



Board of Trustees Meeting via Zoom

Wednesday, October 14, 2020

6:30 pm

Minutes

Trustees Present

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

Also Present:

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

1. Call to Order and Reminder to for Public Comments

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

2. Adoption of October 2020 Agenda

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

3. Approval of the September 2020 Minutes

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

4. Approval of Academic Calendar

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

5. Leadership Update

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

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

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

6. PTO Update

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

7. Network Update

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

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

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

8. Adjournment

Sara Bloom moved to adjourn at 7:31 pm.

**HARLEM HEBREW LANGUAGE
ACADEMY CHARTER SCHOOL**

**RESOLUTIONS OF THE
BOARD OF TRUSTEES**

UPDATED ORGANIZATIONAL CHART

November 18, 2020

The resolutions hereinafter set forth as the action of the Board of Trustees of HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL (the "School") have been duly adopted at a meeting of the Board of Trustees of the School (the "Board") duly called and held for such purpose, and do hereby direct that these Resolutions be filed in the minute book of the School:

WHEREAS, the School was granted a charter by the New York State Board of Regents (the "Board of Regents") at a regularly scheduled meeting on June 19, 2012, to operate pursuant to its charter application (the "Application") which was incorporated by reference into the Charter Agreement (the "Charter Agreement") signed by and between the State Education Department of New York ("Authorizer") and the School, with the charter subsequently renewed by the Board of Regents for an additional consecutive term on January 22-23, 2018, expanding the charter through June 30, 2022;

WHEREAS, the Board in conjunction with School Leadership has determined that the School and its students would benefit from an Updated Organizational Chart (attached hereto as **Exhibit A**) with modified and clarified reporting relationships within the original organizational chart as set forth in the School's Charter; and

WHEREAS, the Board has further determined that proposed updates to the organizational chart will streamline and simplify the organizational structure by making the chain of command easier to follow.

BE IT RESOLVED, the Board believes it to be in the best interest of the School to request a revision to the Charter to update the organizational chart to reflect the changes as set forth in the Updated Organizational Chart;

BE IT FURTHER RESOLVED, that the School is authorized to make a request (the "Revision Request") to the Authorizer to amend the Charter Agreement to reflect the Updated Organizational Chart beginning with the 2021-2022 school year; and

BE IT FURTHER RESOLVED, that that any Trustee or officer of the School or Board designee from Hebrew Public, Charter Management Office (the "CMO") of the School (each, a "Proper Representative"), be and hereby is authorized and directed, jointly and severally, to execute and deliver the Revision Request and any other documents consistent with the transactions described above and such further agreements, assignments, pledges, instruments, consents and

documents ancillary to the Revision Request or necessary in the determination of any Proper Representative, in the name of and on behalf of the School, in order to fully carry out the intent and accomplish the purposes of the foregoing resolutions; and

BE IT FURTHER RESOLVED, all actions heretofore taken by any Proper Representative, for and on behalf of the School in connection with the Revision Request shall be and hereby are ratified and approved, and that the authority given hereunder shall be retroactive and any and all acts hereunder performed prior to the passage of these resolutions are hereby ratified and approved.

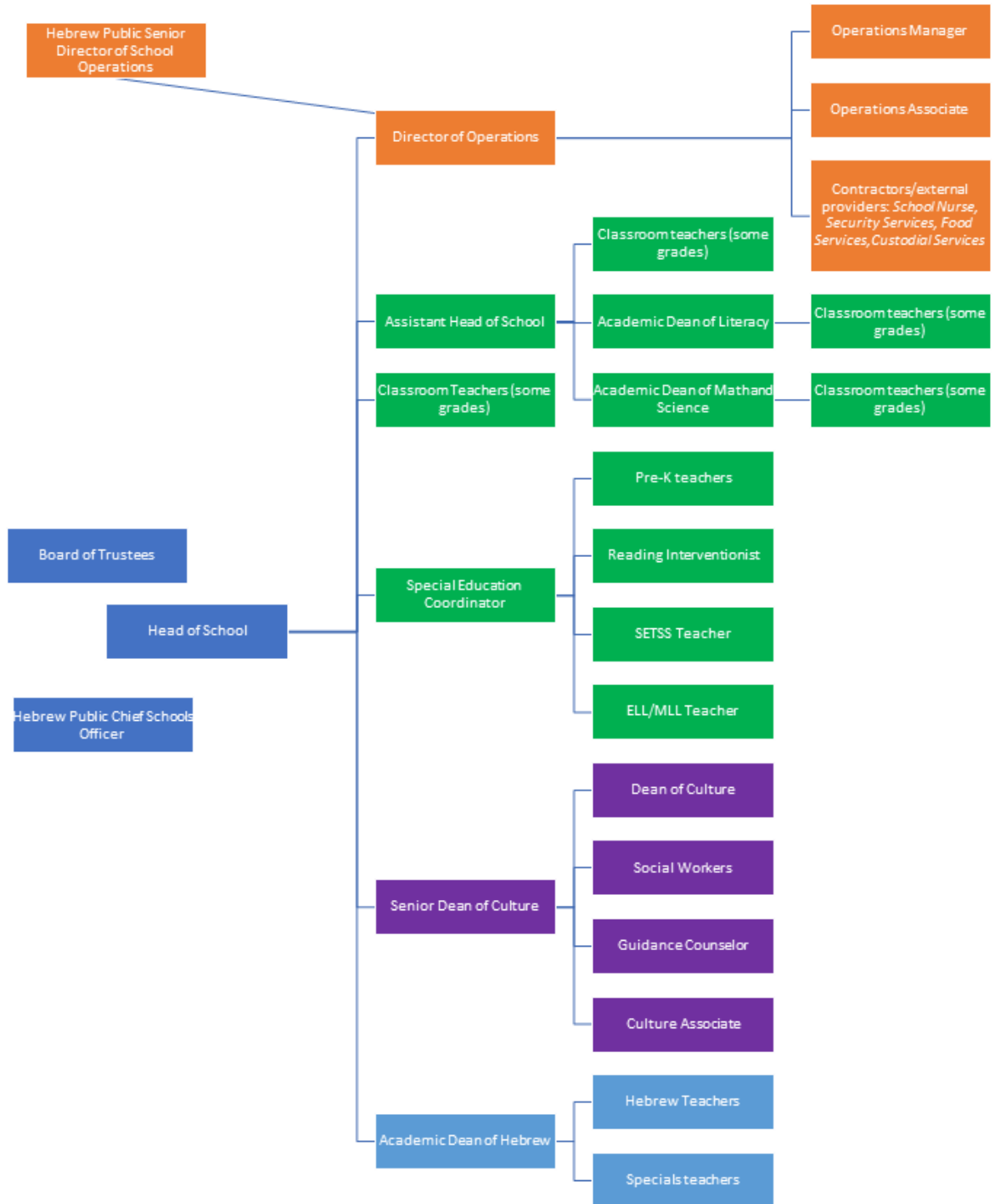
SECRETARY'S CERTIFICATE

The undersigned does hereby certify that the foregoing resolutions of Harlem Hebrew Language Academy Charter School were duly adopted by the Board of Trustees of Harlem Hebrew Language Academy Charter School on November 18, 2020.

William Allen, Secretary

Exhibit A

Updated Organizational Chart



**HARLEM HEBREW LANGUAGE
ACADEMY CHARTER SCHOOL**

**RESOLUTIONS OF THE
BOARD OF TRUSTEES**

UPDATED KEY DESIGN ELEMENTS

November 18, 2020

The resolutions hereinafter set forth as the action of the Board of Trustees of HARLEM HEBREW LANGUAGE ACADEMY CHARTER SCHOOL (the "School") have been duly adopted at a meeting of the Board of Trustees of the School (the "Board") duly called and held for such purpose, and do hereby direct that these Resolutions be filed in the minute book of the School:

WHEREAS, the School was granted a charter by the New York State Board of Regents (the "Board of Regents") at a regularly scheduled meeting on June 19, 2012, to operate pursuant to its charter application (the "Application") which was incorporated by reference into the Charter Agreement (the "Charter Agreement") signed by and between the State Education Department of New York ("Authorizer") and the School, with the charter subsequently renewed by the Board of Regents for an additional consecutive term on January 22-23, 2018, expanding the charter through June 30, 2022;

WHEREAS, the Board in conjunction with School Leadership has determined that the School and its students would benefit from updating the School's key design elements (attached hereto as **Exhibit A**) by incorporating values, techniques and forms of instruction into the original key design elements as set forth in the School's Charter; and

WHEREAS, the Board has further determined that proposed updates to the key design elements align with the School's mission and values.

BE IT RESOLVED, the Board believes it to be in the best interest of the School to request a revision to the Charter to update the Charter to reflect the changes as set forth in the Updated Key Design Elements; and

BE IT FURTHER RESOLVED, that the School is authorized to make a request (the "Revision Request") to the Authorizer to amend the Charter Agreement to reflect the Updated Key Design Elements beginning with the 2021-2022 school year; and

BE IT FURTHER RESOLVED, that that any Trustee or officer of the School or Board designee from Hebrew Public, Charter Management Office (the "CMO") of the School (each, a "Proper Representative"), be and hereby is authorized and directed, jointly and severally, to execute and deliver the Revision Request and any other documents consistent with the transactions described above and such further agreements, assignments, pledges, instruments, consents and documents ancillary to the Revision Request or necessary in the determination of any Proper

Representative, in the name of and on behalf of the School, in order to fully carry out the intent and accomplish the purposes of the foregoing resolutions; and

BE IT FURTHER RESOLVED, all actions heretofore taken by any Proper Representative, for and on behalf of the School in connection with the Revision Request shall be and hereby are ratified and approved, and that the authority given hereunder shall be retroactive and any and all acts hereunder performed prior to the passage of these resolutions are hereby ratified and approved.

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Exhibit A

Updated Key Design Elements

OLAM values: OLAM stands for:

- Outstanding Problem Solvers
- Lifelong Learners
- Aware Communicators
- Making a Difference

We embed these values in our instruction through morning meetings and in our academic content classes. Schools regularly identify students and staff who embody these values and recognize them publicly, through Student of the Month or Staff Member of the Month recognition ceremonies, for example. We anchor feedback conversations in these values, and ground our work in them regularly.

Research-Based ELA Instruction and Differentiation: English Language Arts (ELA) instruction in grades K-2 focuses on phonics instruction, guided reading, and Reader's Workshop and Writer's Workshop. In grades 3-8 students use the EngageNY Expeditionary Learning curriculum and the Close Reading for Meaning Framework. In addition, students also have opportunities for guided reading. In all grades, there are opportunities for small group, targeted instruction. All students take the NWEA MAP to inform their instructional paths.

Research-Based Math Instruction and Differentiation: Mathematics instruction is based on research-based programs, and is scheduled to allow for flexible response to individual students' needs and challenges. Students use Eureka Math in whole-class instruction. In addition, students use a variety of platforms to support their independent learning, including Zearn, IXL, and Khan Academy.

Support for at-risk Students: We are committed to meeting the diverse needs of our students and ensuring that all students receive equal access to education. When a student enrolls, we follow all state and federal regulations involving identification, programming and assessment. We are committed to educating students in the least restrictive environment. We provide supports for students to access the core curriculum in their classes, have equal access to content, and receive support outside of the classroom as needed. All teachers receive ongoing training regarding the education of students with special needs. We also have a longer school day. This increased time helps students, especially those at-risk, meet proficiency standards.

Immersive Hebrew Instruction: We provide immersive Hebrew language instruction on a regular basis to all students. Hebrew language instruction is delivered through the Proficiency Model of instruction which is aligned with best practices documented by the American Council on the Teaching of Foreign Languages (ACTFL). Studying Modern Hebrew offers students the opportunity to learn and understand a second language and to witness its growing use across varied communities. Research points to the advantages children gain when they begin the study of a foreign language at an early age, not least of which is their development as bilingual, bi-

literate, and cross-culturally competent, better preparing them to be active participants in the global community.

Social and Emotional Learning and Responsive Classroom: SEL is the process through which children and adults acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. We train our staff in supporting students with this through a number of ways including the full implementation of Responsive Classroom and the intentional study and use of Teacher Language. Daily morning meetings provide the space for students and staff to connect with each other and build community.

Professional Development: Recruiting and retaining high quality leadership and staff and continuing to build their leadership and instructional capacities are critical to ensure successful student outcomes. Our model of job embedded professional development embraces the concept that professional coaching and learning must be integrated throughout the school day. The school leadership work on a daily basis coaching the instructional staff and providing training and guidance in the way teachers work with all learners including ELLs, SWD, at risk students and accelerated learners. We have set aside resources and time in the weekly schedule for teachers to engage in reflective practice, individual planning and collaboration with colleagues. Our teachers and school leadership also receive ongoing support from our Charter Management Organization, Hebrew public, including curriculum development, PD, leadership capacity building, technical assistance, and other programmatic grant opportunities.

Harlem Studies: Our students' discovery of the world starts with an exploration of the rich cultural history of their immediate community – the Harlem neighborhood. Through an investigation of Harlem, our students come to understand the profound impact migration has on a neighborhood, a city, and in turn the world. They explore the art, music and literature of the famous Harlem Renaissance, learn about Harlem's rich and complex history, and develop a fuller understanding of the Harlem of today.

**HARLEM HEBREW LANGUAGE
ACADEMY CHARTER SCHOOL**

**RESOLUTIONS OF THE
BOARD OF TRUSTEES**

AMENDMENT TO MAXIMUM ENROLLMENT

November 18, 2020

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WHEREAS, the Charter Agreement allows for a maximum enrollment of 783 students in grades K-8 at full capacity and sets a minimum enrollment of 85% of the aforementioned 783 for a total of 666 students;

WHEREAS, the School's current enrollment is 489 Students;

WHEREAS, the Board, in consultation with Hebrew Public and School leadership, believes that an enrollment maximum for the School of 525 students (the "Modified Enrollment") more accurately reflects current enrollment trends and that such Modified Enrollment, will allow the School to more effectively allocate its resources to best serve the School's students;

BE IT RESOLVED, that the School is authorized to make a request (the "Revision Request") to the Authorizer to amend the Charter Agreement to reflect the Modified Enrollment beginning with admissions for the 2021-2022 school year; and

BE IT FURTHER RESOLVED, that that any Trustee or officer of the School or Board designee from Hebrew Public, Charter Management Office (the "CMO") of the School (each, a "Proper Representative"), be and hereby is authorized and directed, jointly and severally, to execute and deliver the Revision Request and any other documents consistent with the transactions described above and such further agreements, assignments, pledges, instruments, consents and documents ancillary to the Revision Request or necessary in the determination of any Proper

Representative, in the name of and on behalf of the School, in order to fully carry out the intent and accomplish the purposes of the foregoing resolutions; and

BE IT FURTHER RESOLVED, all actions heretofore taken by any Proper Representative, for and on behalf of the School in connection with the Revision Request shall be and hereby are ratified and approved, and that the authority given hereunder shall be retroactive and any and all acts hereunder performed prior to the passage of these resolutions are hereby ratified and approved.

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