off from where they should be. This may be a combination of going to a live instructional model with more time on task throughout the day, than maybe other schools were back in the spring even if it was later in the year. The summer program that was done as well definitely played a role. When you compare what was going on this year to what's gone on in years past, it is a nominal difference. The students are not that far off from where they would normally be. Again, it is the initial benchmark, and what we really want to look at this point is January, the winter benchmark as it is called in Star 360.
- That will be our number one analysis, having a couple more months in, and then, number two will be to assess where true comprehension is at that point, compared to what might be considered more introductory skills in the first benchmark, whether it's third or fourth grade.
- Regarding grade level marks, they are still in the process of developing those, because they want to make sure everyone has a device. They want to make sure how to construct [grading] digitally, to best mirror state assessments this year.
- **Assessments:** The schools are still on the state schedule, but they did get notice that the January Regents is cancelled as of now. The leadership team wants to make sure that if NYS tests will be taken this year, they will more than likely be digital. The school wants to make sure they are mirroring those expectations as best they can.
- **Professional Development:** The admin team is working with the professional developers that they have contracted with to get everything started to make sure they are building mock assessments that also mirror the expectations for the State assessments as well.
- Trustee Nowell stated that the Board needs some data. If the students have taken the test in October, she needs data to figure out what percentage of the children at each grade are performing as expected. She certainly does not want to wait until January, because that's two months away from the State scheduled exam. The purpose of this meeting is to assess how instruction is going. She believes it is good, but it is the data from your interim assessments that the Board needs to see.
- Mr. Maniotis responded that in general, the data from the current Star 360 benchmark show that most of the students are performing on or above level in each class. However, a handful of students would be considered in need of further

progress monitoring. There aren't any students that would be considered on watch, which is another level in between, red and the green, which would be on or above level. Usually, you would have maybe a few more students in that category, but they really weren't many at all. Less than 10 in each grade level would be considered in need of more progress monitoring. The teachers would assess them more frequently, but again as of now, most of the students are performing at or above grade level when it comes to those expectations on the initial benchmarking.

- **Special Subgroups:** Trustee Nowell asked Mr. Maniotis to speak to the ELL, MLL and SWD students and how they are doing on this interim assessment and Star 360.
- Mr. Maniotis stated that most of the students that fall on the higher priority list are, SWDs and a couple of the students that would be considered ELL or MLL students. One of the things that we have talked about in the past is many of the ELL/MLL students that are in third and fourth grade have been with HTCS since Kindergarten. They perform rather well so it is really only a few that fall into that category. But as always, there is always a little pushback with a couple of students each year. Trying to get them properly evaluated from the parent perspective. it makes it more difficult.
- **Interventions:** Trustee Nowell asked if there are Specific thinking strategies, AIS or RTI for that 10% that do not seem to be doing as well.
- Mr. Maniotis stated that they were handling those students in the same way they always would. It is just in a different location. So yes, they would get AIS instruction and it is built into the student's intervention time as well. Sometimes the teachers will have those students sign back on during the homework help timeframe, at the very end of the day to with them a little more. During those two periods, intervention and homework help, the teachers are fine tuning and tailoring the instruction a little more.
- Failing students fall into that higher need category, where there is more progress monitoring recommended at the end of the day. The students do the core subjects first. While they are teaching, they can recognize skills that needs more work or who needs more attention as well. This is addressed during intervention time as well. In addition to some of the remediated skills that they have to work on, teachers can revisit something that might have caught their attention that day for the current instruction as well.
- Mr. Maniotis emphasized that it is not always just to focus solely on remediation. Teachers can also combine the current topic with prior skills that need working on.
- **Documentation of Interventions:** Trustee Hunter asked given that everything is data driven, numbers really matter, and accountability is so key right now, with all that you're doing [instructionally] and all the assessments and all the interventions, what is being documented? She asked if teachers are chronicling those students, as well as the hours of time that are being put in and rendered, the extra support that is being given, the programs that they are using. Everything has to be documented. What is being reported sounds absolutely excellent, but there must be evidence that these are the things that are being implemented, the time in which it's happening, the students by which it's being given to and the teachers that are supporting



students' gains or growth in specific areas. This would actually support everything that we need to show as being done.

- **Speaker Unknown:** That is what was said before. Teachers are in a spot where they are forced to hone different skills in this environment. They have to better themselves and take on more of that accountability. Utilizing Google classroom has actually helped that out. Not to say that teachers weren't documenting those things before, but when you had to document things, especially for CSE or anything else like that, it was kind of an antiquated system. You had to write things down and you had to make photocopies and have all these anecdotal records and so on and so forth, which you still have to do. But now there is a digital trail of everything for all the students, and when CSE meetings have come up, especially for things that are needed for this current year, it's very easy for the teacher to pull information from all of their documents and materials, even with attendance. If there was an issue with a child logging in and out of class earlier on in the year, they can go to their attendance feature in Google Me. They can show that they were in class for each period, and the number of minutes for this period. It is more than just attendance for that day.
- Teachers and students can literally show how long that they are in the classroom. They get a documented record that they can easily show, and then when it comes to the work aspect of it, the students get individual pieces of work and then they submit it. There is now that digital trail as well. The teachers can easily compile all that data and student work and can utilize that for any CSE requirements or anything else of that nature. Communication is better because it is more reliant on digital communication, whether it is with parents or even with students, because they can speak through Google classroom as well. The digital trail means you don't have to fumble through a composition notebook or a roll book.
- RTI data can be inputted as well and you can share it with the FASST team or to CSE. Its streamlines the process for gathering data on student progress.
- **Trustee Hunter:** Those are things that more than likely the Board will be asking, to see how the administrative team is actually drilling down and understanding the needs of the students, as well as the needs of the teachers. To have that documentation readily at hand, as you have just shared, streamlining and making it more accessible so that it's more readily pulled, gathered, documented, and reviewed in order to evaluate, to see where best we can actually support not only your teachers, but the students as well. It's very, very important.
- Teachers can make you aware of any challenges or areas of concern that they have teaching in the new platform, whether it is a technology or curriculum issues or any other kind of challenges that they are facing.
- **Implementation Issues:** Early on just matching up certain pieces of digital curriculum to whatever they were doing was challenging. Those issues have been worked out over time to where it is a lot more of a seamless piece. There was a lot less confusion several weeks after the fact than there were maybe at the beginning of September. There might be a challenge getting through to a parent or getting a child to log on consistently. One of the main challenges is just getting them to make sure that they're in an environment conducive to learning. Issues are less frequent than

they were early on because the teachers have done a great job keeping up with parents.

- **High Need Families:** One of the problems with our high-needs families is that they have access issues, and we have to direct them to the proper places. Some utilize the Claremont Neighborhood Center because they're open to taking in a small number of students each day.
- **Vacancies:** Trustee Nowell wanted confirmation that there are no vacancies in EA. There is also a Sped teacher at each grade. She asked if there is a building substitute for any regular position at this time?
- Mr. Maniotis reported that there is a building substitute covering for a teacher that's out on parental leave in Grade 1 right now. There is technically still a vacancy for a general education teacher that was there prior to school starting, and a teacher has been moved into that spot to take care of that. A Sped teacher from fourth grade resigned on very short notice, so the school is still looking for a 4<sup>th</sup> grade teacher for fourth grade and a Sped teacher.
- **The Hybrid Model:** Extenuating circumstances or barriers that would prevent HTCS from moving to the hybrid learning model?
  - The number of staff medically excused from attending in-person instruction. In the hybrid or full model, they don't need that medical exemption.
  - How does a teacher work from home but then teach the kids in the building?
  - The biggest hurdle is the staffing and supervision of the students in the hybrid model. If there are medical exemptions for teachers, we would be spread very thinly; specifically, those medical exemptions are still binding, I guess, would be the word.
  - The ability to hire is difficult because there are few places to pull teachers.
  - Social distancing means that you can only have about ten students per classroom, increasing the need for more teachers. If teachers signed in from a remote location, a TA would need to be present. Some of those staff members also had health exemptions not only for themselves but for family or children
  - **MacBooks:** Using the MacBook, teachers use different camera angles to see the students. They can pair their phone or tablet as well.
- The weakest population is the fifth grade. The 8<sup>th</sup> graders are the strongest. What we have learned from the data, and what we've been doing in preparation for our renewal (and even with the State's observations), what we're noticing is the students who have the same teacher two years in a row perform better. At fifth and sixth graders, they have social studies and science teachers two years in a row. Same at 7th and 8th grade. They also have social studies and science teachers two years in a row.

## Annual Report

- Chairperson DeWese reported that the Annual Report was submitted on time on September 15 into the NYS Portal. Laura Hill, liaison from CSO, has reviewed it, and the first review came back with some requested revisions and corrections. We made those.

There was a second review by Laura Hill that also came back with some requested revisions and modifications.

- However, when we reviewed the suggested revisions, they had already been corrected by Dr. Palmeri and uploaded into the portal. We confirmed in an email that these were in the portal, and we also resent the revised documents. Ms. Hill didn't have access to the portal at that time, and once she was able to get in, she was able to find the documents,
- Ms. Hill responded today, stating that she got our email and that she would look at that. If she had any other questions, she would let us know. She also expressed condolences to the Board on the passing of Trustee Nesbitt. I was certain that I responded promptly and timely with regards to that.
- Chairperson DeWese noted that she is trying to make sure that we respond to Ms. Hill quickly because what tends to happen and what Marlaina and Trustee Nowell and I are seeing is the request for revisions has a very short turnaround for information. The Board will see a flurry of emails and texts from us because we're on a tight deadline issued by the State, not by us. Please look at your emails daily, and pay attention to your text messages as this is very important.

### Site Renewal Visit

- Chairperson DeWese stated that in preparation for the renewal visit, we will have a prep meeting. We will send you the renewal application again so that you can familiarize yourself with the key points. You need to know what we said we were going to do for the next five years. You need to be well-versed, speak to what is in the renewal, and the respective committees need to outline and write talking points. Where you are a specialist in your field and your particular committee, please make sure you have a breadth of knowledge of the renewal application because they're looking for us to speak to everything. Outline and write yourselves talking points.
- Chairperson DeWese noted that at the last renewal visit, only she, Trustee McGee, and Trustee Nowell were present. It was perceived that they (the Trustees) weren't responsive or receptive because we were writing things down and not as verbal as the (Reviewers) liked. We're just going to be well-versed and well-prepared and be able to speak to our application, address whatever challenges we have faced and what we have done in response to those challenges.

### Lease Issues

- Chairperson DeWese reported that another issue has been raised. Some information and emails were going back and forth regarding the building renovations that were to be done in the Franklin Avenue building by (inaudible), not the architect. There was a conversation going back and forth, and then he ultimately emailed the State.
- Chairperson DeWese reported that she replied to the State to give context and clarity around what he has been emailing. Her assessment of the situation is that he is a third-party vendor who has not had as much business during COVID. He's trying to drum up business and pass the charges on to us. These emails and additional meetings and contacts, and if I'm not mistaken, Mr. Taylor said he sent him a bill for almost \$2,000 for emails that went back and forth last month. Mr. Taylor could probably speak to it.
- Michael Taylor stated that it was a little under \$2,000, but he deleted the email.

- Chairperson DeWese clarified the issue. The work at HTCS has been completed. However, the architect feels that he is the applicant for **the project**, even though we're the application owners. But it's fine that he needs to be involved until the very last moment. So out of professional courtesy and in terms of being compliant with our LNO, Chairperson DeWese stated that we would notify **him** once we have hired a licensed contractor to do the work. We will inform him of the work being done, and when it's complete, we need not have any more interaction with him. **He** had suggested that he wanted to review and choose the contractor, but Chairperson DeWese said no to that. HTCS does not wish to engage him for any more hours or interactions on the Board's behalf.
- Trustee Allen asked for this person's name, and Chairperson DeWese responded, "David Briggs."
- Trustee Allen asked who he was affiliated with, and Chairperson DeWese stated, "Loki Architecture."
- Trustee Nowell asked for that information again.
- Chairperson DeWese reported that she replied to the State to give them an update because they thought that this work would be done if we were moving to blended learning. The State said that if there were children in the building, what safety was there? Do we have enough fire wardens?
- Chairperson DeWese stated that she responded as follows in an email. "HTCS is one hundred percent virtually remote. HTCS is in the process of choosing who is going to be hired to do the work. No one will be in the building until at the very earliest, should it be decided and approved, until the mid to end of November."
- Chairperson DeWese confirmed this was handled. Subsequently, she has also received communication from Ed Newman, the Archdiocese's attorney, because this same vendor (David Briggs??) emailed him. Again, this engagement and actions taken have lead her to believe that he will attempt to charge HTCS. But HTCS is not paying for this.
- Chairperson DeWese had Richard Zayas (Board Attorney) respond to the Archdiocese to discuss the lease options and the lease renewal conversation.

### **New Trustee**

- Chairperson DeWese confirmed that the Board is finalizing the process for Trustee Kinanda Murray. She and Trustee Nowell are in the final stages of submitting the paperwork to the CSO so that Trustee Murray can be recognized as an official Board member of the Harriet Tubman Charter School.

### **Bank Relationship**

- Chairperson DeWese reported that additional paperwork must be submitted for our new bank relationship. Once that is done, we will move forward with starting in moving accounts. Does anybody have any questions?

### **Consensus Items (Trustee Hunter joins the meeting. Board now has quorum)**

#### **Approval of Agenda**

**Moved** that the agenda be adopted

Made by: Chairperson DeWese

Seconded by: Trustee Allen

**Action:** Carried unanimously

#### Approval of Minutes

- Chairperson DeWese asks Trustee Nowell about the minutes from the last meeting.
- Trustee Nowell states she never received any transcription of the September meeting. She and Mr. Taylor are looking for a transcription service that will accept purchase orders. They would be a vendor, and they would accept our purchase order for payment.
- CSBM – Leslie Roper Thomas commented that CSBM wouldn't pay anything on a purchase order. It has to be an invoice.
- Trustee Nowell clarifies that the right terminology is looking for a recognized vendor that will accept an invoice from a school.
- Minutes will be approved at the next meeting.

#### Finance Report – CSBM Leslie Roper Thomas

- **Financials:** I am reporting on August financials for the first two months of the full 2020-21 school year. Currently, cash in the bank, as of August 31, is \$4.4 million. This includes two per pupil payroll invoices. We received one at the beginning of July. We also received another one at the end of August, which explains why the balance is high. Full-year cash carryover is expected to be \$2.8 million. This money gets carried over into the 2021-22 school year.
- **Enrollment:** Enrollment is based on the first two invoices. We had a budget of 640, the projected number of students as of August 31 or September 1 was 659 students. That gives us a positive variance of \$289,000. About Sped, we're one student over on sped compared to budget. However, the categories are where we see the shift. We anticipate eight students in the 20-59% range, which gives an additional \$41,560. And in the 60% and over range, we're short one student, excuse me, four students where we budgeted 32, and the projection is to have 28 students. That gives us a negative \$76,196.
- **Profit and Loss:** Moving on to the summary sheet of the PNL. I just spoke about the 271. This (number) is due to the shift in the per pupil being higher on Gen. Ed. and slightly higher in Sped. But because of the change in the differences, it offsets it to 271.
- Chairperson DeWese: I know that the revenue number is from the close of August, but are the enrollment numbers from the same time or as of today?
- Roper Thomas: I believe Mr. Taylor has already submitted the November invoice. However, it wasn't approved as of yet.
- Chairperson DeWese: These are August student numbers?
- Roper Thomas: These are projections that are used. Maybe when Mr. Taylor or when Mr. Percy can record, they can give you what the enrollment is as of today.
- **Federal Grants:** Regarding the federal grants, we're currently on the positive end of \$362,528. And that is a variance from budget. And the reason why we're showing such a high variance is because, as you know, the school received a portion of an ESSA grant, and the amount of that ESSA grant was \$389,565. So that was not budgeted. It's included as part of the forecast of money to be received by the end of the year. The

\$362,528 is made up of, as I mentioned, the federal grant, which is the ESSA grant. That is \$389,565. This is based on the Title allocation from the State, which is slightly lower by \$27,037. And that's offset by the \$389,565 that I have here that says is the ESSA Cares grant. And behind this, I have the detail. And I think I've sent all of you these reports this afternoon. All of the detail is there. That makes up what the summary of these numbers are.

- Chairperson DeWese: The ESSA grant is a projection too, or you received that?
- Roper Thomas: No, the ESSA grant is not a projection. That's the amount that we were told that the school was going to receive, and that's the amount of the application that was filled out.
- Chairperson DeWese: We haven't received it yet, right?
- Roper Thomas: We haven't received anything yet.
- **Contributions and donations:** There is a \$100,000 variance. I included the grant which was mentioned in our last board meeting and today. There was going to be a grant received from the New York City Council of \$100,000. I included that in our projections, even though that money has not been received as of yet. I'm assuming that we're still going to receive that. Everything else is pretty much on budget when it comes to revenue.
- **Fundraising and Interest Income:** This is still expected to be \$15,000. Interest income is still expected to be the same, and any other type of other revenue is yet factored to be into the budget, which is why we don't have any variance.
- **Personnel:** With regard to personnel expenses, we're anticipating those expenses to be on budget right now. Also, as you can tell, if you look at the variance of the year to date, which is these two columns here, you can see that we're running under budget just for the first two months for all of these categories. So that's where we're anticipating we will be on budget because I believe it's too early to make any changes. With regard to anything else with payroll taxes, we're also keeping those on budget. We see very positive variances in some of these other areas. Where you see the negatives when it comes to expenses, it possibly can be due to timing.
- **ESSA Grant:** I just wanted to point out that specific items are being covered under the ESSA grant. I don't want anyone to think that we are receiving this \$389,000 without any associated expenses. Summer school is being covered under a portion of the ESSA grants. So that'll be a tab with that money. We also have PPE and supplies. I believe we put roughly \$100,000 in the budget. So that'll be tagged against the ESSA grant. If you look at the bottom for any of our capital expenditures, we bought some teacher MacBooks last year. And because the ESSA grant goes from March of last year to June of 2021, we're able to use the cost of what we paid for those computers to be tagged under the ESSA grant. What's also included here, which I don't think has been purchased yet. Mr. Taylor can correct me if I'm wrong. Are any of the Chromebooks or anything for the students delivered yet?
- Michael Taylor: They have been ordered. They haven't been received.
- Roper Thomas: When that's received, that'll go against the ESSA grant as well. We're anticipating right now by the end of August, and for the remainder of the school year, we will have a net income of \$810,138 compared to a budget of 75,000, which gives us a variance of \$734,000.

- Roper Thomas: Any questions?
- Chairperson DeWese: I don't have questions. I mean, this sounds good now, but I think when we have a more accurate picture for enrollment, these numbers are going to definitely change.
- Roper Thomas: Well, let me see what enrollment. Mr. Taylor, do you remember what you put in for the November enrollment? Have you done that yet? Have you sent it?
- Michael Taylor: Yes. Don't look at that because I have to make corrections on what I sent because we have about 30 people living outside of New York City.
- Roper Thomas: Okay. I didn't want to use that because it's not approved or final. So that's why I didn't use what you had previously shared with me.
- Michael Taylor: Yes. They pushed that back since we're remote or they're living outside of the five boroughs. We can't bill for those kids.
- Trustee Nowell: Are you talking about students or staff?
- Michael Taylor: Students.
- Trustee Nowell: Where are they living, in Long Island or Westchester or what?
- Michael Taylor: All over the place. Virginia, Dominican Republic.
- Roper Thomas: A lot of students are doing that. Once COVID hit, there have been instances of that happening even back in the March and April timeframe. A lot of students moved to other places because it was remote. If you're not sitting in a classroom, you can work from anywhere. Sometimes some of the parents wanted to get their kids out of New York. They took them someplace else. And they are still there now. Is that what you've heard as well, Mr. Taylor?
- Michael Taylor: Yes. They don't have childcare here. They send them to grandma in the Dominican Republic, or they send them wherever.
- Speaker 1: But it's in the United States, and they are registered at a school and attending classes. Why aren't we able to collect?
- Trustee Nowell: They have to be registered in the five borrows for us to collect. At the end of the school year, we can petition whatever school district they were living in to pay us. We can send them a bill. What's the chance of getting reimbursed?
- Michael Taylor: I've never seen it happen.
- Speaker 1: 30 Students? That's a big hole. That's tremendous.
- Chairperson DeWese: What's the number of registered students that we can obtain money? What's that number?
- Michael Taylor: 615.
- Chairperson DeWese: And the actual enrollment number is what?
- Michael Taylor: Well, we had many drops since the bill, but I think it was 640, 642.
- Chairperson DeWese: So, wait, the 615 number also includes those students who are not in New York State?
- Michael Taylor: Yes.
- Chairperson DeWese: So, of that 615?
- Michael Taylor: About 30. I'll tell you right now.
- Chairperson DeWese: In terms of reporting, we're going to have to report this differently because we have to use the revenue number based on the enrollment of those registered in New York.

- Roper Thomas: Well, the November report is usually more accurate. Once that number is approved, we will be using 615. I won't stay with the 650 number if it's not on the invoice or if it's not going to be reimbursed.
- Chairperson DeWese: But if I hear Mr. Taylor correctly, we can't even use the 615 number because we're not getting paid for 615.
- Michael Taylor: Yes and no. It is a finance committee conversation, but there are ways to do it now to get the money.
- Trustee Nowell: When we are 615 minus 30, how does that affect our budget?
- Roper Thomas: 615 times the tuition rate at \$16,123 is about, for the full year, \$9.9 million. Compared to what's on the schedule right now, we're anticipating \$10.3 million
- Chairperson DeWese: Right. But that 615 number is not a real number.
- Roper Thomas: I'm sorry. Not \$10.3 million, \$10.6 million.
- Chairperson DeWese: Right. But that 615 is not a real number. The actual number is what Mr. Taylor is trying to get us now.
- Michael Taylor: So, it's 615 minus 19.
- Roper Thomas: That is \$9.6 million compared to \$10.6 million. So this is probably a loss of a million dollars. If you take the amount of tuition that we're paying right now for each student, the \$16,123, and multiply that by 596, you get roughly \$9.6 million.
- Chairperson DeWese: And that's about a million-dollar difference from what is on your report now, right?
- Roper Thomas: Yes. The million-dollar difference in the report is a projection. We have about \$10.6 because it is a projection. The budget is \$10.3 million because we only anticipated 640 students instead of the 650 reported as a projection.
- Michael Taylor: We talk about this a lot, but the August bill, which is September, goes in August as a projection. It is what is registered in the system. It's all the students that are registered in the school. So that's where we get the number. When we were going to open, and then not open, ATS didn't start working until September 27. That's when we got all the discharges on that morning. That's when we actually started to get all the discharges, and it went from 650 or whatever it is that you have, that's when it went down to 615.
- Chairperson DeWese: What were the discharges for, and why were there discharges?
- Speaker 2: Mr. Person had Ms. Stringfellow call. Most of them had moved. Most of them were in 6 to 12 schools. And we lost about 22 of the Kindergarteners that we had registered because they were keeping the children home.
- Trustee Nowell: But now that we're going totally digital, did we contact them and let them know we are digital at this time?
- Michael Taylor: Yes ma'am.
- Trustee Nowell: Did that make a difference?
- Michael Taylor: We've got about two to three of them back so far.
- Trustee Nowell: So that means those kids are not in school?
- Michael Taylor: Correct.
- Chairperson DeWese: Okay. So, I think we're going to have to keep our fingers on the positives. We're still basically at a deficit because those are not valid numbers. If we're basing it on enrollment, that's almost a million-dollar difference. So the \$800,000 that



you reported about ending the year on will show a loss. The \$75,000 that we anticipated or set the budget is a more realistic picture of our financial picture.

- Speaker 5: I just want to ask Ms. Thomas, is this common in all Charter schools at this time? Such a tremendous drop in enrollment?
- Roper-Thomas: It varies. Some do, and we're talking about different age groups, correct? You may not see it in the high schools as much, which other clients of mine are, but as far as other elementary schools, basically not, it may not be to the tune of 30 students. But I know of students currently not being put in their home district because, as we mentioned earlier, they're being taught someplace else. They're being taught by a school that's not necessarily in their home location. If that's what you want to call it.
- **Audit:** I wanted to mention the audit. We're trying to tie up the audit, as you know. The audit is due November 1, and some additional ESA reports are due by November 1. I think the auditors might still be waiting for some documentation from you, Chairperson DeWese. Did you send them the engagement letter?
- Chairperson DeWese: I thought I signed everything.
- Ms. Roper-Thomas: That was the confirmation. I'll ask them again. I've asked them to give me a final list of outstanding items. They said they were missing one thing from you. They got the Confirmation.com. And if you did do the engagement letter, can you send me a copy? Because I don't have a copy of it.
- Chairperson DeWese: I did whatever they sent me, and I electronically did my signature and sent it back.
- Ms. Roper-Thomas: I don't think the engagement letter needed an actual signature. That was the Confirmation.com.
- Chairperson DeWese: Oh, I didn't sign anything. If they sent that, that I didn't sign. Because I didn't print out or sign anything. Everything I did was electronic.
- Ms. Roper-Thomas: Okay. I'll see if I can find it and I'll send it to you again.
- Chairperson DeWese: Does anybody have any additional questions for Ms. Roper-Thomas? Budget or finance questions? Okay. We'll move on to the Education Committee report

#### Education Committee Report - Trustee Nowell

- **Attendance and Enrollment:** The Education Committee met on September 27. We got some reports from the Academy Directors. In the Elementary Academy, we learned that the attendance was off for the first few days. But after that, the attendance improved. The Kindergarten enrollment is much lower than anticipated, but Grades 1-4 are basically full. The parents initially confused the Department of Education calendar, which opened later than our school, with Harriet Tubman Charter School's calendar. Also, we were informed that some students' parents had trouble logging in. So that affects the attendance also.
- **Remote Learning:** What is different is that everyone has a specific timeframe for instruction and submitting work. Work should not be sent to the teacher at 11:00 PM. Trustee Hunter and I have expressed a desire to see an actual Google Classroom of instruction since we never had that experience. However, we were told that there are some serious security issues, and we have to be very careful about that.

- Mr. Maniotis told us that they may try to do a highlighted instruction session that we could view in our Education Committee meeting. We talked about how digital learning could be an interactive process, and students could raise their hands. They could type something in the chat. Teachers could see a gallery view. We were concerned about young children using technology, trying to type, and having spelling issues. We would like some more technical instructions for the young children. And it was also suggested that during these weekly Town Hall meetings, because parents are having trouble with technology too since the school is offering weekly Town Hall meetings, that time could be used to develop technology skills. I think the parents would like that. That's outside of where the students are doing their homework and so on.
- I think they (the parents) would really appreciate that. Now our Charter says a minimum of four Town Hall meetings a year. It does not say four Town Hall meetings a year. It says a minimum. We are doing more than that. And that is fine. That's a big compliment giving this unusual situation.
- **Staffing:** We were concerned when we found out that there was no General Ed teacher in Grade four. The Special ed teacher was covering the class, and Trustee Hunter clearly explained that we were out of compliance in that issue. It's urgent that we get a General Ed teacher in Grade 4 because a sped teacher is spreading her services too thin. And that's out of compliance. She has a group of children for whom she's responsible.
- **Technology:** Another challenge is that many students have the technology, but some don't have the internet. You can give them a device, but they don't have internet access. This is an issue.
- **Language Barriers:** Another issue is a family that only speaks Spanish. Even with the internet, they have a limited understanding of what's going on, and we want to support those children. It was also said that we need to support the children and families who come from Africa. We need to look for someone who can translate during the lesson or translate during the Town Hall meeting. And we want someone who is relatively literate. We don't want someone speaking colloquial Spanish, colloquial French, but someone who understands pedagogy and understands education terminology. Some terminology in education is not transferable to common language. It's specific to this field.
- Chairperson DeWese: So how were they taught before being remote? How were they taught when we went in person?
- Trustee Nowell: I have to assume that they were in school. But, in school, we have the parent coordinator, we have the ENL teacher, and so forth.
- Chairperson DeWese: So those individuals would come into these students' classes every day and teach them, for the teacher?
- Trustee Nowell: Mr. Maniotis, can you speak to that?
- Mr. Maniotis: Sure. If we're referring to those families where the majority of the family originates from Africa?
- Trustee Hunter: Or some Spanish speakers
- Mr. Maniotis: I'll get to that too. It's usually not an issue with those students if we were in school, communicating with the student. The problem typically comes from the parent, once we're aware. If there's a communication issue, we usually have some family member that might be a little more fluent come with them. If there's a meeting

or a phone call, that's what would happen. It is a little easier when we were in school for something like that.

- Chairperson DeWese: But how did you teach the families that were from, how did you teach the students from Africa when you were in the school building? You said it was easier.
- Mr. Maniotis: Yes, because the student, the children are usually more adept at being multilingual because they're learning both languages simultaneously or multiple languages at the same time, because there can be more than one in the house or more than two in the house. I should say. And especially if they're at a younger age, they're learning everything for the first time. So really, it's not as difficult communicating with the child because they're kind of getting everything at the same time everyone else is getting everything. The issues that we've had were, as I said, we're primarily with the parents. If you had to try to communicate something with the parents, that's where the communication barrier lies. So sometimes, it would be an older sibling helping communicate certain things. Sometimes there'll be another family member who is more literate or more fluent that can help. So again, it was just a little easier with that.
- Mr. Maniotis: Regarding Spanish-speaking families, it is not as much of an issue because we have many staff who are fluent in English and Spanish. We also have the availability of some of those staff members when we identify a communication issue. They go in and assist, or at least maybe reach out to that parent and kind of help out and get everyone on the right track. So yeah, the only hiccup we've had is with those families that have originated from Africa coming to the US. And sometimes just getting through to the parents to make sure they understand what's requested of them.
- Chairperson DeWese: I'm still a little bit unclear. Are the students from an African background being taught, or are they having problems with instruction?
- Mr. Maniotis: No, the children are being taught. That's not the issue. I was speaking to the issue of communicating with the parents. The children are fine in the sense that once they're signed in and ready to go, they participate and do what they need to do. Some of the hiccups were getting through to the parents. That's what it came down to.
- Chairperson DeWese: Both for the Spanish and the African students.
- Mr. Maniotis: No. The Spanish families that primarily spoke Spanish were a little easier to get ahold of, especially in the Elementary Academy, because we might've already built up a relationship with some of them. Even in Kindergarten, some of those students are siblings of some of the older students, whether in the Junior Academy or Elementary Academy. So again, they're being taught. What we would do in school, we're doing the same thing with remote. If there's an issue, if it's a Spanish speaking family, communicating with the family, we're having some of our staff members help out with that, who do speak Spanish. Or maybe we already have a relationship with that family from a year prior, if they're in first or second, third or fourth grade to help out with that.
- Trustee Hunter: I have a question. Are any of our teaching assistants in EA able to speak Spanish?
- Mr. Maniotis: Yes and some of our teachers and support staff can too.
- Trustee Hunter: I've not generally known children learn a new language relatively quickly when they're immersed in English and so forth. And I hope these children are on the level of service with the ELL teacher.

- Mr. Maniotis: Yes. If they were tested and require the services, they're receiving the services.
- **Wi-Fi and Internet Connectivity:** One other thing the Board mentioned was children who are having difficulty with Wi-Fi or internet service, or maybe even a device. We wanted some recommendations on how the Board could support those families. When you get a chance, could you (Academy Directors, Principal, and Mr. Johnson) draft some recommendations of how the Board could support them? Now, it may even mean some dollars and cents. I think Ms. Yarber mentioned something about purchasing portable hotspots and stuff like that. I'm not into tech at all, but could you please let us what we can do so that all of our children have access to Wi-Fi or internet service?
- Chairperson DeWese: Is there a way for our network to have a VPN or a gateway to our network? Because I know working from home, I can dial into my offices' network by VPN. Is there a way for us to do that? Can we find out, ask Mr. Laguda or somebody, to find out about network support for a few of the families to dial into our network.
- Trustee Nowell: I know I was told how security is an issue. I don't know if anybody could just dial into anything because we couldn't as Trustees even see anything or log in to anything.
- Chairperson DeWese: You would just need to get an ID to gain access to the class. But I'm talking about the ability to have internet service with a VPN or UPN. Somebody can dial in with authentication. There could be a two-factor authentication way of doing that too.
- Trustee Nowell: That's what Trustee Hunter and I were asking. Ms. Yarber, you were talking about security.
- Ms. Yarber: Yes, at the junior high school level, it wouldn't be enough to just give you a user ID and password. With Google Classroom, you have to have a separate user ID, password, or login for every class you enter. You have to know their code, the Google Classroom code, to get in. And they're all different. Sometimes, they even have to be reset because outsiders are trying to get in the same way we experienced Zoom bombing here.
- Ms. Yarber: We faced that challenge at the school. In the middle of a class, somebody will just pop in, pop on profanity, so we would literally have to give you multiple logins to get in. And even now, when it's happening, we know that it's happening because of one of our students. Either it's happening because of them, or they're giving the login to somebody else. As a result, people are coming in, and then we have to constantly change the login, which is another problem in and of itself. Because then you have to email it all to the kids or post it, and it's just a real headache.
- Chairperson DeWese: No, I know. I'm talking about two different things. I'm talking about, first, access to the class and the platform to Google Classroom. That's technology security. That's a username and an ID to get access. What I'm talking about second is the usage and ability to have Wi-Fi or internet service, like being able to log into the network. There is a UPN or VPN way of having access to that network. I'm by no means suggesting that we give it to every family, but if you have families who don't have internet service, but they have a device, it's useless. The device being there is useless because they don't have internet service to get in. You register VPN and UPN by the IP numbers of whatever technological instrument is being used. If they are using one of

our Chromebooks or one of our laptops, the IPN is registered, and they will have access to our network to get in if they have Wi-Fi internet service.

- Mr. Maniotis: To answer that question, Yes. The tech manager would have to look into this to make sure our network can handle that. That is something that is possible, but it's just a matter of whether or not the network can actually handle it or is capable of doing it, or if it isn't what it would require to be able to do it. We'll have to follow up with that.
- **Student Support:** We were also told that the specials teachers teach all classes. That's challenging sometimes for some of them. And we were told that the FASST team supports the children with social and emotional issues, but they don't pull them out during core classes. What I have to clarify is how are those children who need physical therapy and occupational therapy being supported when we have distance learning? I'm not clear on that. Could someone else at the school help me out on that?
- Mr. Maniotis: Sure. The special education coordinator has been working with the Committee on Special Education for New York, for our district, and the outside service providers to try and set all that up. I believe some of the services are set up, but we're still awaiting staffing from CSE. It's not on our end. Everyone is on a shoestring staffing budget when it comes to having people available to do stuff right now because everyone is being put everywhere. The special education coordinator has been working to make sure all those things are set up. And when they are set up, it'll be primarily teletherapy or unless CSE arranges something else. But those things are not set up, we've done what we can, and we're just waiting for CSE to basically assign people at this point.
- Trustee Hunter: And when would they receive that physical therapy, occupational therapy? Outside of core classes during the day?
- Mr. Maniotis: It depends on the availability of the person that's doing it. You know, they're not going to do it at 11 o'clock at night, but it could be outside of the school day. It could be within the school day. It's whenever there is availability.
- Chairperson DeWese: How many students do we have, approximately, that require physical or occupational therapy?
- Mr. Maniotis: I don't think there's anyone that requires PT. There might be a handful of students who need OT, occupational therapy, but it's not a lot. It's just waiting to have someone assigned. There's a hierarchy of where everyone is right now, regarding how they're spreading out teachers all over New York City within the Boroughs, that, it's like I said, it's out of our hands in the sense of like, we're doing what we need to do.
- Trustee Hunter: I'm thinking of the children who need occupational therapy. Do those children also need special tech devices? Say they have issues with their hands?
- Mr. Maniotis: If they do, that'll be provided by NYC. If they require a special keyboard or writing device or anything like that, that'll be provided to them as it was back in the spring.
- Trustee Hunter: We had some students who had a special device?
- Mr. Maniotis: Not to my knowledge, but if they required it, it would be provided to them.
- **Web Posting of Schedules:** We noticed that the blended learning schedule for the JA was only a sample of the 5th grade schedule posted online. Because I was wondering

where the other grades were. We were told that it was a sample 5th grade schedule. My question is, when are you going to put up the schedules? Because you may go to remote when you're going to post the sixth, seventh, and eighth grade schedule. Ms. Yarber?

- Ms. Yarber: Well, there would be no need to post it because all the kids and families have the actual schedule. Every family has their own schedule.
- Trustee Nowell: But shouldn't that be online? Just like the EA?
- Chairperson DeWese: No, it actually has to be online because that's what she kept coming back to for the annual report. That the virtual remote learning plan was not comprehensive for the JA grades. It does have to go up, even if it's a sample.
- Mr. Person: I think we posted it. I think the entire blended plan is posted on the internet.
- Chairperson DeWese: Right, but I think it is only a snapshot of the 5th grade schedule and not the 6<sup>th</sup>, 7<sup>th</sup>, or 8th. It's not complete.
- Mr. Person: I do think the whole thing is posted. We'll look.
- Chairperson DeWese: Yes, we need to look to make sure because that's what she (Laura Hill) keeps coming back and saying that the blended, I mean, sorry, that the remote plan is not comprehensive, in that it does not reveal all of the grades.
- Mr. Person: It'll be there tomorrow.
- Ms. Yarber: I thought they asked for a sample of the schedule. Not the actual.
- Chairperson DeWese: No, you have to have a schedule for every grade, and it has to be a process for every grade, and how every grade is being handled.
- Ms. Yarber: All right. We can make sure that's posted tomorrow.
- Trustee Nowell: That closes my education report. Trustee Hunter or Trustee Allen, do you want to add anything to the Education Report?
- Trustee Hunter: You hit the key points. So, at this point, no, thank you though.
- Trustee Allen: I agree.
- Trustee McGee: No. That was fine.
- Chairperson DeWese: I don't have any more questions. It seemed like all of you were all at the Education meeting. I'm sorry that I asked so many questions. Does anybody have questions? Mr. Person, do you have questions?
- Chairperson DeWese: We're going to move to the Principals report.

#### Principal's Report - Cleveland Person

- **Enrollment:** We expect to enroll 675 students for the 2021 year. Currently, we have 615. The attendance for September was at 95%. Suspensions, none. Currently, we still don't know what's going on with the assessments. We're set up to have them because the State hasn't changed the course of direction yet. We're prepping and setting up our mock examinations, and our assessments are geared for the ELA, math, and science exams. At some point in my report, Ms. Yarber and Mr. Maniotis can tell you more about the assessments taking place in JA and EA. And we'll also add more to the report when we talk about the extended day programs because there is an issue that we just need to go over.
- **Professional Development:** Trustee Nowell, to respond to your professional development, the team will inform you what they did and what happened with Generation Ready tonight. I need to change the name of one of the professional

developers. Her name is Ana. The last one under Mr. Stevens. It's A-N-A. And her last name is Munoz, not Matos.

- **Town Hall Meetings:** There was a Town Hall meeting held on Wednesday, September 30, at 5:30. I wrote more about what happened at the Town Hall meeting, but two of the things that came out of the Town Hall, we asked for languages that the parents would like us to incorporate into the Town Hall. And no one said anything throughout the one hour. We'll ask again. What they did respond to were meetings held to help them with the technology and how to help them with core subjects and do like a refresh of courses so that they provide more assistance to their children who are in school.
- Trustee Nowell: Children of what grade? Parents who have students in what grade wanted that kind of help, in terms of a refresher?
- Mr. Person: I don't know that we screen the grades of the parents in the Town Hall because they sign in. So that's just something we will offer to everyone. And you show up if you need to. I think we'll have to just set up different rooms, maybe two grades at a time or something like that, and find out how they want it. We basically did a survey to see what they were interested in. And over the course of the next week, we'll refine it and streamline it more to adjust to the needs of the parents.
- **Remote Instruction:** Mr. Maniotis and Ms. Yarber created videos for you to see. I think that you asked if you could see what remote instruction looks like. They have that. Maybe we should do that first and then let me finish. Mr. Maniotis, would you like to go first?

#### Elementary Academy and Junior Academy Directors' Joint Report

- **Remote lesson Viewing:** You will see EA, followed by JA. Then I'll come back. Here are just some snapshots of what goes on for live instruction. ***(Screen shows a remote lesson in math for the next several minutes.)***
- Mr. Maniotis: So, that was just a snippet. Obviously, just for time purposes, I was hoping to share it, but it was just way too big.
- Trustee Nowell: What class was that?
- Mr. Maniotis: It was second grade, third grade, Kindergarten, fourth grade. And first grade was in there too.
- Trustee Allen: And the movement. What class was that?
- Mr. Maniotis: That was the kindergarten class. So as Mr. Taylor stated before, we might have a couple of families outside the country. So that's again how we're supporting just one of our students and families to help out with that. And it's a lesson for the other kids too.
- Trustee Nowell: For those kids that were out of the country, when is it time for assessment? Do they get their scores? Or does some other school get their scores?
- Mr. Maniotis: Well, at the younger grade level, it's whatever the report card is. They assess the way all the other kids assess. It's whatever school they're registered in on Beds Day. So far, they're registered at Harriet Tubman. They're registered at Harriet Tubman. So, if we have them through basically whenever [the BEDS date is], it's usually through October. If we have them through October, wherever they go and test, they're our kids and vice versa.



- Trustee McGee: I'd like to say to Mr. Maniotis that I liked the tone of voice of the teachers because I had seen something on the television where a teacher was teaching the students, and she really sounded stupid. And I know it's very difficult to do this when the child is not there, but it was "And now, this is what we are going to do." That kind of thing. I didn't hear that with your teachers. I really appreciate that.
- Mr. Maniotis: Thank you. They've definitely done a good job adapting their own presentation skills as well. Unfortunately, it's tough because you're trying to grab snippets of snippets like I was saying. Some of them have whole setups in their homes. One teacher has a whole gaming headset with a microphone and everything that she teaches from. And other teachers have boards set up behind them, where they can also write as they're teaching as well. It's not just all on the screen. They're definitely doing a great job at adapting. And they're also looking forward to when and if we go back to the buildings, transitioning those same skills into in-person instruction.
- Trustee Nowell: Did you find that the summer school experience, in which the teachers got an opportunity to work on instructing digitally, did that help?
- Mr. Maniotis: Yes. I think those that did it, it helped. Those who didn't participate also did a good job over the summer teaching themselves and seeking out assistance on making whatever they were doing back in June better.
- Ms. Yarber: You heard Mr. Maniotis say that some people have big screens. I have also mentioned digital platforms or digital whiteboards, such as Padlet. They also have Jamboards. I am sure they have others, but these digital whiteboards are the two that we mainly use at JA. They use the whiteboard so that students can communicate and write and record, and teachers can do the same—[Presentation of an 8<sup>th</sup> grade science lab activity and a 5<sup>th</sup> grade Spanish class.
- Ms. Yarber: I just wanted you to see that our teachers are cognizant of the emotional State of our students. And we know that we have to acknowledge that we are in this present State of COVID. And we just want to make sure our students are in the right State of mind to learn. After the lesson, they ask what the lesson was about? Was the lesson interesting, challenging? What was hard about it? Some formative assessment just to check in, to see if the students are okay. And if they are learning what we expect for them to learn.
- **Intervention Class:** Ms. Yarber: Also, I wanted you to see an intervention class. A student says "Since we've been back in New York for like two weeks, we never bothered to get the Wi-Fi. Cause the bill was really high, and right now, how I'm connected is via my sister's iPad that she got. I was wondering if there was a way that I can get some type of alternate Wi-Fi connection because every time she gets on in class, I'm basically cut out every other minute
- **Internet and Wi-Fi Connection:** Trustee: And the children were asking about the Wi-Fi. Was that in the middle of the lesson?
- Ms. Yarber: That was at the end of the lesson, just before the teacher was letting them go.
- Trustee: Mr. Taylor, will the Chromebooks be internet ready, Wi-Fi ready?
- Mr. Taylor: No, they would need to connect to a network.



- Chairperson DeWese: We need to connect with Mr. Laguda to find out if there is a way with VPN, UPN, or an IP address, students can access our network so that there is a connectivity service for a few of our families.
- Trustee Hunter: After the teacher receives that information, especially if it is something that is concerning or raises a red flag about the child, his or her understanding? What is your feeling about the way we are doing education now? Things of that sort.
- Mr. Person: Remember, we have the social model. We have intervention/support services. They would bring it to the attention of the school counselor and/or the school social worker. And they have already started going into the classrooms and meeting with students. They would know that this particular person maybe needs one-on-one intervention as opposed to whole group.
- Trustee Nowell: And that was going to be my question. Is it done in a small setting? Is it done one-to-one? How is it implemented? Has that begun?
- Ms. Farber: It started whole class. And in some cases, we have offered it to parents for individuals. So far, they have declined, saying their child does not need counseling.
- Trustee Hunter: The counseling is a red flag. I think you can use another vocabulary word instead of counseling.
- Ms. Farber: [Sic] I suggest that we have people [Guidance Counselor and Social Worker] that she can talk to. I don't use the word counseling.
- Trustee Nowell: How do the children write their responses on the whiteboards, so the teacher sees them? The three white squares that Trustee Hunter referenced. How does the student put their response there?
- Ms. Yarber: The student answers it and writes it in the box. Teachers use a different screen and another device to see everything. Sometimes teachers have to actually go into Google classroom and look at the stream. The students are all on the stream, and the teacher clicks on their name to what they're writing. The information is saved in Google classroom.
- Trustee McGee: Is that what Generation Learning taught the teachers to do at the end of last school year?
- Ms. Yarber: Generation Ready taught them how to utilize all of this technology, how to use the JamBoard, Padlet, and all the different platforms. Yes. And how to incorporate it. Teachers can also search for YouTube videos.
- **COVID:** Mr. Person - Harriet Tubman has loaned out 195 devices to date to our student community since the school's closed because of COVID in March of 2020. On another note, there have been 9 zip codes in New York City that have been experiencing elevated rates of COVID-19, which would impact approximately 100 schools. I'm not saying that those schools have closed yet, but I know that this has been the main focus of the discussion. The 9 communities that are being affected right now are having an uptick in the number of cases. We're going to continue to monitor the effects of COVID-19 on the New York City school system and how it impacts each person. This month, we have to decide and plan how we move forward. Mr. Taylor continues to meet with the Operations Team, which he will cover in his report. In the last small blurb, I have summarized what happened at the Town Hall meeting. This concludes my Principal's report.

- Chairperson DeWese: Mr. Person, just to piggyback off your statement regarding some zip codes identified as hot zones. The Governor and the Chancellor of SUNY had a press conference. It's more likely than not that they're going to start shutting schools down to go virtual. That decision is probably going to be made on Friday. With regards to zones, District 9 is in one of the orange or red zones. We are probably right in the middle, but I won't know more until Friday. That being said, I think we, as a Board, need to be prepared as to what that looks like. We may have to make the decision earlier than next month if the remainder of the semester will be online. We can watch it for the next couple of days if you'd prefer. But this is where it's heading.
- Mr. Person: I think that as we do this again, we will become more proficient at recording and showing you what is happening in the classrooms. We can do this as many times as you like, and we only can get better. This is the first attempt. I think we should do it again.
- Chairperson DeWese: [Sic] I really appreciate you being able to take us to that live. We were able to see it in the time it's being presented, as opposed to us tapping other sources. But you brought it right to this Zoom session. Thank you for that. Thank all three of you for that.
- Trustee Nowell: A parent told me that her seventh grade son needed a device, and she called the school. But she never got a return back call.
- Mr. Person: Well, let me respond to that. No one can actually call the school and not get a callback. If you're calling the school, if one of the three office managers are there, they're going to take your message. They're going to give that message to Mr. Maniotis, Ms. Yarber, or myself, or maybe even Mr. Taylor. They are going to give that information to Mr. Munoz or direct it to where it needs to be. So, if it's a question about social, emotional support, or a question about students with disabilities, it's going to go to the correct person. I spoke to several family members at the Town Meeting. Maybe you want to have that parent email me or call me because every parent has my phone number. I try to encourage parents to contact the teacher, which is the first line of contact. Just let your teacher know what your needs are, and the teacher will know how [to direct the call.] So once again, for all Board members, just moving forward, first of all, the parent is supposed to contact the teacher, but I need everyone to know that my phone number is not a secret. All parents have my phone number. If you don't have it, any staff member will give it to you. Parents are encouraged to call me because I'm the person that's going to get it done for them. I'm always available to parents. They can call me. It doesn't mean you're going to get what you're asking for right away, but it will be addressed right away. So please share that.
- Mr. Person: We will move on to the Director of Operations report, Mr. Taylor.

#### Director of Operations' Report - Michael Taylor

- **Facilities:** There are no off-budget expenses in the Elementary or Junior Academy. We're still seeking quotes to do the necessary work in the Junior Academy. I sent the entire Board the first quote from a company at the end of the last Board meeting. And then we received half of a quote from a company called New Tech. Half of the quote for the installation of the alarm system is \$252,000. I'm waiting for the construction piece of it.
- **Operations:** As far as operationally speaking, we completed the cycle three billing, and we're waiting for approval for the invoice. But as I said, I have to go back and remove

students who are not living in New York City. Someone's asking how we recoup that money. At the end of the school year, you bill the school district of residence. There's a form on the DOE website that you fill out and send to the district of residence. They're supposed to send that money to the DOE, and then the DOE flows that money through to the school.

- **Food Service:** We're beginning to get more families coming for the Grab and Go breakfast and lunch. So that's encouraging. Just to remind you, that's the five-day supply of breakfast and lunch. We do two pickup times, Fridays, and Mondays, for five days. And we're getting anywhere between 30 to 50 families between both buildings. I think a comfortable number would be to be at about 100. We're continuing to encourage people to do that.
- **Materials Pickup:** During September, we set up pickup times for families to pick up textbooks and supplies for each of their students and their children's classes. We did that. Mr. Person mentioned that we gave out 195 total technology units to families that identified themselves or were identified as an extreme need and could not wait until the Chromebook order arrives. Staples has pushed [delivery of Chromebooks] back to November, but what they have done is they're releasing us from the obligation if we can find someone that can get it earlier. Mr. Laguna is diligently looking to see if we can get someone to deliver the Chromebooks earlier. But right now, it's looking like the first week of November instead of October.
- **Free and Reduced Lunch:** They have changed the way that we do the community eligibility provision application. I've been back and forth with them to get the application completed and not to be too deep in the weeds with it. Before, we used to use the ATS information as to whether or not someone was directly certified to get free or reduced lunch. They don't use that anymore. They want it from the New York state Repository. You have to upload the students to that database in a specific format, and it searches for them and returns matches. We're just working on doing this right and managing the technology because it had to be in a comma defined text.
- Trustee Nowell: What is on the database? Family income?
- Mr. Taylor: It's whether or not they have Medicaid or if they receive SNAP or **TANF**.
- **Enrollment:** We are working on satisfying the requests from the auditors and continuing to register students. Kindergarten continues to be challenging. I was actually in the building today, and as I was in the data owner's office, we got another two discharges. It's a moving target. As we get them, we fill them as much as we can. I think we're about 30 children short in Kindergarten. So that's where the big chunk of our deficiency lies.
- **Outstanding Items:** The Chair did speak about where we are with Chase Bank, and just as a reminder, the lease on Franklin and 3rd Avenue, the Staff Handbook, and the Family Handbook are still outstanding items.
- **Human Resources:** The current vacancies are JA Physical Education, 6th grade ELA, 5th and 6th grade science, JA music, and 4th grade General ED. We completed open enrollment for all staff's health and dental insurance. That was the 23rd through September 30, with an effective date of October 1.
- Ms. Yarber: What did we end up securing the contract for?
- Mr. Taylor: Well, it depended on the plan, but it was an average of about 2.5% To 3% increase, which was picked up by the staff. All the school's costs remain the same. The health savings account went up the least, and the most expensive plan went up the

most. The one that I thought went up a lot was the plan for the entire family. So those were the plans that went up maybe 5%.

- The concludes the report for the month of August and or the month of September.
- Trustee Nowell: I just have one question. It comes from the Education Committee, but maybe Mr. Taylor would know the answer or Ms. Yarber because I think she was the one that had heard this. Did I hear you say you have two COVID licensed teachers? What does that mean?
- Mr. Taylor: We have two teachers. A COVID cert in New York is a safety net certification. A safety net is something that they do occasionally when they waive the tests. If you fulfill all the other requirements, you are granted certification. It's basically a PIP, but with a cert. If you fill it out and you've filled out the application correctly, and you have all the workshops, you have the education, you've paid for your certification, you file for a second cert, which is a COVID waiver. Certification lasts for two years.
- Mr. Person: If I can add to that. Back in the day, they used to have something called a temporary per diem license that would expire at the end of every year. And if you weren't a certified teacher, you would have to reapply. I think when I did it, it was like \$50 you had to pay, and you got that really huge license in the mail. This is sort of a reenactment of that. If the candidates have all of the qualifications, but they cannot or have not passed the examination, they give you a temporary license that's good for, I think, two years. And then it would expire. You still have to pass all of the teacher exams. I hope that helps.
- Ms. Yarber: Do any of our highly qualified teachers fit the criteria to obtain a COVID cert?
- Mr. Taylor: Let's have that conversation offline.

#### Timothy Johnson – Parent Report

- **City Council Grant:** Mr. Taylor, regarding the receipt of the \$100,000 this month, if I hear anything, I will get to you right away. And if you hear anything, please let me know. They're supposed to contact you as the point person.
- Chairperson DeWese: All right. Mr. Johnson is here, so there's not a Parent's Association report. We will move to old business.

#### Old Business

- **Renewal Prep Meeting:** Chairperson DeWese: I need the Trustees to take out your calendars so we can identify a preparation meeting date. I also need the administrators to do so as well, because you'll be asked to come in for a part of the prep meeting facilitated by Marlaina and myself.
- After much discussion, the Board decided on Saturday, October 31, from 10:00 to 2:00. The administrators will come in from 10 to 12.
- Chairperson DeWese: Okay. Thank you. And the other thing is, Board members, for the 10th for the site renewal visit, we will be about two hours meeting with the State. What time between the hours of 9:00 and 4:00 on the 10th do you want me to let Laura know we can meet with her? Be mindful that our business meeting is that night also.
- Our Board meeting starts at 6:00. We need a two-hour window between the hours of 9:00 and 4:00 on the 10th to be able to do our Board focus group.

- After much discussion, it is decided to do November 10 from 9:00 to 11:00 for the Board focus group with the State. Then the Annual Board meeting starts at 6:00.

#### New Business

- **New Charter School:** Trustee Hunter: I just wanted to share that there's a charter school opening up Concourse Village West. Brand new charter school. They built it from the ground up within a matter of months, and it's opening up next Monday. They'll be virtual. I'm just so amazed at how a state-of-the-art building has gone up so quickly. It's an immaculate, beautiful building. It's Public School 36 and right down the street is Middle School and Elementary School 151 and 31. It's all in the same area. It was a new campus that was built further down, going up to the Grand Concourse. We can find out who the contractors are.
- Chairperson DeWese: Ask them to submit an RFP. If we get the Memorandum of Understanding and we can build on the lot without a long-term lease. What was there before?
- Trustee Hunter: It was an open lot. Cars were being parked. The school was utilizing it on a monthly basis to park their cars. And then some people in the neighborhood were parking cars there as well.
- Chairperson DeWese: Any other new business? Seeing none and hearing none, I will take a motion to adjourn the meeting.

Motion to adjourn the meeting

**Made by:** Trustee McGee

**Action:** Carried unanimously

The meeting ended at 8:20 PM.

## Harriet Tubman Charter School

Elementary Academy  
3565 Third Avenue  
Bronx, NY 10456  
718.537.9912

Junior Academy  
1176 Franklin Avenue  
Bronx, NY 10456  
718.991.4181

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### Board of Trustees Regular Monthly Meeting (Zoom)

Date: December 1, 2020

#### In Attendance:

##### Trustees

Chairperson DeWese, Chairperson  
Barbara G. Nowell- Secretary  
Mildred McGee  
Rey Allen  
Geraldine Hunter  
Kinanda Williams-Murray, Esq.  
Marlon Dunbar

##### HTCS Staff

Cleveland Person, Principal  
Jonathan Maniotis, Elementary Academy Director  
Michael Taylor, Director of Operations

##### Others

Dr. Marlaina Palmeri, Board Consultant  
Leslie Roper Thomas, CSBM

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Chairperson DeWese opened the meeting at 6:10 PM.

#### Consensus items

**Moved** that the agenda be accepted

**Made by:** Trustee McGee

**Seconded by:** Trustee Nowell

**Action:** Carried unanimously

**Moved** that the September minutes be accepted.

**Made by:** Trustee McGee

**Seconded by:** Trustee Nowell

**Action:** Carried unanimously

**Moved** that the October and November minutes will be accepted with the expressed necessary changes.

**Made by:** Trustee Nowell  
**Seconded by:** Trustee McGee  
**Action:** Carried unanimously

## Governance- Board Chairperson DeWese

### Charter Revisions

- All revisions must be uploaded to the portal by December 15, 2020. Dr. Palmeri reported that all revisions suggested by Laura Hill from the CSO have been incorporated into the policy language the Board will approve this evening. The Board has four things to review and approve. The By-laws, the Complaint and Grievance Policy, the Lottery Process, and the revised Academic Goals. Concerning the Discipline Policy and the Employee Handbook, there are still revisions yet to be finalized.
- Dr. Palmeri then reviewed each policy and the proposed revisions that will be sent to the CSO for approval.

### By-Laws – major revisions

- Fiscal Year – July 1 to June 30
- Board composition – changing from no fewer than 7 to and no more than 13 to no fewer than 5 to no more than 9.
- Changed the Finance Committee name to Finance and Audit
- Added the process for seating a new Trustee according to the guidelines outlined by the NYSED.
- New language on adding a non-voting member to the Board
  - A Trustee must be approved by the CSO/NYSED but does not need the extensive documentation for seating a new Trustee.
  - Title, function, and duties to be determined by the Board
  - Term of office and access to Board business is determined by the Board
  - Termination or dissolution of the position under the discretion of the Board
  - Ms. Williams Murray documentation will be sent in with the charter revisions because the By-laws have to be included with this paperwork
  - Meetings must remain at 12 per year as per NYSED and Board of Regents requirements
  - Added language as to how the fiscal duties of the Treasurer will be managed in the absence of a Treasurer
  - The Board shall temporarily assign fiscal duties of the Treasurer to the following agents under the jurisdiction of the Chair 1) the Director of Operations, 2) CSBM, 3) Chair of the Finance and Audit Committee. All functions of the Treasurer shall be assumed by these agents under the jurisdiction of the Board Chair. The Board still retains its fiduciary responsibilities.
  - Leslie Roper Thomas wanted to clarify that the Finance and Audit Committee must have 3 Trustees. They would meet with Mr. Taylor and herself before the Board meeting to discuss the financials.
  - She also wanted to stress the need for minutes from the Finance and Audit meetings in case the auditors asked them for clarification.



- The Board discussed the makeup of the Finance and Audit Committee (Trustee Dunbar, Hunter, and Murray). They would meet before the regularly scheduled Board meeting to go over the P and L, review enrollment numbers, or discuss vendor or contracts.
- Trustee Nowell raised Zoom costs and whether any committee could have access to the Zoom account. Mr. Taylor explained that for anyone who had a htcsbronx.org email, the cost would be included as part of the school's account. However, there is a 45-minute time limit.
- Microsoft Team, Google Meets do not have time limits like Zoom does.
- Added the language regarding the requirement that every committee must have three members. The Executive Committee must have at least 5. The Executive Committee in Tubman's case is made up of the Chair and the heads of each committee (Grievance, Finance and Audit, Education, Facilities, Personnel, Marketing/Fundraising) for a total of 7.
- The last change to language "In the absence of a Treasurer, the Board's Finance and Audit Committee shall coordinate the fiscal and fiduciary duties of the Treasurer with the HTCS Director of Operations and Charter School Business Management (herein "CSBM"). under the jurisdiction of the Board Chair."
- Under checks and notes, changed the language regarding the required signature of Treasurer to the Board Chair, and the amount from \$10,000 to \$5,000.
- Added Trustee Hunter's contact info, using her email but the school's address as part of her contact information.
- Conflict of Interest remains the same.

**Motion:** To accept the revised By-laws as presented for submission to the CSO

**Made by:** Trustee Nowell

**Seconded by:** Trustee Hunter

**Action:** Carried unanimously

### Enrollment Policy

- The language now reflects all categories as required by law for non-discrimination. Dr. Palmeri used the categories listed on the NYSED website, which includes "race, color, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identity, gender expression, disability, ancestry, athletic ability, intellectual aptitude or achievement level."
- Changed early April to just April
- Removed the word "preference" throughout the document. Added the priority list in order of assignment to open slots.
- Added up to 15% of the total population can be children of HTCS employees
- Added language regarding 2 to 1 weighted lottery system for SWD and ELL/MLL students. These students get two lottery tickets for the drawing, and everyone else gets one, thereby increasing the chances that students from specific subgroups (SWD, ELL/MLL) get an open slot. The weighted lottery system is designed to ensure that HTCS's numbers in a specific subgroup improve to comparable levels with Grades K-8 in CSD #9.
- Changed Method of Application (no paper applications anymore) to either completing one online at HTCS or submitting one electronically on the school's website.



- Added requirements as per NYSED. NYS Residency, compliance with Commissioners Regulation 119.5, proof of address, confirmation by email or SMS text when their application is received
- Trustee Hunter raised the question about subgroups. Dr. Palmeri explained that the group must meet the required percentage as identified by the NYSED. Also, Free and Reduced Lunch is no longer a subgroup. Economically Disadvantaged is the new term.

**Motion:** To accept the revised Enrollment Policy as presented for submission to the CSO

**Made by:** Trustee Hunter

**Seconded by:** Trustee Allen

**Action:** Carried unanimously

### Complaint and Grievance Policy

- The only changes here was to add the names and email addresses of the Board, as well as change the Compliance Officer to Trustee Hunter.

**Motion:** To accept the revised Complaint and Grievance Policy as presented for submission to the CSO

**Made by:** Trustee Hunter

**Seconded by:** Trustee Nowell

**Action:** Carried unanimously

### Family and Student Handbook

- The Board has not yet reviewed all of the revised changes or questions that Mr. Zayas raised. Therefore, this will not be submitted at this time as a revision.

### Discipline Policy

- Laura Hill made several suggested changes. However, to address these revisions, more time is needed. Dr. Palmeri suggested reviewing the exemplar from NYC schools for guidance.
- Suggested revisions from Laura Hill include:
  - Correctly align policy with 3214
  - DASA Reports should be made to and investigated by the DASA Coordinator. Also, school employees who witness a reportable offense or who receive a report must notify the DASA Coordinator within one day. Language needs to be updated as follows:
    - Require the Principal to report on harassment, bullying, and discrimination trends;
    - Require the Coordinator to notify law enforcement agency when the report suggests criminal conduct;
    - Require the school to provide to employees, students, and parents a copy of the DASA Policy at least once a year (or a summary of the policy), including the process for making reports, and maintain the policy on the school's website;
    - Require the school to develop guidelines related to school training programs on harassment, bullying, and discrimination for the school community; and
    - Create guidelines relating to the development of measured, balanced, and age-appropriate responses to instances of harassment, bullying, or discrimination.

### Staff Bonuses

- Chair Dewese discussed the need for the Personnel Committee to meet before the holidays to discuss and assign the bonus and load the amounts into the payroll system.
- Trustee Nowell raised the question of revising the rubric.
- Chair DeWese expressed that the rubric should stay the same in terms of delivery and accountability for instruction. Just because teachers were physically out of the building, they were still providing instruction.
- Trustee Nowell asked the admin team to send teacher evaluations for review.

### Compliance Officer

- Trustee Hunter asked for a resource to see a list of responsibilities of a Compliance Officer. Dr. Palmeri will send a summary of duties.

### Academic Goals

- A discussion regarding the alignment of the Academic Goals with the Benchmark 1 Performance Framework was held. The goals rated as "Not Met" this year was due to how they were framed. The requirement for a four-percentage point increase in ELA and Math annually became difficult to sustain. The others were goals where ELA and Math, or different cohort groups were grouped under the same goal. Concerning the increase in proficiency, it becomes very difficult to sustain that level of increase annually as students become more proficient.
- Dr. Palmeri reviewed proposed the following changes:
  - Add effort to reach Recognition status
  - Change AYP to "aggregate average of proficiency." The state goal is 75% percent of students showing an upward trajectory
  - Add subgroup performance in goals
  - Keep ELA and Math separate so that HTCS does not miss the target overall because the two subjects are considered together.
  - Keep comparison of exceeding CSD 9. Add "make every effort to meet and exceed NYS averages of comparable schools
  - Add grade level comparisons from year to year
  - Add a goal for Algebra I since the state is using that as a metric in Benchmark 1

**Motion :** To adopt new annual Academic Goals

**Made by:** Trustee DeWese

**Seconded by:** Trustee Hunter

**Action:** Carried unanimously

### Finance Committee Report – Leslie Roper Thomas - CSBM

- Reviewed the October financials
- Cash in the bank reflects the 3<sup>rd</sup> installment of per-pupil income.
- Ending cash at the end of the year is projected to be roughly about \$2.5 million.
- Enrollment as of the November invoice was 629 versus 640. The loss of students would normally create a negative variance in the revenue, but other changes have offset the loss. The summary of the financials on a revenue basis shows we are still tracking toward a positive end of year balance.

- Federal food reimbursement is in at half of what we projected. The reimbursement will be drastically reduced because we are not serving breakfast and lunch, just grab and go.
- City Council grant of \$100K is in the revenue, but it is non-discretionary and is assigned to the purchase of whiteboards.
- We are showing slightly less expense in personnel costs and some upside from summer school.
- Expenses are running close to budget, except for food service, which is tracking at about half of what was budgeted.
- While internet services have gone up quite a bit, erate has offset some of the downside.
- We are still projecting a positive balance between projected revenue and expenses that may end up at year's end anywhere from \$75K to \$400K.
- The Board discussed the financial discussion from the charter site renewal visit. The reviewers had questions about vendor allocations (Prime, Spotless, CSBM, grant writing, Dr. Palmeri.) The cost is high mainly due to the setaside of \$100K that we have been carrying for the alarm system. The RFPs are coming back at an even higher rate of \$240K-\$250K.

### **Education Committee – Trustee Nowell**

- Meeting was held on November 24. The focus was mainly on data.
- Committee looked at the grade levels and subgroups, and we noted that Grade 5 fell in ELA and math and Grade 8 dropped in math.
- We know that staff retention, the movement of teachers, and having new teachers in Grade 5 contributed to the problem. When teachers remain at their grade level more consistently over time, student performance improves. Stability in the teaching staff affects student achievement. Also, Kindergarten children were assessed, and two scored extremely low because their families do not speak English. So they both are going to need additional intervention.
- Trustee Nowell asked about testing. Mr. Maniotis reported they ordered paper tests but not computer-based tests. More information will follow since everything is on hold at this time.

### **Principal's Report – Mr. Maniotis**

- Mr. Person and Ms. Yarber had to attend a meeting,
- Enrollment is at 619
- Attendance is at 97%
- Staffing - Still in need of a GenEd and a Sped teacher in Grade 4 and an ELA teacher in Grade 6. Tech – still waiting for Chromebooks.
- Professional development was mainly reviewing the site visit schedule and protocols to make sure everything was where it was supposed to be, and everyone was doing what they are supposed to be doing for the remote learning lessons.
- Mr. Stevens and Ms. Munoz took part as well as the administrative staff. We conducted instructional observations and met with teachers individually to provide necessary professional development to make sure we were prepared for the site visit.
- For professional development, the Higher Learning sessions with Mr. Stevens and Ms. Munoz were well received. We want to add another 20 sessions to balance out the remainder of the year, mainly because we conducted o many PD sessions early in the year

to prepare for remote learning. We will need the Board to permit an increase in those sessions.

- The instructional coach and FASST team did a lot of RTI professional development to ensure we are doing our due diligence for both academic and behavioral Response to Intervention.
- We use school-wide tracking sheets and checklists to help keep everything streamlined and keep everyone on the same page and everything easily accessible.
- Trustee Nowell asked Mr. Maniotis to send updated Staff Rosters.

## Operations Report – Mr. Taylor

- No off-budget expenses in the Elementary Junior Academy were posted in November.
- There is an invoice that needs to be paid for the work done over the summer, including upgrading the HVAC units in the EA and other repairs done in the JA in anticipation of school opening. Heating and air conditioning were the lion's share of those expenses, as well as getting the filters and getting them ready for hybrid learning.
- The other things were just things that were broken that we took care of over the summer. HTCS received another quote or proposal for the work to be done for Franklin Avenue, so there are a total of three quotes for that amount from Spotless.
- The DOO did a walkthrough of the Third Avenue building. Some things are not emergencies, but eight items require attention.
- These need not be addressed or approved at this Board meeting, but he wanted to put it out there in terms of facilities.
- On Thursday, he will do a walkthrough of the JA and generate a list of items to be addressed.
- Operationally, the DOO has completed the Cycle 5 New York City DOE invoice. He completed the BEDS data report, which is just putting in contact information. The SED pulls all that data electronically now since there is no more long-form. Also completed was the digital access report with quantities of hardware given out to students by grade, those still having difficulty, and any technology that we have on order. The NYS testing program required paper to be ordered for paper examinations, no computer-based testing.

The DOO provided the Chair with the cost of providing WiFi from one vendor as requested for families in need. We are looking at other prices. T-Mobile is the only provider that is offering bundle prices. The others would be individual.

We did another pickup for technology before Thanksgiving for families that identified themselves in need.

On the Friday before Thanksgiving, he received an email from the Charter Center stating that the NYC DOE purchased 100,000 WiFi-enabled iPads. Charter schools could access these iPads through the online portal, but the request had to be completed by the 22nd. Mr. Taylor did not get the info until the 19th, but the team came together on Saturday the 21<sup>st</sup> and ordered 150 iPads.

These students were either in shelters as identified by the NYCDOE or students that were ELL or SWD. We are not guaranteed to get them, but we did put the order in for them. If HTCS gets them, they will be delivered in the next four weeks.

We handed out another 25 devices on the Monday before Thanksgiving.



Chrome books are still on order, waiting in the queue for December delivery. We are working with 8th graders since there will be no 8<sup>th</sup>-grade experience. We are working on doing things virtually and just making it fun for them. We upped the quality of the merchandise, so instead of just getting a sweatshirt, they will get a light jacket.

We registered four more students last week and continue to add more.

He asked about the progress of Chase Bank.

Unfinished business: We do not have leases in Franklin and Third Avenue, we still need the Employee Handbook and the Family Handbook, and the bids for the construction of the alarm and JA still needs to be addressed.

Human resources vacancies are Grade 6 ELA, JA music, Grade 4 GenEd, and Grade 4 Sped. They are working with teachers that qualify for the COVID-19 waiver for their certification. So far, three have come through. There are another eight or so that qualify for the exemption.

Lastly, if bonuses are going to be awarded, the amounts need to be entered into the system by December 14. If not, they cannot be issued to staff before the end of the calendar year and tax year.

Trustee Nowell asked about students who have no technology. Mr. Taylor stated that the benchmark set by the state is that every student has their own device. Nevertheless, students share with their siblings at home, and they might have multiple children sharing devices. There might also be a child using a cell phone, and the sibling is using an iPad. So, no, we cannot say that they all have devices.

Trustee Nowell asked where did we get the 25 devices? Mr. Taylor stated it was probably an RTI process. If a child is exhibiting a problem, either not logging in or not consistently doing their work or whatever, the teacher does the investigation. If it is a device issue, they give that information to the FASST team. The FASST team meets with Mr. Taylor, and when we get enough numbers, it is a collaborative effort between FASST, the parent coordinator, technology, and operations. Distribution days are set up for the families that are in greatest need. It tends to be a lot of the students that we are registering, so of the ones that we gave out on Monday, the four new students all got devices. These are the iPads and Chromebooks that the children were using before.

## Facilities – Trustee Allen

- We met on the 18th to identify capital for a new building and discuss contractors to approach as part of the bid process. Trustee Allen reached out to Trustee McGee and Dr. McGee to get a bio of Justice Hansel McGee for the Steam Center, which will be in his name since although he was a judge, he was very involved in science.
- Trustee Allen spoke with Ivy Brown and Paul Moore after the meeting with Mr. Johnson, and it is looking very positive in terms of being able to break ground for our new building.
- Trustee Allen also made a recommendation for two trustees. Ivy Brown is the office manager for MLK. She is a very hard worker, very involved in the community, and is carrying on the work of MLK as well as MRC. She will be sending her resume shortly.
- Paul Moore is the new executive director of MRC. We want to continue with that very important partnership. They both will forward their resumes within a week or so.

- Chair DeWese wants to be sure we look at areas of specialization as we look to seat new Trustees. Brown and Moore are experienced in facilities and fundraising. Chair DeWese asked to review their resumes at the January meeting. If the Board is interested, they will be invited to the February meeting.
- In terms of maintaining the collaboration and connection to MRC and MLK, they can be deemed or appointed as Friends of Harriet Tubman, not necessarily to seek trusteeship.

**Motion:** I so move to adjourn this meeting

**Made by:** Trustee McGee

**Seconded by:** Trustee Allen

**Motion:** Passed unanimously

The meeting was adjourned at 9:10 PM

## Harriet Tubman Charter School

Elementary Academy  
3565 Third Avenue  
Bronx, NY 10456  
718.537.9912

Junior Academy  
1176 Franklin Avenue  
Bronx, NY 10456  
718.991.4181

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### Board of Trustees Regular Monthly Meeting (Zoom) Minutes for January 5, 2021

#### In Attendance:

##### Trustees

Jerima DeWese, Chairperson  
Mildred McGee  
Rey Allen  
Geraldine Hunter

##### HTCS Staff

Cleveland Person, Principal  
Jonathan Maniotis, Elementary Academy Director  
Michael Taylor, Director of Operations

##### Others

Leslie Roper Thomas, CSBM

##### Absent:

Cliff Frazier, Trustee  
Marlon Dunbar, Trustee  
Barbara Nowell, Trustee  
Kinanda Williams Murray, Trustee  
Felicia Yarber, JA Academy Director  
Dr. Marlaina Palmeri, Board Consultant

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Chairperson DeWese opened the meeting at 6:19 PM.

##### Consensus items

No quorum this evening. Hence, no motions are given.

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### Governance Report - Chairperson DeWese-Bowens

#### Charter Renewal

- Laura Hill requested that we resend the uploads for Trustee Williams Murray as individual documents. Dr. Palmeri had uploaded the 7 documents as a comprehensive document under one submission to the portal on time. The CSO requested that they be loaded again as separate, individual documents. Dr. Palmeri completed this request as per the directives and the due date. CSO has received all of the requested submissions.
- The CSO legal counsel also requested that the Charter Renewal Agreement between the CSO and HTCS be signed, notarized, and forwarded to finalize the renewal. The

document was sent as directed. Benchmark One and any policies, procedures, or revisions requested by the CSO have been submitted.

#### **Proposed Work in the Junior Academy**

- Chairperson DeWese also received additional quotes concerning proposed work to be done in the JA building. Chairperson DeWese has been in contact with Mr. Zayas to see where HTCS is with the archdiocese. She will swing back and contact him and get those proposals in front of him.

#### **Board Retreat to Prepare for Renewal Meeting with the Board of Regents**

- Chairperson DeWese reported that she anticipated another Board retreat to get the Board prepared and prepped for our presentation before the Board of Regents for the renewal. The Board needs to determine what this looks like and what the Board needs to do.
- In light of COVID, it is unclear if the renewal meeting between the Board and the NYSED Board of Regents will take place virtually via Zoom or if there will be an in-person meeting with appropriate social distancing and density requirements. There has been no indication as to the format for the meeting.
- There has been no notification whether this will happen at the Board of Regents February or March meeting.

#### **Outstanding Issues for Renewal**

- **Discipline Policy.** Dr. Palmeri has suggested that we look at the New York City and New York State Code of Conduct and how that relates to and aligns with our current discipline policy. We need to be sure that the HTCS policy aligns with the updated regulations from the State.
- Dr. Palmeri will look at how our policy could be merged with the updated regulations. This revision has to be done soon since we want to demonstrate that we are addressing the highlighted modifications and changes in our renewal application.

#### **Finance Report Committee Report – Leslie Roper Thomas - CSBM**

- The Finance and Audit Committee meeting was held before the BoT meeting.
- Ms. Roper Thomas reported that she would like to develop an Executive Summary that would outline any financial transactions that tie to the P&L. An example of that was sent to the Trustees. The summary will enable anyone from the Finance and Audit Committee to report the financials to the Board if Ms. Roper Thomas cannot be at the BoT meeting. They will have these notes to work from in her absence.
- The summary will also help Trustee Nowell summarize the financials for the Board minutes. These notes will summarize the state of the budget for the minutes.
- Now that there are regular Finance and Audit Committee meetings, there may be a point where the auditors may ask for minutes from the Finance and Audit Committee meetings. This executive summary will serve in this capacity as well.
- The summary will include contextual language as well as the spreadsheet budget numbers.
- Ms. Roper Thomas then reviewed the financial summary, the P&L form with the financial details, the balance sheet, and the cash flow.



- Ms. Roper Thomas then reviewed the November budget numbers which detail the first five months of the school year. Net income as of November 30th is projected to be higher than the projected budget.
- Revenue is expected to be higher than budget due to lower per pupil expenses. We received from the CARES grant \$389,565. There is also \$100K that has not been received yet from the discretionary capital fund. That is how the budget is \$300,000 higher than projected.
- Total revenue is lower by roughly \$4,600.
  - General Ed revenue is lower based on the January invoice of the number of students. This is a loss.
  - SPED enrollment as of the January invoice is 60 students, 0.28 students more than a budget of 60. This is an increase to revenue.
  - In the 20 to 60 Sped category, HTCS is up by five students. In the 60 and over category, HTCS has added roughly 2 students. This explains the budget increase in SPED.

### **Education Committee and Personnel Committee Report - Trustee DeWese**

#### **Merit Bonuses**

- The Chairs of the Education Committee and Personnel Committee met together on December 14th to review staff evaluations using HTCS' rubric for performance in school year 2019-2020.
- The committee received the evaluations from the admin team. The committee reviewed the rubric, and determined how the bonuses would be allocated.
- A spreadsheet was sent to Mr. Person and Mr. Taylor to have the bonuses processed.
- Mr. Taylor confirmed that the bonuses were processed in their checks before the holiday recess.

#### **February Retreat**

- As part of the Board's February Retreat, it is imperative to look at how HTCS' recruitment efforts will look like during COVID, both technologically for our website and for other initiatives that are now happening remotely in light of COVID.
- The Personnel Committee is also considering what recruitment streams will look like, what is needed, and what the needs are in terms of positions, both full-time or those receiving stipends as they relate to social media or any other virtual platforms HTCS may need to use.
- Educating the students, professionally developing teachers and staff, and securing technological equipment needed in each building are high priorities for discussion in both committees as we advance.

### **Grievance Committee Report - Trustee Hunter**

- Trustee Hunter had no issues to report at this time. Mr. Maniotis and Ms. Yarber concurred that no problems were present in either the EA or JA at this time.

### **Facilities Committee and Fundraising Committee Report - Trustee Allen**

- Trustee Allen reported that this committee had a meeting before Christmas. They focused on ways and means for raising money to construct a new building.
- Contractors are being reviewed. Dr. McGee reached out to Bob Gumbs, who is on the Board of Bronx-Lebanon. He has designed coins with the likenesses of many great African American people. He created a prototype of a Harriet Tubman coin, both in silver and plated gold with the school on the back.
- HTCS can use these as fundraisers. We can sell them boxed with cloth.
- Mr. Richardson came up with the idea in terms of crowd funding where people can be donating to HTCS. According to how much they contribute, they can be given as a silver or gold coin.
- He also suggested creating Harriet Tubman jewelry which could be given at different levels of donation. He could do paintings of Harriet Tubman, which can also be auctioned or sold. There are many things in terms of what HTCS can do in terms of fundraising and donations.
- The committee will need to put together blueprints or models of the proposed school to move fundraising forward.
- The next meeting will be Wednesday, January 15th. Mr. Gumbs has volunteered to join the Facility and Fundraising Committee.

#### **Principal's Report – Cleveland Person**

- **Enrollment** for December was at 619.
- **Student attendance** was 95.4%.
- Vacancies changed by one, adding a PE teacher. The last reported vacancies are still vacant.
- Mr. Johnson, the Board Parent Representative, inquired about the delivery of the Chrome books and the status of remote learning at the school.
- The administrative team is working diligently to ensure that all the students are being enrolled.
- Attendance has improved.
- The admin team is very focused on hiring and filling vacant positions.
- The ADs are monitoring instruction and facilitating PD through the remote learning model.
- The Director of Operations continues to meet with his team every Thursday to discuss ongoing concerns and forward planning.
- **Professional Development:** We have asked Generation Ready to extend their professional development sessions because feedback on their support from the teachers has been very positive. They have helped with observing all of the classes. They went over the observation templates with all of the teachers for the state visit. Mr. Person commended Generation Ready for pitching in and helping. The instructional coach conducted professional development in December on STAR 360 on the STAR 360 assessment data with our teachers. The loss of Ms. Kirlew is heartfelt. She meant a lot to Harriet Tubman and the professional development of our teachers. [Ms. Kirlew joined the NYC DOE District 79 Adult Ed program]
- **Remote Learning:** Feedback from the state reviewers indicated that HTCS's remote learning demonstrated positive student engagement.

- **FASST:** The FASST team has worked with the staff on RTI protocols using the checklist tracking sheets and how to make the process more streamlined.
- **Student Activities:** The students participated in a virtual field trip and a Cultural Day video cookbook. It was very well put together and very engaging.

### Junior Academy Report – Felicia Yarber

- Regarding the cultural, digital cookbook: it was a compilation by students, staff, members, parents, whoever wanted to contribute.
- It is still open if Board members want to contribute.
- In Ms. Kirlew's absence, teachers are doing peer professional development. They prepared lessons that could benefit teachers and students academically
  - Building your credit report and credit report factors.
  - Kahoo platform - using it for review, quizzing, and test review
  - Scavenger Hunt to check for understanding.
- Ms. Yarber has been observing instruction daily and interviewing for positions.

### Elementary Academy Report – Jonathan Maniotis

- The students participated in a North Pole virtual field trip with the Student Activities Coordinator. The teacher leads the field trip to a particular location, and in this case, it was the North Pole. The students visited the virtual toy shop and all the fun places for this time of year.
- Teachers are using our online instructional platforms like Nearpod, Pear Deck, and Kahoo as well. They are streamlining and delivering remote instruction as best they can.
- We are still trying to fill staff vacancies. We did look at people prior to the holiday break.
- **Director of Operations' Report – Michael Taylor**
- **Facilities:** The vendor decision needs to be made for the JA to obtain the public assembly permit. We touched on the EA. Con Ed replaced the main gas line on Third Avenue. As a part of the process, they turned off the gas, and when they attempted to restore the gas, they discovered multiple gas leaks in the building. Therefore, they did not turn the service back on.
- The repairs are being made, and service is scheduled to be turned back on by the end of this week. The gas leaks were in the walls of the building and have been replaced. All repairs are done, and painting needs to start.
- There will be a large amount of painting needed due to the destruction required to find the leaks. There were quite a few leaks, but it was fortuitous because we would never have known that there were leaks otherwise.
- Leases are still needed for both buildings.
- **Technology:** We have very good news to report. Charter School Weekly published that there is a possibility that charter schools could get DOE issued iPads for students that are Sped, ENL, or in temporary housing. Mr. Taylor worked with the FASST team, the Parent Coordinator, the ENL team, and the Sped Coordinator, putting together a list of 145 students.

- During the break, 145 iPads that are cellular enabled were delivered to the school, earmarked for those specific students. The tech team will set up times for families to pick up the iPads.
- Because HTCS uses ATS and not the DOE's SARS program, they cannot identify those children. Once we made those children available to them, they sent out the iPads.
- Chromebooks are still on order. Staples says they have them in stock. We will cancel the original order from CDW that was submitted and get the Chromebooks from Staples.
- **Lottery:** The lottery applications for the 2021-2022 school year is live on the website and the Charter Center's common application. The question is how HTCS will rollout recruitment efforts for students. In terms of recruiting, not only digitally for staff but also students, HTCS started using DocuSign. We worked with CSBM to make sure that it would stand up for the audit. DocuSign allows HTCS to get electronic signatures that streamline operations via electronic approvals, signatures, etc.
- **Employee Handbook:** We are waiting for approval for the Employee Handbook to reintroduce it to the staff.
- **Attendance Platform (ATS):** We were informed in December that New York State is no longer using ATS. We can no longer use ATS as the attendance platform of record. HTCS has to either use the state database, which is run through Eastern Suffolk BOCES or tie our attendance into Infinite Campus. Mr. Taylor has connected with the Charter Center to go over what options are available for attendance. Mr. Taylor feels that we don't need to introduce another system if we can use Infinite Campus for everything.
- **Food Service:** We're continuing to distribute meals to families, but unfortunately, people are not taking advantage of it. It may be because it is a box with 5 days' worth of breakfast and lunch meals, and some families can't carry the box home. Using inexpensive reusable bags may increase the number of people utilizing the program.
- **Human Resources:** Mr. Taylor did the mid-year performance reviews for the Operations team members.
- **Vacancies:** 6<sup>th</sup> grade ELA, JA music, 4<sup>th</sup> grade General Ed, 4<sup>th</sup> grade SPED, and the Instructional Coach. There are 2 candidates that have been interviewed and approved at the school and the school is awaiting information from the Personnel Committee.
- The salary of the Instructional Coach is tied to Title monies, so it needs to be filled ASAP. There is a strong internal candidate, but the school will still go through the process.
- **COVID/Certification:** Mr. Taylor is working with those teachers seeking the COVID exemption for their certification. They have until Sept. 2021 to apply, and it can be renewed through 2024.
- **Recruitment:** Mr. Taylor stressed that the school must be proactive due to the challenges of COVID and the grave teacher shortage.

#### Old/New Business (None)

<b>Motion:</b>	Moved that the meeting be adjourned
<b>Made by:</b>	Trustee Hunter
<b>Seconded by:</b>	Trustee Allen
<b>Action:</b>	Carried unanimously

The meeting was adjourned at 7:24 PM

## Harriet Tubman Charter School

Elementary Academy  
3565 Third Avenue  
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718.537.9912

Junior Academy  
1176 Franklin Avenue  
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718.991.4181

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### Board of Trustees Meeting (Zoom) February 4, 2021

#### In Attendance:

##### Trustees

Jerima DeWese, Chairperson  
Barbara Nowell  
Mildred McGee  
Rey Allen  
Geraldine Hunter  
Kinanda Williams Murray  
Tim Johnson  
Marlon Dunbar

##### HTCS Staff

Cleveland Person, Principal  
Jonathan Maniotis, Elementary Academy Director  
Felicia Yarber, Junior Academy Director  
Michael Taylor, Director of Operations

##### Others

Leslie Roper Thomas, CSBM  
Robert Gumbs (guest) (attended until 6:45 P.M.)  
Dr. Elizabeth McGee (attended only for Facility Committee and Fundraising Committee Reports)

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Chairperson DeWese opened the meeting at 6:14 PM.

##### Consensus items

**Moved** to revise the agenda to allow Mr. Johnson to give the Parent Report first

**Made by:** Trustee McGee

**Seconded by:** Trustee Allen

**Action:** Carried unanimously

**Moved** to accept the December 2020 minutes

**Made by:** Trustee Allen

**Seconded by:** Trustee Williams-Murray

**Action:** Carried unanimously

**Moved** that the January 2021 minutes be accepted with the sentence change proposed by Mr. Taylor

**Made by:** Trustee McGee

**Action:** Carried unanimously with change

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### Parent Representative's Report– Timothy Johnson

#### Chrome books

- Parents have been asking about the status of the Chrome books and what is taking so long moving forward with them. It is February, and nothing is happening.



- Mr. Taylor reported that The Chrome books are in the warehouse. They've been received, and the vendor is configuring them. He is hoping to have them in the building by the end of next week. The vendor was waiting for them to come to Samsung from Japan. They're being configured with Google classroom and such. There are 540 of them to configure before they can be shipped to HTCS. Mr. Taylor said that the warehouse is in the U.S.

### **Teacher Vacancies**

- Parents have asked if all the teacher positions have been filled.
- There are also JA openings in music and 6<sup>th</sup> grade ELA.
- Mr. Taylor stated that they are awaiting Board approval for the 4<sup>th</sup> grade Sped and the 6<sup>th</sup> grade ELA. The school will hire the 4<sup>th</sup> grade General Education candidate as soon as the background check is received.

### **Facility Updates**

- Chairperson DeWese explained that the Board is still trying to figure out the construction costs and then solidify a vendor to do the work. Contracts have been received from three individual companies. The Facility Committee has been working with the archdiocese to determine what they will cover in terms of the charges and costs. HTCS does not own the JA, and the Board does not want to invest in a building that they do not own. Perhaps there could be cost-sharing with the archdiocese. The construction work that is going to take place in the JA costs upwards of \$300,000. As a school, the Board does not want to put funds forward without having a secured lease and a financial commitment from the archdiocese.
- The archdiocese hasn't committed to what they would be willing to cover. Negotiations are still centered on what will go into the lease in terms of leasehold improvements and things of that nature.
- Mr. Johnson asked about the status of the leases. Chairperson DeWese explained that the JA is a month-to-month lease until such time there is an agreement as to what the archdiocese's fiscal support will be. The HTCS lawyer has been in touch with the diocese to finalize a long-term lease for the JA building. HTCS has engaged in long-term planning with the owner of the EA property.

### **Family and Student Handbook**

- Chairperson DeWese stated that there would not be a physical copy. The handbook will be updated on the website in light of the COVID environment.

### **Reopening of School**

- The Board voted to keep the students [in remote learning] until March. This is still an ongoing review considering the upward swing and new strains presenting themselves.
- Mr. Johnson stated that the parents have not been complaining about remote learning.
- It is important to also consider the academic performance of our students which is a major consideration with whatever decision is made in addition to health and safety.

### **Communication with Parents**

- Mr. Johnson explained he communicates by phone with 40 plus parents who call to ask questions. Being in on the Board and at meetings make him more comfortable answering their questions.
- Mr. Johnson conveyed that he would like to be more involved, but scheduling is sometimes an issue. Chairperson DeWese stated if there are any questions and it's not a meeting day, he can communicate via email. The Board wants to be sure parents have the information they need and not keep them waiting because that adds to their frustration. Parents could be invited to sit in the meetings.



- Mr. Taylor asked if Mr. Johnson could remind the parents to go on their child's Google classroom page and complete the survey. While about 133 surveys have come back, a 50% return would be better to glean the information they need.
- Two calls went out to parents to familiarize them with the survey.
- The survey provides important information and asks for contact information and any updates like phone numbers.

#### Food Service Program

- Mr. Johnson asked about the food rollout. Mr. Taylor explained that only about 50 families participate. They receive 10 meals (5 breakfasts and 5 lunches). He thought more people would take advantage. Only HTCS families can participate.

#### Devices

- Until the Chomebooks arrive, Mr. Taylor discussed the two devices available for parents. Some devices are brand new and another 144 are cellular-enabled ipads for Sped and ENL students; about ½ were picked up. Parents should convey any student needs that they have to the classroom teachers. If the parents need anything themselves, they can call the secretary or the administrative assistant, and they will direct their needs to the appropriate person.

#### Town Hall Meetings

- Mr. Taylor also would like Mr. Johnson to encourage more parents to attend the Town Hall meetings. The last 2 meetings focused on Google Classroom training for parents. A recording of the trainings is available on the school website, and it is interactive. About 30 parents participated. One of the HTCS teachers does the presentation.

#### Virtual Trips

- Mr. Taylor also asked Mr. Johnson if he could encourage more parents to participate in the virtual field trips. The school promotes participation through school messenger, which is a recording that goes out. The Parent Coordinator sends out the messages in English and Spanish.
- It was speculated that some parents may not be answering the phone messages because they think it might be a robocall or spam.

### Governance Committee – Chairperson DeWese

- Chairperson DeWese reported that she had received 3 emails from Laura Hill from the CSO regarding the Portal. This is how they are communicating with the school. She is not listed as a person who can interact with the documents in the Portal (**NOTE: While Dr. Palmeri is the lead on the Portal, Chairperson DeWese, Mr. Person, Mr. Taylor, and Ms. Nowell each have full access to the Portal as long as they register on the nysed-cmo.smapply.io. Dr. Palmeri does not get any notifications from the CSO.**)
- CSO notified the Chair that Kinanda Williams Murray was approved as a Trustee.
- The school also needs to submit updated organizational charts. These were requested in November. (**Note: Dr. Palmeri submitted these with the renewal application and again in November as part of the completion of the Annual Report.**)
- Chairperson DeWese will also reach out to Dr. Palmeri because, as per compliance needs, we need to conduct the Strategic Planning as part of the Charter Renewal Application and retreats with the Board. Dr. Palmeri will oversee them and facilitate them. The Board Chair will determine what dates in March and April will work for the Trustees.
- HTCS will inform CSO regarding our future instruction format. The Board will consider input from the administrative team.

### Elementary Academy Director's Report – Mr. Maniotis

#### Attendance

- Student attendance has been pretty steady and has not fluctuated very much. Staff attendance has been very good.
- The numbers are running better in remote learning. Attendance is typically around 94-95 percent, but now it is about 97-98 percent during remote learning.

### **Student Achievement**

- Kindergarten and Grade 1 are doing very well and growing steadily, perhaps because the parents are there to help. Grade 2 and 3 are great as well.
- Grade 4 is a concern, mainly because we have a teacher vacancy there. Once the position is approved, this will help. The scores have fluctuated some, but overall the students are maintaining.
- Staffing the building once we return to in-school learning remains a concern, especially if people aren't going to be vaccinated until mid-March.
- Remote learning is working right now. It's very focused, and there is good student participation. Teachers are doing what they need to do.
- Trustee Nowell committed to approving the 2 proposed candidates for 4<sup>th</sup> and one for 6<sup>th</sup> grade.

### **Professional Development**

- Ms. Munoz primarily works with EA. She showed teachers various online apps and how to further implement activities like Nearpod with all the grades. With KDG and first grade, she worked on breakouts and small group instruction in that online platform as well.
- Trustee Hunter asked about the FASST team and student program activities, such as trips, clubs, and events. There was a virtual trip that the students took to the home of Dr. King.
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### **Junior Academy Director's Report – Ms. Yarber**

- Ms. Yarber expressed some concern regarding the Star 360 data since students are not consistently completing the assessments.
- Since we have students living in the poorest congressional district, many of them are not able to help the students academically. Parents may be working at night or working out of state, and it is hard for them to support the students.
- The older students are more reliable, perhaps because the TAs call them directly and tell them to take the assessment. The younger JA students are less reliable.
- The rigor is there in the instruction. Our teachers are working very hard, sometimes trying to do it all. But in terms of results, the data are not reflective of that hard work.
- Remote learning especially challenges fifth grade, which is our focus group. They went from having one teacher last year to having 8 in remote learning.
- The progress has been affected by vacancies in 5-6. The sped teacher who normally works with the 5<sup>th</sup> grade is teaching 6<sup>th</sup> ELA because of the vacancy. The AIS is co-teaching, so we have had to move things around. The upper JA is good, and we are fully staffed, except for music.
- Chair DeWese asked specifically about data for Grades 5 and 6. Ms. Yarber said it is only showing about 20-30 percent proficiency. It is higher in 7-8.
- Trustee Nowell concurred with the data and agrees that the vacancies have affected instruction.
- Chair DeWese recommended approving more hours for Generation Ready (Higher Learning) and focusing on the 5<sup>th</sup> and 6<sup>th</sup> grades.
- As far as recommendations, Mr. Taylor agrees that remote learning is better because of staffing concerns. If we went back to in-school learning, there are staff members who have requested and been approved for accommodations. Also in school requires testing, and that might have a huge cost.
- Also, if you get 2 or more positive tests, that triggers closing and initiates contact tracing. Staffing would then be very inconsistent.
- Parents still prefer (65%) to have students stay home as per the survey.

- Mr. Johnson concurs that parents are leaning more toward remote because parents aren't comfortable yet coming into the buildings for health reasons.
- The 8th graders were asked to bring in a self-portrait of themselves prior to taking their class pictures.

### Professional Development

- Teachers are facilitating PD. This past month topics included: *coping with anxiety, hydrating during remote learning, Tik-Tok, and Zumba*. Activities to take the stress off a little bit or the edge off a little bit.
- Data meetings are held. There's some instruction on academics delivered by Reggie Stevens. His PDs this month have been based on maximizing or optimizing student engagement.

## Principal's Report – Mr. Person

**Enrollment:** 623

**Attendance:** 98%

### Emotional Support/Intervention/RtI

- Mr. Person talked about the FASST team giving our JA students guidance to ensure that they are in a good space emotionally, socially, and mentally by being at home instead of school. The social worker and the guidance counselor also are leading RTI and intervention.
- Ms. Yarber added that this is part of their PD. They meet with the teachers every other week to discuss student concerns. They have a whole data entry process where they'll justify the interventions, what they should be, and for what length of time. meeting to discuss the interventions they're providing because Thus, if CSC evaluation becomes necessary, HTCS has documented student support services.

### Remote vs. In-school learning

- In-school is the best way to go. Hopefully, vaccinations in March will help, but Mr. Maniotis is the only staff member to be called in for the vaccine.
- Getting the vaccine into the CSD 9 community: we need to evaluate how the response is going.
- There are challenges with going back to in-school learning. Signs, directions, sanitizing must be in place. There have to be protocols for clothing and PPE and how parents are received into the building.
- Mr. Taylor stated it would take about 3 weeks to prepare for in-school learning.
- All vacancies would need to be filled. Chair DeWese committed to making the necessary approvals.
- Trustee Nowell underscored that there's a very low percentage of black and brown people who have an opportunity to get the vaccine. Questions arise about the efficacy of the vaccine based on history. Trustee Williams-Murray also brought up that the vaccine doesn't necessarily mean you are in the clear. Positive tests will still continue to threaten closure.
- Another Trustee also brought up consistent sanitizing. Mr. Taylor said that once there is a positive test, it would cost about \$20K for the JA and \$16K for the EA.
- Trustee Allen also shared that another school he works with is also very concerned about going back to in-school. They also want to stay in remote learning for the remainder of the year.
- Trustee Hunter also agrees that the inconsistency of opening and then closing disrupts the education. And if attendance is tracking so well, it seems that remote is the way to go at this point.
- Trustee Williams-Murray also said that there is a psychological effect on the students and their education. Returning to school also creates fear in students, and there is a question as to what impact this will have on them.

- Chair DeWese expressed concern on the impact it may have on their ability to learn and perform, and Trustee Dunbar weighed in that the uncertainty suggests staying with remote learning.

**Moved:** that HTCS maintain instruction using full remote learning until the end of the school year given that two additional strains of the virus have surfaced that are more contagious than others; and that COVID-19 has greatly impacted our community; and that we are concerned about the emotional stability of our students

**Motion made by:** Trustee Nowell

**Seconded by:** Trustee Allen

**Motion: carried unanimously**

Chairperson DeWese clarified that the Board will continue to review the monthly assessment of academic performance and our academic enterprise's stability. Opening school can always be revisited as changes occur. HTCS will remain remote throughout June for stability and consistency in terms of planning and operations.

#### **Finance Committee Report – Leslie Roper Thomas, CSBM**

- Leslie Roper-Thomas reviewed the Financial Summary. Projected revenue was given as of December. There was very little movement to the revenue line as projected for the end of the year. Per pupil revenue is still the same based on the most recent invoice in January and was per pupil expenses are lower than projected.
- FAMIS, Title I, and ESSR projections remain the same. The school has started allocating some of the ESSR Cares Act funds. Six months of food service has been eliminated due to lower numbers for breakfast and lunch, which positively impacts the budget.
- Still waiting for the NY Council grants monies for Smartboards from Councilman Gibson. Should come sometime in February. Trustee Allen will follow up on that.
- Full-year expenses are projected to be lower due to savings with salaries. Benefit costs are also lower due to fewer employees. There have been significant savings in substitute teacher service.
- Textbooks and materials are running a bit higher because of remote learning vendor costs, but there are savings in field trips. Tech is running higher because of shipping costs, which are covered by eRate. All other expenses are on budget.
- Trustee Hunter asked where the positive funds go. Ms. Roper Thomas explained that it remains as part of the school's cash and reflects a positive variance to your P&L. The school doesn't lose the money. The expectation is that you'll spend the money on the students and run the school and its activities. Trustee Hunter wanted to hear some assurance that the monies would be spent on school needs. Ms. Roper Thomas used the need for Chrome books as a justifiable expense, but you have to be prepared for variances that change. HTCS could be in a place where the school is getting as much revenue as normally gotten from your State or for your federal funding, and that will be the time where you would need this money to run the school and pay the employees.
- Chairperson DeWese also raised the issue of huge construction costs to consider as we improve the alarm system in the JA and other leasehold expenses we have. Also, with fluctuating enrollment, we might not get as much per pupil money.
- Ms. Roper Thomas explained that we could move money from one place to another with an explanation unless there are regulations that don't allow this. For example, as we go through line items, as the school spends their money every month, we are earmarking the correct



expenses to the account for which they were budgeted. A case in point is consultant expenses, which may go under Board expenses. There may be additional needs for contracted services in other areas. So in cases like that, we have to be diligent on where we allocate the funds when the monies are spent.

- Ms. Roper-Thomas cited the summary for cash on hand was which was high because we received our fourth payment of per-pupil income, excluding escrow. To be in a good financial position, the State requires you to have 90 days of cash on hand. Chairperson DeWese asked for clarification on the \$8K credit in miscellaneous funds. It may be for Paylocity tax credits and could show up. This would then move to offset other expenses.
- Trustee Nowell asked to see the 90 days cash on hand that is reflected in the number of shown in the budget. Ms. Roper Thomas committed to including the days of cash on hand with every report, showing it as a specific line item.
- Ms. Roper Thomas explained that while Claremont is showing savings in the stipend line, funds have not been redirected yet since the school leadership may decide to spend these funds on a fantastic new program. Hence, there is no savings; it remains in the budget, and we have not yet moved those expenses to capture any of the savings. The upside may be reflected in the year-to-date variance, which is in a different column on the budget summary.

#### **Education Committee's Report – Trustee Nowell**

- As noted, vacancies impacted fifth and sixth-grade scores significantly. The Personnel Committee will respond tomorrow about prospective teaching candidates.
- There is no technology update, and we did not have a chance to talk about student outreach.
- The committee discussed how remote instruction impacted the Sped, ELLs an MLLs students. And we saw that on the Star 360 assessment, the SPED children again were affected in fourth and fifth grade. The ENL students seem to be making progress, according to the data.
- The Education Committee has requested that instead of graphs, the Academy Directors provide narratives about student performance on the interim assessments across the grades.

#### **Grievance Committee – Trustee Hunter**

- Trustee Hunter asked Mr. Maniotis and Ms. Yarber to report out on the current school climate issues or any behavioral problems or concerns.
- Mr. Maniotis reported a reduction in behavioral issues due to the remote climate. If a problem arises, it's minor in scope and dealt with quickly.
- Ms. Yarber mentioned back in October that there was an issue with hacking into our Google Classroom. It involved one particular class where it was happening. We were told that students were using social media sites to post their meeting IDs and passwords. Therefore anybody could just come in and join the classrooms. We met with parents at that time to ask them to help us to observe their children and monitor their children when they're online. That behavior did stop at that time.
- In reference to Madam Chair's inquiry on cyber bullying or anything of that nature occurring, Ms. Yarber did have a parent call her about a particular student she felt was bullying her child and other children. Ms. Yarber alerted the teachers. "If you hear it or see it, I need you to correct it right away and verbally reprimand and direct the child to stop it."
- Trustee Hunter asked Ms. Yarber to confirm that the hacking was remedied since the teachers can control admittance to a site.
- Trustee Nowell said that if anyone hears of a concern expressed by the parents, they should let the Grievance Committee know. It doesn't have to come just from a student. It could be a situation that a parent has called to the school's attention.

- Trustee Hunter also stated that this is a good question to pose to the Parent Coordinator or the Board's Parent Representative. Are there any complaints from parents about children being bullied or harassed? Perhaps we should pose this question to Mr. Johnson the next time he comes.

#### Facility Committee and Fundraising Committee – Trustee Allen

- The Facility and Fundraising Committees have two presenters tonight, Dr. Elizabeth McGee and Mr. Robert Gumbs. After hearing the ideas they will present, we hope to come to a vote and move forward with our proposed plan. Mr. Gumbs is from Community Board 3. He has been very involved in the community for many years, serving on the Board of Bronx Lebanon Hospital, a Bronx Care Center and he is a great artist.
- The Committees proposed two projects that require a full Board vote: 1. The Board needs to determine how much money it wants to raise before Committee members can approach potential donors; 2. The committee needs to establish a bank account at Chase. Two board members should be the signatories. Trustee Allen would be one. The bank suggested that the account be named Friends of The Harriet Tubman Charter School, the Bronx. It was a term that was referenced in the December 2020 meeting minutes, and it seemed like it would be an appropriate name for the group. It also would include people who are alumni.
- Ms. Roper Thomas asked if this group would have an EIN number or use the Board's which is a Board decision.
- Chairperson DeWese stated that the school already has a bank account with Apple named The Friends of Harriet Tubman Charter School. There are funds in there. Monies can be moved out of Apple, but there's already an established account with Apple that is named "The Friends of Harriet Tubman Charter School." Ms. Roper Thomas will investigate the status of this account.
- The Committee wants to establish a database of the alumni of Harriet Tubman Charter School with name, email address, contact information, and where they are going to high school. If the Board has a Friends of Harriet Tubman already, we need to maintain a database of all the donors.
- The FFCs presented a proposal. The online store will keep track of the sales as it is their means of collecting payment, but they will not be responsible for the books. The fulfillment center will *not* have anything to do with "keeping the books" of the fundraising; all they will do is accept shipment of the products, house them until sold, and they send the products out to the customers. The committee has done its due diligence and they've secured a place to set up the store and a place to do fulfillment. Other options such as crowd funding were suggested. Mr. Gumbs has other options for consideration for fundraising.
- Trustee Nowell commended Trustee Allen for his diligence and creativity and for stepping in as as Chair of this committee
- Trustee Allen thanked Mr. Gumbs, as he is a valuable asset to the Board's activities and to Dr. McGee for stepping forward in terms of strategizing and moving forward.

**Motion:** To move The Friends of Harriet Tubman Charter School bank account currently in Apple Bank to Chase Bank.

**Motion made by** Trustee Allen

**Seconded by** Trustee Williams-Murray

**Motion carried unanimously.**

Discussion continued on the various HTCS accounts. Ms. Roper-Thomas and Mr. Taylor provided information.

**Motion:** To start a Harriet Tubman CS Alumni Association

**Motion made by:** Trustee Allen

**Seconded by** Trustee Hunter

**Motion carried unanimously**

Chairperson DeWese will also send the names of interested teachers and families to Trustee Allen.. These are our best foot soldiers and with their testimonies, good marketing.

**Motion:** To start the fundraising in terms of selling the commemorative Harriet Tubman coins.

**Motion made by:** Trustee Hunter

**Seconded by:** Trustee McGee

**Motion carried unanimously**

- Chairperson DeWese stated that we have to consult our Financial Policies and Procedures Manual to establish the online store and fulfillment center. If it's over a certain amount, we have to submit an RFP.
- Ms. Roper Thomas explained the financial issues involved with establishing this account and having a fulfillment center.
- Chairperson DeWese stated that we have to have some type of legal language in terms of intellectual property and the use of Harriet Tubman's picture. Ms. Roper Thomas added that they might need bylaws and a board. If you're receiving money, you may have to operate as another form of a nonprofit.
- Trustee Dunbar advised that in terms of the different profit centers' functional expenses, these are fundraising activities, no matter what. We want to fundraise through an activity that will incur costs, and those expenses will generate income.
- There was a lengthy discussion around the origin of the Friends of account, when it was started, Trustee Allen will contact Ivy Brown and Paul Moore.
- Chairperson DeWese stated we still would need to go by our Fiscal Policies and Procedures Manual that says we have to get RFPs whether we're paying for these vendors.
- Trustee Williams-Murray suggested for the sake of time that we make a motion regarding the sale of the coins.

**Motion:** To allocate \$1,200 to purchase Harriet Tubman Charter School coins to support and facilitate fundraising efforts

**Made by:** Chairperson DeWese-Bowens

**Seconded by:** Trustee Hunter

**Motion carried unanimously.**

## Operations Report – Mr. Taylor

### Facilities

- There were no off-budget expenses in either Academy. We are waiting on the bids for the JA. He has spoken with the pharmacy owner that's North of the EA parking lot to get them to commit to painting that wall because the graffiti has taken over the wall. He has to paint that.

### Operations

- **Technology:** Mr. Person completed the assurance letter stating that the money will be spent on Smartboards, and we sent it back to them.
- **Survey:** The survey closes out on the 24<sup>th</sup> for Harriet Tubman Charter School's families. It's 22-questions document about their experiences with distance learning and anything we can do to improve that.



- Chrome books: The Chrome books are in at the vendor's facility. They're configuring them. I'm hoping to have them by the end of next week. I'm still working on what we can do with expediting this because it relates to DOE attendance or Dept. of State attendance. Contactless. So, it will be contactless distribution.
- Chairperson DeWese asked about tracking the equipment. Mr. Taylor stated that as far as inventory, they track by the serial number. They have to sign a user agreement about what to use it for, that they're responsible for any damage or loss to it, or the peripherals, like the power cord. We find that many people end up losing the charging cord, but they're responsible for it. If the person says they lost the computer or they don't return it, we can disable it remotely, so it doesn't work for anybody else.
- Trustee Nowell asked about online protection for the students. Mr. Taylor stated that there is filtering software on the devices. That's part of the configuring that keeps them from going to certain sites and what have you.
- **Recruitment:** In the board meeting last month, Mr. Taylor asked for guidance on doing any kind of recruitment. We have to think outside the box. Trustee Nowell responded that the Board had decided that bus ads were too expensive, but we did approve some brochures. Trustee Nisbett was leading that, not the school. Trustee Nisbett and Trustee Nowell forwarded their suggestions on the social media flyer. There was a one-time test developed for social media, but there was never any approval to move ahead.
- Discussion ensued. There was more discussion planned about recruitment for the upcoming retreat. Since, we are entering recruitment season and the lottery is upcoming, the school needs to review materials. Mr. Taylor reminded everyone that the lottery is always on the last Saturday of April. The application period closes April 1st by state law. Mr. Taylor suggested that you don't need a brochure. You need a tear sheet or a one pager with the school's highlights, particularly in this environment. Producing a brochure is futile right now. Someone with a background in marketing and graphic design could do a one-page tear sheet with the school's highlights. It's often no more than 10 words per image, a very concise document that's one page.
- What the school is suggesting in terms of social media is purchasing ads on Facebook and Instagram. The school currently has a Twitter, Facebook, and an Instagram page for the school. So we do have those already for a social media presence. Trustee Nowell asked if it was effective? Mr. Taylor said that it was effective in terms of communicating, yes. For instance, we did an Instagram live where we played the graduation videos. The Student Activities Coordinator did an Instagram live. She went to the school and took pictures of the food, showing people what was in the boxes. So we do use it that way, but we haven't used it for recruitment. We haven't purchased the ads to get the clicks. We looked at Facebook and Instagram, and I'm going to ask her to look at Google as well.
- **Graduation and Yearbook:** Chairperson DeWese inquired about plans for a virtual commencement again this year. Mr. Taylor reported that in the Operations meetings on Wednesday, the Student Activities Coordinator already started working on that and the yearbook with do-it-yourself class pictures. The 8th grade team has begun meeting with the 8th graders about their end-of-year activities. The way that we've structured graduation activities is that the dues are a la cart this year. So they don't have to pay for the whole package. There will be a trip or an eighth-grade dance, but there are shirt and sweatshirts this year. HTCS will have the caps and gowns and the class pictures. We're able to do that remotely. The SAC has started to gather stuff for the yearbook. The yearbook will have an online component as well, so you'll be able to get the physical yearbook, and then you'll be able to go online and log in and get it that way as well. Chairperson DeWese would like screengrabs of the Board as well.

- **CSP Grant:** There is a grant it's just under \$50,000; it's due on February 15th. We could ask a vendor to tackle it.
- **Vacancies:** We spoke about the vacancies, and we are waiting for the salaries of those two candidates. The DOO expects to have a background screen for a candidate for 4th grade General Ed in the next couple of days. So I can send the Personnel Committee that information. The interview process is complete.
- **Staff:** COVID exemptions: Mr. Taylor is working with some teachers to get their COVID exemptions. Last month, we had two come off the list. We're down to 12 uncertified teachers; two of them received their New York State Certification with the COVID exemption.

### Old Business

Network Connectivity: Chairperson DeWese also wanted to know where we were exploring the cost to ensure that parents and families would have network connectivity. She only saw one quote from T-Mobile. She asked about Verizon or AT&T to see if we had anything to compare. Mr. Taylor responded that T-Mobile was the one that was going to give us the group pricing, AT&T was another one, and whatever Optimum is now. Mr. Taylor will resend the quotes and look into VPN.

Pipework by Con Ed: Chairperson DeWese raised the question regarding ConEd and the pipes. Mr. Taylor reported that everything is back on. When we go back to in-person instruction, the only thing we have to do is paint the walls because they had to break the walls. They did plaster it over, but it would need to be painted again.

### New Business

Google Classroom: Trustee Nowell sent an email about an opportunity to get Google training on various platforms with Google, Google Classroom, and Google Meets If you'd like to learn how to use it. It could be helpful. Families may want to learn to help their children, grandchildren, neighbors, and perhaps the staff would like to up their skills. This opportunity for training is on February 17th and 18th.

**Motion:** To adjourn the meeting.

**Motion made by:** Trustee Allen

**Seconded by:** Trustee Nowell

**Motion:** Carried unanimously

Meeting adjourned at 9:22 PM

## Harriet Tubman Charter School

Elementary Academy  
3565 Third Avenue  
Bronx, NY 10456  
718.537.9912

Junior Academy  
1176 Franklin Avenue  
Bronx, NY 10456  
718.991.4181

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### Board of Trustees Meeting (Zoom)

March 2, 2021

### Extended Report

#### In Attendance:

##### Trustees

Jerima DeWese, Chairperson  
Barbara Nowell  
Mildred McGee  
Rey Allen  
Geraldine Hunter  
Kinanda Williams Murray  
Marlon Dunbar  
Timothy Johnson (present up to the Education Report)

##### HTCS Staff

Cleveland Person, Principal  
Jonathan Maniotis, Elementary Academy Director  
Felicia Yarber, Junior Academy Director  
Michael Taylor, Director of Operations

##### Others

Leslie Roper Thomas, CSBM

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Chairperson DeWese opened the meeting at 6:15 PM.

#### Consensus items

**Moved** to accept the agenda as prescribed by Trustee Nowell

**Made by:** Trustee Hunter

**Seconded by:** Trustee Allen

**Action:** Carried unanimously

**Moved** to accept the February 2020 minutes with amendments made as per Dr. McGee and Mr. Taylor's emails and that they become part of the official meeting.

**Made by:** Trustee Hunter

**Seconded by:** Trustee Allen

**Action:** Carried unanimously

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**Governance Committee – Chairperson DeWese**

## JA Property

- Chair DeWese and Board attorney Richard Zayas met with the Archdiocese regarding the JA property
- Archdiocese is asking for permission to forward the 3 RFPs received by HTCS to look at the proposed work to be done and then allow them time to consider the work and determine their contribution to that effort.
- Mr. Zayas, the Board attorney who also attended the meeting, does not see anything illegal or unethical about forwarding the RFPs.
- The Archdiocese understands it is the Board's decision as to who wins the bid.
- Trustee Nowell asked for clarification as to what the RFP is supposed to cover.
- Chair DeWese responded that it covers:
  - Additional construction work as outlined by the Letter of No Objection (LNO)
  - Compliance work
  - Construction separate from the fire alarm system
  - Public assembly application to ensure that certain doors are put in place, entrances and egress spaces that need to be unobstructed
- Work is estimated to be upwards of \$300,000
- RFPs were submitted from three licensed contractors for the specified work based on plans by LOCI Architecture. Archdiocese is requesting copies of the RFPs for consideration in the negotiation.
- Loci designed the work. The 3 RFPs are for the construction work that has to be done, minus the fire system.
- Construction work as per the LNO, aside from the fire alarm system, is estimated at \$300,000. The fire alarm design, installation, and labor are estimated at \$100,000 to \$125,000, for a total of \$400,000 to \$425,000 worth of construction costs and work.
- Trustee Hunter asked if the Archdiocese's request is required.
- Chair DeWese responded that it is not a requirement but more about cordial, professional business. The Board's attorney (Zayas) stated that there is nothing unethical or anything that raises a red flag.
- Trustee Hunter asked if the Board had any reservations about sharing that information with them.
- Chair DeWese outlines some potential Issues with LOCI and David Briggs (CEO and owner)
  - The Archdiocese, represented by Ed Newman, has worked with David Briggs in the past on several jobs. The Archdiocese or Mr. Briggs of this business relationship did not inform the Board. Mr. Briggs also has done business with one of the RFP vendors, King Rose.
  - Chair DeWese expressed a concern that when RFPs are presented to the Archdiocese, they could give information to David Briggs. Additional concerns are:
    - David Briggs was the person who emailed the Department of Buildings implying that HTCS was out of compliance with regard to the LNO. This was **clearly false**.
    - Briggs also emailed Laura Hill from the CSO, implying the same.
    - Briggs also conveyed that he tried reaching Mr. Taylor and Mr. Person, and no-one responded to him.
    - Mr. Briggs was absent and not in contact with HTCS from the time of the pandemic to before School opened.
    - He also asked about the LNO work status, even though the services from Loki had been completed.
    - Briggs has also submitted additional invoices of \$2,000 to \$3,000 for services such as emails that he initiated.

- These issues raise questions around Mr. Briggs's business practices.
  - He also has a business relationship with King Rose, one of the bidders. Chair DeWese is unsure if Briggs's interest is driven by a finder's or referral fee that could be provided to Mr. Briggs.
- Trustee McGee asked if HTCS could stipulate to the RFP vendors that Loki not be involved in the project. Chair DeWese reiterated that the Archdiocese understands that the Board chooses the vendor. If the decision went to King Rose, language could be added to that effect in the contract.
- Trustee McGee asked if that could be stipulated as part of the contract before the vendor decision is made.
- Chair DeWese stated that this would mean having to begin the RFP process all over again.
- The Chair reminded the Board that the discussion at hand is about permission to send the Archdiocese the RFPs. She assured the Board that the Archdiocese understands, and the Board attorney made clear that HTCS is the deciding entity on the vendor. The Board will negotiate conditions with the chosen vendor regarding work, service, and expectations.
- Chair DeWese explained that perhaps the Archdiocese wants to see in writing that the different companies have given bids close to \$300k. It is them doing their due diligence.
- Chair DeWese said that this would be part of the lease renewal negotiations that we're going to
- **Lease Negotiation and Shared Costs:** Trustee Allen asked for a point of information about why the Archdiocese can't give HTCS the percentage of the cost they would be willing to give.
- Trustee Nowell also raised the question about transparency. Chair DeWese clarified that the Archdiocese wants assurance that this project is approximated at an X value. This will impact lease negotiations where they will focus on the amount per square foot. She emphasized that the Board's intent not to pay the total cost to fix up a building just to make it habitable for another entity.
  - The full cost is not going to be borne by HTCS.
  - HTCS is not paying as if this is a new entity or new organization coming into this building.
  - HTCS saved the JA building many years ago by coming in and taking the lease. If we didn't, that building would be gone, that entity would be gone.
  - Each lease negotiation period with the JA always has a back and forth with terms and conditions. Once they [the Archdiocese] get the RFPs, it will move into lease negotiations for the JA building.
  - Zayas said it was best not to discuss future plans in terms of building plans. But we intend to look for a short-term lease with renewable options for certain periods of time.
- Getting back to Trustee Murray Williams's question, Chair DeWese reiterated the process. The Archdiocese will review the RFPs, and then the next steps would be lease negotiations with the understanding that it's the Board's choice as to which vendor and if it's in the Board's best interest to do the work at all. If the Archdiocese is not contributing extensively to the cost, then a different conversation will happen.
- Trustee Murray Williams asked if they [the Archdiocese] has in the past tied their share of the cost to a particular vendor (such as "We will pay 70% if you go with this vendor," because we know you don't want to work with them." Or what if they say, "With this bid, we'll only pay 20%, but if you go with this company, which is associated with us, we'll pay 70%." Is that a possibility or something that they've done in the past?
- Chair DeWese explained that HTCS has never been in this space before. This situation is unique. If they come back and say something like that, the Board would decide what to do moving forward.

- Trustee Murray Williams stated that if Zayas noted that it is not uncommon for the Archdiocese to want to see an approximation of what the work would cost, they could do no harm because the RFPs [and the costs] are already in the Board's possession. They can't say, "Send us the bids as they come in," and then recommend a company of their choosing to bid at a lower price.
- Chair DeWese concurred. It is solely up to the Board to decide. She made sure that Zayas said in the meeting with the Archdiocese was that the Board is operating in the best interest of HTCS, not Loki or the Archdiocese. There are certain compliances the Board has to abide by. Any negotiation terms would be up for consideration and discussion.
- Trustee Nowell asked if Ed Norman was part of the conversation representing the Archdiocese with the Chair and Mr. Zayas. Chair DeWese said yes.
- Trustee Allen expressed concern that the Archdiocese appears to have all the cards.
- Chair DeWese reminded the Board that they have a strong position as well. While the building has had compliance issues, only HTCS has the Letter of No Objection. If the building is not up to code as it relates to education, the work has to be done regardless of the tenant. HTCS is the lease holder and has the funds to share the cost. If HTCS is not the tenant, the Archdiocese will bear the full cost of repairs in order to lease to another entity.
- Trustee Murray Williams summarized the discussion stating that she thought the RFPs should be given over but that the Board should proceed cautiously. The Board will need to make clear that they will not work with a vendor that may have an existing relationship with the Archdiocese.
- Chair DeWese clarified the motion: The Board gives permission to provide the three RFPs submitted to the School for consideration for use regarding the construction project at the Junior Academy.
- Trustee Hunter moved that the Board should move forward with sharing those plans with the Archdiocese.
- Mr. Johnson then raised a concern: If HTCS comes to a point in September and students are returning, what is the plan? If the Board doesn't agree to what the Archdiocese will do, what will be done with the building.
- Trustee Hunter restated that there is a motion on the floor.
- Mr. Johnson restated his concern: If the Board is going to vote on the RFPs, what happens in September?
- Chair DeWese stated if Mr. Johnson wants to discuss the Board's intentions for what the School is going to do in September, there can be discussion as soon as there is a vote on sharing the RFPs. Trustee Nowell then asked if there is a timeline to complete the work.
- Chair DeWese reiterated that there is a motion on the floor.

**Motion made** to give the Board permission to share the RFPs with the Archdiocese

**Made by:** Trustee Hunter

**Seconded by:** Trustee McGee

**Action:** Carried unanimously

- Chair DeWese reopened the discussion around Mr. Johnson's question to ensure that there are no unanswered questions for him or the parents. The Board's intention is for HTCS is to remain 100% remote learning with continual assessments each month to evaluate the operations, the administration, and the instruction that's happening virtually online. It is the expectation at this juncture, with the vaccines coming and the way that the pandemic has been going, HTCS will be back in the buildings completely in September. That is the hope, that is the expectation.
- While there is no control over how the pandemic is going to go, it is our expectation to:

- Finalize all negotiations in terms of leases for the building and compliances for both buildings.
  - Construction would have to take place in the JA over the summer months or this Spring, pending the pandemic and the safety of the students and staff.
  - With regard to the timeline raised by Trustee Nowell, all three RFPs have a timeline of about six weeks for completion in terms of construction. Construction will need to take place over a two-month period and should start now to be done before September.
- The Chair asked if Mr. Johnson had any further thoughts. He stated that the Chair made it very clear.

#### **The CSO Renewal Site Visit Report**

- The Board has received the Draft Site Visit Report. Chair DeWese asked Dr. Palmeri to review the report. She ascertained that it appears there were several readers because there are different vantage points, different voices in terms of what's written.
  - The Board was required to provide factual responses or corrections to that draft report and has been given a week to respond. The Board and Dr. Palmeri met, discussed the report, and provided revisions and corrections. She uploaded the report to the portal. Chair DeWese also emailed it to Laura Hill as instructed in her email.
  - The State will review the submitted corrections and give feedback on the corrections.
  - There will be an opportunity for additional comment for the Final Site Report with additional feedback.
  - No further information has been provided to date, but there will be some type of correspondence from the State that gives a timeframe to submit further comment. This should occur in the next couple of weeks.
  - There will then be a calendar and timeline of the charter renewal hearing or meeting, done publicly via Zoom. The Chair has not received a date as to when our charter is up for an agenda item at this point.

#### **CSP Grant Funds**

- There was notification from Laura Hill asking if the School planned on applying for COVID funds. The application is due by March 3<sup>rd</sup>. The Chair asked for ideas from Board members and the school leadership team and asked Ms. Roper Thomas from CSBM how the funds could be used and if this information could be plugged into the application and sent to the State feasibly by tomorrow.
- Ms. Roper Thomas explained that HTCS had been allotted about \$49,950 for funds that have already been spent between July 1 and September 30th, 2020. This is a CSP grant, and it requires a lengthy narrative and what the School needs as it remains closed. This was raised at the last Board meeting as something Dr. Palmeri might want to tackle or take on.
- Chair DeWese confirmed that Mr. Taylor sent something out on Feb 8th, which said that the grant was due on the 15th. When Dr. Palmeri was contacted, the 15th had passed.
- Trustee Nowell stated it was sent to the Board initially, right after the grant was released. The initial email came from David Frank in late January. An email was sent to CSBM asking if this was something they could assist with.
- Trustee Nowell and Ms. Roper Thomas met and drafted an email that was forwarded to the Board, which had an outline of the narrative. This was sent to the Board as the second email on this subject. The grant had to be uploaded to the portal, which had all of the questions and the narrative needed to be written.



- Ms. Roper Thomas had mentioned that the grant could cover items such as filters in the building, but the expenses [under the grant parameters] had to be done and paid for during those two months. The CSO extended the deadline to submit to March 9<sup>th</sup>.
- Ms. Roper Thomas stated that the deadline of February 8th required a lot of work. Many things had to be uploaded to the portal, narratives had to be written, the Board Chair had to go in and sign off on some items. HTCS also had to do an FS-10. Once she didn't hear anything back from the email she sent, she assumed that it was something that HTCS didn't want to take up.
- Chair DeWese asked if there are costs that could be assigned to the \$49,000 over the time period that is requested. Could we create a narrative to put into the system tomorrow? According to Laura's email, it implied that HTCS Harriet is eligible.
- Trustee Allen raised the question as to whether it is doable within 24 hours. Ms. Roper Thomas asked who would do it.
- Chair DeWese said it would have to be a collective effort, and we would have to determine who would be doing it. The Board needs to identify what expenses could be included in the narrative, as Mr. Taylor's email stated.
- Ms. Roper Thomas explained it is more than just expenses. It requires an application within the portal. To get further details on subgrant requirements and the application, you must go into the Charter School portal and apply for it. Several narratives have to be filled out. Then the Board Chair has to go in and make an attestation. She didn't think it could be done by tomorrow. She could provide the financials and the spending that qualify under the grant. But there is much to be done behind it. It's a lot more meticulous than a Title grant with one narrative. You have to write it up based on how the School is operating. She could provide the expenses that have been spent between July one and September 30th.
- Trustee Nowell stated that she heard from Dr. Palmeri, but she is traveling. This grant is from the United States Department of Education. It's a federal thing which may be why there are more things involved.
- Trustee Nowell said it would be unfortunate if HTCS missed this opportunity. She suggested that as a Board, different people could write other parts.
- Mr. Taylor reported that Dr. Palmeri had just sent an email to the Board regarding the subject at 7:01. Chair DeWese was getting the emails from David Frank and Laura Hill. Dr. Palmeri didn't know that it was extended but is more than willing to look at it tonight. However, she has several people coming in for her mom's 94th birthday celebration. She doesn't know if she can help on such short notice.
- Ms. Roper Thomas went online to view the grant application and what has to be done. This is a response to COVID. There is a Continuity of Learning Plan, a Budget Narrative, a Grant Response. There's an FS-10 which is a document that goes to the State that shows the financials. She stated that she normally fills that out on behalf of the Board.
- Chair DeWese asked if the Continuity of Learning Plan is the Hybrid Plan that was created, but Ms. Roper Thomas added there are different questions around it.
- Trustee Nowell asked if the administrators could help us with what they send to the State?
- Ms. Roper Thomas expressed her concern about the late timing. There's a lot of work that has to be done on it. We don't know the complexities of the work and what it will take to complete it.
- There was much discussion around the deadline and whether it could even be completed.
- Ms. Roper Thomas reminded the Board that she sent an email to the Chair and Trustee Nowell on February 8th about this, asking if this was something that Dr. Palmeri was going to do. I was circling back all of the information. David Frank's email is also included in that.
- Trustee Nowell expressed that an effort should still be made to complete the grant. Everybody has different bits of information, writing, putting some things together, but it still needs to be looked at. She asked Mr. Taylor which email they needed to look at where everything is located.

- Mr. Taylor stated that he re-sent two emails on March 2 to the entire Board. Another email was sent at the end of January (23rd, 24th, 25<sup>th</sup>). It had an attachment that was sent to the whole Board regarding everything that needed to be filled out.
- Chair DeWese stated that she understood that this is the last hour and that everybody is frustrated. She said that she would not apply for grants. If there is a grant where the school or vendors need to handle administrative parts, the Board can assist. It should not be just sent to the Board thinking the Board is going to do this.
- Ms. Roper Thomas stated that this was not the intent (of her email.)
- Chair DeWese stated that if there is something that the School is interested in doing, whether the State is notifying the Board and School of grants or opportunities available or professional development things that's available, it should not be, "Let's send it to the Board and let's figure out." If it is what the School is interested in doing, we need to know that. David Frank and Laura Hill do not send emails to Dr. Palmeri.
- Chair DeWese furthered that she emailed both David Frank and Laura Hill and asked them to include Dr. Palmeri as a Board consultant on emails when it has to do with things like this.
- The communications on what is being sent to the Board, and what is being followed up on, cannot solely be sent and then wait for the Board to respond. This is not feasible or rational.
- While the Chair agreed with Trustee Nowell and Trustee Allen that it may be hard to get done and that the Board does not want to give up funds and go all hands on deck, she understood that. But she felt that there needed to be clarity and transparency regarding what is expected of everyone involved in this.
- She stated that The Board is not administratively and operationally doing things in the School. The School has to tell us what they're recommending. This is what we think will be good for the School. This is what we would like to do. And then the Board can say, "Yes, we agree. No, we don't agree, or we should amend it this way or that way." Just waiting for a response from the Board will not help with the communication cycle as to what needs to get done.
- The Chair shared in Ms. Roper Thomas's frustration that this was last minute and the 11th hour. She understood that it would be a heavy lift to get this done by five o'clock tomorrow. She understood Trustee Nowell's willingness and wanting to do all hands on deck to get this done. But moving forward, whether the Board decides to do this or not, it needs to be very clearly understood that simply forwarding information to the Board without some direction or guidance as to what the School is intending to do or wanting to do, is not going to help the Board know what steps they should be taking or not taking.
- This is not to put fault or place blame on anyone, the Board nor the School, nor any vendor. If there is a grant, a new policy, something that needs attention, or that you need a Board response, it's not just an FYI thing. If you need an okay to move forward or a yes, are we going with this vendor?
- Everyone needs to be mindful that every Board member has other things happening. The Board looks for what is expected and what is wanted at the school level to support or guide it in a different direction if it's not feasible.
- Mr. Taylor responded that he sent the two emails. The night of the Board meeting, he reiterated about the grant, and I asked if this was something that the Board wanted to do. He believed Ms. Roper Thomas also brought it up before he did in her report. It was in his written report, asking if it was something that the Board wanted to do and if so, we needed Dr. Palmeri's input. He did mention that there was a narrative and that there were other things to be there.
- He also recalls saying that there was \$50,000 and we should try and do something. So for this one, what the Chair is saying is actually what did happen in that instance. It may not be consistent, but going forward, he hears what the Chair is stating. If it's something that [the School] recommends, he will definitely say that going forward.

- Chair DeWese thanked Mr. Taylor and stated that if he needed action from a specific person, that needs to be stated specifically. For example:
  - Trustee X, we would like to move forward with this grant opportunity. This is what we think we should be doing, and whatever support you need from us, then we know how to then move.
  - When the Chair gets an email from bills.com, these are the pending invoices that need to be approved.
  - If we get an email, stating "FYI, X, Y, and Z, your voices and your input is valued and necessary for us to know how we should be acting on your behalf or for the movement or whatever the initiative is.
- Trustee Ray Allen agreed that this was well put by the Chair.
- Chair DeWese brought the conversation back to the CSP grant. It's \$50,000. It is a heavy lift. She did not want to overwhelm anyone at this point, but she could not dedicate the next 10 or 12 hours to this effort as she has other things that need to be done. This doesn't mean she was not willing to help if the decision is to move forward, but at this point, it's a heavy lift.
- Trustee Ray Allen agreed with what Trustee Nowell stated as not passing up any money. But the Board has to be realistic in terms of the timeline. If the Board is going to do this, we need to feel good about it in terms of what we present instead of rushing and putting things together that are not quality. He restated that he did not like passing up any money either, but I think it's a heavy lift for the timeframe we have.
- Chair DeWese asked if any other Board member wanted to discuss or have any input on this.
- Trustee McGee stated that she understood what Mr. Taylor was saying. With something as important as this, we need to star it, make it more important. We could ask a vendor to tackle that for us, but she questioned what a vendor could do for this. Whenever something like this comes up for the Board, since we do have a lot of stuff coming in, then we need to say, "Pay attention to this." The person who's giving the report, "Pay attention to this because this is time important."
- Mr. Taylor: stated that Trustee Nowell might have redacted Dr. Palmeri's name out of that report. He did use her name. And at the time, he did state the deadline, that the meeting was the 9th, and at that time, the deadline was the 15th. So those things were also communicated.
- Trustee McGhee stated that the report needed to be starred when it came to the Board members. That was an important part of the report.
- Trustee Hunter stated that at this point, it is a heavy lift, there are many moving parts, and it's too much to input at this very last moment. But she understood Trustee Nowell's sentiment about it. But it is late.
- Trustee Williams stated that she had nothing to add since [being new] still didn't understand the scope of what needed to be accomplished to submit this application.
- Trustee Hunter suggested that perhaps Trustee Williams and Nowell might be willing to peruse all that needed input and see if perhaps it could be done by close of business.
- Trustee Ray Allen reminded everyone it had to be done by close of business tomorrow. It has to be done now. What if Trustee Nowell and Trustee Williams Murray look at it and decide they cannot do it alone? There are too many moving parts.
- Trustee Hunter said they have an optimistic perspective, so they shouldn't be shut down.
- Trustee Williams Murray stated that she was not necessarily optimistic or not. She was thinking more from a planning perspective of understanding. What is the scope of it? Is this a grant where they're asking you to write out something, or is it an application where you're filling in questions? There are different types of applications that can be submitted. If the scope of this is filling out, answering questions, it could be that one Trustee could sit down and just spend the day tomorrow. I don't know if anybody has that time and do it. We need to understand the

scope before we're saying it's too much to do. We may be 100% correct that it is too much to do. But personally, based upon the conversation, she does not fully understand the scope of what needs to be accomplished. Therefore, she can't assess whether it's too much or doable based on what is being said right now.

- Trustee Hunter understood what Trustee Williams-Murray was stating. Perhaps she and Trustee Nowell could peruse the expectations, the dynamics, the level of expectations that needs to be submitted and possibly move in that direction to get it done by COB. Close of business. That way, you would have a better understanding and decide with the Trustee whether to move forward. No one would work in isolation. She'll have someone with knowledge or information that can be conveyed that would support completing the process.
- Chair DeWese summarized the task at hand.
  - The FS-10 is required. Ms. Roper Thomas's financials and expenses as to how HTCS will use the \$50,000 to reimburse. Mr. Person will need to sign.
  - Attestation signature (Chair DeWese) She will also go into the portal and review some questions. Happy to assist Trustees Nowell and Williams Murray. I just can't take the lead.
  - The Continuity of Learning Plan. Use the Hybrid Plan and the one-page amendment to that when HTCS decided to go fully remote. Text and context in terms of answering those questions would be in that document. Also, look to School administrators to complete this part.
  - COVID-19 expenses - Director of Operations to complete and give information.
  - Other information – All Trustees should check emails if there are other parts where they have knowledge. Dr. Palmeri maybe could help us once we have more in place.
- Mr. Person stated that they have PDs tomorrow and tomorrow is a full day. He cannot commit to contributing and not be able to do a great job.
- Trustee Nowell asked if anyone from the School could send the Continuity of Learning Plan and the supplement about going fully remote. Mr. Taylor stated it is on the school website, and he will forward it to the Board.
- Once everyone reviews their tasks, Chair DeWese will circle back to determine if the Grant submission is a go or not.

### **Finance Committee Report – Leslie Roper Thomas, CSBM**

- Ms. Roper Thomas reported that the Finance Committee met before the Board meeting.
- The Committee discussed adding another member to the Finance Committee.
- Ms. Roper Thomas then reviewed the Executive Summary.
  - Total revenues for the full year and projections were given. This month is lower compared to last month because of enrollment. Student enrollment is based on the March invoice, which is the fifth invoice, the next to last invoice for the School. The initial enrollment compared to current enrollment resulted in revenue loss of thousands of dollars and the figures were presented. SPED projected 60 students. We now have 61 students.
  - We are still expecting the \$100,000 that has not been received yet from Councilmember Gibson. We are still factoring that into our outlook.
  - Expenses are expected to be lower than budget since there are certain things that we're not including.
    - School meals and lunches because we're serving bagged lunches instead of meals.
    - There are savings based on substitute teachers and lower stipends. So for the end of the year, we're expected to be better than planned.

- Cash on hand figures were presented as of January 31, which excluded the Escrow balance. This represents 122 days of cash on hand. Cash will be carried over into fiscal year 2022.
- Trustee Williams Murray raised the discussion about who the third member of the Finance Committee. Trustee Williams Murray asked about Trustee Dunbar attending. Chair DeWese stated that it is difficult Trustee Dunbar to attend in March and April because it's the heavy tax season. After that, then he can attend. In the interim, if you physically need another person there, Chair DeWese will be present.
- Trustee Hunter stated that it would be more efficient if three board members were present for voting purposes. Chair DeWese stated that she pops in and out of all committee meetings. Since Trustee Dunbar cannot be physical, she has no problem making herself available in his absence.
- Trustee Hunter asked if Trustee Dunbar would be committed after that.
- Trustee Nowell will forward the ad for Board Treasurer to be posted on our website, Indeed.com, in churches, the NY Charter Center, fraternities and sororities, our network of professionals, graduate schools, etc. Mr. Taylor said the NYCC is not free; it is around \$300-\$500. Trustee Nowell asked if there are any other websites that you have found that would be appropriate for us to put our treasurer ad in. Mr. Taylor did not know of anywhere else other than philanthropic organizations since it's an unpaid position. Monster.com would not be appropriate for this.
- Trustee Williams-Murray asked for a clarification on how we're going to proceed before the next Committee meeting with regard to the reports. The suggestion was that we review the finances before the meetings to raise questions during the Finance and Audit Committee meeting. Once we report to the Board, it's kind of an abbreviation of what took place during the meeting.
- Trustee Hunter stated that their idea is that Ms. Roper would not have to spend so much time going item by item. She could send her report at least five days in advance. We would look at the report, raise any thoughts, ideas, or questions about the report at the Finance Meeting, and pose questions to her. When she came to the 6:00 PM meeting, she could give an abbreviated overview of what is going on with the budget and the most pressing areas of concern. She added that the team would share out major concerns or issues that are confronting our finances. We would abbreviate the process and be a lot more concise in sharing the information and bringing everybody on board as to what's current and happening with finances, i.e., construction costs, things that we have to do, RFPs, expenditures, or if we're changing banks. The Finance Committee would make that report, and Leslie would be able to be more concise in what it is she shares in her overview.
- Trustee Nowell stated she spoke to the Branch Manager of Apple Bank and asked him to go back to our accounts as far as 2004 to 2008 and would give that information to the this Committee and to the Chairperson of the Facilities and Fundraising Committee.

### **Education Committee – Trustee Nowell**

- The Education Committee met on February 23<sup>rd</sup>.
- They examined the interim assessments of the grades and looked at SWD and ELL/MLL student progress.

#### **The Elementary Academy**

- First grade children are trending to the 75th percentile, which is above average.
- Second graders in ELA and Math are about the 50th percentile.
- There's a slight drop in proficiency in the 4th grade, where we had a teacher problem. The Committee is looking at strategies to improve with the 4th grade in ELA and Math.

- The school leaders will continue to monitor grade-level instruction to ensure that increases continue. There's a new teacher at 4<sup>th</sup>, and they're optimistic that the fourth graders will show growth and there will be stability in the classroom.
- In second grade, they focus on small group instruction to better work with the pockets of students who may struggle with newer concepts and point to the teachers. It was explained, and I know experientially, there are certain months when students struggle because there are new concepts and skills introduced at a certain time of the year, and children tend to struggle. After they get over that hump, then the next cycle of testing shows growth.
- As far as the SWDs in the EA, no students with disabilities have been identified and classified as Needs Improvement. ELLs continue to demonstrate growth.
- In First grade, SWDs and ELLs have shown incremental growth between January and February.
- The support staff is working to monitor progress and ensure that students don't drop off. Second grade SWDs struggle in both ELA and Math, but they did show slight growth in Math.
- ELLs demonstrated incremental growth between January and February, which is typical for this time of year, according to Mr. Maniotis.
- In Grade 3, SWDs and ELLs continue to demonstrate consistent, incremental growth to score at or above the 50th percentile in ELA and Math.
- Grade 4 SWDs demonstrated very slight growth in Math and remain flat in ELA.
- The new Special Ed teacher is in place as of 02/22/21. Hopefully, they will see additional increases. We're going to monitor how the children are doing in the 4<sup>th</sup> grade with the new staff involved.

### **The Junior Academy**

- No grades are trending toward proficiency in ELA, no grades trending toward proficiency.
- Grade 7 Math, they were at the 60th percentile, but they go back and forth between the 57th and 58th. But right now, they're at 60th.
- Grades 5-8 are falling below proficiency, and they keep getting lower as the months go on. In Math, 8<sup>th</sup> grade is trending slightly below the 50th percentile as of January. In October, they were at the 60th percentile, and now they're at the 46.
- 6<sup>th</sup> grade is below the 50th percentile. They started at 44, but now they're at 33.
- We see there is continuing decline in the JA. All grades are deficient due to decreased time on task. All grades are deficient due to reduced time on task doing remote.

### **Time on Task**

- Due to the announcement of the New York State Assessments in April and May, final days will be spent on revisiting priority standards, depth over breadth.
- Ms. Yarber's report states that "All grades are deficient, due to decreased time on task, doing remote." We need to consider adding more time in ELA and Math.
- Trustee Nowell asked, Is this a possibility at this time, to give children more time on task, during remote? Adjust the program schedule of the students. Is that possible?
- Ms. Yarber stated that the problem is when you're doing a master program for middle school and high school, there is a domino effect. If you change one person's program, you have to change everybody's schedule. You would have to redo the entire program. And doing a master program takes time. Some people spend the entire summer, like two months working on a program to get it ready for Opening Day.
- Trustee Nowell asked about using technology to set up your program. Back in the day, you used to do it manually, but there are technology programs online that could help you set up a program.

- Mr. Person stated that the answer to that is no because it would change the school's entire structure at this point. With the extra 45 minutes, what would the person be doing? The staff member, the teacher? What would the science person be doing? If we're taking 45 minutes [from one subject] for ELA or Math, we would have people getting paid and not doing any work. And that goes for any subject.
- Ms. Yarber concurred. If we took it away from Music, what would the Music teacher be doing if their class is now in ELA as an extra period? That means that's one less period that they would have.
- Trustee Nowell asked why there is decreased time on task during remote?
- Ms. Yarber stated that because kids are not in the presence of the teacher. Even with the Star 360 assessments, it may not be a true indication of how kids would perform on the state exam. The time it takes to get the kids to actually do the Star 360, calling their parents, they're not on, they still haven't done it. Even if the teacher is sitting there with them, they can't see them taking the test. The child might sit there acting like they're taking the test, but when the teacher checks to see, they didn't take it. I spent this week calling parents of 6<sup>th</sup> and 8th grade, along with the teachers to say their child has not taken the Star 360 and explaining how important it is. We never get 100% of the kids taking the assessment.
- Miss Yarber continued that when she says time on task, when you give students independent practice so that they can show you what they understand and what they're able to do, they don't necessarily always do it. The time it takes for the teacher to realize they're not doing it, do it, start it, the 45 minutes is over. When you're in the building, the teacher is physically standing in, and they can see. They can go and nudge the child, "Look, you have to do this, or You've got five more minutes to complete this. This is a 15-minute activity." Because the kids are not in our presence. Most of the time, there's nobody home to ensure that their children are doing what they need to do. But we're still calling parents. Buy they don't even know that their children are not doing what they need to do. We're still calling them.
- Trustee Nowell asked when there's a certain period when the class is taking the assessment, doesn't the teacher have a gallery view of the whole class? Can't she see who's working on the test? This is the time and period when you take the test. The teacher sees the gallery view on her screen of her students. And so she could see. Of course, there's no guarantee, but you can see who's taking the test and who's not even in the room.
- Ms. Yarber clarified that this isn't the case. If I ask them to write something, I can't tell if you're writing or not. There are mechanisms depending on the device where if the child is working on a digital platform, we can see it. But we're not actually looking at the child's work. I can pull up somebody's classwork and look and see how much they've completed and what they're doing. I can see their answers digitally. So that's how if they're not working on it, I can say, "Look, you have to start. We have 15 minutes left. What are you doing?" But I can't tell what they're doing. You are all sitting here, but I don't know if you're writing or taking a test. I can't see your whole body. I can only see your upper body.
- Trustee Nowell asked, "Can you see when the period and the testing is going on? Can you see the class? All your students? That's what I want to know".
- Ms. Yarber stated that it depends. If you're sharing a screen, then you can't see the kids, but when you're not sharing your screen, you could see a gallery view, but not for everyone. Everyone's camera doesn't necessarily work. Everyone doesn't have a camera, or it's on or off. It depends on the devices that they're using.
- Trustee Nowell asked if this is for those new computers for the teachers.
- Mr. Person added that if they're using a Chromebook, yes, they can leave the camera on and also still work on another window. If they're using an iPad or another tablet-like device, no. If they switch because it's based on an app, they switch from the Google Meet app to like Safari



or Google Chrome or something like that to take the assessment. Then their camera will go off. They'll remain in the class because the app is still open, but their camera will go off because they switched out of the camera mode into a different app. So if they're on their Chromebook, yes, they can be seen while they're also working. But if they're not, they cannot, if they switch out of the app to do like Star 360, for example.

- Ms. Yarber stated not all students have Chromebooks. And it is our policy that all cameras be kept on.
- Mr. Person added that we all have to understand that we're in a pandemic, and this whole topic of school is totally different now. This virtual remote learning is a nuance for everyone. While we would like to see 100% of everything, you don't really get that. It's just not going to happen. You're going to see many of the students. But you're not going to see two or three of them. Some of them are not going to be able to log on. Some of them, their cameras are going to go completely out because there's a dead zone wherever they are. Parents aren't watching them 24/7. There are just all of these different factors going on at the same time.
- We are doing the best that we can remotely, and I think we're doing a pretty good job. But once again, nothing is better than being in School. I think that we also need to understand that there are some vacancies in the School. We've had TAs in the classroom. We had a School Ed in the classroom. We're still trying to hire staff members. When you don't have teachers, there's going to be a deficiency in student performance right away. There's a lot of factors going on that are actually hindering or causing some sort of block towards perfection. There are just so many different factors. Sometimes teachers are ill. Sometimes teacher's family members are ill, and there are all these things going on. I think that we just need to take all of that into consideration.
- Mr. Taylor stated, "To piggyback on what Mr. Person said, right now this week, we have four staff members out with COVID, just this week. One of them, the whole family had it, and the mother is in the hospital on a ventilator right now as we speak. Another staff member is out of School who's had surgery. I mean, there are just things going on.
- Trustee Murray Williams asked that given all the challenges, what's the plan? What's the proposal, considering all the challenges? What has been thought about or proposed to address the issues that we're raising and the issue that Trustee Nowell raised regarding the students' performance going forward?
- Mr. Person explained that we brought in school professionals to assist us with the vacancies. When someone's out, or we have a position where there is no teacher, we're now bringing in school professionals so that there's a body there to assist with the delivery of instruction. To look at the School's format and change the master schedule, that's not going to happen.
- Trustee Murray Williams stated she wasn't proposing that. Since we are raising the issue now, at some point, either today, tomorrow, whatever, going forward, are you formulating a plan to try to address these issues. So I'm just asking, going forward, how are these issues being addressed?
- Mr. Person reiterated that they are going to fill the vacant slots. The people, staff members who are out due to illness, those staff members who are out due to COVID, we're filling those positions with school professionals probably for about two weeks. As staff members return, we start to return to normal. That's the answer.
- Trustee Murray Williams asked about the other issues. COVID isn't the only challenge. We're looking at student performance going down, and you're saying it's because of COVID. What are you doing to try to support, or how can the Board help to try to address all of these issues that are going on?
- Mr. Person said that we just gave out Chromebooks. We didn't have those. Now those students who didn't have the proper technology will receive it. That ought to make the connectivity a

whole lot better. That will make instruction a whole lot better. The continuum of it would be longer because of the new technology.

- Ms. Yarber added that professional development will also help. In terms of the parents, we only have control of what we can control. It's a little more challenging, controlling what's going on in somebody's home when we're not there. Teachers actually call the parents. As part of the RTI process, teachers have already intervened and called both for social work or schoolwork. They've done their part.
- Ms. Yarber (as the AD) has started getting on the phone, calling parents, and speaking to them about their students, their behavior, what we need them to do, what we need the parents themselves to inspect. Basically, what we expect and how we need the parents to partner with us to make sure the kids are doing what we expect them to do. As the Academy Director, she has started targeting some of the students to call, hopefully. But it's almost March.
- Mr. Person added that in the Town Hall meetings, we are now trying to educate our parents on how to manipulate or maneuver through Google Classroom and understand all of the different ways that it functions and how to operate and go in and do key things, to be able to check what their children are doing, being able to look at the tests, to be able to make sure that they've logged in and completed homework assignments. We have tutorials in the Town Hall meetings to supplement what the parents can do and not just be in the dark regarding the technology.
- Chair DeWese asked, based upon what has been implemented so far, how do you feel? We'll know the assessment afterward, but what is the projected assessment of how these things will help with the student performance, which Trustee Nowell said are issues.
- Mr. Person stated that we're going to continue to have issues with student performance through the rest of the school year.
- Chair DeWese asked if he felt that these measures would improve it at this point, or are you saying that this is what it is?
- Mr. Person expressed that the interventions will be supportive. He doesn't know that there's going to be a drastic improvement, but it will be supportive. It's remote. It's not going to be optimal. If they were in the building, he could be a lot clearer in telling the Board what it is that they'll be looking at and give the Board some targets. It's difficult to do that. They're working remotely and without full staff.
- Ms. Yarber stated that she doesn't know if the scores are any real indication of what the children can do because if they're not taking the test seriously, if they're trying to rush through it just to be able to say, "I'm finished" because they have to take it, that doesn't mean that they're not competent in those skills or those standards or proficient in them. That just means they're trying to breeze through this test because nobody is sitting here with them.
- There's also no data wall posted for everybody to see. In the building, the data wall is there. You can see your School [progress] because it is right in front of you. Things are different because they're remote. This is more challenging. She does not think that that means that our students are not learning. It just means when it's time to demonstrate it, they pick and choose if they want to demonstrate it or not.
- Mr. Person emphasized that they're comparing it to when they were in school instead of how they're performing remotely. That's a big difference.
- Chair DeWese asked about the declining performance at the JA level. The EA seems to be maintaining or moving towards proficiency. Are there some strategies or something taking place in the Elementary Academy that's not taking place in the Junior Academy that could be replicated?
- Ms. Yarber responded that parents are less involved. The older the child gets, the parents step back. A good example is showing parents how to use the Google classroom and navigate it. But parents will look, and because it says submit, they think that their child completed the

assignment. But our kids are clever. They will submit it. But if you open it, you'll see it's blank, or they haven't completed it. But they submit it so that you can trick the computer or manipulate the computer. To the naked eye or the untrained eye, you think the child was completing all of your assignments. Your child was on task. Your child was doing what they need to do.

- Mr. Maniotis stated the other big difference regarding Elementary versus Junior Academy is that the elementary teacher is with that child pretty much all day. In the building or not, they're with that child all day so that they can be on top of that one child more often. Whereas in that secondary setting, the student is bouncing from class to class. Whether, again, in the building or not, it might be a little more difficult, and I don't want to speak for Ms. Yarber. To keep up with what a child is doing, as opposed to when you're in third grade or first grade, and you're with the same teacher all day who is responsible for 95% of your learning on a given day.
- Ms. Yarber added that it takes manpower to follow every class, every single period of the day, to make sure they're going from class to class. Just because they go to the first period, they won't show up in the second or third periods. They might pop back in the fourth period. So to avoid that, to counter that, they have assigned personnel to actually follow each class, every period, and when someone's missing, they call the home. They have to do all of that with this age category.
- Trustee Nowell asked how the parent-teacher conferences that were held go? How were these implemented? Were the parents told how their child is doing on the assessments?
- Ms. Yarber affirmed that this was the bulk of the conversation. How are students performing thus far? You have limited time because, of course, it's remote, and you have to see as many as show up. But you have to schedule appointments. It's a little more challenging because we're remote, and you have to schedule appointments. But when you have those quick conversations, you basically speak about the child's performance and what the parent can do at home to help. You tell them what areas they need help in.
- Trustee Nowell was told there's no extended day. Would it be worthwhile to have an extended day program?
- Mr. Person didn't think so because the students are already in School from eight o'clock until 3:30. That's a long time to just sit in front of a camera. To add more instructional hours, you're going to lose them even more. While I haven't been 12, 13, and 14 in a long time, that's a long time to be in School and then ask them for more School. To delve even deeper, I had teachers asking me if they could do things like anime. You know, the cartoon, Dragon Ball Z, and that kind of stuff. They've been asking to do other things, but I think that it's already long enough. I think the day is long. We can entertain it. We have to do a survey which is what we're about to do, to see if that's something that the students want to do. But I just think that that's a long day already because they actually sit in front of a camera for hours.
- Chair DeWese asked if they should consider the hybrid model specifically for the JA?
- Mr. Person responded that they are not going to get enough staff members to go. That's been the problem. It's the people who have reported. Mr. Taylor can speak to this, but staff members have reportedly stated that they will be unable to report to school for hybrid learning due to medical conditions and other reasons. I don't think we have the numbers for that at this time.
- Mr. Taylor stated there wouldn't be any ELA teachers. In the JA, you would have one ELA teacher. 7<sup>th</sup> grade is the only one that didn't request. You would have 2 math at fifth grade and eighth grade.
- Chair DeWese stated that as the vaccine becomes more available, we might need to revisit looking at the hybrid model because we can't do this at the detriment of these students. I understand that they might not be demonstrating that they have the capacity to perform. But if what they are requiring is structure, we may need to revisit and start thinking about, "Do we

need to bring them back to salvage what we can?" I know the Board voted to stay completely remote throughout the semester, but I think we also need to be telling our staff, "You need to make preparations." Whether that's getting the vaccine, whether that's continuing to take weekly tests, whatever that needs to be, they need to start preparing if we need to go to the remote model at this point.

- Trustee Nowell reminded the Board that there is a construction situation at the JA. You can't bring them back into JA, and that's where you have the problem.
- Chair DeWese asked what are other schools doing? This issue is not something that's only at HTCS.
- Trustee Allen stated that Success Academy has taken off the entire semester.
- Chair DeWese clarified that she was asking about the issue specifically with this age group. What are other schools doing to ensure that these kids are getting the work done and performance issues? Do we know any other schools or staff where we could discuss whether the same thing is happening in their School? Or what's happening in their schools and they have tried several things?
- Trustee Allen stated that other schools are saying exactly what was said by the administrative staff. The same thing is happening at MS 224 and MS 343 right now in Mott Haven.
- Ms. Yarber responded that with the Department of Education, if that district counts, they have asynchronous learning where they just post the work, and the kids get to it when they get to it. There's no real live instruction. No one has to be on camera. It's just whatever.
- Trustee McGee asked if they have reported on the success or failure of that kind of situation? Or does nobody require any report?
- Mr. Taylor stated that the nationwide consensus is that children are losing ground in this environment. The reason why I bring up Success is that they said they're staying remote all year, but they're starting next year early. They plan to just ride this year out. And lastly, I also heard, within what they can legally do, they're counseling their families that if there is a state assessment, to opt-out of it, as much as they can do that because you really can't tell someone to do it. So those are the things that they're doing. They're bringing the kids back three weeks earlier than they normally do. They will be fully in person if everything is in place at that time. That's just an example of one School, one group of people.
- Chair DeWese stated she has a hard time just saying, "Okay, we're just going to give up." That doesn't seem right.
- Mr. Person and Ms. Yarber said no one is giving up. But Chair DeWese clarified she meant Mr. Taylor's example that they're just going to ride it out for this year and then start early next year. She's saying she would have a hard time swallowing that proposal. But this requires more creative or different ways of thinking. Thinking outside the box that what we're used to going forward. The Board is here to support, to think of ways to try. She understands the pressure everyone's feeling because it's a very hard year for everyone. She encouraged everyone to try to think of different ways or find out what other schools are doing in different places.
- She added that she didn't know if there is access or a resource to see what other people are doing to address these issues. It's a nationwide problem. But in some places, this is not affecting them the same way it's affecting certain other neighborhoods. What are those schools doing? How are they dealing with these issues? She is just making suggestions.
- Mr. Person added that this is well taken. He wants to go on record to say that what is done at Harriet Tubman Charter School is way above what happens in many schools in the city of New York. Charter schools don't share. We don't talk to each other. We don't have committees. We don't meet each other. We don't have charter school principal meetings. Everyone is their own entity. He couldn't tell you what the charter school down the block is doing. He couldn't tell you

that even when we were in School. It's every man for himself, so to speak. There is data. There is information that you can read.

- Mr. Person added that what HTCS does is very well structured. It's very on task. Everyone is committed to the well-being of the students in our School. Every situation that we encounter, we address it. We try to think like kids so that we can do things to help inspire them. We try to think like them so that we know when you're checking out and not doing what you're supposed to do, which is why when they weren't showing up in class, now we have monitors to call every period that you're not in class. We test them every week. We give them breakfast. We communicate with their parents. We have town hall meetings. We're giving them computers. We make sure that we do what we can for those students who are homeless.
- Mr. Person continued. We're doing many things, but there are intangibles that we're not in control of. Every time we think of something, we try to implement it. Just know that we're working very hard. The best way to look at this is you have to believe you've done what you can in a certain area. We're doing everything that we can, whenever we can and where we can. We'll just see where the chips fall. But we work very hard every day at standing on top of all of our students. But it changes from day to day.
- Trustee Nowell suggested that when they set up a regular EA period, there's a game period incorporated instead of a structured period. A game that would enhance their skills and go along with the topic that is being taught.
- Ms. Yarber said that they have something called Study Island. That's a program we shared with the parents at the last Town Hall. Study Island does have a game mode. We also have something called Kahoo, where the different subject areas have games and activities to enhance student learning. It's practice in a fun manner in the core subjects of ELA, math, social studies, science.
- Ms. Yarber stated that some students need a person there with them. People learn in different ways, and to have your teacher on a screen, they're not there. They can't physically [reach out]. This is going to have an impact everywhere. She doesn't know of any schools where it's not impacting them. Mr. Person said HTCS is farther along than most schools where kids are not even going to School. They're not even showing up on camera in any class. They're not taking tests. They're not taking assessments. They're not doing work. While she can't speak for the other charter schools or other school districts in Westchester, it's not happening at all in the Department of Education schools.
- Ms. Yarber suggested having a conversation with friends or family about what's happening in their children's schools. They've never seen the teacher. They don't know what the teacher looks like on-screen because they have a union. And the union says you do not have to appear on camera because then no one's liable for what the child does with your face on camera. They can take screenshots. They can do all kinds of things, and no one wants to be liable. You can't enforce that teachers do anything.
- Mr. Maniotis concurred that when comparing our remote program (and he is always the target audience when it comes to the administrative employees since he has a JA age student and an EA age student), He would say our remote program is far and above what his own children have experienced regarding any time they've been a part of remote instruction going back to June of last year. From a remote standpoint, he feels that HTCS is on the curve, if not ahead of the curve, as to what the expectations are and what it is.
- Mr. Maniotis added that what Trustee McGee said (you can lead a horse to water, but you can't make it drink [is correct]). In his home district, the secondary teachers do have a problem keeping kids in class. They do have a problem with attendance. But again, they're also doing a lot of asynchronous, as Ms. Yarber said, learning with maybe an hour and a half in total of live instruction, but not five days a week.

- He added that Laura Hill from CSO conveyed this. When she visited, she said the remote program is second to none. She doesn't see this where she visits. She said they definitely don't have this in Albany, where her child attends School.
- Trustee Nowell noted that this is the information needed when we apply for the grant. She asked if New York State is implementing the ELA and math and science tests this year?
- Ms. Yarber thought yes. As far as we know, yes, they are.
- Mr. Maniotis stated that they don't know how. There are a number of things on the table. According to someone that is not officially speaking for the department, they shared that shared there's a possibility of moving them to another part of the year, trying to figure out a different way to give kids the test remotely. Even if the School is in session, there are still students that are not in School physically. What do they do? They were talking about maybe over the summer or maybe in the fall, but how will they get buy-in over the summer. From a parent's standpoint, that's not going to happen.
- Trustee Nowell wanted to underscore that they were introduced to the Town Hall link at the Education meeting, which Ms. Yarber shared, where we can join the School and be a guest panelist. I hope each of the Trustees will take at least one opportunity to join the staff at the Town Hall meetings.
- She also stated that the Committee was ecstatic to hear about the Chrome books distribution but questioned why there was no supervisor on-site during the distribution of the Chrome books. Only the technology staff was there. There were no pedagogues responsible for the building at the time.
- Mr. Person stated that this is correct and there was a rationale behind it. As the School works remotely and when giving out or distributing food or other materials, there does not need to be a supervisor. Typically the parents and students are outside the building with no one actually entering the School. Mr. Laguda (Tech Director) Mr. Rhem (UST). Ms. Walker (HR Manager) and Ms. Freytes (Sec'y) are there as well as Security. Parents basically sign in and present an ID that says that they are the mother, sister, brother, father, uncle to a child. The School signs off and gives them the technology.
- Trustee Nowell stated that there needs to be a licensed supervisor under education law when children are in the School or on school property. Accidents could happen, and there needs to be a supervisor on the premises. This is HTCS property, and there needs to be a licensed supervisor. She will check into the law.
- Mr. Person stated that he is not sure that is written in law and needs to check that. Some schools have after-school programs, and there is no supervisor present. If the Board is requesting that there be a supervisor present, that's different. Students are not going into the building.
- Trustee Nowell stated that there is a liability if children on the property. If there's a fight on the property and the child gets hurt, it's going to eventually come to the Grievance Committee.
- Ms. Yarber stated that if a child is there, they are with their parents. But this is happening during the school day, so our kids are at home in school. Their parents are coming to pick it up. So if a parent does bring their child, they're supervised.
- Trustee Noelle asked what hour are materials distributed? When do you distribute that?
- Mr. Maniotis stated between 9 to 2.
- Trustee Nowell asked if they are coming with their parents to retrieve the device. Mr. Maniotis confirmed that they are with their guardian or an adult.
- Trustee Nowell asked if they were being distributed in the JA building. And we were not supposed to be in the JA building. The School is distributing Chromebooks in the JA building. What is our obligation as far as the LNO goals, safety, and so forth with the school being used to distribute materials?



- Chair DeWese stated that they're not going inside the building. Even if they were in the building, they are allowed to have people in the building as part of the stipulations. But if there's a certain number of people, the fire wardens must be on-site as stipulated in the LNO. If a certain number of individuals are in the building, there has to be a certain number of fire wardens. Mr. Maniotis clarified that at 75 and below, you don't need a fire warden.
- Mr. Person stated that no one is coming into the building. They are greeted at the door on the first level, where the boys and girls enter the building. There's a table. Parents stop there, they sign, and then they are given a Chrome book. Trustee Allen confirmed that they don't even have to come up the stairs. They're just on ground level.

### **Grievance Committee – Trustee Hunter**

Trustee Hunter asked Mr. Maniotis and Ms. Yarber to share any grievance situations or concerns that Harriet Tubman's EA or JA community is having with students with the Board of Trustees.

They both reported that there were no grievance concerns from the EA or JA.

Trustee Hunter stated that this would conclude the grievance report. Trustee Nowell asked if the parents wanted to share anything, but Mr. Johnson's left the meeting quite a while ago. Since he works in the evenings, perhaps we should move his report first.

### **Facility Committee and Fundraising Committee Reports - Trustee Allen**

- Trustee Allen reported that regarding the fundraising, what Trustee Nowell stated earlier about the account of The Friends of Harriet Tubman at Apple Bank, is still being investigated. We been exploring that through Morrisania Revitalization Corporation. He has spoken to Founding Trustee Frazier about four times. He does not know anything about it, nor does he recall anything about it other than he knew that The Friends of Harriet Tubman set up an account. He's not sure if Claudia Nesbitt made that happen. He also asked Donna Green and was not able to get any information. He is quite certain that it is not on the same EIN. We cannot go forward until we know we can settle in terms of an open account for the fundraising.
- Trustee Allen spoke to Charter School Capital with Mr. Krishna. He has laid out to us in terms of how they build the schools and all that. Mr. Moore and I were not satisfied at all with how they operate. This is because after HTCS does all the work putting everything in place, and because they're putting up the money, the School still ends up renting as if they are the landlords. It seems to be too much red tape in terms of owning the building at the end.
- Trustee Allen also stated that they met with Turner Impact Capital. Turner Impact Capital was recommended to him by Councilwoman Vanessa Gibson. They seem to be very much on the money, very much in terms of what we are looking for. They were straight up. They even showed us how we could actually own the building outright in three to five years if we choose to. They will put up the money and whatever in terms of the design and make it happen.
- Trustee Allen sent out to the Board what they're looking for to get started. We won't move forward until we get a third bid. Paul Moore and Trustee Allen will be speaking with a third group sometime by next week. That would be the builders that the Classical Charter School, which is on Concourse Village West. Once they do that, they can come to the Board and give the Board the entire package with all the information. Thus far, he did send out what Turner Impact Capital needs to get started.
- Trustee Nowell thanked Trustee Allen for the progress he has made.

### **Principal's Report – Mr. Person**



- **Enrollment:** Mr. Person reported that they are expecting to enroll 675 students. We are currently at 623.
- **Attendance:** For the month of February, it was at 97%.
- **Vacancies:** There are 4 vacancies. One ELA 6<sup>th</sup> grade, one Music in the JA, one AIS at EA, and one Grade 1 General Ed.
- **Parental involvement and outreach:** Parents are still in agreement with remote learning. The parents are glad that the Chromebooks have arrived. We had two Town Hall meetings in February. One topic was Google Classroom. The other one was how to use Study Island.
- **Focus of the Admin Team:**
  - Working very hard to ensure that all of the students are enrolled and ready to attend class.
  - Focused on hiring staff to fill all vacant positions.
  - The Academy Directors are monitoring instruction, and facilitating PD through the remote learning model.
  - The Director of Operations continues to have his weekly meetings.
- **Professional development:** Still being conducted by Higher Learning (Mr. Stevens and Ms. Munoz). The team is still performing or participating in the professional development of RTI protocols and tracking the students with IEPs.
- **Student activities:** This past month was a virtual field trip to learn about the Lunar New Year. There was a Black History Month celebration, which was phenomenal. The theme was poetry. If you haven't seen it, please look at it on the website.
- **Technology:** The Chrome books are being distributed.
- **Online activities:** There was an HTCS alumni panel, and there was a virtual charter high school fair.
- One of the Trustees had a question about the enrollment. Mr. Taylor and Ms. Roper Thomas indicated that enrollment was at 604, and you said it was 623. What is the actual enrollment number? Is it 604 or 623?
- Mr. Taylor stated that we had 606 as of the January billing. Today, we're at 626. We've registered students during February. At one point, we were 632, but we are down six students. 606 is what was on the March invoice.
- Ms. Roper Thomas stated that we have one more invoice that has to be received. That will be the May invoice that is due probably in March or the end of April. Based on the new students that are enrolled, that number will go up. But you have to understand; the 606 number is not kids in seats number. The 606 is an FTE [full-time equivalent]. It takes a percentage of the time that that student was in the School. If the student was in the School for two-thirds of the school year, it's going to record on the invoice "two-thirds of a student." It's not going to be a whole student. While Mr. Taylor or Mr. Person report that there are 623 students, but we will only be reimbursed for a percentage of that number. It may be a 612 or 618 but won't be 623.

### Director of Operations' Report – Mr. Taylor

**Facilities:** We discussed the quotes, the work on the Junior Academy, and the negotiations for the JA lease. Mr. Taylor stated that he assumes that negotiations are going on with the EA lease as well. There were no off-budget facility expenses in either academy. He asked Trustee Allen if he could contact the Pharmacy about painting the graffiti wall because it looks really bad. Mr. Taylor is willing to speak to him, but he does not respond to any kind of outreach that we're doing.

**Student-teacher data:** This is a data link for New York State facilitated by Eastern Suffolk BOCES. The first part is just entering the teachers' names and their titles, tenure, and license numbers. So that's complete. The whole report is not due until May 17th. The teachers will self-report from October until January. But Mr. Taylor put that in for them because there were too many errors when putting it in themselves. HTCS completed the school-based parent and family survey on the 24th. He emailed all of the Board members and the Academy Directors with the results. Someone was asking

about parent sentiment about distance learning and all of those things. Those were the questions that were asked, and the responses from the families are there. We really didn't get a robust response to this one. I think people are kind of surveyed out. We only got at about 140 to 145 responses.

**Technology:** Mr. Person spoke about the Chromebooks. We distributed about 244 of the Chromebooks that were received. Mr. Taylor went into PDs last week with the FASST team. He spoke to the teachers briefly in each of the Zoom meetings to determine if everybody had fulfilled their technology requirements. The 244 was less than half of what we had delivered, so we just want to make sure that everybody could pick up during those times. If we have to schedule more times to distribute, we will.

**TRS:** The Teacher Retirement System has a new leader, and they want to schedule a meeting with by School and meet with everybody. They are asking about availability starting next week, and next week and the week after next. He will forward the email to Chair DeWese that was sent to me with the agenda items. I don't think there's a time on it.

To Chair DeWese and Trustee Nowell, who approve expenses. Every two weeks, we make a payment to TRS, which is the employee contribution. It is in line with payroll. Once we run payroll, we have the total amount that employees are giving to TRS, and then the Financial Specialist and the HR manager enter those numbers into bill.com. It's very important that those things get approved as soon as you get the alert that it's there, if possible. The other thing is the net 30 payments. That is very time-sensitive, and they get bent out of shape if they don't get that on time.

**School Events:** Black History Month was really nice. Please look at it on the homepage under Videos on the website. They also did virtual field trips. Mr. Person spoke about the Chinese Lunar New Year.

**Town Halls:** There were a few more people in this Town Hall, so it's improving. It's very helpful.

**Distance Learning:** Where we have the teachers doing the distance learning PD, it is very helpful. One of the things we're bouncing around is the idea about Chromebooks. Since we distributed the Chromebooks for parents focusing on monitoring their children on the Chromebooks, safety, and care of Chromebooks is important.

**Human Resources:** Mr. Person spoke about the vacancies regarding the first grade teacher. She did not return from maternity leave. She's staying home with her child.

**Advertising:** This is another thing for the Board. We need clarity on how we want to move forward with advertising. Mr. Taylor forwarded the price list again for advertising. We need the Board to decide what we're going to do with ads to get other candidates in.

**DocuSign:** What we're doing is building out the Employee Agreements and Employee Return to Work letters inside the DocuSign platform so that they can all be done virtually. If the Chair can sign it virtually and the staff member can sign it virtually, then we'll have everything done that way. Trustee Allen asked if Mr. Taylor was asked about advertising for enrollment of students or teachers? Mr. Taylor clarified it was for teachers. The Board voted last month about social media. So that's already started, but it's for the teachers. Currently, the School only uses the free sites and is just not getting any hits off of those.

**Vacancies:** Trustee Allen asked for clarification on vacancies. Mr. Taylor responded that in Mr. Person's report, the number of vacancies went from two to four. We were going to hire two candidates, sixth grade ELA and fourth grade SpEd, but the sixth grade ELA didn't take the job. A Trustee asked if the loss of the first-grade teacher was anticipated? Mr. Taylor said they expected her to come back. Trustee Nowell asked if that was one of the vacancies where they used a school professional? Mr. Taylor stated that they are only using school professionals in the JA, the virtual subs. In EA, the building sub has been covering first grade vacancy since the teacher was out on maternity leave.

**Advertising:** Trustee Nowell stated that last month Mr. Taylor mentioned a single sheet as an advertisement, a tear sheet. Dr. Palmeri said she could help with that. Trustee Nowell will get in contact with you about that.

**Harriet Tubman Day:** Another Trustee asked if there were any school plans for Harriet Tubman's Believe Day or Believed birthday? Mr. Taylor said yes. It's on the calendar for March 10<sup>th</sup>, which is the day she died. The Student Activities Director's taking care of that. Mr. Taylor stated that he would forward the artwork to the Board again that we're using.

**The Virtual Job Fair:** We penciled in a date for the beginning of May. We haven't planned anything out yet. Any input from the Board on how to make that work would be helpful.

**The Lottery:** Mr. Taylor stated they haven't settled on the date. It's usually the last Saturday of the month. So that would make the applications stop on the 1st of April. The lottery would be on the 24th of April. Trustee Allen asked if we should do some marketing around that and let people know it's time to apply to Harriet Tubman on social media, with the deadline dates and all that.

### **New Business**

Trustee Allen reported that on Saturday at 10:00 PM on March 6th, the interview with Harriet Tubman administrative staff and our Chair and secretary will run on Channel 35 and 69 or you can go online to Bronx Net TV and click channel 35 or 69. Live, 10:00 PM. If you're having a problem getting on, call Trustee Allen right away.

Trustee Williams-Murray stated that Trustee Nowell sent out the link for the COVID presentation MRC did the other day. It's posted on the internet. She will send out the link if anyone wants to share it with the community, the School, or parents. Trustee Nowell asked Trustee Williams-Murray to keep the HTCS' Board of Trustees abreast of what's happening with Morrisania Revitalization Corporation (MRC), one of our community-based partner organizations so that the Board can be supportive of their programs and activities.

**Motion made to adjourn the meeting.**

**Motion made by** Trustee Nowell

**Seconded by** Trustee Allen

**Meeting was adjourned at 9:22 PM.**

HARRIET TUBMAN CHARTER SCHOOL

Elementary Academy  
3565 Third Avenue  
Bronx, NY 10456  
718.537.9912

Junior Academy  
1176 Franklin Avenue  
Bronx, NY 10456  
718.991.4181

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**Board of Trustees Meeting**  
**Minutes of April 6, 2021 (Zoom)**

**In Attendance**

**Trustees**

Jerima DeWese, Chairperson  
Barbara Nowell  
Mildred McGee  
Rey Allen  
Geraldine Hunter  
Kinanda Williams Murray

**HTCS Administration**

Cleveland Person, Principal  
Jonathan Maniotis, Elementary Academy Director  
Felicia Yarber, Junior Academy Director  
Michael Taylor, Director of Operation

**Others**

Leslie Roper Thomas, CSBM  
Dr. Marlaina Palmeri, Board Consultant

**HTCS Community**

Katia Durant, Sped teacher; Carlos Cole, music teacher; Sharon Garlick, 5<sup>th</sup> grade teacher; Renee Irby, 6<sup>th</sup> grade teacher; Tara Butts, teacher assistant; Sharon Gaul, Teacher Assistant; Lavar Jackson, Teacher Assistant; Mr. Castillo; Dr. Lerone Smith, 7<sup>th</sup> grade ELA teacher; Liberty Bennett, science teacher; Sonia Rodriguez, Parent

Chairperson DeWese opened the meeting at 6:00 PM.

**Consensus items**

**Moved to accept the agenda as presented by Trustee Nowell**

**Made by:** Trustee Hunter

**Seconded by:** Trustee Allen

**Action:** Carried unanimously

**Moved to accept the March 2021 minutes**

**Made by:** Trustee Hunter

**Seconded by:** Trustee Allen

**Action:** Carried unanimously

**Governance Committee Report – Chairperson DeWese**

## **Charter Renewal**

- Chair DeWese explained the next step in the renewal process. The Board of Regents will be meeting on Thursday, April 8, to determine the length of the renewal period based on our application.
- Next week, we have also been invited to be on a subsequent Zoom call with David Frank and Laura Hill to discuss the Board of Regents' decision. All Trustees, School leadership, and Dr. Palmeri will be on the call.
- Chair DeWese thanked the Trustees and Dr. Palmeri for their hard work on the renewal process and application. We also submitted Factual Responses to questions raised by CSO. Lastly, we had to submit an Action Plan to address areas outlined by the CSO to better understand our timelines, goals, and expectations in areas that will move us forward. A question was raised as to the length of the renewal. Chair DeWese stated that it could be a one-, three-, or five-year renewal and that the community would be notified once we receive confirmation of the approved renewal period.

## **Coronavirus**

- HTCS is going to continue in the remote learning environment throughout the remainder of this academic year.
- Mr. Taylor was asked if staff had to show proof of vaccination, and he reported that we're not required to do so.
- The Chair stated that this could be a HIPPA violation, and if the school were to reopen, the staff may have to present a negative COVID test.

## **Finance and Audit Committee Report – Leslie Roper Thomas, CSBM**

- Ms. Roper Thomas reported that the Finance Committee met before the Board meeting and then reviewed the Executive Summary.
- Net incomes compared to budget finances were presented. We expect to be better due to identified variables.
- Expenses will be lower than budget. Some of the deficit is due to compensation covered by the ESSER Cares Grant. Because the school is remote and the students are not in the classroom, certain things are not being utilized because of remote learning, including meals Expenses and reimbursements are not the same as usual from the government.
- In all, the full-year projection is that HTCS will be over budget. Cash on hand as of February is high because, as of February 28th, we have received one of our payments from the state's per-pupil. We try to keep about 90 days of cash on hand at the school. Ms. Garlick raised a question as a point of information regarding the \$587K surplus. This is a profit and loss number, made up of money that comes into the school and what we
- Ms. Garlick inquired, from a teacher's perspective, and asked why so much of surplus money could not be used to hire people. Chair DeWese clarified that there has been active recruitment to hire candidates. Secondly, she explained that while the group may be thinking that there's an abundance of money, we have to consider that there is about a \$400,000 debt that needs to be paid in terms of the JA construction. These funds are required for compliance and safety, such as an updated fire alarm system and some expenses coming before us. Mr. Taylor confirmed this, stating that candidates were offered a job, but they declined positions throughout the term. Advertising and reaching out through referrals have continued, but there is a critical shortage everywhere.

- Mr. Castillo raised a question regarding raises based on licensing for next year. The Chair stated that the process would be the same, doing contract review and negotiations in June. Intent to Return notices go out in April. The Board will determine the percentage of raise increases, longevity increases, merit increases, and educational increases as they apply to each employee. Anyone who wants the Board to consider certain circumstances in any of those categories normally has the opportunity to meet with the Chair one-on-one if they have questions with regard to their salaries. This normally happens in June when we do contract signing.
- Teacher inquiry: Was there any consideration for teacher compensation during the pandemic. The Chair stated that the Board will discuss what is fiscally sound for the entire school. This normally happens in the joint Education and Personnel committee meeting. Their recommendation goes to the overall Board and Finance committee, requesting a certain percentage raise to determine if we are fiscally able to do it.
- Other percentages at an individual level could be longevity increases for 5 and 10 years of service with us, merit increases for work above and beyond service, or educational increases or licensing increases may also be considered.
- Trustee Nowell thanked Ms. Garlick and Mr. Castillo for bringing these issues to the Board's attention. The Education and Personnel Committees meet jointly in May. "We hear what you're saying, and we're going to consider it just as the Chair said, along with our finances. We know how hard you are working, and I'm a person that believes a worker is entitled to adequate compensation."
- Ms. Garlick said that she loves HTCS and has been here seven years. Teachers in other settings are making more money. We have to look at those issues.
- Chair DeWese stated that HTCS is comparable and competitive with the DOE scale. Some schools have lessened and downsized staff, but HTCS didn't do that to ensure that HTCS was fiscally able to maintain staff. Not downsize or let anyone go. We also had to address the pandemic to make sure everybody was safe and healthy. This was our number one goal and expectation, not to say that people don't deserve raises. That is not the message that I want to put out there. But the major priority was to maintain the level of employees and not downsize to ensure that everybody was able to keep a job. Going into next year, we have to navigate and mitigate what we need to pay for in terms of construction, compliance, and safety, as well as preparing for in-person school for next year. There will be a consideration for across-the-board raises if we're able to do it.
- Dr. Palmeri also brought up the fact that HTCS is unique in giving teacher bonuses, and this must be considered as part of the compensation package.
- A TA asked about people trying to further their education. Is there some type of accommodation for people who are trying to further their education? The Chair stated that HTCS is an educational institution. People should be able to elevate in their profession. She committed to discussing this in Education Committee to determine how this might be implemented.

### **Education Committee Report– Trustee Nowell**

- The Education Committee updated the Board on student achievement on the interim assessments: Star 360 and the Mock Assessments. Star 360 is a commercially made

product, whereas the Mock Assessments are developed by the classroom teachers and reflect what they are teaching at the moment.

- The Chair of the Education Committee reviewed the data from the interim assessments that the Committee received from the Academy Directors on early literacy grade assessments up to assessments for students in 8<sup>th</sup> grade for ELA, math as well as for ELLs/MLLs and SWD. The report included grades exceeding proficiency, grades trending toward proficiency and those not trending toward proficiency. Strategies to promote student achievement and instructional challenges were identified by the Academy Directors.
- Mr. Person noted that David Frank reported that schools that were completely remote this year will not have to take the written ELA test. However, they're going to have to submit assessment results for interim assessments.
- A lengthy discussion ensued in the following areas which impact teaching and learning: Time on task, The remote environment, Decreased staff, Working parents, Support of FASST team is provided, Intervention periods are provided in the school schedule, Additional use of achieve 3000 to practice skills in different content areas, Focus on math foundational skills
- A summer program is strongly suggested to focus on struggling students who missed out
- Further discussion with the teachers who joined the Zoom Board meeting centered on the following challenges:

**Attendance:** This is a problem with the older students.

**Learning Environment:** Ms. Irby expressed the teachers cannot control the environment. Noise-canceling headsets would help.

Giving out Chrome books was an excellent idea, but that's not the complete kit. The kits should have noise canceling.

**Academic Decline:** Dr. Palmeri added that she took part in a symposium this week on the impact of remote learning and student achievement. It is no surprise that students of color in the elementary grades are 8 months behind. Middle and high school students are tracking to almost a year or more behind. That's a frightening statistic. Lack of supervision, a quiet place to study, and the inability to manage confusion are a part of the problem. The discussion around not shutting down in the summer was a solution that was offered.

**Parent Accountability:** Mr. Taylor made the point that if it's a headset that is easy. We just need to be cognizant that it's not always necessarily giving them more tools. To another's point, there is the issue of accountability. Only half of the parents picked up the equipment] we offered and it was not for lack of trying. A teacher addressed a concern that some parents often give their child task to do, even go to the store, during instruction time. Trustee McGee added that parents have to recognize that they share in the responsibility of their children being educated.

#### **Social and Emotional Challenges**

Ms. Yarber, the AD for the JA, stressed that we must be mindful that teachers take it very personally when students are not succeeding. They question whether they are doing something wrong. The remote learning model will never be a good as face-to-face learning, but teachers are working as hard as they can.

Dr. Palmeri added that as frustrated as the teachers and TAs are, they should be very proud of their work. This was noted in the Site Visit Report from the CSO.



Even one of the authorizers stated that [the remote learning] at Harriet Tubman is not happening in many of the schools that she oversees, even in her own children's schools in Albany. There are very high standards at Harriet Tubman. Everyone recognizes how hard the teachers are working and that the remote program is leaps and bounds ahead of many other schools.

**staff Recruitment:** Concerning having a full complement of staff and services, there is a very shallow pool for potential candidates, not only for HTCS but across the state and the nation. Some teachers have left the profession; others are caregivers or have to be home with their children. Some are recovering for COVID. They are fearful of returning to work without being vaccinated. In the history of HTCS, we have never experienced such a shortage of candidates.

**Promotion:** Mr. Person reported that sector-wide calls every two weeks include all the charter schools across the state. There is no plan to diminish promotional criteria, but the caveat is that charters are their own LEA and can determine the policy as long as it is justified.

Everything is on the table. If kids haven't attended at a certain percentage, students can be retained. Parents know that their kids might be in danger of making the threshold. We have reiterated that expectation.

One teacher pointed out that parents have been notified throughout the year since the first marking period with our progress reports, and report cards through quarterly reports if the students are not meeting expectations for promotion.

Mr. Taylor sent the promotional criteria, which was added to our failure letters. Teachers have tried to keep parents in the loop and make them aware of how we are operating. Those students who fall within those margins are being spoken to at this point by the FASST Team. HTCS parents are very clear about the promotional criteria. Trustee Hunter raised the question of whether the communication should come from the Board as a different approach.

Chair DeWese stated that when she gives the update regarding the renewal, she can speak to the challenges we face, including the academic decline and the strategies we're implementing. Mr. Person and the school staff can address what's happening, stating the facts of what we're looking at academically in terms of academic performance and where students are behind. With HTCS being in the lowest socioeconomic district, the poorest congressional district in the state, it is concerning because we have many black and brown students who will be in a very precarious position academically. I don't think it could hurt attacking both ways.

**School Handbook:** Dr. Smith added that looking forward to the next school year, updated policies can be in our Family and Student handbook so that parents are aware at the beginning of the school year of expectations.

### Grievance Committee Report – Trustee Hunter

Trustee Hunter explained for the parents on the call that the function of the Grievance Committee is to monitor behaviors and concerns, making sure that when students are non-compliant or exhibiting behaviors that are not conducive to the safety of other students, to the protection of teachers and even a threat to themselves, the Grievance Committee addresses those issues early on, or as soon as we are aware of it. The committee also answers the concerns of parents.

Madame Chair reminded everyone that if any teachers, staff, or community members have any feedback or questions for any committee, please contact the Chair via the information on the website. If you reach out via email, we will reply to you.

### Facilities and Fundraising Committees' Report – Trustee Allen

- Trustee Allen emphasized that there is a large cost in getting the Junior Academy ready for reopening. There are also issues in terms of the Elementary Academy, which Mr. Person pointed out, that need to be fixed and taken care of.
- Trustee Allen pointed out that the wall does not belong to us but is owned by the pharmacy next to the school and needs painting. He reached out to the owner to get a letter approving a mural to be painted on the wall.
- Trustee Allen also contacted the New York Yankee Fund administrator and told her what the plans are. He has identified a mural artist who has been funded through the Yankee Foundation to do other murals. He has seen some of her work and was very enlightened by the work she has done. The fund administrator for the New York Yankee fund is very supportive and will put out a proposal and submit it for funding to have that done.
- Trustee Allen has asked Mr. Person and Mr. Taylor to forward any wish list items so that he can identify certain funders.
- With regard to the Friends of Harriet Tubman, we are working on transferring funds to Chase Bank to purchase items for our fundraiser.
- The \$100K for smart boards and accessories from the NY Council has been held up because of the COVID. Trustee Allen has spoken with the School Construction Authority to secure additional funds for technology as soon as possible and has that done by the summer.
- **Alumni Association** If any of the teachers or staff know or have any contacts with any of the alumni, please let Trustee Allen know. He is working on forming an active Alumni Association to raise funds for the new building. We want to get that up and running to break

### Principal's Report – Cleveland Person

- Overall enrollment is at 675, the total for March is 620.
- Student attendance for March was 93%.
- We have three vacancies: one ELA Grade 6, one JA music, and one AIS JA.
- **Parent Connections:** He spoke with Mr. Johnson, our parent rep, and the parents were still in favor of remote learning. The parents appreciated the arrival of the Chrome books. They also want to know if we have a full staff.
- **Town Halls:** There were two Town Hall meetings in March to train parents on Google classroom and Study Island. Ms. Yarber reported on upcoming events such as Achieve 3000, mock exams, and to the parents of the 8<sup>th</sup> graders to speak about and senior activities.
- **Fall Opening:** The administrative team continues to work diligently to ensure that students are enrolled and ready to attend class. We are focused on hiring staff to fill all of the vacant positions. Academy Directors are monitoring instruction and facilitating PD through the remote learning model. The Director of Operations meets with his staff every Thursday to discuss ongoing concerns and forward planning.

- **PD:** Mr. Stevens and Miss Munoz conducted PD in March. Mr. Maniotis reported that Miss Munoz is doing one-on-ones with some teachers and doing much of the prep work with the teachers, as they get ready for the mock assessments. They were trained to build the assessments for remote purposes so that the rollout would be as easy as possible. I reviewed them, and they look very well done. They closely mirror a paper test.
- **FASSTeam:** They have been working with the staff to strengthen the academic and behavioral RTI protocols, using checklists, tracking sheets, and streamlining the process. Ms. Bennett explained that during the FASST meeting, teachers work with the Special Ed educator, guidance counselor, social worker, and Special Ed chairperson. We discuss concerns regarding a certain student or a couple of students, depending on the number of students we need to discuss in terms of academics. If there are behavior issues and any other concerns, we also include the parent, ensuring that the students are functioning and doing what they're supposed to be doing academically and behaviorally.
- **School activities:** Ms. Yarber reported they had an Honor Roll assembly, and we had more Honor Roll students this marking period than we've had, especially with our Polaris students. Normally there are between five and seven Polaris students who average a 90, 95, and are above the overall average. There can be nothing lower than an 80 in any subject area. We had about 14 or 15 this marking period. That's the most we'd ever had. Ms. Diego worked with a consultant from Higher Learning to explore more virtual trips that the teachers could do with their own classes.
- **Graffiti Cleanup:** There is also a detective that works out of the Community Affairs Division of the Bronx. They are sponsoring Graffiti Cleanup. They will be working with Harriet Tubman Charter School students to address the graffiti on the wall opposite the building in the JA this Saturday. All the students have to do is show up. Everything is going to be taken care of by NYPD and its sponsors.
- **The Dream Program:** Twelve 7<sup>th</sup> graders have been identified and selected to participate in this program, preparing them for the Specialized High School Exams. The program begins in September and is facilitated by alumni of color from specialized high schools.
- **Accolades for the Staff:** Mr. Person concluded his report with praise for the staff. "There's no one like you. There's no one like you on the planet. And the reason why is because you guys take what you do professionally so seriously. You come to work every day. You come to work sick. You come to work tired. You come to work not having had a good night's sleep. Something may be going on in your life, yet you come to work and give your students your best every day. Our teachers are tops. I'm putting you guys up against anybody because you are the top in my book. I just wanted to say that to you because you work so hard. You come to work, and you just believe in this process, and you do everything you can for the students in your classroom. There is no educator better than the Harriet Tubman Charter School educator, top to bottom. Thank you so much.
- While we are in remote, even though the state feels that it is a very good program, it's a remote program. However, nothing is better than being in school and having a personal interaction with the teacher.

### Elementary Academy Director's Report – Jonathan Maniotis

Mr. Maniotis focused on trends that have happened during remote learning:

- Teachers have become even better teachers throughout this whole process.

- The amount of effort that has gone into their presentations, instructional practices, and lesson plans is amazing.
- Some of our best teachers are even better because of the examples they are setting, not only for their students but also for their peers.
- Everyone is stepping up and taking the lead. It is not just one person anymore. In some cases, instruction has become more focused.
- One of the biggest issues with elementary students is that there can be many distractions, especially with younger students.
- However, some students have more one-on-one time and may be doing better than they were in the past.
- Some parents realize the importance of being an integral part of the process, and they have been on top of their children when it comes to their education. They also make sure that they're moving forward, keeping in contact with the teachers, and showing up to the Town Halls on a regular basis.
- There's a lot more parent engagement and teachers trying to engage those students regularly.
- All the good that has happened should carry over into reopening, making sure we don't slip back into other habits.

#### Junior Academy Director's Report – Felicia Yarber

- Ms. Yarber wanted to also point out that regardless of wanting to make teachers feel better, they're still going to feel dismayed if any kids are failing. They want all students to be proficient. They won't be satisfied if even 10% are not where they should be.
- The analysis [of student data] was based on the Star 360 Assessment. One assessment does not tell the whole story. It's just a part of the story.
- Teachers have grown with technology. They are using their devices, sharing screens, PowerPoint and the children are doing it as well.
- What's happening at Harriet Tubman Charter School is not happening in other schools. It's just not. And it's like I always say, if you speak to other teachers in other districts that you know of, they will tell you they are not doing what we do. No matter what it appears like, teachers should not be dismayed because your students are awesome because of you.

#### Director of Operations' Report – Michael Taylor

- **Facilities:** We are waiting for a decision on the vendor to complete the necessary work and updating the new fire alarm system. This is time-sensitive because of the expected return to in-person learning in the school. We are progressing with lease updates for both the JA and the EA leases.
- **Repairs or maintenance:** There were no off-budget facility expenses in March. We are still waiting for the invoice for the emergency gas line work for the EA which will eat into some of that budget surplus because that was an unexpected expense.
- **The EA parking lot wall:** We had a conversation with the 43rd precinct about doing the EA building like we're doing across from the JA. [The DOO was not aware that Trustee Allen had also been discussing this with the pharmacy owner about this.]
- **Funds from NYC:** The final invoice or billing to New York City for funding will take us to the end of the fiscal year that ends on June 30, 2021.



- At our local bank branch, the staff was relocated and this caused the temporary problem in payments. The bank rectified this situation with the vendors involved.
- **Lottery:** Applications closed on April 1<sup>st</sup> and the drawing is scheduled to be on held Saturday, April 24<sup>th</sup>, virtually.
- **Recruitment**
  - The Student Activities Coordinator did the first batch of social media marketing for the school. [Showed examples]
  - The total reach in 10 days was thousands of people. Reach is anytime something comes up on someone's Facebook or Instagram page, and they stay on that image for more than three seconds.
  - 465 of those thousands stayed to the application page. We updated the application online to indicate how they heard about HTCS. The dropdown listed referral, walk by, or social media so that we can kind of capture what is working best.
  - The cost for the social media ads is affordable. HTCS will continue to run the ads, even though the application period is closed. Families can still apply and be put on the waiting list.
- **Technology:** Additional Chromebook pick-up was held during spring break.
- **TRS:** The timing of the bill pay to the Teacher Retirement System is very important in terms of paying every two weeks. TRS is doing a 100% audit of everybody's deductions. Sometimes they say we owe money; other times we will get a reimbursement check. Please be on alert for the invoices.
- **Student activities:** We're continuing to take field trips. Mr. Taylor thanked the teachers for promoting trips. The Student Activities Coordinators spent some time on [scheduling trips], so they are growing in popularity.
- **End of year of activities:** There are virtual pictures. The Student Activities Coordinator reviewed the process in the last Town Hall.
- **Town Hall meetings:** They continue to receive positive feedback. We're continuing to utilize the 3<sup>rd</sup> grade teacher as a trainer for the parents from Google Classroom to different assessments that we use.
- **Human Resources:** Vacancies were stated. There will be a virtual job fair in May.
- **Sped openings.** Mr. Person assured Trustee Hunter that there will be a review of the staffing to ensure there are no compliance issues.

### Old Business

**Outside Mural:** Mr. Smith brought up the mural on the wall that Trustee Allen reported on. He is concerned about ongoing graffiti. The police will still be painting the outside wall on Saturday, but this won't delay painting a mural. Ms. Walsh is the artist in residence who will coordinate the mural. She explained that they did a similar mural at the Claremont Center, and they have not had issues with graffiti. There is also a mural at 349 East 140th street by Mott Haven Park, right out there by the park itself that she did in the summer of 2019. It remains untouched. There's no painting over it, and it's out there in the open. Ms. Walsh will consult with Mr. Person and the staff to decide what fits the Harriet Tubman theme.

### New Business

**Performing Arts:** Trustee Allen reported that if anyone knows of any student that is 14 years of age or over who is interested in performing arts, he is running a program for a paid

summer internship at Broadway and Beyond. These students will get an opportunity to work alongside Broadway stars in Hamilton, etc.

- **Parent Input:** Chair DeWese asked if the parents had anything they wanted to add.
  - Ms. Sonia Rodriguez (parent) stated that she knows how important it is to have a bridge between the parents and the school and is willing to participate and help out as she is the PA President at her daughter's school, where she is a senior. She is also running for Citywide Council in Beacon CC. It will help in the future to know what the PA needs from us.
  - Ms. Rodriguez also discussed issues around language barriers and being home with children all day. She went through a lot emotionally. She reached out to the Spanish-speaking parents and learned they were all going through it too. It's not just the school. It's the parents too. A few of the parents couldn't function. A lot of parents don't know anything, and they have more than one kid. The internet was chaotic. Most parents are out of the loop and are having to learn new technologies.
  - She stated that she admired Mr. Johnson's energy. He knows everybody's name. and wants see more parent participation at Tubman.
  - Since she works with the community at the STD clinic at 1309 Fulton, she feels that there should be a community section at meetings to address what is happening around the neighborhood, like the library closings and the need for gym time.
  - Trustee Allen stated he would look into the library issue since they did receive a grant for programs. The community programs for children and students include the Beacon program done by the Children's Aid Society and also the Claremont Community Center. The Beacon and Claremont programs are free.
  - Chair DeWese thanked Parent Rodriguez and suggested that the physical education teacher might target weight control and/or nutrition when students come back.
  - Madam Chair will also reach out to Mr. Johnson to coordinate more meetings and activities in terms of the Parent Association and start implementing all of the great ideas that were heard tonight from the staff and parents on the call.
- **RFP Progress:** There are 3 bids now for the construction. For the alarm, we have 3 bids.
  - Principal Person asked about the timetable. The DOO stated it depended on the contractor, but it will take about 6 weeks.
  - and August and before we start professional development for the teachers.
  - RFPs have been sent to the Archdiocese lawyer.
- Trustee McGee asked for more clarification on transferring funds from one bank to another.
- **Hiring and Benchmark 9:** Mr. Person asked that a separate meeting be held to address these 2 issues with the Chair, Trustee Hunter, and Trustee Nowell. He also requested that Mr. Taylor and Dr. Palmeri be present. The meeting was set for April 27<sup>th</sup> before the Education Committee.
- **Advertising for staff and students:** Trustee McGee asked about placing an ad in the Bronx News since other schools are advertising there. Mr. Taylor will resend that info to the Board. Indeed is now running around \$1000. The Chair agreed that we need to spend the money to get candidates.

### **Closing Remarks - Chairperson Bowens**

Chair DeWese thanked the staff and parents for the great turnout for the Board meeting and the Trustees because this wasn't the typical format for meetings. She thought addressing questions early on was important while we had a huge turnout in school staff taking time to answer the questions. She extended an invitation for staff and parents to come anytime to Board meetings. Emails are all available on the website if you want to reach out.

She reiterated what the school leaders said about the work of the staff and the amazing job they are doing. She emphasized that we are a family working for the greater good, continuously educating, promoting, and creating very productive, life-changing, world-changing citizens through our students.

**Motion made to adjourn the meeting.**

**Motion made by** Trustee Hunter

**Seconded by** Trustee Allen

**Meeting was adjourned at 9:12 PM.**



## Harriet Tubman Charter School

Elementary Academy  
3565 Third Avenue  
Bronx, NY 10456  
718.537.9912

Junior Academy  
1176 Franklin Avenue  
Bronx, NY 10456  
718.991.4181

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### Monthly Board of Trustees Meeting (Zoom) May 4, 2021

#### In Attendance

##### **Trustees**

Jerima DeWese-Bowens, Chairperson  
Barbara Nowell  
Mildred McGee  
Rey Allen  
Kinanda Williams Murray  
Tim Johnson  
Marlon Dunbar

##### **HTCS Administrators**

Cleveland Person, Principal  
Jonathan Maniotis, Elementary Academy Director  
Felicia Yarber, Junior Academy Director  
Michael Taylor, Director of Operations

##### **Others**

Leslie Roper Thomas, CSBM  
Dr. Marlaina Palmeri, Board Consultant

##### **HTCS Community**

Elias Marrero, Parent Coordinator; Renee Irby, Teacher; Fitzroy Williams, Teacher; Dr. Smith, Teacher;  
Ms. Walsh, Teacher; Tamar Washington, TA; Ms. Aziza; Mr. Martinez; Ms. Williams; Mr. Flowers;  
Ms. Esaw; Tiko; Ms. Gomez; Mr. Chad Ted; Nalia; Nella

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Chairperson DeWese-Bowens opened the meeting at 6:14 PM.

#### **Consensus items**

**Moved to accept the agenda**

**Made by:** Trustee Dunbar

**Seconded by:** Trustee Murray Williams

**Action:** Carried unanimously

**Moved to accept the minutes of April 6 with any necessary corrections**

**Made by:** Trustee Dunbar

**Seconded by:** Trustee Williams Murray

**Action:** Carried unanimously

If there are any corrections, please submit them to the Board Secretary by Thursday, May 6<sup>th</sup>

## **Renewal**

- Chair DeWese reported that on April 1, 2021, the Board of Regents approved a three-year renewal for the Harriet Tubman Charter School.
- There are stipulations to our renewal, namely completion of any construction matters regarding the Franklin Avenue building, a suggested weighted lottery to increase the enrollment of SWDs, and to create and implement a communication protocol among the Board of Trustees, the School, and the Charter School Office.
- As with all NYS Regents authorized schools, HTCS must submit all student achievement data from our interim assessment tool of choice. NYSED CSO is requesting this because students did not take the annual NYS ELA or math test due to COVID-19 and school closures. The school must submit
  - There is a new Regent assigned to HTCS – Aramina Vega Ferrer from the Bronx.

## **Facility**

Demolition and renovation work has begun in the JA. We are working with the Archdiocese regarding the approval of contractors for work that needs to be done in the Junior Academy Franklin Avenue building.

## **School Fully Reopens**

- September 2021, we will be in-person instruction in both buildings. Everyone should prepare themselves, his or her respective families, households, etc., to return to in-person instruction for 2021-2022.
- School leadership will determine when the professional development period occurs.
- There will be a summer-school program. It may be hybrid or in-person, depending on the construction timelines with the Junior Academy building. There is an expressed need for summer school to support our students, academically and socially, to be successful as they return for in-person instruction.
- The Education and Personnel Committee will meet jointly the end of the month to begin the contract renewal for the 2021-2022 academic year.
- The Board of Trustees will hold a retreat in the summer.

## **The 3-year renewal**

- Mr. Johnson, PA President asked why HTCS received a 3 year renewal instead of a 5-year renewal.
- The Chair reviewed our renewal history and stated the reasons given by the CSO: facility, communication and the SWD enrollment. Madam Chair expressed that only surfaced during this last renewal period (2016-2021). HTCS did not have any stipulations in other renewal periods.
- A teacher stated that the ratings of "Approaches" and "Falls Far Below" impacted the length of the renewal. It was explained that the charter renewal only reviews actions and events that occurred during the renewal period being assessed. In this case, that would have been 2016-2021, and with the shut down of the schools, only those events and actions from 2016 to March of 2020 could be used in the review.

## **The Junior Academy Building**

- Chair DeWese clarified that the JA was never out of compliance and was never deemed unsafe. All of the work being done in the JA is an enhancement and upgrade work, not because we are out of compliance.
- The Chair further explained that the Dept. of Buildings (DOB) issued a Letter of No Objection (LNO) for the school in August 2018 that cleared the use of the building. The DOB also listed conditions that should be addressed but with no timeline or completion date designated by the

DOB. The only requirement was that fire wardens would be needed to be on-site during the hours of operation for safety reasons until such time that the conditions could be addressed.

- Fire wardens, certified by the FDNY, have been on site since August 2018 and will be in place until the work is complete and is properly licensed by the Board attorney and the DOB.
- Trustee Nowell also explained that this work is part of the negotiation with the Archdiocese, and it involves who will pay for the fire alarm system. It will cost approximately \$400K, and since HTCS only leases the facility, the school is seeking a reduction in monthly rent. Trustee Nowell further cautioned that the Board has to be fiscally responsible. If HTCS were to pay for the fire alarm system in full and then move to a new site, all that money would have been spent for another school to move in. Discussions will move forward with the Archdiocese.
- There was a perception that the Archdiocese paid for the fire doors, but Chair DeWese clarified that the Board paid for the doors and their installation.

- Extensive discussion continued, which focused at length on:

-Finding another location

-Possible cohabitation with a Board of Ed school

-Rent relief is only given to new charters and HTCS is not eligible

-Fundraising

-Being fiscally solvent to be eligible for outside funding from a developer

-Competitiveness of teacher salaries and how the budget has to address all of these issues

-It was the Board's decision not to reduce staff during the shutdown

-The future plan is to consolidate EA and the JA into one new building space.

-There is a need for greater transparency with the parents and staff so that everyone is aware of what is happening with the school and the Board

-The facility issue has an impact on prior and future enrollment.

- It was pointed out that the funds for operations and teacher salaries are impacted by the cost of the JA repair and enrollment. The set aside money in the budget was for the anticipated cost of the updated fire alarm system.

### **Discussion continued**

In response to a question that was raised about the timeline for completing the work in the JA and if it will be done by the opening of school. The Chair clarified the following:

Demolition has begun in the JA, and the plan is to be done by July 15. Materials have been ordered to complete the project.

The Board has selected contractors for implementing the changes (fire alarm upgrade, asbestos removal, etc.) needed.

Both the JA and EA have passed all fire inspections. The FDNY will also come in to do final inspections as part of the DOB's final walkthrough. All documentation will be sent to the CSO, Board of Regents, and the NYSED. We have the documentation that says that, as well.

A question was raised about the parent rep being a non-voting position on the Board. The Chair explained that this is in the By-laws of the charter.

It was suggested that school leadership conduct surveys and exit interviews with families to determine why they leave. School leadership works with the Board to develop strategies to address enrollment issues. Thus, the school leadership has developed an operational plan to increase enrollment and recruitment

- **Technology Distribution**

Discussion focused on the length of time it took to get iPads to families.

Some parents were under the erroneous impression that the school was waiting for funds from the Board, causing a delay.

- The Chair clarified that the Board approved the funds for Chrome books in May or June. New Chrome books were also approved in September or October for teachers and students. The Board asked the school to investigate how to provide Internet service for students or families without access.

Demand was so high that the suppliers across the country could not deliver for months due to the pandemic

It was noted that this type of miscommunication creates tension. The Board has a meeting every single month that is open to the public. Every parent is welcome. Where there are concerns or a lack of response, it can be brought to the Board or Parent rep.

Mr. Taylor, Director of Operations, clarified the issues with the distribution of iPads.

- ✚ No one was allowed to be in the building at all.
- ✚ New York State shut down all educational facilities.
- ✚ School staff was unable to organize or distribute due to lockdown.

The Board approved the money for the iPads in June. The order was placed for 540 Chrome books that did not come until December.

iPads were distributed multiple times.

The Director of Operations personally went to the DOE and got iPads that were web-enabled for students designated for students living in a shelter or SWD or ENL students.

140 to 150 were distributed. Work was done to fill the gap until 540 were delivered at the end of the year.

Initially, no one could go into any building until the first week of May.

The Board's major concern was getting tech out to families and getting students fed.

The school let families know that the city had opened feeding centers. The Student Activities Coordinator tweeted the center's location out to the families. She went to PS 132 and put the site on social media.

There was a Chrome book and iPad shortage when the order was placed. There were no Chrome books worldwide.

The school had to renegotiate with the vendor and eventually bought directly from Samsung. This is the only reason HTCS got them when they did.

Arrangements were made to distribute whatever iPads and devices available to students. There were several options for pickup, but not many people showed up.

There was an all-call for another distribution. Some still weren't picked up.

There were pickup days at the end of August and then the beginning of September based on need and requests.

A survey went out to all families to determine need.

### **Marketing**

There was extended conversation that HTCS should advertise its academic success. It is important to advertise how well the students are doing at Harriet Tubman compared to other schools.

- Social media has worked well. Mr. Taylor showed the ads and publications that have gone through social media. The Board allocated funds for extensive advertisement to target English Language Learners, children with IEPs, and retain families already enrolled.
- Trustee Nowell suggested the social media platforms should reflect images of students where the enrollment at the school is not satisfactory. Also, she recommended more images of Junior Academy aged students be seen. Highlight our academic success.

### **Parent Handbook and Discipline Policy Update**

Trustee Nowell expressed that a new Family Handbook Review Team has been formed consisting of representatives of teachers, administrators, parents, and the Board. Dr. Palmeri is the consultant for final review.

- The HTCS Family Handbook will be sent for approval to the CSO and be made available to parents via the school's website in the fall.

### Finance and Audit Committee Report – Leslie Roper Thomas, CSBM

- The Report included the cash in the bank
- Year-to-date, and year to date amount.
- Enrollment increase will decrease the deficit.
- Figures were given of actual SPED students up against a budget number, six fewer in the different ranges from zero to 20. The 20 to 59 has an uptick of five students. And over 60, there's a difference of three students in regard to the SPED category. Thus, there is a difference of \$100K greater than budget.
- Current assets and liabilities were given as well as profit and loss. This is better than budget projections.

### Joint Education and Personnel Committee – Trustee Nowell

- The Education Committee met on the 27th of April.
- Hiring process: The Board met with the to discuss the hiring process and approvals for hiring of personnel. It was agreed that:
  - the Board will respond within 48 hours;
  - the school must have all the paperwork at that time;
  - the School has the right to hire. Board only approves.
- The Chairs of the Personnel and Education Committee does review documentation to ensure that candidates are qualified for a specified position while respecting the supervisors' decision on whom to hire.
- Benchmark 9: Enrollment: Benchmark 9 has to do with retention and enrollment. Mr. Person asked for additional funds to help increase enrollment. The Board granted the requested funds.

### Facility and Fundraising Committee – Trustee Allen

- **Capital Grant:** Trustee Allen reached out to determine what is happening with the SMART Boards from the capital grant. The City Council did not move things forward in a timely manner. Trustee Allen followed through and got the building ID number to contact the coordinator of installation. Mr. Person and Mr. Taylor will coordinate with the Council to ensure work gets done.
- Ms. Roper Thomas asked about the ETA of when they're going to send the money. Trustee Allen clarified that they don't send money. They allocated the funds for SMART boards, and will install them.
- **Painting the school:** The Police Department painted the EA near the pharmacy. Dr. Reddy, the owner, gave the consent and donated paint and rollers. The police department, and volunteers from the community including a number of graduates from Harriet Tubman Charter School took part in the painting. Trustee Allen personally thanked them thanked and the supervisors from Claremont Center for the work that was done on Saturday. Trustee Allen shared his contact information with them for ongoing communication.
- Trustee Allen working to put together the HTCS alumni association.



## Principal Report – Mr. Person

### Student Attendance and Enrollment

- We are expected to enroll 675 students for the 2021 academic school year.
- Student enrollment for April was 614 students.
- Student attendance for April was 95%.

### Staff

- 14 staff members are represented on HQ status.
- There are four vacancies. It is one ELA Grade 6, one Music JA, one Grade 1 Gen Ed, one 4th grade Gen Ed.

### Parental involvement and Outreach:

- Mr. Johnson expressed that majority of the parents are still in favor of the remote learning model.
- The parents are appreciative of the arrival of the Chrome books.
- Parents want to know if we have a full staff.
- Town Hall meeting was held in April. Ms. Caseres went over mock testing. Ms. Mondesir went over guidance counselor services, and the Student Activities Coordinator spoke about senior events.
- The administrative team is working diligently to ensure that all students are enrolled and ready to attend class.
- The administrative team is focused on hiring staff to fill all of the vacant positions.
- The Academy Directors continue to monitor instruction and facilitate PD through the remote learning model.
- The Director of Operations meets with the Operations team every Thursday to discuss ongoing concerns and forward planning.

### Professional Development

- Mr. Stevens and Ms. Munoz conducted PD in April.
- The FASSTeam continues to provide professional development to strengthen the academic and behavioral RTI protocols.
- Student programs, activities, trips, clubs, events for the month are still on-going.
- The All-Stars celebration for third and fourth graders happened in April.
- There was an honor roll assembly in the JA.
- Detective Washington complete the graffiti cleanup campaign, working with our students in the Harriet Tubman EA play yard and parking lot.

Mr. Person ended his report thanking the Board for meeting with the leadership team to discuss and implement a revision to the hiring process. In addition, the leadership team was granted a budget line to support the leadership team in improving Benchmark 9. It was a productive meeting on all fronts.

## EA Report – Mr. Maniotis

- Mr. Maniotis reported that the focused was on mock testing, building the mock tests and responses.
- He is continuing to work with teachers on utilizing Google classroom and the various apps that go with it.
- The FASSTeam has been looking at how students are impacted during the lockdown, not only with the social-emotional learning, but also with academics and moving into next year.

## JA Report – Ms. Yarber

- Higher Learning facilitated professional development on student conferencing, as well as student-led conferencing.
- One of the teachers did a 7th grade pilot. The students actually led the conferences with their parents during parent-teacher conferences.
- Honor Roll assembly was held.
- Trustee Nowell stated that the opposite is happening on the interim assessments. In remote, the children are doing better academically, yet on the interim assessments, they're not doing as well.
- Ms. Yarber said that the STAR 360 assessment is taken once a month in every subject area. One test or one assessment doesn't tell the whole story. They put their best foot forward when it comes to weekly assessments. Just because they don't do well in one thing, doesn't mean they are at risk. They always do better in math than they do in ELA. In Grade 5, this has been the focus.
- Trustee Nowell inquired of other variables that are used to assess a child's performance, other than the STAR 360. Ms. Yarber explained that those students who are making the Honor Roll are not the students who are not taking the STAR 360 and performing poorly. Quizzes, assessments, weekly assessments, tests, projects, homework, and class participation are considered. STAR 360 isn't a part of the grading criteria since it is a formative assessment that is used to drive instruction.
- Town Hall Meetings:  
Trustee Williams-Murray asked to have an email could just go out to the board so trustees could get the link and, if we're available, can login going forward. Trustee Williams-Murray asked that the Board get an invitation to the Town Hall meetings at least a week before due to busy schedules. She stated she very much wants to attend. Ms. Yarber stated that the next one is May 10<sup>th</sup> and send the link. They only send them out about 24 hours in advance. The school can send the monthly calendar which is also on the website.

## The Director of Operations' Report – Mr. Taylor

### Facilities

- There has been some preliminary demolition work at the JA with working with a general contractor in preparation for the work that needs to be done for the public assembly permit and the fire alarm system upgrade and/or installation.
- In the EA, lower grades' cubbies have been removed since they are shared space and in a post-COVID environment, there is no sharing. The school is pricing out replacement options for those facilities in the EA.
- Also pricing out the use the handheld temperature checks and looking at buying the walkthrough temperature scanners for when we return to the buildings, either in the summer or in the fall.
- There were no off budget facility expenses in either academy. However, the cost of the preliminary work at the JA is yet to be determined.

### Operations

- In terms of operations, HTCS received Period 6 per pupil invoice at the beginning of last month.
- Regarding switching the school's bank, the officers of the school need to make an on-site appointment with any branch manager to begin the process

### The Lottery

- Held on April 24th via Zoom at 12:00 noon.
- All accepted parents have been contacted. School will begin doing the intake. The team is meeting to plan out the schedule for intake which involves completing the enrollment packet that was done via Zoom last year.



## **Finance**

- Worked with Charter School Business Management to begin to draft the budget for FY 2022 and working with State Ed Finance Department to complete what's known as the FS-10 for this year's ESSA or title funding to get that dump buttoned down.

## **Technology**

- HTCS had two official Chrome book pickups.
- A member of the Tech Team is usually on site one or two days of the week to troubleshoot and swap out devices.

## **Student Activities**

- Student activities are continuing with their virtual field trips.
- The families had to send in a picture of the child in Gr. K and Gr. four. to be used for the virtual Moving-Up Ceremony. We did not get a big response to that
- A request was made for Mr. Johnson to ask parents, even if they don't want to pay for the pictures, if they could send in the pictures anyway, that would be helpful. Also, to communicate to parents if they have first and fifth graders that want pictures, we'll see if we can accommodate them. Parents are asked to send the pictures anyway, so that we can have some visual images of the families to do the virtual graduations.
- Trustee Murray-Williams asked about graduation and certificates. Mr. Taylor stated that the ADs would have to address the certificates, but he would contact the Student Activities Coordinator to see if she can accommodate doing graduation pictures with last year's students

## **Town Hall**

- Town Hall meetings are ongoing.

## **Human Resources**

- Grade 6 ELA, JA music, Grade 6 general ed., Grade 1, JA AIS and an Instructional Coach.
- Intent to Return process for staff is complete; 3 teachers and one Teacher Assistant are not returning; 1 Operation staff member retiring.
- Two staff members will be on leave when we return to school in the fall.
- Two potential hires are waiting on background checks.

## **Parent Report – Timothy Johnson, Parent Association President**

Parent Association meeting was held this past Friday.

Discussion was held on the reopening of the school and summer school program and how it would be implemented. Mr. Johnson stated that there is more clarity now on what needs to be done as far as upgrading the fire alarm system since parents have attended the last 2 Board meetings. There are concerns about not getting the 5-year renewal.

Each and every student and the staff are definitely doing work.

It is important to make sure everyone and everything is on point. We should work together and have a full understanding of what's going on.

Parents need to stay focused and be a part of these meetings, so they can be aware. If you can't be a part of these meetings, read the minutes or send someone in your place to be a part of these meetings. Moving forward, let's move bigger and better. Let's do it together and believe in our kids. Everything must be in a positive direction.

Trustee Williams-Murray thanked Mr. Johnson for inviting the parents.

Mr. Johnson thanked the staff for putting in the work.

Mr. Johnson assured everyone that the Board is going to make sure we get to where we need to go. He also thanked Mr. Marrero from the Tech team as well as Mr. Person. He stated, "I appreciate your words. And I appreciate the leadership that you take for our family. And I look forward to continuing working with you. Thank you for what you do."

## New Business

Trustee Nowell requested that the school administrators send the Board a budget for the summer school, the number of students to attend, the criteria for attending, and the grade levels. She asked the school leaders to draft plan for summer.

### Question, Answer, Comment Session

- Where can parents find the data for the ELA and math scores?  
Dr. Palmeri's response: It's always available on the school report card on the NYSED website under the data.gov. Dr. Palmeri's analysis for the renewal with all of the academic profiles by subgroup, and grade level is available if anyone wants it can be found at the NYSED web address which is DATA. NYSED. Gov. Type in Harriet Tubman Charter School, and it will give you the NYS Report Card for our school. Since October of 2020, there is also the Parent Dashboard. You can go into the NYSED website and type in Parent Accountability to access the dashboard for any school.
- Our legal counsel does not write any handbooks. He reviews them to ensure they are current with laws and policies. The new one that is being amended 2021-2022 and will be available on the website.
- The Family Handbook will be finished and updated for the upcoming school year. It will be published on the website or distributed for any persons who wants a hard printed copy. Dr. Smith and Ms. Irby from the faculty have expressed an interest in being on the team to update the Family Handbook with Trustees McGee and Nowell. A parent representative is welcomed. See Mr. Johnson.
- The Board of Trustees wrote a formal response to the NYSED Charter School Office in response to the renewal. The Benchmarks contain a multitude of actions that had to be performed by the school and the Board. The Board was able to respond to the CSO's assessment in each area and subarea. From those responses, only three stipulations were noted
- The Action Plan will be shared with the whole school staff.
- One parent voiced an opinion that some parents are unaware of any parent meetings and would like more information for parents in Spanish.
- Professional development was recommended by the CSO. The Board, in their response to CSO, strongly affirmed that School Leadership must be a part of this process for positive development.
- Is there a TA that is represented as far as speaking for all TAs that work for Harriet Tubman? The Principal and Academy Directors address that so there's no reason why TA's are not in this group being represented.
- "Who has the final word in hiring staff?  
The Board just reviews to ensure that the credentials match the job description and that their background checks out, and then we offer the salary. It's the school who hires teachers. It's the Director of Operations who hires Operations staff that they are recommending to us for us to review. The Board hires the Principal, Academy Directors, and the Director of Operations.
- A question was presented about the non-voting position of the Parent Rep on the Board. Madam Chair explained that according to our Charter Bylaws, it's a non-voting position. Fact: Our current Board of Trustees Chairperson started out as Parent Rep to the Board before she even became a voting member. The updated handbook will be launched from the current handbook, revised, and updated as needed every two years.
- There are policies and procedures that have to be updated, such as the Discipline Policy. We have already updated and submitted and gotten approval from the NYSED for:
  - ✚ The Charter By-Laws
  - ✚ Complaint Policy

- ✚ Fingerprinting Policy
- ✚ Whistleblower Policy
- ✚ DASA Policy
- ✚ Technology Acceptable Use Policy
- ✚ Internet Safety Policy
- ✚ Enrollment Policy

- The updated handbook will be launched from the current handbook, revised, and updated as needed every two years.
- Long-term funding is being addressed through bond financing entities.
- "Are there lead checks on the JA every now and then?" Yes, lead and asbestos checks.
- Is there an AIS vacancy? Yes

Board Chairperson: Any other questions? Seeing none and hearing none, is there a motion to adjourn?

**Motion:** I move that this meeting be adjourned

**Motion made by:** Trustee Allen

**Seconded by:** Trustee Nowell

**Action:** Motion unanimously approved

Meeting was adjourned at 9:14 PM.

## Harriet Tubman Charter School

Elementary Academy  
3565 Third Avenue  
Bronx, NY 10456  
718.537.9912

Junior Academy  
1176 Franklin Avenue  
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718.991.4181

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### Board of Trustees Monthly Meeting (Zoom) June 8, 2021

#### In Attendance

##### Trustees

Jerima DeWese, Chairperson  
Barbara Nowell  
Rey Allen  
Kinanda Williams Murray  
Tim Johnson  
Marlon Dunbar  
Timothy Johnson, Parent Rep

##### HTCS Administrative Staff

Cleveland Person, Principal  
Jonathan Maniotis, Elementary Academy Director  
Felicia Yarber, Junior Academy Director  
Michael Taylor, Director of Operations

##### Others

Leslie Roper Thomas, CSBM  
Dr. Marlaina Palmeri, Board Consultant – Accountability and Compliance

##### HTCS Community

Ms. Gaul  
Ms. Mondesir  
Ms. Tara Butts  
Dr. Lerone Smith

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Chairperson DeWese opened the meeting at 6:05 PM.

#### Consensus items

**Moved to accept the agenda as presented**

**Made by:** Trustee Murray Williams

**Seconded by:** Trustee Marlon Dunbar

**Action:** Carried unanimously

**Moved to accept the May 2021 minutes**

**Made by:** Trustee Williams Murray

**Seconded by:** Trustee Nowell

**Action:** Carried unanimously

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### Governance Committee – Chairperson Jerima DeWese-Bowens

Chair DeWese stated that this meeting will adhere to the agenda the agenda.

- Each Chairperson will report out for their respective committees.

- Questions are to be posted in the chat section and will be answered in the Public Comment section of the meeting.
- Public comments will be limited to two minutes. Prior to public comment, we will attempt to answer as many questions as we have in the chat.
- Board members will have the ability to speak during committee reports, all others will be muted during that time.

#### **Facility Updates**

- The BOT has contracted with vendors to complete the construction and the enhancement project at the JA Franklin Avenue building to modernize and upgrade fire safety systems.
- The asbestos assessment has been completed (the Boiler Room as per Mr. Taylor) and has been removed. Building permits are now closed and the JA is now asbestos free.
- The Board of Trustees and school administrators met with the NYS authorizers to inform them of these updates regarding the JA

#### **Board of Regents Update**

Dr. Aramina Vega Ferrar of the county of the Bronx was elected Regent of the University of the State of New York from the 12<sup>th</sup> Judicial District for a term of two years.

#### **Fall Opening**

Both the Elementary Academy (Third Avenue site) and the Junior Academy (Franklin Avenue site) will be open for full in-person instruction in September 2021.

#### **Summer School**

HTCS will provide summer school instruction commencing in July 2021.

#### **Accountability, Governance and Compliance**

- By June 30<sup>th</sup>, a Communication Plan will be proposed, vetted, and approved between the Board of Trustees, school administrators, and the Charter School Office. We are identifying best practices in terms of communication protocols and processes to integrate into our plan.
- Our school administrators and leadership will cover an Assessment Report regarding interim assessments. The deadline is June 30<sup>th</sup>.

#### **Board Retreat**

- The Board of Trustees will review and update their Strategic Action Plan at a Retreat over the summer.

#### **Personnel Update**

- The joint Personnel and Education Committees met on May 2021 to go over the staffing plan, positions, and recruitment activities
- We will soon schedule the contract renewal signing that will take place at the end of this month. The last day for students is the 29<sup>th</sup> and the last day for staff is the 30<sup>th</sup>. We typically send out conditional Offer Letters of continued employment to all staff who have identified themselves as wanting to return to Harriet Tubman Charter School We have not voted yet as to that amount or set percentage, but there will be an increase. There will not be a salary freeze going into '21-'22 fiscal year.

### **Finance and Audit Committee Report – Leslie Roper-Thomas, CSBM**

- The amount of cash on hand was given as of the end of May.
- The number of days of cash on hand is 97 days. This is a good position since you like to be at minimum at 90 days.
- Cash available to carry over roughly to 2021-22 and spending that the Board Chair spoke of regarding the upgrade to the JA will come from these funds.
- The enrollment is lower than projected is creating a negative variance.

- Regarding Sped, this number varies throughout the year because they are a different dollar amounts that are assigned to students in the 20 to 60 percentile range. Currently, we have an increase in \$ amount.
- The Profit and Loss - our assets are exceeding our liabilities,
- , on a year-to-date basis, is at \$9.6 million dollars in revenue. We are under budget by \$370,000. Expenses are \$7.8 million dollars, over budget by \$2 million. But that's on a year-to-date basis, year-to-date means that we are going from July to where we are as of April 30th.
- Trustee Williams Murray reported that the Finance Committee met prior to the Board meeting and did a preliminary review of the budget for next year. They identified some changes that have to be made and will be presented at the next Board meeting.
- The budget is projected to be in the black, showing a positive net income.

### Joint Personnel and Education Committee – Trustee Nowell, Mr. Maniotis, and Ms. Yarber

The Both committees met together on May 24, 2021.

#### **PART 1**

##### **Assessment**

- The Assessment data for the mock assessments were given back in April, as well as some updated assessment information for Star 360 benchmarks were forwarded by email to the Edu. Committee by the Academy Directors.
- Assessment results for school year 2020-2021 are to be forwarded to NYSED via a portal. Implementation protocol will be received from the CSO.
- **Summer School**  
In order to address some achievement loss due to an unanticipated year of virtual learning, HTCS will provide summer school instruction for students. Additionally, selected staff will support the socio-emotional needs of students by providing with diverse activities. The Committee discussed criteria for enrollment, parent notification, professional staff, food service, schedule, security and other matters relative to effective implementation of this initiative. Promotion and retention were also discussed.

**Dates and Times 8:30-2:00 for students and 8:00-2:00 for teachers.**

##### **COVID Precautions**

As for COVID precautions, Mr. Taylor reported that HTCS has the masks, the PPE, and the sanitizer. The air purifiers are being installed in the EA. The temperature screeners are there.

Mr. Taylor stated HTCS has to be able to refer people if they want testing, but the school does not have to provide it. We will have to take temperatures.

HTCS has the temperature screeners. As of today, we still have to do the daily questionnaire and the temperature screening. Everybody has to be masked inside, but if they're outside they do not have to wear masks.

Mr. Person explained that at this juncture, changes are coming rapidly, but staying on the safe side, masks in the building and no masks outside is the safest route to go.

Trustee Williams Murray asked if the mask ruling is in accordance with the CDC guidelines or is HTCS creating its own standard.

Mr. Person noted that they are following the guidelines from New York State and New York City DOE. As of today, indoors in educational settings everybody must wear a mask, but outside masks are not required. Those are the New York State Department of Health and New York City Department of Health in conjunction with New York City Department of Education.



Trustee Williams Murray asked for confirmation that whatever the standard is at the time that summer school opens, it is what HTCS will follow. Mr. Person agreed. Trustee Williams Murray read the Governor's press release which confirmed it is up to the local school districts to decide because the CDC hasn't changed their guidelines.

Mr. Taylor read the release that was posted that morning: Gov. Cuomo stated, "The indoor mask mandate will remain in place for schools in New York City. However, students will no longer be mandated to wear masks outdoors unless the local school district requires it. New York City is not requiring the students in the Department of Education schools to wear masks while outside. This was posted today at 1:24 pm.

### **SWDs and Summer School**

Mr. Maniotis assured the Board that once the school gets a final count of students attending, they make sure they get the appropriate services will be in place.

### **PART II**

The Committee reviewed the status of pedagogical staff and non-pedagogical staff: Intent-to-Return status, vacancies, new positions, reallocation of staff, PIPs, contracts, and salaries.

## **Principal's Report – Cleveland Person**

### **School Data**

- Mr. Person corrected the statement that he did not attend the Personnel and Education Committee meeting. He was present, as was Chair DeWese.
- Student enrollment for May was 93%.
- There are 5 vacancies.

### **Parent Engagement and Outreach**

- The parents at this point are in favor of school opening in September.
- They are interested in knowing if we have full staff.
- The Town Hall meeting in May was focused on Achieve 3000, guidance counselor services, and senior student events.

### **Supervision and Administration**

- We are working to ensure that all the students are fully enrolled and ready for class.
- We are working diligently to hire and fill all vacant or vacated positions.
- The Academy Directors continue to monitor new instruction and facilitate PD.
- The Director of Operations continues to meet with his team every Thursday.

### **Professional Development**

- Ms. Yarber reported that in the JA, they discussed professional development topics with our staff developer and what they thought would benefit the staff as a whole.
- In line with bridging virtual and in-person learning, the staff reviewed a video of a DOE school in the HTCS area that chronicled 33 days when the school reopened. The video focused on the challenges the staff and students had transitioning back to in-person learning and instruction.
- it was very important to get an idea of what other schools have encountered. or dealt with moving to in-person learning as well as what occurred during the pandemic.
- Mr. Maniotis reported that it will be very relevant, especially after looking at the data especially with our younger students, teachers are going to have to go back to in-person and not only teach what they normally would teach but do significant remediation as well. It's finding that balance, and that's going to be one of the key points moving forward.

### **Congratulations Students ~ The Discovery and Dream Program**

- Ms. Yarber also congratulated two 8<sup>th</sup> graders who were accepted into the New York City Department of Education's Discover program, which is a program to prepare them for



specialized high schools based on their test. They scored high enough on the specialized admissions test to be accepted into the four-week program in the summer. Contingent upon completing the program at Bronx High School of Science, they will be accepted into a specialized high school. The two high schools are Bronx High School of Science and American Studies.

- The Dream program is a pre-requisite leading up to the Discovery program. There were 14 or 15 7<sup>th</sup> graders that were accepted into a summer program as well. This program prepares them for the specialized high school admissions test. This invitation is based on their test scores which have been tracked since 3<sup>rd</sup> grade and based on their scores, they were invited to prepare for the specialized high school exam.

#### **FASSTeam**

The FASSTeam met with staff to discuss academic or social emotional behavior protocols for students. The team has been closely monitoring attendance the past six weeks and really looking at it because we're getting to the end of the year. So, the FAST team has been doing a great job, we thank them for that work.

#### **School Activities**

Eighth grade students helped design the virtual yearbook.

Virtual Picture Day was held.

There will be a virtual Paint Night in lieu of a prom. The students did not like the idea of a virtual prom.

The virtual Step-up Ceremonies will be held on 6/25, 6/28, and 6/29. Cap and gown pick up will be 6/14.

- The next Town Hall will be on 6/24
- The 8th Grade Career Day is going to be held on 6/9.
- Kindergarten and 4th grade students will also be submitting videos and pictures for Step Up as well.

#### **Assessment Plan Update**

- HTCS has selected the Star 360 assessment. The portal is already open, and the ADs have been uploading data into the portal. It will be completed around 6/21.
- Dr. Palmeri asked if the plan in the portal is following the directions that were given in the Board of Regents contingency list from the renewal minutes. Mr. Maniotis explained that the data are pretty straightforward and blocked out accordingly by grade level and subgroup. They just have to plug in the numbers.

## **Operations' Report – Michael Taylor**

#### **Facilities**

- Work is in progress at the JA and is on schedule to meet the July 15th deadline.
- EA Facility

Painting at the EA is underway both interior and exterior and the playground is slated to be removed. There will be no playground in the EA anymore. If we look to replace it, it will cost between \$8-10K to replace it. Holes will be filled in and all the rubber substance will be all there.

#### **Air Purifiers**

- Air purifiers have arrived at the EA, and they're being installed as we speak. These are hardwired air purifiers that were approved back when we were in hybrid
- The JA purifiers will be delivered once the work is complete in the JA.

#### **Lease Negotiations**

Negotiations are on-going for both buildings.

#### **Smart Boards**

No updates yet on the Smart Boards from the Bronx Borough President's Office.

### **First Invoice for FY2021-22**

Mr. Taylor completed the first Period One invoice for FY2022 with the DOE through the DOE portal. Trustees must make a personal appointment the Branch Manager to begin the process of opening a new account.

### **Enrollment and Registration**

The FASSTeam, ENL teachers, and the Sped Coordinator is in the process of registering students for the upcoming school year. They schedule interviews with each family. They are about halfway where they need to be in terms of registration and are still working through the list.

### **COVID Relief**

- Mr. Taylor worked with CSBM on the second allocation of the COVID relief funds, or the SR2 funds. This was reviewed with the Finance Committee.
- He is just getting preliminary guidance on the ARA (American Recovery Act) funding.

### **Chrome book Pickup**

More Chrome book pickup days and service days were held during the month of May.

### **Human Resources**

- Current vacancies are Grade 6 LA, JA music, Grade 4 GenEd, and an Instructional Coach. Through the Intent to Return process, 3 additional teaching positions are vacant.
- Advertising for employment is posted on Indeed, The Mercy College website for education, The NYU School of Professional Studies, The College of Lake County, and Eastern Kentucky University, which all have robust online teacher education programs. The Charter Center is another place being used for ads. The most hits come when ads are fresh.
- HTCS is also part of Job Target, which is a service that is connected to Paylocity. They have a service called Programmatic, which sends out ads, post ads in different places and on different message boards for HTCS.
- Mr. Taylor responded to the Chair regarding teacher vacancies an SPED compliance. The Chair asked if there is some additional recruitment needed or an emergency hire to ensure compliance. Mr. Taylor stated that the current ad lists all the positions in one ad. Next week's ad speaks to just the Music position and to Special Education. The Chair stressed that where there are deficiencies that impact compliance or enrollment numbers, a separate ad needs to run to open up a viable pool of candidates.  
Trustee Nowell suggested that specific job vacancies should be listed on the school's website, as well as reaching out and advertising in the SUNY schools.
- Mr. Taylor stressed that the issue of a retirement plan for support staff is critical and the Board Chair agreed. She requested the number of support staff and surveys or RFPs from the different retirement vehicles.

### **Annual Report**

The date of August 2 was confirmed. Mr. Taylor has sent the Nondisclosure Forms to Dr. Palmeri. She will forward the form to each Trustee.

## **Old Business**

### **Family and Student Handbook**

- Trustee Nowell sent out the suggested changes to the Family and Student Handbook as per Mr. to Trustee McGee, Ms. Irby, Dr. Smith and the Principal. This Team will establish their meeting date by email. Participation of an administrator and Parent Association member to be on the Family Handbook Committee is desired.

### **Town Hall**

- At the Town Hall meeting, Trustee Nowell presented information to the parents about a summer tech eCamp weekend for students called, STEAM in the Game. A flyer was shown with

the itinerary and special gaming opportunities Ms. Yarber and the Parent Coordinator, Mr. Marrero, said they would follow up. This is a national program with opportunities to win prizes. HTCS is a Community Partner.

- Trustee Williams-Murray also forwarded the information to the Morrisania Revitalization Corporation which they posted it on their social media and website. She also forwarded it to some community organizations in which she is involved.

#### **Communication Protocol**

The CP is due on June 30. The Chair supports HTCS developing a concise, succinct document of an effective communication model. Dr. Palmeri will put together a draft proposal.

#### **The BOT Strategic Plan**

During the summer, a review the Action Plan and Academic Goals already submitted. The Strategic Plan will be extended.

Dr. Palmeri will make suggestions as to format and focus to the Board and school leadership.

#### **The Leadership Team**

A Teaching Assistants inquired about a venue for TAs to address concerns and questions. Mr. Person explained that there is a representative of the TA group but not on the Leadership team. The addition of a TA could certainly be implemented.

#### **Asbestos**

In response to a staff question about asbestos in the JA building, Chair DeWese responded that the entire building was tested for asbestos and in identified areas, it was removed. The Dep't. of Buildings representative returned and closed the building permit to ensure there was no more asbestos there. Chair DeWese reinforced that the Franklin Academy building is free of asbestos. Mr. Taylor confirmed that air quality tests are conducted every five years.

He also reiterated that the asbestos wasn't in any of the inhabited areas of the building; it was in the Boiler Room.

**Motion:** I move that the Board enter Executive Session to discuss the continuity of employment and pedagogical contracts

**Made by:** Chairperson DeWese-Bowens

**Seconded by:** Trustee Nowell

**Action:** Carried unanimously

Only voting Board members and our Compliance Consultant, Dr. Marlaina Palmeri, will participate in the Executive Session. Madam Chair explained that if anyone wants to come back to hear any motions, the Board could email you. Please enter your request in the chat. The Board will contact you as soon as the Executive session has ended.

Attendees are welcome to rejoin the meeting after the Board reopens the meeting after Executive Session

#### **Motion to Return to Board meeting at 8:23 PM**

**Motion made by** Chair DeWese

**Seconded by** Trustee Nowell

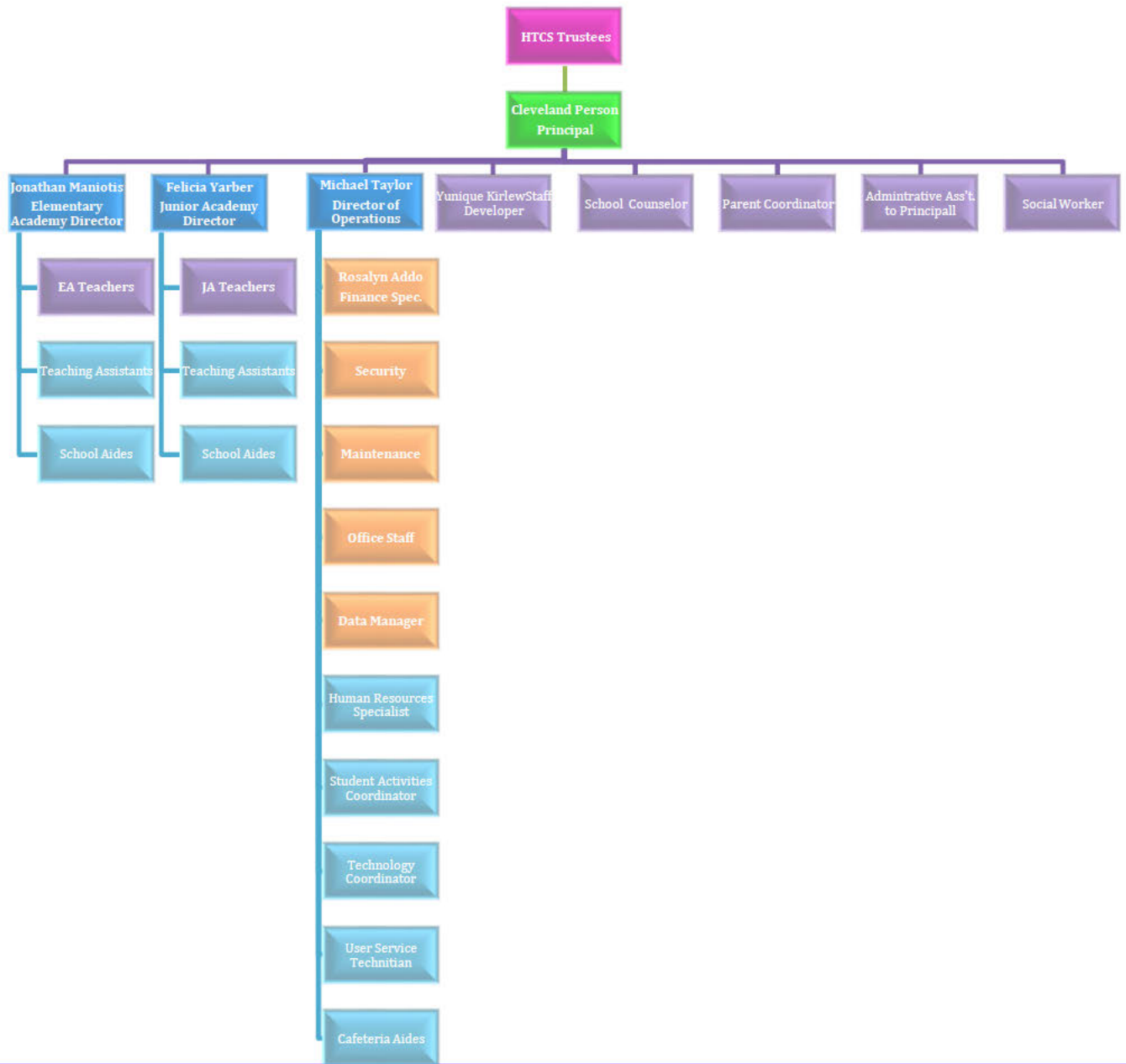
**Motion carried unanimously**

#### **Motion to adjourn at 8:29 PM**

**Motion made by** Kinanda Williams Murray

**Seconded by** Trustee Dunbar

**Motion carried unanimously**





# August

2021

July						
S	M	T	W	T	F	S
				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

September						
S	M	T	W	T	F	S
			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		

Days in session: Staff 10/Students 0

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
	All Staff Report for PD	All Staff Report for PD	All Staff Report for PD	All Staff Report for PD	All Staff Report for PD	
22	23	24	25	26	27	28
	All Staff Report for PD	All Staff Report for PD	All Staff Report for PD	All Staff Report for PD	All Staff Report for PD	
29	30	31	1	2	3	4
	School/Classroom Prep	School/Classroom Prep				
5	6	7	8	9	10	11

# September

2021

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

October						
S	M	T	W	T	F	S
					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						

Days in session: Staff 24/Students 15

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29	30	31	1	2	3	4
	School/Classroom Prep	School/Classroom Prep	School/Classroom Prep	School/Classroom Prep	School/Classroom Prep	
5	6	7	8	9	10	11
	Labor Day - School Closed	School Closed - Rosh Hashanah	School Closed - Rosh Hashanah	First Day of School - All Grades (1/2 Day Kindergarten Only - pick up at 11:30 - All Other Grades Full Day)	1/2 Day Kindergarten Only - pick up at 11:30 - All Other Grades Full Day	
12	13	14	15	16	17	18
	Kindergarten First Full Day - pick up at 3:30			Yom Kippur - School Closed		
19	20	21	22	23	24	25
26	27	28	29	30	1	2
	Extended Day Begins - Grades 2-8			Town Hall Meeting #1 - Meet the Board		



# October

2021

## September

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

## November

S	M	T	W	T	F	S
	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				

Days in session: Staff 45/Students35

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27	28	29	30	1	2
3	4	5	6	7	8	9
			ELA MOCK #1 DAY 1 grades 3-8	ELA MOCK #1 DAY 2 grades 3-8	Progress Report #1	
10	11	12	13	14	15	16
	Columbus/ Indigenous Peoples Day - School Closed					
17	18	19	20	21	22	23
			1/2 Day Dismissal @ 11:30 - Staff PD			
24	25	26	27	28	29	30
31	1	2	3	4	5	6

# November

2021

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

December						
S	M	T	W	T	F	S
			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	

Days in session: Staff 63/Students 52

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31	1	2	3	4	5	6
		Election Day - No students - Staff PD Day	MATH MOCK #1 DAY 1 Grades 3-8	MATH MOCK #1 DAY 2 Grades 3-8	End of First Marking Period	
7	8	9	10	11	12	13
			1/2 Day Dismissal @ 11:30 - Parent/Teacher Conferences 1-4,5-7	Veteran's Day - School Closed		
14	15	16	17	18	19	20
				Town Hall Meeting #2		
21	22	23	24	25	26	27
			1/2 Day Dismissal @ 11:30 - Staff PD	Thanksgiving Recess - School Closed	Thanksgiving Recess - School Closed	
28	29	30	1	2	3	4
5	6	7	8	9	10	11

# December

2021

November						
S	M	T	W	T	F	S
	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				

January						
S	M	T	W	T	F	S
						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					

Days in session: Staff 79/Students 68

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28	29	30	1	2	3	4
		ELA MOCK #2 DAY 1 grades 3-8	ELA MOCK #2 DAY 2 grades 3-8			
5	6	7	8	9	10	11
12	13	14	15	16	17	18
			1/2 Day Dismissal @ 11:30 - Staff PD		Progress Report #2	
19	20	21	22	23	24	25
				Holiday Recess - School Closed	Holiday Recess - School Closed	
26	27	28	29	30	31	1
	Holiday Recess - School Closed	Holiday Recess - School Closed	Holiday Recess - School Closed	Holiday Recess - School Closed	Holiday Recess - School Closed	
2	3	4	5	6	7	8

# January

2022

December						
S	M	T	W	T	F	S
			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	

February						
S	M	T	W	T	F	S
		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					

Days in session: Staff 98/Students 88

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27	28	29	30	31	1
						Holiday Recess - School Closed
2	3	4	5	6	7	8
Holiday Recess - School Closed			MATH MOCK #2 DAY 1 Grades 3-8	MATH MOCK #2 DAY 2 Grades 3-8		
9	10	11	12	13	14	15
16	17	18	19	20	21	22
	MLK, Jr. Day - School Closed			Town Hall Meeting #3	End of Second Marking Period	
23	24	25	26	27	28	29
				1/2 Day Dismissal @ 11:30 - Parent/Teacher Conferences 1-4,5-7		
30	31	1	2	3	4	5

# February

2022

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

March						
S	M	T	W	T	F	S
		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		

Days in session: Staff 112/Students 102

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	31	1	2	3	4	5
		Lunar New Year - School Closed	ELA MOCK #3 DAY 1 grades 3-8	ELA MOCK #3 DAY 2 grades 3-8		
6	7	8	9	10	11	12
13	14	15	16	17	16	19
			1/2 Day Dismissal @ 11:30 - Staff PD			
20	21	22	23	24	26	26
	Mid-Winter Recess - School Closed	Mid-Winter Recess - School Closed	Mid-Winter Recess - School Closed	Mid-Winter Recess - School Closed	Mid-Winter Recess - School Closed	
27	28	1	2	3		5
6	7	8	9	10		12

# March

2022

## February

S	M	T	W	T	F	S
		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					

## April

S	M	T	W	T	F	S
						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

Days in session: Staff 132/Students 125

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28	1	2	3	4	5
		MATH MOCK #3 DAY 1 Grades 3-8	MATH MOCK #3 DAY 2 Grades 3-8		Progress Report #3	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
			1/2 Day Dismissal @ 11:30 - Staff PD			
20	21	22	23	24	25	26
27	28	29	30	31	1	2
		NYS ELA Test Grades 3-8	NYS ELA Test Grades 3-8	NYS ELA Test Grades 3-8		
3	4	5	6	7	8	9

# April

2022

## March

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

## May

S	M	T	W	T	F	S
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				

Days in session: Staff 151/Students 140

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28	29	30	31	1	2
3	4	5	6	7	8	9
				Town Hall Meeting #4	End of Third Marking Period	
10	11	12	13	14	15	16
	NYSESLAT (Speaking) Begins			1/2 Day Dismissal @ 11:30 - Parent/Teacher Conferences 1-4,5-7	Spring Recess - School Closed	
17	18	19	20	21	22	23
	Spring Recess - School Closed	Spring Recess - School Closed	Spring Recess - School Closed	Spring Recess - School Closed	Spring Recess - School Closed	
24	25	26	27	28	29	30
		NYS Math Test Grades 3-8	NYS Math Test Grades 3-8	NYS Math Test Grades 3-8 Extended Day ends		
1	2	3	4	5	6	7





# June

2022

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

July						
S	M	T	W	T	F	S
					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						

Days in session: Staff 195/Students 180

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29	30	31	1	2	3	4
			NYS Science Performance Test - Grade 8	NYS Science Performance Test - Grade 8	NYS Science Performance Test Ends - Grade 8	
5	6	7	8	9	10	11
	NYS Science Written Test - Grade 8			Town Hall Meeting #5		
12	13	14	15	16	17	18
			1/2 Day Dismissal @ 11:30 - Staff PD		End of Fourth Marking Period	
19	20	21	22	23	24	25
Juneteenth	School Closed - Juneteenth (Observed)					
26	27	28	29	30	1	2
	Kindergarten Graduation - 1/2 Day Dismissal @11:30	Grade 4 Step-up Ceremony - 1/2 Day Dismissal @11:30	Grade 8 Graduation Last Day of School - All Grades - 1/2 Day Dismissal @11:30	All Staff Report - Last Day for Staff	School Closed	
3	4	5	6	7	8	9

# July

2022

June						
S	M	T	W	T	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

August						
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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			

Days in session: Staff 0/Students 0

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27	28	29	30	1	2
3	4	5	6	7	8	9
	Independence Day - School Closed					
10	11	12	13	14	15	16
Eid al-Adha						
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6



# Harriet Tubman Charter School

## 2021-2022 Academic Calendar (Revised as of 08/16/21)

\*Half-day for Students & Parent-Teacher Conferences - 1 PM to 4 PM and 5 PM to 7 PM

\*\* ½ Day for Students - 11:30 A.M.

<p style="text-align: center;"><b>Staff Reports</b> Aug. 16th – Aug. 27th (Professional Development) Aug. 30<sup>th</sup> – Sept. 3<sup>rd</sup> (Classroom Setup)</p>	<p><b>AUGUST '21</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td></td></tr> <tr><td></td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td></td></tr> <tr><td></td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td></td></tr> <tr><td></td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td></td></tr> <tr><td></td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S		2	3	4	5	6			9	10	11	12	13			16	17	18	19	20			23	24	25	26	27			30	31					<p><b>SEPTEMBER '21</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td></td></tr> <tr><td></td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td></td></tr> <tr><td></td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td></td></tr> <tr><td></td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td></td></tr> <tr><td></td><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td></tr> </tbody> </table> <p style="text-align: center;">Extended Day begins on 9/27</p>	S	M	T	W	T	F	S				1	2	3			6	7	8	9	10			13	14	15	16	17			20	21	22	23	24			27	28	29	30			<p style="text-align: center;">Core Value: RESPECT</p> <p>9/1 – 9/3 Classroom Setup 9/6 – Labor Day (No School) 9/7 &amp; 9/8 – Rosh Hashanah (No School) 9/9 – All Students/Staff Report to School / ½ Day for Kindergarten Only 9/10 – ½ Day for Kindergarten Only 9/13 – Full Day for Kindergarten – 3:30 p.m. 9/16 – Yom Kippur (No School) 9/27 – Extended Day, Grades 2 – 8 9/30 – 5:30 p.m. - Town Hall Meeting-EA</p>
S	M	T	W	T	F	S																																																																																	
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<p style="text-align: center;">Core Value: RESPONSIBILITY</p> <p>10/6 &amp; 10/7 – ELA Mock Assessment #1 10/8 – Progress Report #1 10/11 – Columbus Day/Indigenous Peoples Day (No School) 10/20 – ½ day for Students /HTCS PD**</p>	<p><b>OCTOBER '21</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td></td></tr> <tr><td></td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td></td></tr> <tr><td></td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td></td></tr> <tr><td></td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td></td></tr> <tr><td></td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S						1			4	5	6	7	8			11	12	13	14	15			18	19	20	21	22			25	26	27	28	29		<p><b>NOVEMBER '21</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td></td></tr> <tr><td></td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td></td></tr> <tr><td></td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td></td></tr> <tr><td></td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td></td></tr> <tr><td></td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S		1	2	3	4	5			8	9	10	11	12			15	16	17	18	19			22	23	24	25	26			29	30					<p style="text-align: center;">Core Value: INTEGRITY</p> <p>11/2 – Election Day (No School for Students) 11/3 &amp; 11/4 – Math Mock Assessment #1 11/5 – End of First Marking Period 11/10 – ½ Day for Students – Parent Teacher Conference (Report Card 1*) 11/11 – Veteran’s Day (No School) 11/18 – 5:30 p.m. Town Hall Meeting-JA 11/24 – ½ day for Students /HTCS PD** 11/25 &amp; 11/26 – Thanksgiving Recess (No School)</p>
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<p style="text-align: center;">Core Value: HOPE</p> <p>12/1 &amp; 12/2 – ELA Mock Assessment #2 12/15 – ½ Day for Students /HTCS PD** 12/17 – Progress Report #2 12/23-12/31 – Holiday Recess (Christmas thru New Year’s Day – No School)</p>	<p><b>DECEMBER '21</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td></td></tr> <tr><td></td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td></td></tr> <tr><td></td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td></td></tr> <tr><td></td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td></td></tr> <tr><td></td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S				1	2	3			6	7	8	9	10			13	14	15	16	17			20	21	22	23	24			27	28	29	30	31		<p><b>JANUARY '22</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td></td></tr> <tr><td></td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td></td></tr> <tr><td></td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td></td></tr> <tr><td></td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S		3	4	5	6	7			10	11	12	13	14			17	18	19	20	21			24	25	26	27	28		<p style="text-align: center;">Core Value: COURAGE</p> <p>1/5 &amp; 1/6 – Math Mock Assessment #2 1/17 – Dr. Martin Luther King Jr.’s Day (No School) 1/20 – 5:30 p.m. Town Hall Meeting-EA 1/21 – End of Second Marking Period 1/27 – ½ Day for Students – Parent Teacher Conference (Report Card 2)*</p>							
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<p style="text-align: center;">Core Value: JUSTICE</p> <p>2/1 – Lunar New Year 2/2-2/3 – ELA Mock Assessment #3 2/16 – ½ day for Students/HTCS PD** 2/21-2/25 – Midwinter Recess (including Washington’s Birthday &amp; Lincoln’s Birthday– No School)</p>	<p><b>FEBRUARY '22</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td></td></tr> <tr><td></td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td></td></tr> <tr><td></td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td></td></tr> <tr><td></td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td></td></tr> <tr><td></td><td>28</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S			1	2	3	4			7	8	9	10	11			14	15	16	17	18			21	22	23	24	25			28						<p><b>MARCH '22</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td></td></tr> <tr><td></td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td></td></tr> <tr><td></td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td></td></tr> <tr><td></td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td></td></tr> <tr><td></td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S			1	2	3	4			7	8	9	10	11			14	15	16	17	18			21	22	23	24	25			28	29	30	31			<p style="text-align: center;">Core Value: WISDOM</p> <p>3/1-3/2 – Math Mock Assessment #3 3/4 – Progress Report #3 3/10 – Harriet Tubman Day 3/16 – ½ day for Students /HTCS PD** 3/29-3/31 – ELA State Assessment Gr. 3-8</p>
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<p style="text-align: center;">Core Value: COMPASSION</p> <p>4/7 – 5:30 p.m. Town Hall Meeting-JA 4/8 – End of Third Marking Period 4/11 – NYSESLAT (Speaking segment) All Grades – Ends 5/20 4/14 – ½ Day for Students – Parent Teacher Conference (Report Card 3)* 4/15-4/22 – Spring Recess (Including Passover &amp; Good Friday– No School) 4/26-4/28 – Math State Assessment Gr. 3-8</p>	<p><b>APRIL '22</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td></td></tr> <tr><td></td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td></td></tr> <tr><td></td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td></td></tr> <tr><td></td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td></td></tr> <tr><td></td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td></td></tr> </tbody> </table> <p style="text-align: center;">Extended Day ends on 4/28</p>	S	M	T	W	T	F	S						1			4	5	6	7	8			11	12	13	14	15			18	19	20	21	22			25	26	27	28	29		<p><b>MAY '22</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td></td></tr> <tr><td></td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td></td></tr> <tr><td></td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td></td></tr> <tr><td></td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td></td></tr> <tr><td></td><td>30</td><td>31</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S		2	3	4	5	6			9	10	11	12	13			16	17	18	19	20			23	24	25	26	27			30	31					<p style="text-align: center;">Core Value: RESPONSIBILITY</p> <p>5/2 – Eid al-Fitr (No School) 5/9 – NYSESLAT (Listening, Reading &amp; Writing segment) All Grades – Ends 5/20 5/13 – ½ day for Students /HTCS PD** 5/20 – NYSESLAT (All segments end today) 5/24-6/3 – Science Performance Assessment Gr. 4 &amp; 8 Begins 5/27 – Progress Report #4 5/30 – Memorial Day (No School)</p>
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<p style="text-align: center;">Core Value: HOPE</p> <p>6/1-6/3 – Science Performance Assessment – Gr. 4 &amp; 8 6/6 – Science Written Assessment – Gr. 4 &amp; 8 6/9 – 5:30 p.m. Town Hall Meeting 6/15 – ½ day for Students /HTCS PD** 6/17 – End of Fourth Marking Period 6/20 – Juneteenth (No School) 6/27 – Kindergarten Graduation 6/28 – 4<sup>th</sup> Gr. Step Up Ceremony 6/29 – 8<sup>th</sup> Gr. Graduation Last Day for All Students (Report Card #4) 6/30 – Last Day for all Staff</p>	<p><b>JUNE '22</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td></td></tr> <tr><td></td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td></td></tr> <tr><td></td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td></td></tr> <tr><td></td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td></td></tr> <tr><td></td><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S				1	2	3			6	7	8	9	10			13	14	15	16	17			20	21	22	23	24			27	28	29	30			<p><b>JULY '22</b></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>T</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>S</td><td>U</td><td>M</td><td>M</td><td>E</td><td>R</td><td></td></tr> <tr><td>R</td><td>E</td><td>C</td><td>E</td><td>S</td><td>S</td><td></td></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	T	F	S								S	U	M	M	E	R		R	E	C	E	S	S																
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# HARRIET TUBMAN CHARTER SCHOOL ACADEMIC CALENDAR

Total # of School Days for Students = 180

Total # of School Days for Staff = 195

(2021 – 2022 Semester)

## Progress Reports & Marking Periods

Progress Report #1 = October 8<sup>th</sup>

Progress Report #2 = December 17<sup>th</sup>

Progress Report #3 = March 4<sup>th</sup>

Progress Report #4 = May 27<sup>th</sup>

First Marking Period = September 9<sup>th</sup> – November 4<sup>th</sup>

Second Marking Period = November 8<sup>th</sup> – January 20<sup>th</sup>

Third Marking Period = January 24<sup>th</sup> – April 7<sup>th</sup>

Fourth Marking Period = April 11<sup>th</sup> – June 16<sup>th</sup>

## Report Card Dates

Report Card #1 (1/2 day) = November 10<sup>th</sup>

Report Card #2 (1/2 day) = January 27<sup>th</sup>

Report Card #3 (1/2 day) = April 14<sup>th</sup>

Report Card #4 (1/2 day) = June 29<sup>th</sup>

## Parent Teacher Conferences

Conference #1 = (1/2 day) = November 10<sup>th</sup>

Conference #2 = (1/2 day) = January 27<sup>th</sup>

Conference #3 = (1/2 day) = April 14<sup>th</sup>

## Professional Development

PD #1 (1/2 day) = October 20<sup>th</sup>

PD #2 (1/2 day) = November 24<sup>th</sup>

PD #3 (1/2 day) = December 15<sup>th</sup>

PD #4 (1/2 day) = February 16<sup>th</sup>

PD #5 (1/2 day) = March 16<sup>th</sup>

PD #6 (1/2 day) = May 13<sup>th</sup>

PD #7 (1/2 day) = June 15<sup>th</sup>

## School Closings

Labor Day – September 6<sup>th</sup>

Rosh Hashanah – September 7<sup>th</sup> & September 8<sup>th</sup>

Yom Kippur – September 16<sup>th</sup>

Columbus Day – October 11<sup>th</sup>

Election Day – November 2<sup>nd</sup>

Thanksgiving Recess – November 25<sup>th</sup> & November 26<sup>th</sup>

Holiday Recess (Including Christmas thru the New Year) – December 23<sup>rd</sup> – December 31<sup>st</sup>

Dr. Martin Luther King Jr.'s Day – January 17<sup>th</sup>

Lunar New Year – February 1<sup>st</sup>

Midwinter Recess (Including Washington's Birthday & Lincoln's Birthday) – February 21<sup>st</sup> – February 25<sup>th</sup>

Spring Recess (Including Passover & Good Friday) – April 15<sup>th</sup> – April 22<sup>nd</sup>

Memorial Day – May 30<sup>th</sup>

Juneteenth – 6/20<sup>th</sup>

## Town Hall Meetings

(Each Meeting will Begin at 5:30 p.m.)

September 30<sup>th</sup>, November 18<sup>th</sup>, January 20<sup>th</sup>, April 7<sup>th</sup>, June 9<sup>th</sup>



# FIRE DEPARTMENT

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

## BUREAU OF FIRE PREVENTION

Public Buildings Unit

DATE: 06.01.2021.

### PREMISES

Harriet Tubman Charter  
1176 Franklin Avenue  
Bronx NY 10456

Harriet Tubman Charter  
1176 Franklin Avenue  
Bronx NY 10456

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 **12.11.2020**.

\_\_\_\_\_ 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.

~~XXX~~ As of **06.01.2021** 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





# FIRE DEPARTMENT

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

## BUREAU OF FIRE PREVENTION

Public Buildings Unit

DATE: 05.03.2021.

### PREMISES

Harriet Tubman Charter School  
3565 Third Avenue  
Bronx NY 10456

Harriet Tubman Charter School  
3565 Third Avenue  
Bronx NY 10456

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 **11.12.2020**.

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

**Note: Re-inspection conducted on 04.26.2021 resulted in dismissal of violation order E634413. FDNY Summons 11743267N cured on 01.19.2021.**

\_\_\_\_\_ 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.

*Tomasz Korbas*

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



August 06, 2018

Rick D. Chandler, PE  
Commissioner

Raymond Plumey, FAIA  
Deputy Borough  
Commissioner

1932 Arthur Avenue  
Bronx NY 10457  
[www.nyc.gov/buildings](http://www.nyc.gov/buildings)

718 579 6929 tel  
718 579 6767 fax

**Applicant:** David Briggs, AIA LEED AP  
594 Broadway-Suite 506  
New York, NY 10012

**Agency:** New York State Education Department  
Albany, NY

**Re:** 1176 Franklin Avenue, AKA 1176-1188 Franklin Avenue, Bronx  
Block 2614, Lot 4  
Zoning District R6

Dear Mr. Briggs:

This is in response to your request of July 30, 2018 for a Letter of No Objection (LNO) at **1176 Franklin Avenue** for a **charter school use (use group 3)**. There is no Certificate of Occupancy (CO) for the premises. However, other Department of Buildings (DOB) records from the Block and Lot folder indicate that a brick fire-proofed 3-story and basement school was erected under the NB application of 799 of 1904 at this location with the Church of St. Augustine listed as the owner. The parochial school use is confirmed by Slip 879 of 1916, Misc. 336 of 1970 and several recent ALT-2 applications, signed-off in 2002 to 2009, one of them application no. 200559975 filed by NYSCA. In addition, the Department of Finance (DOF) records confirm the parochial educational use under the code under the code W-9.

You indicated that the school is no longer operated by and accessory to the house of worship (use group 4). A parochial school is a use group (UG) 4, if it is operated and accessory to a house of worship; if the school is operated independently from the church, it is similar to a public school, which is a use group (UG) 3.

Therefore, the Department of Buildings **has no objection to a charter school** use group (UG) 3 at 1176 Franklin Avenue subject to the following conditions:

1. The charter school is operated independently of the church.
2. A fire alarm system, if existing has to be legalized with the DOB or certified as appropriate by a licensed professional; if not existing an application must be filed and signed-off with the DOB. Fire alarm systems are required for educational occupancies (E) and fire suppression systems are required for commercial kitchens. Until that date FDNY certified fire wardens are required to be present on site during hours of operation, one per each means of egress per floor and one per every 100 children.
3. A Place of Assembly (PA) application must be filed and signed off with the DOB for all spaces with 75 people or more. Until that date FDNY certified fire wardens are required to be present on site during the PA hours of operation.
4. Provide fire protection systems throughout to comply with the NYC Building and Fire Codes.
5. Comply with DOB and Health Department regulations with respect to asbestos and lead paint abatement.
6. All exits and means of egress must be unobstructed at all times.
7. Cooking is prohibited without a fire suppression system, only warming of food and beverages is allowed.



Therefore, the Department of Buildings (DOB) has no objection to a charter school (use group 3) at **1176 Franklin Avenue**.

If this building is hereafter altered or its use changes, an application for such alteration work or change of use must be filed and a Certificate of Occupancy shall be obtained pursuant to Article 118, Chapter 1 of Title 28 of the NYC Administrative Code.

I trust this information has been of assistance to you.

Sincerely,

A handwritten signature in blue ink, appearing to read "Raymond Plumey".

**Raymond Plumey, FAIA**  
Deputy Borough Commissioner



# Certificate of Occupancy

CO Number: [REDACTED]

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.

<b>A. Borough:</b> Bronx	<b>Address:</b> 3565 3 AVENUE	<b>Building Identification Number (BIN):</b> [REDACTED]
<b>Block Number:</b> [REDACTED]	<b>Lot Number(s):</b> [REDACTED]	<b>Effective Date:</b> 01/30/2007
<b>Certificate Type:</b> Final	<b>Building Type:</b> Altered	

<b>B. Construction classification:</b> [REDACTED]		<b>Building Occupancy Group classification:</b> [REDACTED]	<b>Multiple Dwelling Law Classification:</b> None
<b>For zoning lot metes &amp; bounds, please see BISWeb.</b>		<b>Number of stories:</b> [REDACTED]	<b>Height in feet:</b> [REDACTED]
<b>C. Fire Protection Equipment:</b> None associated with this filing.		<b>Number of dwelling units:</b> 0	
<b>D. Type and number of open spaces:</b> Parking spaces (17), Parking (14500 square feet)			
<b>E. This Certificate is issued with the following legal limitations:</b> None			
<b>Borough Comments:</b> None			

Borough Commissioner

*[Signature]*

Commissioner

*[Signature]*

DOCUMENT CONTINUES ON NEXT PAGE