



St. HOPE Leadership Academy Charter School
A Public Charter School Serving the Harlem Community

I. Applicant Information

Name of Proposed Charter School	St. HOPE Leadership Academy Charter School
Conversion or New Charter School	New Charter School
Name of Lead Applicant	Constance K. Bond, Ph.D.
Mailing Address	222 West 134th Street, New York, NY 10030
Telephone Number(s)	212-283-1204
Facsimile Number	212-283-1207
E-mail Address	cbond@sthopeharlem.org
Name of Management Company	N/A
Name of Partner Organization	NA
Tentative or Preferred Location	Community School District 5 (Harlem)
Original Opening Date	August 13, 2008
Projected Enrollment	300
Grade Levels to Be Served	6- 8
School Enrollment at Full Growth	300
Grade Levels Served at Full Enrollment	6 - 8
Applied Previously	2008
Proof of Federal and State Criminal Checks	

II. Executive Summary

St. HOPE was invited into New York City by 300 parents from the Harlem community who mobilized themselves to demand a better education for their children. Poor and minority youth growing up in urban communities today rarely

have equal access to an excellent education. This is a matter of fact more than chance or circumstance. St. HOPE Leadership Academy Charter School (SHLACS or the School) seeks to disrupt the reality of low expectations and low academic achievement that permeates inner-city schools across the country. Specifically, the School is designed to serve the underserved and to address the desire of Harlem parents for the same opportunity afforded to affluent families; the option to send their children to high-quality, college preparatory schools.

Mission

St. HOPE Leadership Academy Charter School embraces the following mission statement, which serves as the foundation of the School:

To educate self-motivated, productive, and critically thinking leaders who are prepared to succeed in a college preparatory high school, committed to serving others and passionate about lifelong learning.

Goals

St. HOPE Leadership Academy Charter School has two overarching objectives: (1) ensure all scholars graduate reading, writing and doing math at grade level; and (2) ensure all scholars graduate accepted to and prepared to attend a four-year, college-preparatory high school without remediation. Equally important is to instill in our scholars a commitment to serving others, particularly those in urban communities. As such St. HOPE Leadership Academy Charter School has established clear and measurable outcome goals in three areas: (1) Student Outcomes; (2) School Outcomes (overall educational program, fiscally sound business and management structure); and (3) Student Character. The measures include the educational and organizational targets set forth by the New York City Department of Education (NYCDOE) for charter schools as well as supplemental goals set by the School.

Target Population

St. HOPE Leadership Academy Charter School was created at the urging of the Harlem community. This demand, coupled with a documented need for quality educational options, motivates St. HOPE Leadership Academy Charter School's desire to serve the children of Central Harlem. St. HOPE Leadership Academy Charter School intends for the student body to be representative of the demographics of the neighborhood in which the school is located. Based on the U.S. Census data, District 5 data, and the school's own student body demographic data, St. HOPE Leadership Academy Charter School anticipates continuing to serve a predominantly African American and Latino population.

Central Harlem is one of the poorest neighborhoods in all of New York City, with over one third of the residents living in poverty and a median household income that is nearly half that of the United States average. St. HOPE Leadership Academy Charter School anticipates that based on community demographics, a disproportionate percentage of scholars will come from low-income households. During the first charter term, over 70% of the student body was eligible for free or reduced-price lunch. The School's percentage of English language learners (ELL) has been between 7-11%, and special education scholars enrolled have exceeded the average in the district, ranging from 15-22% of the student body. The school has developed its educational program with these statistics in mind.

Educational Program

St. HOPE Leadership Academy Charter School was founded on a proven school design model developed and implemented by St. HOPE Inc., a nonprofit community development organization serving the community of Oak Park in Sacramento, California. Today, St. HOPE Leadership Academy Charter School is an independent school with an educational model that provides scholars with a 6-8 continuum of education and is characterized by the following:

- An orderly, structured and disciplined learning environment;
- Character development as the underpinning of (and precursor to) academic achievement;
- Rigorous, standards-based college preparatory curriculum;
- Focus on literacy and mathematics;
- Low student-teacher ratios;
- An extended instructional day;
- Frequent benchmark assessments of scholar progress;
- Intensive interventions for scholars who are performing far below grade level; and
- Extensive leadership development and community service opportunities.

As illustrated in the target population section of the petition, St. HOPE Leadership Academy Charter School seeks to serve a student population traditionally considered at-risk of academic failure for reasons ranging from socioeconomic status to challenging home environments to academic neglect. The school's educational program was designed with this as the premise and not only strives to catch scholars up who are behind academically, but to accelerate their learning and continually push them to excel. St. HOPE Leadership Academy Charter School's instructional methods and philosophy are not revolutionary. Much of scholars' academic success can be attributed to the dogged determination, tireless work ethic, unwavering belief and sheer will of staff to meet every scholar where they are at and continue to teach, re-teach, scaffold and support scholars until they master the necessary skills and knowledge. With that said, St. HOPE's model centers on the diligent implementation of the following core components:

1. English language arts (ELA) and mathematics emphasis
2. Rigorous, standards-based curriculum.
3. Data driven instruction and a system of accountability
4. Quickly accelerating the learning of at-risk learners.
5. Character development
6. High School and College Readiness

St. HOPE Leadership Academy Charter School's instructional program balances explicit skills and content instruction with a curriculum that encourages scholars to be critical thinkers and problem-solvers. Additionally, teachers make an effort to allow their scholars to apply the skills and knowledge they are learning to real-life contexts. Instruction will be based on a curriculum that uses specific end-of-year benchmarks, based on the New York State Standards for learning.

Enrollment

In its current Middle School Structure, St. HOPE Leadership Academy Charter School will serve 300 scholars in grades 5-8. Beginning in the 2015-2016 academic year, St HOPE Leadership Academy Charter School will serve 300 scholars in grades 6-8.

St. HOPE Leadership Academy Charter School Enrollment Plan

	Year 11 2018-19	Year 12 2019-20	Year 13 2020-21	Year 14 2021-22	Year 15 2022-23
6th	110	110	110	110	110
7th	100	100	100	100	100
8th	90	90	90	90	90
TOTAL	300	300	300	300	300

Governance

The foundation of every successful charter school is a well-designed and effectively implemented organizational infrastructure. Building on St. HOPE's experience during its first charter term, and the many lessons learned, a structure and organizational design in which governance, oversight, decision-making processes and roles are clearly defined has been established by St. HOPE Leadership Academy Charter School. Additionally, the capacity needed to effectively implement this structure has been garnered through the Board of Trustees and the Executive Director/Principal.

The Board of Trustees for St. HOPE Leadership Academy Charter School shall serve as the governing authority of the charter school and is therefore the body ultimately responsible to the authorizer for meeting the agreed upon goals for academic achievement and organizational viability set forth in the charter. As the governing authority, the Board will take on the general oversight, policy-making, and fiduciary obligations associated with operating the School in an efficient and ethical manner. The Board of Trustees has full discretion over the selection and termination of employees.

The Board shall delegate to the appointed school leader the authority and decision-making responsibility for day-to-day operations of the School. The Principal reports directly to the Board of Trustees and is accountable for the general supervision, direction, and control of the school and will primarily be responsible for ensuring St. HOPE Leadership Academy Charter School provides a high quality, coherent course of study from 6-8. The Principal manages the Director

of Operations, Assistant Principals, and Math and Literacy Coaches. The Principal is also the primary liaison between the School and the Board.

Financial Management Plan

St. HOPE has gained experience in managing its finances, as demonstrated through clean annual audits every year and balanced budgets resulting in surpluses. Additionally, St. HOPE contracts with Charter School Business Management (CSBM) to provide all financial services. St. HOPE Leadership Academy's financial management plan includes the following elements:

- **Five Year Budget.** SHLACS has developed a five-year budget that is consistent with stable enrollment over the course of the next charter term. The baseline scenario assumes SHLACS will use space in an existing NYCDOE facility under the terms afforded over the course of the current charter term. The budget is designed to support the school's educational model and priorities.
- **Policies.** SHLACS utilizes a rigorous set of controls and policies in the following areas: payroll, purchases, cash management and investment, accounting and audit requirements and fundraising. These controls and policies were developed and refined by CSBM to manage other schools in New York City, and will include modifications as necessary for compliance with New York State statutes.
- **Board Oversight.** The Board of Trustees is ultimately responsible for the fiscal oversight of the School. As such, the Board and NYCDOE will review the fiscal integrity of the School regularly to ensure that sound financial procedures are in place. The operational development and maintenance of financial plans, budgets, financial statements, and audits, and will be conducted initially by the Principal with the assistance of the St. HOPE's Business Manager and CSBM. Reports will be made to the Board of Trustees at Board meetings at least once per calendar quarter.

Summary

The following charter application explains how St. HOPE Leadership Academy Charter School plans to attain academic success, remain a viable organization, and comply with applicable laws and regulations. More importantly, the charter application provides evidence that the applicant team and Board of Trustees have the skills, expertise and passion needed to operate an outstanding charter school that taps the talent and potential of Harlem youth and translates this into academic success.

III. Capacity

The purpose of the following section is to demonstrate the ability of the leadership team of St. HOPE Leadership Academy Charter School to create, operate and govern an effective charter school that ensures strong academic outcomes for all scholars. St. HOPE has demonstrated its ability to open and operate a charter school, even while dealing with challenges of transitioning from a CMO to an independent school. The school has shown clear development over the course of two charter terms, learning from challenges and making significant improvements to satisfaction and achievement scores. Indications of success include

- Improvement in scholar math and ELA achievement scores.
- Robust special education model, serving a higher than average SPED population.
- Clear processes and procedures to track and account for expenditures and revenues; SHLAC's actual revenues and expenditures have consistently aligned with the organization's projections; successful annual financial audits each year in the initial term.
- A governance structure characterized by expertise and transparency, whose members include individuals from the parent body and community, and represent expertise in management, education and instructional leadership, finance, and the law.
- A school-based leadership team with significant experience, expertise, and advanced degrees in the areas of educational and instructional leadership, organizational operations, and student support.
- Subsequent years of partnering with CSBM to provide financial and operational management services.
- High levels of parent, student, and staff satisfaction, as demonstrated by regular survey results.

III.1 Applicant Team, Board Members and Key Personnel

The development, implementation and operation of St. HOPE Leadership Academy Charter School is driven by an organization and group of individuals with a knowledge base and skill sets not only in school development and education, but also back office support including finance and accounting, human resources, legal, information technology and communications and marketing. The team is overseen by a diverse Board of Trustees who brings a range of expertise and an unwavering commitment to quality, accountability and academic success for all children.

Lead Applicant. Constance Bond, Ph.D., is the Executive Director and Principal of St. HOPE Leadership Academy, having transitioned to the role in August, 2012. She is serving as the lead applicant for St. HOPE Leadership Academy Charter School. Prior to her appointment, she served for four years as the Vice President of the Teaching Fellowship division at the Woodrow Wilson National Fellowship Foundation, with previous experience as the Director of the New Teacher Residency Program at Mercy College, Coordinator of Education Policy at Teachers College, Research Associate for the Annenberg Institute for School Reform, Program Director for Teach for America, and a middle school teacher in south-central Los Angeles. Dr. Bond is a founding Board member of St. HOPE Leadership Academy, introduced to the model by Kevin Johnson when he was invited to bring St HOPE to New York City in 2007. Her interest in the school is based on her deep commitment to the school's mission of ensuring that at-risk middle school scholars in Harlem enter high school ready to succeed and go on to college. Dr. Bond completed her Bachelor of Arts at Wellesley College and her masters and Ph.D. at Columbia University. She lives in New Rochelle with her family..

Applicant Team. Dr. Bond's efforts as lead applicant are supported by a strong team that shares a common belief that all children can and will learn at high levels given access to a quality education and a commitment to providing the children of Harlem with the option to attend a high performing, college preparatory public school. Team members' experience represents the breadth of knowledge and expertise needed to operate a charter school that is educationally and operationally sound. Resumes of the applicant team are included in Exhibit A.

Meghann Persenaire is the Assistant Principal for Student Affairs, joining the St HOPE team in 2009 as the Director of Student Affairs. Ms. Persenaire also serves as a state and national schools of character evaluator for Character.org, a role she enthusiastically took on after St HOPE was designated a 2016 National School of Character. Prior to St HOPE, she taught general and choral music to students in grades 5-12 for eight years and, during the last three years of that tenure, also served as the Dean of Students for a middle school in Bergen County, New Jersey. In addition to her responsibilities as Dean of Students, Ms. Persenaire oversaw the schoolwide implementation and integration of the NWEA MAP assessment. Ms. Persenaire is licensed by the International Institute of Restorative Practices to lead school-based trainings on the following courses: Introduction to Restorative Practices, Using Circles Effectively, and Facilitating Restorative Conferences.

Max Hoover is the Assistant Principal for Instruction and Teacher Development. He began at St HOPE in 2012 as an 8th Grade English Language Arts teacher and was promoted to Literacy Coach in 2015. Prior to arriving at St HOPE, Mr. Hoover worked at NYCDOE M.S. 22 as an English Language Arts teacher and as a Placement Associate for Teach For America. Mr. Hoover is a Harlem resident who has degrees from the University of Arkansas, Lehman College, and Teacher's College at Columbia University.

Dan Mejias is the school's Math Instructional Coach. He is a Harlem resident and Harvard graduate who began his teaching practice as a high school math teacher in New Jersey before joining the NYC Teaching Fellows in 2009. His seven years of high school teaching experience plus four years of middle school teaching experience led him to St. HOPE Leadership Academy where he is supervising and leading the math department. While his time in New Jersey provided him with a substantial amount of teaching experience, it was at MS 22 Jordan L. Mott Middle School where he would begin to take on more leadership roles. Within his second year, he was appointed as the 7th grade math team leader where he would not only assist with the curriculum writing but also with executing weekly math department meetings. By his fourth year, he was asked to be the teacher leader of the entire math department as the school looked to transition from the New York State Standards to the Common Core State Standards. In addition to his responsibilities in the classroom as a math instructional coach, Mr. Mejias has also spend time coaching the math competition team as well as the boys and girls soccer team. Outside of his school related responsibilities, he also participates in several competitive soccer leagues throughout the New York City Area.

Briana Walker has been in the field of education since 2010. While volunteering as a corps member with Jumpstart during her tenure at Spelman College, she worked with a pre-school age student who had a speech and language impairment. She did not realize it at the time, but he inspired a passion and understanding of working with students with special needs. This prompted her to apply to the New York City Teaching Fellows to pursue her master's in Special

Education at Hunter College. She has served as a Special Education math teacher and is now the Special Populations coordinator at St HOPE. In her free time, she enjoys practicing yoga, which she has begun to share with students to push their mindfulness practices..

Board of Trustees. The Board of Trustees (Board) for St. HOPE Leadership Academy Charter School is a diverse team of educational, civic, community and business leaders committed to the shared belief that all scholars are entitled to attend a high quality, public school of their choice. These individuals were carefully selected based on their ability to effectively govern St. HOPE Leadership Academy Charter School as well as provide expertise to guide the opening and establishment of the school. The intent is to develop and maintain a Board of Trustees whose capacity resides at the local level. These individuals understand their duty as Board members to ensure the school fulfills its mission and obligations and are committed to providing governance that encompasses fiduciary and legal responsibilities, general oversight, planning and policy-making.

The Board and school leadership has a longstanding and deep commitment to public schools, the Harlem community and St. HOPE's mission and educational model.

Gabrielle Apollon joined the St HOPE Board in 2015. She is an immigration attorney at The Door, a youth center that provides comprehensive youth development services to over 10,000 young people annually. As a Haitian-Canadian, she primarily works with West African and Francophone Caribbean immigrant youth. She graduated from New York University School of Law, where she served as a student advocate in the Global Justice Clinic and Children's Rights Clinic. She earned a Bachelor of Arts and a Master of International Affairs at Columbia University, where she studied political science and international development. During her studies at Columbia, she worked for the Council on Foreign Relations' Center for Universal Education and Haiti's presidential working group on education. Gabrielle is a Harlem resident and cares deeply about the education that children are being given at St HOPE Leadership Academy.

Michael Chan joined the St HOPE Board in 2016. Mr. Chan is currently working on a fintech start up focused on extending short term small dollar loans to underserved communities and demographics. He spent more than ten years in the financial services industry, specifically in the mortgage vertical where he managed relationships, partnerships, and various alliances with a variety of organizations including financial institutions of all sizes, technology companies of different capacities, and public sector entities at the state and federal level. Mr. Chan is committed to mentorship and giving back. He received his BS in Computer Science and Engineering from UC Davis and a MBA and MA Government from Johns Hopkins University.

Ankur Dalal joined the St HOPE Board in 2012 and serves on the Executive Committee as the Treasurer. Mr. Dalal has been involved with public schools for over ten years, developing literacy software for students in East Palo Alto, teaching high school mathematics in the Bay Area and New York City for four years, researching state education law and policy with the New Teacher Project and developing human resources software for the New York City Department of Education. Mr. Dalal is currently a tax attorney in the New York office of Société Générale. Mr. Dalal has a bachelor's in computer science from Stanford University (2004), a master's in education from Stanford University (2005) and a law degree from Columbia University (2011).

Maureen Higgins joined the St HOPE Board in 2013. Ms. Higgins' involvement with charter schools began in college, when she served as a summer intern at North Star Academy in Newark, NJ. After graduating from Wellesley College, Ms. Higgins taught middle school ESL in the Bronx as a 2006 Teach for America corps member. She continued her career in education as a Manager of Instruction at Revolution Prep, and then as Director of Talent Recruitment for Ascend Charter Schools in Brooklyn. Currently, Ms. Higgins serves as a Recruitment Manager for the Office of Teacher Recruitment and Quality with the NYC Department of Education

Megan Jordan joined the St HOPE Board in 2015. Mrs. Jordan is currently a business analyst on the IT team at Teach For America. Before joining the IT team, she worked for seven years on the Organizational Effectiveness and Talent Acquisition teams, providing resources and trainings for and partnering with hundreds of managers. Prior to working at Teach For America, Mrs. Jordan worked on the selection process for a scholarship foundation affiliated with UNC-Chapel Hill, which is where she graduated from in 2005 with a BA in International Studies and Political Science. Mrs. Jordan is also a mentor with America Needs You, an organization focused on supporting low-income, first-generation college students, and serves on their Mentor Leadership Council.

Takako Kono joined the St HOPE Board in 2013 and serves on the Executive Committee as the Vice Chair. Ms. Kono became involved in charter school management as an Associate for Success Academy Charter Schools, where her work focused on student enrollment for a network of high-performing schools. Previously, she held research positions in economics and sociomedical sciences at Columbia University's School of International and Public Affairs and Mailman School of Public Health. She was a Fellow and board member of the New Leaders Council, an organization that trains progressive policy leaders. She is currently the Associate Director for Master of Social Work Program at New York University, where she oversees advisement and academic operations, as well as an adjunct faculty member teaching a class on Professional and Interpersonal Communication Skills. She received her BA and MPA in Education Policy from Columbia University.

Rebecca Ostrov joined the St HOPE Board in 2014. Ms. Ostrov is currently Head of WE Schools at WE, an organization that empowers teachers and students to change the world through service learning. Prior to joining WE, Ms. Ostrov served as Executive Director of Grades 6-12 New Program Development, Strategy, and Partnerships at The College Board within the Advanced Placement and Instruction division. Ms. Ostrov's career with The College Board spanned over 14 years, where she performed a variety of business functions including strategy development, project and portfolio management, and strategic planning within the education industry. Prior to joining The College Board, Ms. Ostrov was a volunteer with Cross Cultural Solutions in Woe, a small rural town in Ghana's Volta region. Ms. Ostrov received a Bachelor of Science in Business from The College of New Jersey in 2002 and a Master of Public Administration from Baruch College in 2007. Ms. Ostrov is a member of The College of New Jersey's Board of Trustees

Lauren Tannenbaum joined the St HOPE Board in 2013 and serves on the Executive Committee as the Chair. Mrs. Tannenbaum is currently a Brand Experience Director at Joe Smith, a brand consultancy. Prior to this role, Mrs. Tannenbaum has held brand strategy roles at Bloomberg and Prophet Brand Strategy. She was also the Associate Director of Marketing at Success Academy Charter Schools. Her marketing and brand expertise as well as her role at Success Academies allows her to bring a unique perspective on the charter school movement to the Board and specifically assists with recruitment-related strategies and issues. Ms. Tannenbaum attended Brown University (Class of 2003) where she focused on organizational sociology.

Arun Yang joined the St HOPE Board in 2013. Mr. Yang is currently a Director of Business Development & Strategy at American Express. Prior to joining American Express, he was a Teach for America corps member in New York City where he taught at South Bronx Classical Charter School. In his role as the Fourth Grade Team Leader, Mr. Yang served as the Grade Dean and led his students to 100% proficiency in mathematics and 93% proficiency in English Language Arts on the New York State Examinations, ranking in the 99th percentile. Mr. Yang also serves on Alumni Council for The Dalton School, where he co-chairs the Career Task Force. Mr. Yang received a Master of Science in Education from the City University of New York - Hunter College and a Bachelor of Arts in International Relations from Tufts University

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Further information on Board capacity is provided in *Section VIII: Governance Structure and Organizational Design*. Additionally, Board member questionnaires are provided in *Exhibit B*.

Recruitment of Key Personnel. St. HOPE Leadership Academy Charter School is committed to ensuring all scholars achieve at high levels and believes that fundamental to attaining this goal is the ability to effectively recruit and utilize human capital. St. HOPE actively recruits individuals interested in working in accountable, innovative and collaborative environments, individuals who believe in the school's mission, educational model and organizational culture. Finding the right match for the school and the individual is essential. To this end, St. HOPE employs a variety of recruitment strategies and a multi-stage approach to hiring.

St. HOPE is fully-staffed going into its tenth year, but continuously seeks the most qualified individuals to fill positions. St. HOPE strives to grow school leaders from within, training teacher leaders to eventually take on administrative roles. To this end, the school has created Grade-Level Chair positions and Lead Teacher positions for high-performing teachers to gain additional skills in leading teams.

When recruiting school leaders, St. HOPE looks for individuals who, in addition to being instructional leaders, meet challenges head on, refuse to take shortcuts and are committed to excellence; educators who value results, hard work, constant learning, respect and teamwork. Key qualities include: (1) visionary; (2) relentless achiever; (3) constant

learner; (4) critical thinker; (5) dedicated leader; (6) effective communicator; (7) problem solver; (8) experienced project manager and (9) a people person with excellent interpersonal skills. In addition to traditional advertising media such as Internet job posting and job announcements through local, state and national credentialing programs, St. HOPE relies heavily on networks and referrals when recruiting school leader candidates. Specifically, Teach for America, Math for America, The New Teacher Project and New Leaders for New Schools provide a pipeline of potential school leaders.

Research continues to show that teachers are the greatest determinant of student achievement. Therefore, St. HOPE Leadership Academy Charter School is committed to hiring a team of highly qualified teachers who are not only subject matter experts and effective instructors, but who are also committed to mission, culture and expectations set forth by the school. Key attributes to describe a St. HOPE Leadership Academy Charter School teacher include: (1) instructional expert; (2) scholar advocate; (3) relentless achiever; (4) continuous learner; (5) critical thinker; (6) effective communicator; (7) problem solver; and (8) people person with excellent interpersonal skills.

A range of strategies will be also be used to grow a strong corps of teachers for St. HOPE Leadership Academy Charter School. Traditional advertising methods similar to those used to recruit school leaders will also be used to identify teachers, along with networks and word of mouth. Strong relationships have been forged with local teacher preparation programs including Teachers College at Columbia University, Bard College, Hunter College and New York University in order to develop a diverse pool of teacher candidates and staff members.

III.2 Institutional Partnerships

Section III.2 is not applicable to St. HOPE Leadership Academy Charter School as the school is an independent school, not managed by or affiliated with any other organization.

IV. Conversion Plan (if applicable)

Section IV, Conversion Plan along with Exhibit F and Exhibit G are not applicable to St. HOPE Leadership Academy Charter School as the school is not a conversion of an existing public school.

V. Private School Status (if applicable)

Section V, Private School Status is not applicable to St. HOPE Leadership Academy Charter School as the school is not a conversion of an existing private school.

VI. Goals

St. HOPE Leadership Academy Charter School strongly believes that youth from low-income communities given access to educational opportunities of similar quality and caliber as their affluent peers can and will learn at the same levels, if not higher. To this end, St. HOPE Leadership Academy Charter School's mission statement and goals are described below.

VI.1. Mission Statement

St. HOPE Leadership Academy Charter School will create a learning environment where scholars, faculty and parents embrace and strive to achieve a standard of excellence in academic achievement, ethics and citizenship. Scholars who graduate from St. HOPE Leadership Academy Charter School will be well-prepared for success at a college-preparatory high school and a four-year university and will fully embrace their rights and responsibilities as citizens in our democratic society. Specifically, St. HOPE Leadership Academy Charter School embraces the following mission statement, which serves as the foundation of the School.

To educate self-motivated, productive, and critically thinking leaders who are prepared to succeed in a college preparatory high school, committed to serving others and passionate about lifelong learning.

St. HOPE Leadership Academy Charter School will achieve its mission by: 1) implementing a rigorous standards-based curriculum designed to meet or exceed the New York State Standards and the Common Core Standards; 2) utilizing school-wide systems such as No Nonsense Nurturing and HARLEM in Action that ensure a safe and productive learning environment for every student in every classroom; 3) using student performance data to measure the impact of, and modify, instructional practices; 4) implementing a co-teaching model in all core classes to ensure that instruction is differentiated to meet the needs of all learners.

1. **High Expectations.** *St. HOPE Leadership Academy Charter School has high expectations for academic achievement and conduct that are clearly defined, measurable, and make no excuses based on the background of scholars. Scholars, parents, teachers, and staff create and reinforce a culture of achievement and support, through a range of formal and informal rewards and consequences for academic performance and behavior.*
2. **Choice and Commitment.** *Scholars, their parents, and the staff of St. HOPE Leadership Academy Charter School choose to participate in the program. No one is assigned or forced to attend. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.*
3. **More Time.** *St. HOPE Leadership Academy Charter School knows that there are no shortcuts when it comes to success in academics and life. With an extended school day and year, scholars have more time in the classroom to acquire the academic knowledge and skills that prepare them for competitive colleges, as well as more opportunities to engage in diverse extracurricular experiences.*
4. **Focus on Results.** *St. HOPE Leadership Academy Charter School focuses relentlessly on high scholar performance through standardized tests and other objective measures. Just as there are no shortcuts, there are no exceptions. Scholars are expected to achieve a level of academic performance that will enable them to succeed in the nation's best colleges and the world beyond.*
5. **Power to Lead.** *St. HOPE Leadership Academy Charter School believes the measure of a person's success is in what he or she gives to others. Through community service, scholars develop a strong sense of civic responsibility and establish the foundation for a lifetime of meaningful community involvement. Scholars also deepen and demonstrate their learning, are empowered to become leaders, and benefit the community in which they live.*

VI.2 Goals

Put simply, St. HOPE Leadership Academy Charter School has two overarching objectives: (1) ensure all scholars graduate reading, writing and doing math at grade level; and (2) ensure all scholars graduate accepted to and prepared to attend a college-preparatory high school without remediation. Equally important is to instill in our scholars a commitment to serving others, particularly in urban communities. St. HOPE Leadership Academy Charter School understands that reaching these objectives requires the establishment of clear and measurable outcome goals and a system of accountability to monitor progress. As such, St. HOPE Leadership Academy Charter School has identified a set of goals in three areas: (1) Student Outcomes; (2) School Outcomes (overall educational program, fiscally sound business and management structure); and (3) Student Character. The goals for each area are presented in Attachment 8 while the corresponding measures are detailed below. The measures include the educational and organizational targets set forth by the New York City Department of Education (NYCDOE) for charter schools.

Student Outcome Goals. The following measures have been identified for the academic performance and attainment of scholars. These measures are aligned with **NYDOE Standard 1: High Academic Attainment and Improvement** and are inclusive of the performance measures set forth by the NYCDOE in the goals template as well as supplemental goals set by the school.

Table 3: Student Outcome Measures

Standard 1:	High Academic Attainment and Improvement
Expectation:	Scholars' academic performance meets or exceeds local, state, and national standards.
Absolute Performance	
Each year, 75 percent of 6 - 8 graders will perform at or above Level 3 on the New York State ELA examination. (schools serving grades K-8)	

Each year, 75 percent of 6 - 8 graders will perform at or above Level 3 on the New York State Mathematics examination. <i>(schools serving grades K-8)</i>
Each year, each grade will increase the percentage of scholars considered to be on grade level as measured by the NWEA MAP ELA baseline exam in September and endline exam in June.
Each year, each grade will increase the percentage of scholars considered to be on grade level as measured by the NWEA MAP Math baseline exam in September and endline exam in June.
Each year, 75 percent of 8 th graders who have been at St. HOPE Leadership Academy Charter School for at least two years will pass the New York State Earth Science Regents
Each year, 8 th grade scholars will complete a 2000 word historical research paper. 90 percent of scholars will meet or exceed the academic standards measured by this assignment.
Value-Added Performance
Each year, each grade-level cohort of students will reduce by one-quarter, the gap between the percent at or above Level 3 on the previous year's NYS ELA exam and 75% at or above Level 3 on the current year's NYS ELA exam. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort will demonstrate growth (above 75 percent) in the current year,
Each year, each grade level cohort of students will reduce by one-quarter the gap between the percent at or above Level 3 on the previous year's NYS mathematics exam and 75% at or above Level 3 on the current year's NYS mathematics exam. If a grade-level cohort exceeds 75% at or above Level 3 in the previous year, the cohort will demonstrate growth (above 75 percent) in the current year.

School Outcome Goals. School outcome goals measure performance in three areas: high quality education program, fiscally sound business and management structure and stakeholder relations. Measures for these goals may be found in the table below, which is inclusive of the performance measures set forth by the NYCDOE in the goals template as well as supplemental goals set by the school.

Table 4: School Outcome Measures

Standard 1:	High Academic Attainment and Improvement
Expectation:	Scholars' academic performance meets or exceeds local, state, and national standards.
Comparative Performance	
Each year, the percent of scholars performing at or above Level 3 on the State ELA exam in each tested grade will exceed comparable community school district rates.	
Each year, the percent of scholars performing at or above Level 3 on the State Math exam in each tested grade will exceed comparable community school district rates.	
Each year, the percent of scholars performing at or above Level 3 on the State ELA exam in each tested grade will exceed comparable DOE-defined comparison group rates.	
Each year, the percent of scholars performing at or above Level 3 on the State Math exam in each tested grade will exceed comparable DOE-defined comparison group rates.	
Each year, growth in ELA performance in each grade will exceed national growth expectations as measured by NWEA MAP exams.	
Each year, growth in math performance in each grade will exceed national growth expectations as measured by NWEA MAP exams.	
Standard 2:	Responsive Educational Program and Environment
Expectation:	A quality educational program enables all scholars to achieve academically and socially.
Student Engagement	

Each year, the school will have a daily student attendance rate of at least 95 percent.
Each year, 85 percent of all scholars enrolled during the course of the year return the following September.
Adherence to Contract Terms
Each year, the school will comply with all applicable laws, rules, regulations and contract terms including, but not limited to, the New York Charter Schools Act, the New York Freedom of Information Law, the New York Open Meetings Law, the federal Individuals with Disabilities Education Act, and federal Family Educational Rights and Privacy Act.
School-Specific Non-Academic Indicators
Each year, 100 percent of teachers will engage in a faculty evaluation process including goal setting and written performance reviews.
Each year, 100 percent of faculty will participate in individualized and team-focused professional development.

Standard 3: Responsible Governance and Management	
Expectation:	Leadership furthers the school's mission, program and goals and is strategic to ensure adequacy, alignment and coherence of actions.
Enrollment Stability	
Each year, scholar enrollment will be within 15 percent of full enrollment as defined in the school's contract. This will be maintained on an ongoing basis and monitored bi-monthly.	
Standard 4: Solid Foundation and Infrastructure	
Financial Compliance	
Upon completion of the school's first year of operation and every year thereafter, the school will undergo an independent financial audit that will result in an unqualified opinion and no major findings.	
Financial Viability	
Each year, the school will operate on a balanced budget and maintain a stable cash flow.	
Standard 5: Strong Culture and Supportive Relationships	
Expectation:	There is high social trust among the school community and a culture of excellence.
Parent Satisfaction	
Each year, parent response rates on the NYCDOE survey will be 85% or higher.	
Each year, parents will express satisfaction with the school's program, based on the school's Parent Survey in which at least 80 percent of <i>all</i> parents provide a positive response to each of the survey items related to satisfaction.	

Student Character Goals. St. HOPE Leadership Academy strongly believes that character impacts academic achievement and that expectations regarding character must be made explicit and measured accordingly. This aligns strongly with the school's college focus, ensuring that our scholars possess essential 21st century skills such as collaboration and communication. Examples of measures for these goals may be found in Table 3 below.

Table 5: Student Character Measures

Character	
Expectation:	Scholars develop the skills and qualities needed to be successful scholars and members of the school and broader community.
Each year, scholars in grades 6-8 complete at least three community service projects and 40 hours of community service.	

Each year, 100 percent of scholars in grades 6 through 8 will participate in a daily advisory program focused on character development. .

Each year, 100 percent of scholars will participate in monthly community-building activities focused on character development and teamwork.

VII. Educational Program

St. HOPE Leadership Academy Charter School's educational program is based on a proven model developed and implemented by the St. HOPE organization in California. This model is research-based and has evolved from the study and observation of successful practices at high performing schools across the country. This section of the application provides an overview of St. HOPE Leadership Academy Charter School's educational program, not only describing the scholars the School intends to serve, but explaining how the School will meet needs of a diverse student population.

VII.1 Educational Design

Student Population. St. HOPE Leadership Academy Charter School was created at the urging of the Harlem community. This demand, coupled with a documented need for quality educational options, motivates St. HOPE Leadership Academy Charter School's desire to serve the children of Central Harlem. St. HOPE Leadership Academy Charter School intends for the student body to be representative of the demographics of the neighborhood in which the school will be located. Based on the U.S. Census data, District 5 data, and the school's own student body demographic data, St. HOPE Leadership Academy Charter School anticipates continuing to serve a predominantly African American and Latino population.

Central Harlem is one of the poorest neighborhoods in all of New York City, with over one third of the residents living in poverty and a median household income that is nearly half that of the United States average. St. HOPE Leadership Academy Charter School anticipates that based on community demographics, a disproportionate percentage of scholars will come from low-income households. During the first charter term, over 70% of the student body was eligible for free or reduced-price lunch. The School's percentage of English language learners (ELL) has been between 9-11%, and special education scholars enrolled have exceeded the average in the district, ranging from 15-25% of the student body. The school has developed its educational program with these statistics in mind.

St. HOPE Leadership Academy Charter School will be open to all scholars regardless of academic achievement levels. Scholars and families, however, need to commit to attending a school that emphasizes college preparation, promotes community service and encourages young leaders to embrace the school's academic and behavior expectations.

Instructional Methods and Philosophy. St. HOPE Leadership Academy Charter School's instructional methods and philosophy are not revolutionary. Much of scholars' academic success can be attributed to the dogged determination, tireless work ethic, unwavering belief and sheer will of staff to meet every student where they are at and continue to teach, re-teach, scaffold and support scholars until they master the necessary skills and knowledge. With that said, St. HOPE's model centers on the diligent implementation of the following core components:

1. **English language arts (ELA) and mathematics emphasis.** ELA and math are the foundation of academic success. With less than 40% of elementary and middle school students at or above Level 3 on state ELA exams, reading and writing will be a strong emphasis in the school. With less than 40% of students in grades 3-8 doing math at grade level, there will also be a strong focus on math.
2. **Rigorous, standards-based curriculum.** St. HOPE Leadership Academy Charter School will utilize Common Core aligned curriculum in order to ensure scholars are mastering the required skills and knowledge in the seven core content areas (English language arts; mathematics, science and technology; social studies; arts; health, physical education and family and consumer sciences; and career development and occupational studies). Every student, teacher, and parent associated with St. HOPE Leadership Academy Charter School will be familiar with the standards for his/her grade level. To achieve this, grade-level appropriate standards will be the basis of the school's standards-based grading program where state standards written in student-friendly language are 1) the learning outcomes for every lesson and unit, 2) clearly posted in every classroom as the

daily student learning target, and 3) used as the basis for determining student mastery for grades and report cards.

3. **Data driven instruction and a system of accountability.** Regular benchmark assessments throughout the year will be used to constantly and consistently gauge the progress of scholars and modify instructional practices based on the data.
4. **Quickly accelerating the learning of at-risk learners.** Through the process of Response to Intervention, a series of specific and targeted interventions and course assignments allow for quick acceleration of student learning, particularly for scholars who are furthest behind grade level. This is done without lowering academic expectations.
5. **Character Development.** St. HOPE Leadership Academy Charter School scholars will acquire life skills that provide a meaningful connection to their world outside of school including: communication, cooperation, critical thinking, caring and respect, citizenship, conflict resolution, responsibility, and study skills. Character development will be explicitly taught during advisory and reinforced in core courses.
6. **College Preparation.** St. HOPE Leadership Academy Charter School anticipates that most scholars will be the first in their families to attend college. Acceptance to a four year-college does not happen by chance and requires more than simply taking the right series of courses. College acceptance is a mindset and a process, which begins when children are young and intensifies as scholars enter high school. At the middle school level, the focus will be college exploration and admission into a college-preparatory high school.

As set forth in the mission statement, St. HOPE Leadership Academy Charter School's intention is to graduate scholars who are hard-working, self-motivated, respectful of themselves and others, and possess a love of learning. In order to produce scholars possessing these qualities, St. HOPE Leadership Academy Charter School's instructional program balances explicit skills and content instruction with a curriculum that encourages scholars to be critical thinkers and problem-solvers. Additionally, teachers make an effort to allow their scholars to apply the skills and knowledge they are learning to real-life contexts. Instruction will be based on a curriculum that uses specific end-of-year benchmarks, based on the Common Core.

St. HOPE Leadership Academy Charter School defines "explicit skills and content instruction" as instruction which provides scholars with the basic tools needed to be literate and successful in all academic subjects, including English, math, social studies, science and art. For example, in the writing program scholars will be required to label and identify the different parts of a sentence, paragraph and essay.

St. HOPE Leadership Academy Charter School defines "instruction that encourages scholars to be critical thinkers and problem-solvers" as instruction which provides our scholars with opportunities to apply concepts to new situations. For example, to support critical-thinking in math, scholars may conduct projects such as polling community members about an issue of importance, predicting the results of the survey, organizing the data in a chart, comparing their predictions to the actual results, making a decision based on the results.

Exhibit I contains examples of how St. HOPE Leadership Academy Charter School implements its balanced curriculum.

Equally important to the curriculum (what is taught) is instruction (how material is taught). St. HOPE Leadership Academy Charter School recognizes that scholars learn in different ways and no one teaching method will work for all scholars. Pedagogy needs to be adaptive and culturally responsive as well as provide scholars with a wide range of ways to succeed. To ensure that all scholars are actively engaged in learning, teachers at St. HOPE Leadership Academy Charter School will deliver instruction through a variety of modalities, including auditory, visual, multimedia, and "hands-on". Teachers will also use multiple instructional strategies, including: (1) direct instruction; (2) teacher as coach and facilitator; (3) cooperative learning and group work; (4) technology; (5) Socratic questioning; (6) inquiry-based instruction; and (7) experiential learning.

In addition to the instructional methods and strategies, several structures will be put in place to ensure that scholars will be successful. These include:

1. **Low Student-Teacher Ratios.** Class-size reduction will be in effect in most St. HOPE Leadership Academy Charter School classrooms. Studies have shown that minority and disadvantaged scholars benefit disproportionately from small class sizes in the early grades. To ensure more individualized instruction for

scholars and keep a low teacher-student ratio, each 6th grade core classroom will be co-taught by two highly qualified and certified teachers

2. **Weekly Grade Reports.** In order to empower scholars with the knowledge and skills needed to take responsibility for their own education, all scholars at St. HOPE Leadership Academy Charter School will receive weekly reports on their academic progress. The report provides parents and scholars with information that describes a scholar's strengths and growth areas for the purpose of keeping scholars and parents informed of student performance. Scholars participate in conferences to discuss their progress with their teachers each week.
3. **Differentiated Instruction.** Too often, teachers "teach to the middle", meaning instruction is geared toward the mid-range of academic levels in the classroom. This disadvantages scholars who are struggling and those who are excelling. In order to maximize the learning opportunities and achievement for all scholars instruction will be delivered through a variety of modalities (auditory, visual, multi-media, "hands-on") and flexible grouping strategies (whole class, cooperative groups, project-based learning) in order to best meet all scholars' needs.
4. **Extended Day and Year.** St. HOPE Leadership Academy Charter School serves a population of scholars who enter the school far below grade level and without the foundational academic skills necessary to thrive in an environment of high standards. Closing these gaps will require "more time." St. HOPE Leadership Academy Charter School provides an eight hour school day which includes opportunities to accelerate student learning depending on academic levels. Additionally, the school has adopted a modified year-round educational calendar, which has been shown to be more conducive to scholars' retention of academic information and skills.

At-Risk Scholars. As illustrated under target population, St. HOPE Leadership Academy Charter School seeks to serve a student population traditionally considered at-risk of academic failure for reasons ranging from socioeconomic status to challenging home environments to academic neglect. The school's educational program was designed with this as the premise and not only strives to catch scholars up who are behind academically, but to accelerate their learning and continually push them to excel. The following elements can be pulled out of the educational model as essential to effectively identifying scholars who are far below grade level and providing them with remediation needed not just to catch up, but prepare for the rigors of a four-year college.

1. **Culture of Achievement.** St. HOPE Leadership Academy Charter School will create a school culture in which hard work, discipline and academic achievement are expected and reinforced through school structures, rewards and consequences. A college-going culture and mindset will permeate the campus and excuses and distractions will not be tolerated.
2. **Diagnostic and Ongoing Benchmark Assessments.** All scholars entering St. HOPE Leadership Academy Charter School will take diagnostic assessments in ELA and math. These assessments will provide baseline data as to scholars' achievement levels and guide course placement and assignments of academic supports. Benchmark assessments will be given on a regular basis to track student learning and allow for modified instruction and increased supports. Daily and weekly teacher assessments will also be reviewed to monitor student progress.
3. **More Instructional Time.** St. HOPE Leadership Academy Charter School has developed a schedule in which more classroom time is provided for scholars to master skills and knowledge in core content areas.
4. **Targeted System of Supports.** Through the Response to Intervention process, struggling learners will receive tiered interventions designed to scaffold student learning and provide targeted support. At-risk scholars will be required to participate in summer school.
5. **Study Skill Training.** One primary barrier to academic success faced by at-risk scholars is the lack of strong study habits. Through core classes and advisory, scholars will be taught the requisite skills to be an effective student including note taking, time management, communication, organization and test taking strategies.

Through the Response to Intervention program, St. HOPE Leadership Academy Charter School will use Child Study Teams (CST) and Academic Intervention Conferences (AIC) as a method to ensure scholars are receiving appropriate support and interventions. A CST is a collaborative team of pertinent staff, parents, and service providers of a student who meet to develop a systematic approach to ensure success for the student. The focus is on the whole child, including behavior, academic, health, and social issues. The process, which is implemented only after a teacher or staff member has implemented multiple interventions at the classroom level and documented that the interventions have not been effective, includes the following steps:

1. **Collect and Analyze Data.** Meaningful and relevant information will be gathered from multiple sources in multiple settings to pinpoint areas of concern. Information will be analyzed; gaps between current and desired performance quantified and measurable goals will be set for the scholar.
2. **Develop and Implement Intervention Plan.** A course of action will be developed which focuses on modifying aspects of the scholar's educational setting to better facilitate student's success.
3. **Decision-Making.** At the end of a pre-determined period, the intervention plans and scholar performance data will be assessed to determine the effectiveness of the intervention, whether to continue the intervention, or if a referral for special education services is necessary.

This process is a way to assist a scholar in succeeding at school and not a method of removing or punishing the scholar from the school environment. This process is not a path towards placing scholars in special education, but it is a critical component for identifying scholars with special needs.

Research and Development Process. St. HOPE Leadership Academy Charter School's educational program is based on a research-based, proven effective model and evolved from the study and observation of successful practices at high performing schools across the country. Examples of schools visited by members of the planning team included: YES College Prep (recently named one of America's 100 best high schools), Achievement First in Crown Heights, Explore Charter School, Future Leaders Institute, Brooklyn Latin, KIPP Houston (as well as KIPP Academy, KIPP Heartwood, KIPP Summit, and KIPP Heartland), Bank Street School for Children, Bronx Charter School for the Arts, Julia Richman Education Complex, International High School, East Side Community High School, and Fenway High School.

While the model provides a framework for St. HOPE Leadership Academy Charter School's educational design, the framework provides flexibility with regards to specific implementation strategies. Hence, in developing the School design and preparing for the charter application, the planning team made targeted visits and talked with respected education leaders to learn more about specific strategies and hone plans. For example, the successful design and implementation of a balanced curriculum model was observed during the planning team's visit to Explore Charter School in Brooklyn, which awarded the 2007 Charter School of the Year award by The Center for Education Reform and the Special Project Class was first observed while visiting Achievement First in Crown Heights. The observation of new student orientation as well as the discipline model was the focus on a weeklong visit to KIPP Heartwood in San Jose. Significant research was also undertaken around the delivery of special education in the context of New York City.

The new leadership team will continue to learn from effective schools throughout the next charter term.

VII.2 Curriculum

As noted in the Educational Design section, St. HOPE Leadership Academy Charter School utilizes a curriculum design model that balances explicit skills and content instruction with a curriculum that encourages scholars to be critical thinkers and problem-solvers. The curriculum is successfully implemented by the use of purchased curriculum described in *Exhibit I*, as well as teacher designed materials. All purchased programs are New York State Editions and are aligned to the Common Core.

Exhibit I lists purchased curricula which are currently being used at St. HOPE as well as some schools in New York City. For example, The Teacher's College Reading and Writing Project and Pearson Math series are used effectively at schools throughout New York City. This list will be modified throughout the course of the charter based on the scholars' needs, teacher input and further research.

Each year, the Principal will work with the leadership team and teachers to solidify a scope and sequence and pacing guides for all subjects in all grades. The pacing guides and scope and sequence will be completely aligned to the Common Core and will incorporate skills and content scholars will need to enroll in a four-year college-preparatory high school. Teachers at SHLACS will use the purchased curricula, as well as teacher created materials, to effectively implement the curriculum.

VII.3 Assessment

Ongoing Assessment. SHLACS will administer all required New York State assessments for all applicable grade levels. In the event that additional New York State assessments are required by the State Education Department, SHLACS will

administer those assessments as well. Table 7 below outlines the state assessments that SHLACS will administer during its five year charter and the month the tests are to be given. The New York State assessments appear in red text.

SHLA has used interim assessment data throughout its first charter term, but struggled to realize how to leverage that data to improve scholar achievement. Beginning in 2014, the school transitioned to using the NWEA MAP assessments for benchmark assessments, primarily as a way to both gauge individual scholar growth in ELA and math and provide comparison data to national groups. These tests are adaptive and implemented three times per year (September, January and June), providing teachers, scholars and parents with specific, actionable data in both subjects. In 2014, the school also began creating interim exams using NYReady materials to gauge scholar readiness for the state ELA and math exams. These interims are implemented in November and February under testing conditions to provide scholars with real experience on high-stakes exams that mimic the state exams, and to provide teachers with data to create instructional groups for test readiness. .

NWEA MAP results are used at the beginning of each year and periodically throughout the year to create strategic guided reading groups, to help scholars choose appropriately leveled independent reading books, to determine if scholars need additional support from the school's literacy specialist, and to determine if scholars need extra support.

In math, NWEA MAP results are used to create strategic math groups, to determine if scholars need additional support from the school's math specialist, and to determine if scholars need extra support through intervention programs.

In writing, the entire student body is given grade level specific writing prompts two times per year. Scholars' responses will be assessed by teachers based on the School's writing rubrics. The information from these assessments will be used to gauge student achievement of the writing goals and serve as the basis for writing conferences with scholars. And in Social Studies and Science, scholars are assessed regularly through teacher-designed tests, quizzes and projects. The information from these assessments is used to determine what skills need to be re-taught and re-assessed.

Assessment Summary. Table 6 on the following page provides a summary of the ongoing assessment system described above.

Table 6: St. HOPE Leadership Academy Charter School Assessment Calendar

Month	5 th Grade to 8 th Grade
August	New York State Identification Test for English Language Learners (NYSITELL) NWEA MAP Baseline Assessments
September	
October	
November	Interim Assessment I Writing Prompt
December	
January	NWEA MAP Midline Assessment
February	Interim Assessment II Writing Prompt
March	
April	NYS English Language Arts Exam (grades 6 – 8) NYS Mathematics Exam (grades 6 – 8)
May	NYSESLAT
June	NYS Earth Science Regents (Grade 8) NWEA Endline Assessment

All scholars with disabilities shall take New York State Assessments except in cases where the Individualized Education Plan (IEP) of the scholars' district of residence determines that such scholars cannot participate in regular state assessments. In these instances, the New York State Alternate Assessment for Scholars with Severe Disabilities shall be administered as required by law.

Promotion Requirements

Scholars must complete the required coursework and meet the following criteria to be promoted from their present grade to the next:

- Attain grade level proficiency and/or one year's growth in core subjects (English Language Arts, Math, Science and Social Studies) as measured by NWEA MAP exams and mastery of grade-level standards;
- Attain one year of language growth for one year of instruction for English Language Learner's;
- 95% or above attendance;
- \$79 or above HIA balance;
- 40 hours of community service;

Failure to achieve any one of these benchmarks will require credit recovery which may include summer school.

Scholar progress towards these criteria is reviewed regularly during advisory. Scholars who are not making adequate progress toward these criteria at the end of each grading period have their case brought before the Grade Team . This group reviews the data for each scholar and develops appropriate intervention plans in collaboration with the classroom teacher. If the issues persist, the Grade Team may refer the case to the Child Study Team. At the end of the school year, scholars who consistently have not met these criteria have their interventions reviewed by the CST and the decision for promotion is made based on what is determined by the CST to be in the best interest of the child. Throughout this process, parents are contacted and encouraged to participate in the discussions and intervention plans for their scholar.

8th Grade Graduation. Additional exit criteria for 8th grade scholars may be added through Board policy to ensure that all scholars are prepared for the rigors of high school.

VII.4 Student Enrollment

St. HOPE Leadership Academy Charter School will serve 300 scholars in grades 3-8 each year.

St. HOPE Leadership Academy Charter School Enrollment Plan

	Year 11 2018-19	Year 12 2019-20	Year 13 2020-21	Year 14 2021-22	Year 15 2022-23
6th	110	110	110	110	110
7th	100	100	100	100	100
8th	90	90	90	90	90
TOTAL	300	300	300	300	300

St. HOPE Leadership Academy Charter School serves children between the ages of 11 and 14. St. HOPE Leadership Academy Charter School anticipates class sizes of 25 scholars in grades 6-8. Advisory classes are designed to be 15:1 or less.

The school will maintain a wait list for all grade levels and enroll new scholars at all grade levels if seats become available (ideally the percentage of new scholars being added to existing classes will not exceed 10%). In order to

maintain the same school culture of high academic and behavioral expectations, all new scholars will undergo a new scholar induction program, where they will be introduced to the rules, policies and procedures of St. HOPE Leadership Academy Charter School. All families will be asked to sign a commitment to excellence contract. Signing the form is voluntary and not a requirement for admission.

St. HOPE Leadership Academy Charter School is committed to serving a student population that is diverse in culture, language, ethnicity and socio-economic background and inclusive of scholars with a wide range of talents and abilities. Aligned with charter law, the School will make good faith efforts to attract and retain scholars with disabilities and English language learners. A description of the recruitment and admissions process is provided in Section XIII.2 of this application.

VII.5 Special Populations

St. HOPE Leadership Academy Charter School is committed to creating an inclusive learning environment that supports the needs of all scholars to thrive academically and socially, including scholars with disabilities and English language learners. A description of the methods and strategies by which the School will serve special populations is provided below.

Special Education. St. HOPE Leadership Academy Charter School will educate scholars with disabilities in the least restrictive environment, with their non-disabled peers to the extent appropriate and allowed by each scholar's Individualized Education Plan (IEP) prepared by the Committee on Special Education of the scholar's school district of residence and all applicable federal laws. As stated in the St. HOPE Leadership Academy Charter School admissions policy, the school will not discriminate in admission and enrollment practices on the basis of a scholar having or suspected of having a disability.

St. HOPE Leadership Academy Charter School will provide special education services in accordance with the federal Individuals with Disabilities Education Act (IDEA) of 2004, and all applicable New York State laws and regulations regarding special education will be provided for scholars with physical disabilities on the basis of the school's responsibilities as a school within the local educational agency (LEA) for the purposes of IDEA. To the maximum extent appropriate, scholars with disabilities will participate in, and when applicable receive credit for, nonacademic, extracurricular and ancillary programs and activities with all other scholars and will receive all notices concerning school-sponsored programs, activities and services. Special classes, separate schooling or other removal of scholars with disabilities will occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Special Education Services. St. HOPE Leadership Academy Charter School will comply with the Child Find Provisions of IDEA (300.111) to ensure scholars with disabilities are identified, located and referred to the Committee on Special Education (CSE) of their home district for evaluation. As described in the Educational Design portion of the charter application, a team of staff members (Child Study Team) will review and assess the needs of specific scholars who are not demonstrating success in their current educational program. Led by the Special Populations Director (SPD), who oversees services and support for special populations, the team first collects data, analyzes the issues, and develops a plan of action to modify aspects of a scholar's educational setting to better facilitate success. After the identified interventions are implemented and after an agreed upon period of time, the team reconvenes to assess the scholar's progress and determine whether to continue interventions or refer a scholar to the Committee on Special Education (CSE) of his/her home district.

When the CST process determines that a student should be referred to the CSE, the following process is followed:

- The parent agrees to the referral of the student to the CSE.
- The SPD gives the teacher the Department of Education Initial Student Referral form to fill out. Once filled out, the SPD makes a copy and sends the original to the CSE.
- The SPD follows up with the CSE after 30 days to find out the date of the scholar's evaluation and then once again to find out the date of the meeting in order to assure the teacher's attendance.

St. HOPE Leadership Academy Charter School provides a high quality education to its special needs scholars and works with the Local Education Agency (LEA), specifically the New York City Department of Education, to ensure that services

required by each student's IEP are provided. The support services department will be staffed by a New York State certified, full-time special education learning specialist who will provide direct and indirect service to scholars. The learning specialist will be supervised by the SSC, who will also possess a credential in special education.

St. HOPE Leadership Academy Charter School provides special education teacher support services (SETSS) and Integrated Co-Teaching (ICT). St. HOPE Leadership Academy Charter School believes that scholars with IEP's, except in the most severe need areas, are best served with age-appropriate peers in a general education setting. Hence, when possible and practical, the learning specialist will deliver "push-in" services (support in the general education classroom) and minimize "pull-out" services (support provided outside of the general education setting). In other words, SETSS will provide supplemental instruction to support the participation of a special needs scholar in the classroom and/or collaborate with the general education teacher to modify the learning environment and instructional strategies. Scholars may also receive direct SETSS services that provide compensatory skill development and remediation to strengthen cognitive skills and address a scholar's identified areas of deficit.

In the case of scholars whose IEPs require the provision of related services not available at the School (such as speech, occupational therapy, physical therapy, and vision therapy), the School will contact the Committee on Special Education (CSE) of the school district of residence to arrange for services to be provided by the New York City Department of Education or contract with individual providers like InterActive Therapy Group on a per diem, fee for service, basis.

Interaction with District of Residence. The SPD will be responsible for communicating directly over the phone, email, or by United States postal service with various members of the Committee on Special Education of a scholar's residence. It is expected that a specific individual will be identified as a contact for St. HOPE Leadership Academy Charter School on the Committee and most communication will occur through this person.

Regular communication between the SPD and the CSE point person is expected to occur around the following items:

- **Related Services.** The SPD will work with the CSE point person to coordinate services specified in a scholar's IEP that are not available at St. HOPE Leadership Academy Charter School.
- **IEP Meetings.** St. HOPE Leadership Academy Charter School will liaise with the CSE of the school district of residence to ensure the participation of appropriate staff at IEP meetings. Staff, if feasible, may be released with class coverage for meetings that must be held during the school day or arrangements will be made for staff to participate via teleconference, or the teacher will provide information via written correspondence.
- **Annual Review.** One month before a scholar's annual review, the SPD gathers teacher reports, related-service provider updates, and IEP pages 3, 4, 5, and 6. These reports include the scholar's progress, current performance levels, and recommendations for service for the upcoming year. This information is then sent to the St. HOPE Leadership Academy Charter School contact at the CSE. If a scholar fails to make progress toward their goals with the services provided, the SPD sends a request for a re-evaluation to the CSE to determine if further services are required. Similarly if a scholar has reached their goals before their annual review, a request will be sent for a re-evaluation to adapt the IEP or declassify the scholar.

Staff Participation and Development. The SPD with support from the learning specialist will be responsible for ensuring general education teachers and staff has the background, information and requisite training needed to effectively deliver services to the special needs scholars at St. HOPE Leadership Academy Charter School. During pre-service, a professional development workshop will given to teachers explaining the CST and AIC process, the referral process to the CSE, the development and implementation of the IEP, evaluation and reporting of the scholar's progress toward meeting their individual goals and objectives, confidentiality of scholar records, and discipline of scholars with disabilities. Included in the training will be a model meeting with CSE to help teachers better understand their roles and the importance of teacher participation in these meetings.

Each teacher will receive copies of their scholars' IEPs at the beginning of the school year. At this time, the APSS will meet with each teacher to discuss the IEP and answer any questions. As the year progresses the SPD facilitates meetings among teachers and the learning specialist so that teachers understand the objectives outlined in the IEP and learn strategies and modifications that best serve the individual scholar (based on the information in the IEP) within the general education classroom. The SPD will serve as the primary contact for all CSE meetings and coordinate school-site participation.

Student Recruitment. St. HOPE Leadership Academy Charter School will make a good faith effort to recruit and retain families of scholars with disabilities and will identify specific strategies as part of its student recruitment plan to attain this goal. Examples of these strategies include:

- Developing partnerships with well-respected individuals and organizations in the field of special education;
- Approaching special education staff at local preschools, elementary schools and middle schools to share information about the School's program and services;
- Ensure the Committee on Preschool Special Education, the Committee on Special Education and District 75 all have information on the programs and services provided by the School;
- Establishing a parent committee to spread the word and identify effective methods to distribute information;
- Highlight special education services as part of marketing materials (e.g. the website and brochure); and
- Have support services staff available to talk with families at all recruitment events.

The key to retaining scholars (and ultimately recruiting scholars as well) is providing a program in which scholars experience success; a program in which scholars are receiving the services and supports needed to meet their academic goals. St. HOPE Leadership Academy Charter School is committed to continually evaluating the effectiveness of the special education program by regularly reviewing student achievement data for special needs scholars as well as conducting yearly scholar, parent and staff satisfaction surveys.

Limited English Proficiency. English Language Learners (ELL) at St. HOPE Leadership Academy Charter School will be given the appropriate instructional services and support to become proficient in the English language as quickly as possible and to become proficient in the skills and content of the general curriculum. St. HOPE Leadership Academy Charter School will serve any and all ELL scholars in accordance with all applicable Federal Laws and Regulations.

St. HOPE Leadership Academy Charter School ensures that ELL scholars will not be excluded from curricular and extracurricular activities based on an inability to speak and/or understand the language of instruction, and also that ELL scholars will not be assigned to special education because of their lack of English proficiency. While valuing the cultural and linguistic differences of scholars, ELL scholars will be fully integrated into the curriculum. Attempts will be made for parents whose English proficiency is limited to receive notices and information from the School in their native language to encourage participation in the School by all members of the SHLACS community. Parental outreach may also be conducted through home visits by a school official and interpreter.

Process for Identifying ELL and LEP Scholars. St. HOPE Leadership Academy Charter School will utilize the New York State Department of Education's process for identifying scholars who are ELL. The process includes:

1. ***Home Language Questionnaire.*** At the time of enrollment, all parents fill out a Home Language Questionnaire (HLQ), which is used to determine the primary language of the scholar. The HLQ is on file for each scholar at the school site in the cumulative folder and in the scholar's English Learner folder. All scholars, including English-only scholars, must have a completed HLQ on file. Each completed HLQ must include a parent or guardian's signature and date.
2. ***Interviews.*** If the HLQ indicates that the scholar's home language or their native language is something other than English, then appropriate school staff will conduct an informal interview in the scholar's native language and English. If the scholar speaks a language other than English and the scholar speaks little or no English, then the school will administer the New York State Identification Test for English Language Learners (NYSITELL) . A primary language assessment will also be administered in the scholar's native language to determine language development skills.
3. ***English Language Assessment:*** The NY state-approved instrument used for English language assessment is the New York State Identification Test for English Language Learners (NYSITELL). SHLACS will utilize the LAB-R to determine the scholar's English language proficiency level (Beginning, Intermediate, or Advanced). A score below the designated cut off level will determine the scholar's eligibility for ESL or bilingual services. The LAB-R is administered only once to each incoming student, ideally before the start of the school year.

Services and Program Coordination. The explicit goal of the English Language Learners (ELL) program at St. HOPE Leadership Academy Charter School is to allow ELL scholars to become proficient in the English language as rapidly as

possible while developing the content knowledge and academic language required for success across the curriculum. St. HOPE Leadership Academy Charter School believes that English mainstream combined with a Sheltered English Immersion program will be the most effective means to permit ELL scholars to accomplish this goal. While meeting the statutory requirements for educating ELL scholars, St. HOPE Leadership Academy Charter School will provide ELL with equal access to the full and rich educational program provided to native English speakers. The ELL program at St. HOPE Leadership Academy Charter School will be completely aligned to the New York State learning standards for English as a Second Language.

The ELL program is designed for ELL scholars whose English language proficiency is beginning, intermediate, or advanced as determined by their score on the NYSISTELlexam or as measured by their score on the New York State English as a Second Language Assessment (NYSESLAT). The Sheltered English Immersion instructional model has two components: (1) English Language Development (ELD) instruction; and (2) Sheltered Instruction in the core curriculum.

Scholars who are identified as ELL (English Language Learner) will be assigned to attend a regularly scheduled pull-out instructional period based on his or her assessed English skill level. During that instructional period, ELL scholars will have lessons previewing activities taught in their general curriculum classes. These activities include, but are not limited to, vocabulary building, content “front-loading”, and phonemic/phonological instruction. Classes are taught by an English To Speakers of Other Languages (ESOL) credentialed teacher.

ELL scholars will receive ESL (English as a Second Language) instruction and core-curriculum support. SHLA will utilize strategic and targeted language groupings of ELL scholars. This will allow for push-in services from ELL teachers, particularly during reading and writing classes. Finally, bilingual assistant teachers or classroom aides, if any, will work with scholars during class time to allow them to access the core curriculum. Scholars will receive ESL strategies and instructional modifications in order to be best prepared for their general education classes, New York State Exams in ELA and Math, as well as the NYSESLAT.

The main teaching supports for ELLs include:

- The Wilson Reading System (WRS): the flagship program of Wilson Language Training and the foundation of all other Wilson programs. Based on Orton-Gillingham principles, WRS is a highly-structured remedial program that directly teaches the structure of the language to scholars and adults who have been unable to learn with other teaching strategies, or who may require multisensory language instruction.
- REWARDS: a specialized reading and writing program designed to teach intermediate and secondary scholars a flexible strategy for decoding long words and to increase their oral and silent reading fluency. Reading, Excellence, Word Attack and, Rate, Development, Strategies
- Achieve3000: provides the only web-based, differentiated instruction solutions designed to reach a school's entire student population — mainstream, English Language Learners, special needs, and gifted. In addition to [KidBiz3000®](#), [TeenBiz3000®](#), [Empower3000™](#) and other literacy solutions via computer laptops at school as well as at home.

As an instructional overlay to the above language skills, the ELL Department will weave the concepts of “Sustainability” and “Empathy” into the existing core curriculum. ELL scholars will be able to participate with other scholars at their age and grade level in classrooms in other countries over the internet. Instruction is pre-planned by participating teachers in units over the course of the academic year.

The ELL program will be overseen by the Special Populations Director, who is responsible for: (1) Providing on-going staff development for classroom teachers and educational assistants to improve quality of instruction for ELL scholars; (2) Identifying and monitoring ELL scholars; (3) Serving as a resource for classroom teachers on individual scholar needs and instructional strategies; (4) Conducting small group instruction focusing on grade-level goals and classroom objectives; (5) Identifying and procuring any necessary ESL support materials; and (6) Evaluating the ELL program and make recommendations for changes and improvements. St. HOPE Leadership Academy Charter School will provide all necessary staff, specialized curricular materials and facilities to enable ELL scholars to achieve proficiency. The school will directly provide services that may be needed by ELL scholars in order to achieve and maintain a satisfactory level of academic performance.

- Evaluation Standards and Exit Criteria. The proficiency of an identified ELL in the English language will be measured at least annually to determine whether the continued services are warranted or require modification.

The primary measure used to determine current levels of proficiency will be the scholar's performance on the NYSESLAT. A scholar is deemed proficient when s/he scores at the Commanding level on the NYSESLAT. Scholars continue to receive services for one year following a Commanding score on the exam. **NYSESLAT.** St. HOPE Leadership Academy Charter School will administer the New York State English as a Second Language Test. The score on the NYSESLAT indicates the proficiency level of scholars and provides an indication as to whether or not a scholar is sufficiently proficient in English to exit the program. In addition, all public schools, including charter schools are advised that the NYSESLAT can no longer be used for Title I accountability purposes, except for scholars newly arrived in the United States. Charter schools must also administer the ELA assessment to LEP/ELL scholars who, as of January 3, 2007, have been enrolled in school in the United States (excluding Puerto Rico) for one year or more. (See <http://www.emsc.nysed.gov/osa/nyseslat/nclbmemo8-4-06.htm> for guidance).

Scholars who have been exited are monitored by their classroom teachers, the ELL teacher, and by the SPD. Based on the teachers' assessment, scholar performance on interim and State assessments, and parent input, a student will be provided with ELL services if additional language support has been deemed necessary for classroom success.

Accountability and Program Evaluation. In order to ensure that the ELL program is achieving the desired results (scholars are making progress in the acquisition of the English language and making progress academically in the subjects of the core curriculum), an annual review will occur. In order to determine if any programmatic modifications are necessary, St. HOPE Leadership Academy Charter School will evaluate the progress of its ELL scholars on standardized assessments against that of the non-ELL scholars. The school will also track scholars longitudinally throughout their years at St. HOPE Leadership Academy Charter School to determine if significant variation in the academic achievement of scholars who were once classified as ELL and non-ELL scholars as measured by standardized assessments and non-standardized assessments. The school will track how many scholars are reclassified as Fluent English Proficient (R-FEP) and the number of instructional years it takes for this declassification to occur. St. HOPE Leadership Academy Charter School will work closely with the New York City Department of Education and The New York State Education Department to find the best school practices and to ensure usage of the most effective evaluative strategies and standards.

VII.6 School Characteristics

Sample Schedules. As described previously, St. HOPE Leadership Academy Charter School has an extended day and school year to allow for more time to accelerate scholar learning. The school operates on a modified traditional schedule (basically year-round), beginning in mid -August and ending in late June. The year is split into four terms separated by a one-week break. Academic support, enrichment opportunities and college visits are offered during the summer break.

As St. HOPE Leadership Academy Charter School is a grade 6-8 school, a sample middle school schedule follows. A sample teacher's schedule is also included as part of the sample student schedule to highlight features that facilitate teacher planning, preparation and development like advisory and Research and Development days. For example, ELA Team 4 co-teachers teach for six periods each day with two prep periods, along with additional time to meet with Grade Teams and Departments during zero period each day.

The schedule is based on eight, 44 minute periods. All scholars take a yearlong double (88 minutes) block of English and math. Scholars also have daily social studies, science, and enrichment classes (physical education, health, art). Targeted scholar groupings will be utilized to ensure that scholars are receiving support and enrichment based on their specific areas of need, as determined by State Tests, benchmark assessments and performance on teacher-created assessments. Scholar groupings may change throughout the year based on scholars' changing needs in each group. While scholars are grouped to better meet scholar needs, standards are consistent across classrooms.

Sample 7th & 8th Grade Schedule
2015 – 2016

Period	Time	7A	7B	7C	7D	8A	8B	8C	8D
0	7:30 – 8:05								
	8:10 – 8:30	Advisory							
1	8:34 – 9:18	Art 1	ELA Team 3	Math Team 2	Math Team 3	Science Team 2	PE 2	Social Studies Team 2	Art 2
2	9:20 – 10:04	ELA Team 2	ELA Team 3	Math Team 2	Math Team 3	Art 2	Science Team 2	ELA Team 4	Math Team 4
3	10:06 – 10:50	ELA Team 2	Math Team 3	PE 2	Science Team 2	ELA Team 3	Social Studies Team 2	ELA Team 4	Math Team 4
4	10:52 – 11:36	Social Studies Team 1	Math Team 3	ELA Team 2	Social Studies Team 2	ELA Team 3	Math Team 4	Art 2	ELA Team 4
5	11:38 – 12:22	PE 1	Art 1	ELA Team 2	PE 2	Social Studies Team 2	Math Team 4	Science Team 2	ELA Team 4
	12:25 – 1:12	Lunch and Recess							
	1:22 – 1:42	DEAR	DEAR	DEAR	DEAR	DEAR	DEAR	DEAR	DEAR
6	1:42 – 2:26	Math Team 2	Science Team 1	Science Team 2	ELA Team 3	PE 2	Art 2	Math Team 4	Social Studies Team 2
7	2:28 – 3:12	Math Team 2	Social Studies Team 1	Art 2	ELA Team 3	Math Team 3	ELA Team 4	Math Team 4	PE 2
8	3:14 – 3:58	Science Team 1	PE 1	Social Studies Team 2	Art 2	Math Team 3	ELA Team 4	PE 2	Science Team 2

Sample Annual Calendar

It is unlawful to discriminate against any individual based on ethnic origin, race, color, religion, sex, ancestry, nationality, sexual orientation, age or physical/mental disability. Additionally, scholars shall be given due process, and shall have other rights, as set forth in the Education Law and other authorities. Included among these rights are the right of the scholar to present his/her version of relevant events to teachers and other school personnel in connection with his/her removal from a classroom, or suspension from school or imposition of any other sanction for which some form of due process is legally required.

Moreover, scholars' rights to privacy will be respected and the School will adhere to the following search and seizure rights afforded the scholars. Search & Seizure: Assigned scholar lockers and desks are the property of the school and may be inspected at any time for any reason, without notice or scholar consent. Searches of personal possessions both within and outside of a school locker may be done when there is a reasonable suspicion of a violation of a law or school rules. Any materials considered to be against school regulations may be seized and returned at the discretion of the principal. As soon as practical after a search, the scholar will be notified.

SHLACS wishes to stress that it is the responsibility of every member of the School community to observe and uphold the principles of equal opportunity as they affect staff, faculty and scholars in all aspects of school life. It is the responsibility of every member of the School community to actively promote appropriate workplace behavior. Any form of coercion or harassment that insults the dignity of others or impedes their freedom to work and learn will not be tolerated. Any such form of coercion or harassment will result in appropriate discipline, up to and including, expulsion.

Additional guidelines scholars are expected to follow:

- Treat others like you want others to treat you (Golden Rule).
- Be organized and prepared for all classes. Work should always be completed on time and presented neatly. All papers should be kept neatly in binders and folders.
- Respond appropriately to all questions. Nonverbal actions matter.
- Do the right thing without being told, *"Assign Yourself."*

The rules and guidelines outlined above are contained in the St. HOPE Leadership Academy Charter School Student-Parent Handbook along with the School's code of conduct and discipline policy. In order to build the desired culture, the expectations contained within the handbook must be explicitly taught to scholars and their families. Below are a few examples of ways scholars and parents will be familiarized with the handbook:

- Meetings with scholars and parents during the recruitment and enrollment process, prior to enrolling
- Parent orientation and new scholar induction
- Advisory unit on the handbook during the first two weeks of school yearly

A summary of key items contained in the discipline policy is provided below.

Scholar Dress Code. St. HOPE Leadership Academy Charter School believes that a scholar's appearance has an impact on his or her attitude, behavior, and his or her readiness to learn. Respect for the school community is evidenced by dressing appropriately. Scholars must adhere to a dress code that enhances the educational environment at all times. The dress code will be enforced at all school activities. Scholars will be required to wear a school-issued uniform. Each scholar's parent(s) or guardian is required to purchase appropriate pants and SHLACS polo shirts from the main office.

In addition to pants and polo shirts, scholars must wear:

- Shoes that have a back strap and are completely black including, but not limited to the sole, the logo, the laces, and lining
- SHLA polo shirts
- Optional: Belts that are black
- Optional: St. HOPE fleece with a St. HOPE polo underneath
- Optional: Short or long-sleeve white t-shirt that is worn underneath a St. HOPE polo
-

In addition to apparel that is not in compliance with the above, scholars may not wear the following:

- Shorts or skirts
- Ripped or frayed pants
- Ripped or frayed polo shirts
- Hoods/hats/caps, bandannas, sunglasses, and combs
- Hair scarves, hairnets and curlers
- Sweatbands and wave caps
- Grills
- PE clothing, except during PE
- Gang-related symbols, colors, and/or insignias
- Shoes or sandals with heels over 2-inches
- Hairstyles that interfere with the learning environment

Scholars must adhere to our standards of dress. If a scholar does not adhere to our standards of dress, then he or she may be assigned one of the following consequences by his or her advisor:

If a scholar wears the wrong pants or polo and it cannot be corrected by the beginning of Period 1, he or she will be asked to change into a school-provided uniform and turn in that uniform at the end of the school day. This student will be assigned a detention. Please note that, even if a scholar brings a note indicating why he or she does not have the correct pants or polo, a detention will still be assigned.

If a scholar wears the wrong shoes, he or she will be assigned a detention. Similarly, even if a scholar brings a note indicating why he or she does not have the appropriate shoes, an appropriate consequence will be assigned.

If a scholar fails to attend an assigned consequence or accumulates five “dress code detentions” in one quarter, then it is considered defiance and the school reserves the right to suspend him or her. This scholar and this scholar’s parent(s) or guardian will then meet with the Dean of Students to outline a plan to ensure this scholar adheres to our standards of dress.

Discipline Procedures. Scholars are responsible for their actions and are expected to adhere to their Commitment to Excellence, in addition to rules and regulations. “HARLEM in Action” is a road map or guide for behavior. If a scholar violates a rule or regulation, then this scholar’s teacher or a staff member will redirect his or her behavior or assign a teacher-led natural consequence to teach this scholar and help him or her be more disciplined in and outside the classroom.

In addition, the teacher will attempt a wide range of in-class interventions, as it is our goal to help scholars become more disciplined *within* the walls of the classroom, instead of *outside* the walls of our classroom. Scholars receive a weekly individual “HARLEM in Action” evaluation that measures the degree to which he or she followed this road map or guide for behavior.

St. HOPE Leadership Academy has the following expectations with regards to behavior:

- Scholars are expected to promote the physical safety of scholars and staff members. If a scholar engages in an act, similar to play fighting, then this scholar may be assigned detention or In-School Suspension, depending on the severity of the act and the number of times this scholar engaged in similar acts.
- In addition, if a scholar possesses or transfers a controlled substance, a weapon, or an object that could be used as a weapon, then this scholar may be recommended for expulsion.
- Scholars are expected to behave with respect towards adults. Scholars may not yell at, say “no” to, ignore or refuse to follow an adult’s instructions. If a scholar yells at, says “no” to, ignores or refuses to follow an adult’s instructions, then he or she will be assigned to a “buddy” classroom and will also be required to make amends with the person he or she was defiant towards. In addition, this scholar may be assigned detention, In-School Suspension, Out-of-School Suspension, or an alternate intervention, depending on the severity of the act and the number of times this scholar engaged in similar acts.

- In addition, if a scholar curses at, pushes, shoves, or hits, then this scholar may be suspended for five school days. This scholar may be recommended for counseling and, if this scholar engages in a second similar act, then this scholar may be recommended for expulsion.
- Scholars are expected to behave with respect towards each other. If a scholar fights with another scholar, regardless of whether this scholar started the fight, and his or her intent is to cause harm to the scholar, then this scholar may be suspended for five school days. This scholar may be recommended for counseling and, if this scholar engages in a second physical altercation, with the intent to cause harm, then this scholar may be recommended for expulsion.
- Scholars are expected to promote the emotional safety of scholars and staff members. If a student engages in an act of bullying or harassment, then this scholar will be warned by the Dean of Students. In addition, this scholar's parent(s) or guardian will be notified. If a student engages in additional acts of bullying or harassment, then this scholar may be assigned an Out-of-School Suspension. This student will also be recommended for counseling services. If a scholar continues to engage in additional acts of bullying or harassment, this student may be recommended for expulsion. Scholar should promote the emotional safety of others by not engaging in unwanted bullying or harassing behaviors (abusive, obscene, offensive language, gestures, propositions, or behaviors intended to target or harm an individual or group based on race, color, origins, gender, age, religion, sexual orientation, class, or disability).
- Scholars are expected to attend and remain in their assigned advisory, academic class, electives class, and their designated lunch and recess areas. Scholars may not leave the named areas during the school day or extended day without written permission from an adult. If a scholar leaves the named areas without a written pass from an adult, this student may be assigned detention, In-School Suspension, Out-of-School Suspension, or an alternate intervention, depending on the severity of the act and the number of times he or she engaged in similar acts.
- Scholars are expected to take advantage of every opportunity that adults give them to learn and succeed, to instill values for learning and success within rules and limits. Adults extend these opportunities through after school workout sessions or teacher detentions. If a scholar misses a teacher detention, this scholar may be assigned detention, In-School Suspension, Out-of-School Suspension, or an alternate intervention, depending on the severity of the act and the number of times this scholar engaged in similar acts.

The majority of scholars demonstrate our values both in and outside the classroom. To support scholars who have difficulty demonstrating our values, scholars can speak to a Guidance Counselor, Assistant Principal for Student Affairs, or a teacher to develop a plan.

- The scholar's parent/guardian will be informed of the suspension and given an opportunity for a parent conference within 48 hours of the discipline. A conference with the Assistant Principal or Principal may be held. A suspended scholar may not attend regular classes, any school function or athletic event, or other school activity. All scholars, whether receiving in-house or out of school suspension, will be provided alternate instruction equal to that which they would have received within 24 hours of suspension.
- There are two types of suspension: In-School Suspension and Out of School Suspension. Generally, In-School suspension will be given as an alternative to Out of School Suspension if the offense is less egregious; however it is the Assistant Principal's recommendation and the Principal's final decision as to which violation of policy the scholar will receive as a consequence.

Expulsion. St. HOPE Leadership Academy believes that one of the major functions of education is preparation of youth for responsible citizenship. We foster a learning environment that reinforces self-discipline and the acceptance of personal responsibility. In addition, we work with scholars and families to provide a safe school environment that provides scholars with the opportunity to have a quality education.

To maintain an environment that will prepare St. HOPE Leadership Academy scholars for responsible citizenship, the school has adopted and developed rules, regulations, policies and procedures identified throughout this handbook. These policies, procedures, rules, and regulations are outlined to give SHLACS teachers, staff members, and

administration guidelines with disciplinary issues, and to give scholars and their parent(s) or guardians a clear set of expectations regarding scholar behavior, as well as an understanding of the consequences of misconduct.

A scholar becomes eligible for expulsion if he or she demonstrates repeated or an extreme disregard for rules and regulations. An expulsion is when a scholar is permanently removed from all school and educational programs. The Principal, administrator, teacher, or staff member may recommend a scholar for expulsion. However, the Principal has the authority to make the final recommendation. The Principal, upon making this final recommendation, will give the parent(s) or guardian written notice of the actions or incidents, the intent to expel, and the place, time and circumstances of the hearing.

Expulsion Process and Disciplinary Administrative Panel. If a scholar's conduct makes her or him subject to possible expulsion from St. HOPE Leadership Academy, the Principal may make a recommendation to the Disciplinary Administrative Panel for expulsion (a 3-person panel consisting of SHLA board members). Following a hearing and deliberations, this panel will send its recommendation to the Executive Committee of the SHLACS Board of Trustees. The final decision regarding the expulsion of a scholar is determined by a vote taken by his executive committee. Following their decision, the President of the Board of Trustees or designee will send written notice of the decision to expel, including the panel's finding of the facts, to this scholar's parent(s) or guardian.

St. HOPE Leadership Academy suspension and expulsion policies and procedures comply with New York State Education Code and all other applicable laws and regulations and are made available to parent(s) or guardians. Suspension and expulsion policies and procedures are enforced fairly, uniformly, and consistently without regard to race, creed, color, sex, or any other prohibited classification.

Procedures Required to Suspend, Extend Suspension or Move for Expulsion. Exhibit U provides an overview of the established procedure for suspending and expelling scholars. The rules and procedures by which scholars may be disciplined will be consistent with the requirements of due process and with federal laws. To that end, parents/guardians will immediately be notified by phone following an incident of misbehavior requiring discipline and if possible a parent meeting will occur at that time. If an immediate parent meeting is not possible, and if the parent/guardian requests one, the School shall schedule one within 48 hours.

Before a scholar is suspended, he/she will be told the reasons for the suspension, presented with evidence used against him/her, and provided an opportunity to present a defense. For scholars facing expulsion, a full due process hearing will be held before the Board of Trustees' Discipline Administrative Panel in which the scholar and parent/guardian will be given an opportunity to contest the expulsion, which shall include the submittal of evidence.

A scholar or the scholar's parents/guardians may appeal those disciplinary actions, other than expulsion, imposed upon a scholar for his/her school related offenses. Appeals must be made first in writing at the school level, and should be directed to the principal of the scholar's school. A principal or designee will attempt to resolve the appeal with a written response within ten school days. After appeal at the school level, if further appeal is desired, the scholar or his/her parent/guardian is encouraged to appeal to the middle school principal (eventually the head of school) at the site level and then to the SHLACS Board of Trustees, if desired. If any appeal is denied, the scholar, his/her parent/guardian may place a written rebuttal to the action in the student's file.

Discipline Policy for Scholars with Disabilities. In addition to the discipline procedures applicable to all scholars, SHLACS shall implement the following procedures to scholars with disabilities [a scholar not specifically identified as having a disability but whose school district of residence or charter school, prior to the behavior which is the subject of the disciplinary action, has a basis of knowledge – in accordance with 34 CFR 300.527 (b) – that a disability exists may request to be disciplined in accordance with these provisions.] The School shall comply with sections 34 CFR 300.530 - .532(a) & (b), .533, .534 & .536 and the following procedures, except in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

- The School shall maintain written records of all suspensions and expulsions of scholars with disabilities including the name of the scholar, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.
- Scholars for whom the Individualized Educational Plan (IEP) includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not be effective or if there is a concern for the health

and safety of the scholar or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the Committee of Special Education (CSE) of the student's district of residence for a consideration of a change in the guidelines.

- If a scholar identified as having a disability is suspended during the course of the school year for a total of eight days, such scholar will immediately be referred to the CSE of the scholar's district of residence for reconsideration of the scholar's educational placement. Such a scholar shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the scholar's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.
- In considering the placement of scholar's referred because of disciplinary problems, the CSE of the scholar's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.
- Those scholars removed for a period fewer than ten days will receive all classroom assignments and a schedule to complete such assignments during the time of his or her suspension. Provisions will be made to permit a suspended scholar to make up assignments or tests missed as a result of such suspension. The School also shall provide additional alternative instruction with reasonable promptness and by appropriate means to assist the scholar, so that the scholar is given full opportunity to complete assignments and master curriculum, including additional instructions, phone assistance, computer instruction and/or home visits and one-on-one tutoring.
- During any subsequent removal that, combined with previous removals equals ten or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. In these cases, School personnel, in consultation with the child's special education teacher, shall make the service determination.
- During any removal for drug or weapon offenses [pursuant to 34 CFR § 300.520(a)(2)] services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and in achieving the goals of his or her IEP. These service determinations will be made by the CSE of the scholar's district of residence. The School will place scholars in interim alternative educational settings as appropriate and mandated by 34 CFR §300.520(a)(2).
- During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the scholar appropriately progress in the general curriculum and in achieving the goals of his or her IEP. The CSE of the scholar's district of residence will make the service determination.
- A meeting of the CSE of the scholar's district of residence to either develop a behavioral assessment plan or, if the child has one, to review such plan, is required when: (1) the child is first removed from his or her current placement for more than ten school days in a school year; and (2) when commencing a removal which constitutes a change in placement.
- Subsequently, if other removals occur which do not constitute a change in placement, the School will work with the CSE of the scholar's district of residence to review the child's assessment plan and its implementation to determine if modifications are necessary. If one or more members of the CSE of the scholar's district of residence believe that modifications are needed, then the CSE is expected to meet to modify the plan and/or its implementation.

If discipline which would cause a change in placement is contemplated for any scholar, the following due process steps shall be taken:

1. Not later than the date on which the decision to take such action is made, the parents of the scholar with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR § 300.504; and
2. Immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the scholar's district of residence and other qualified personnel shall meet and review the relationship between the child's disability and the behavior subject to the disciplinary action.

If, upon review, it is determined that the child's behavior was not a manifestation of his or her disability, then the child may be disciplined in the same manner as a child without a disability, except as provided in 34 CFR § 300.121(d), which relates to the provision of services to scholars with disabilities during periods of removal.

Parents may request a hearing to challenge the manifestation determination. Except as provided below, the child will remain in his or her current educational placement pending the determination of the hearing. If a parent requests a hearing or an appeal to challenge the interim alternative educational setting or the manifestation determination resulting from a disciplinary action relating to weapons or drugs, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action, whichever occurs first, unless the parent and School agree otherwise.

School Community Communication and Involvement. St. HOPE Leadership Academy Charter School values immensely the contributions of scholars, families, faculty, staff and community groups and has created structures to facilitate the active involvement of the school community not only in school governance, but in the direct support of scholar learning.

Parents and Families. Parents and families play a crucial role in the success of their children and of the school. Parents at St. HOPE Leadership Academy Charter School are asked to sign a Commitment to Excellence Form which clearly outlines the goals, expectations, policies and procedures of St. HOPE Leadership Academy Charter School. Parents will receive and review the form prior to the start of the school year. Additionally, parents are invited to volunteer at the school throughout the year, being involved in activities, including, but not limited to:

- Working as teacher's assistants
- Attending parent-teacher conferences
- Helping St. HOPE Leadership Academy Charter School staff with administrative tasks
- Attending PTA meetings
- Chaperoning scholar activities
- Completing parent satisfaction surveys

While the participation of parents and guardians in the above activities is strongly encouraged, St. HOPE Leadership Academy Charter School has an open admissions process which means practices such as signing an agreement or contract; attending meetings or informational sessions, being interviewed and touring the facility are not conditions of accepting an application or enrollment.

Parents will be encouraged to become involved as members of the School's Parent Council. The Parent Council will work to ensure that Principal is aware of the needs and concerns of families so that their issues can be addressed efficiently and effectively.

Staff Involvement in School Governance. The St. HOPE Leadership Academy Charter School model also employs a host of structures and roles to ensure faculty and staff play a vital role in the School from curriculum design to hiring and budgeting. Structures for facilitating faculty and staff participation are listed below:

- ***Hiring.*** Faculty members play a determining role in the hiring process. Teachers and staff participate in interviews with candidates, are present for demonstration lessons and provide input on hiring decisions.
- ***Curriculum.*** Teachers play a pivotal role in the design and implementation of the curriculum. Teachers work in grade level and subject-specific teams to create scope and sequences and pacing guides for all courses. Additionally, teachers will review and make recommendations about the interim assessment exams given to scholars.
- ***Leadership Development.*** A goal of St. HOPE Leadership Academy Charter School is to identify and mold teacher leaders who will one day be prepared to successfully run other St. HOPE schools. To that end, leadership opportunities will be identified for teachers to assume, including working as Lead Teachers, Grade-Level chairs, and instructional coaches.

VII.7 Professional Development

St. HOPE Leadership Academy Charter School will only be as good as its teachers and school leaders. Therefore, in addition to placing a large emphasis on the teacher hiring process, a significant investment of time and resources will be placed on continuously growing staff capacity. The performance appraisal system, which is based on industry best practices around standards for the teaching profession, is designed not only to promote accountability for the

improvement of scholar achievement, but also as a tool to inform changes in professional development and practice. As part of the annual goal setting meeting at the onset of the school year, a plan for professional growth will also be developed. This plan along with the goals will be revisited twice per year.

Along with the need for targeted professional growth plans aligned to the school's acute focus on increasing scholar achievement, there is a strong need for teachers to be immersed in professional development opportunities that deepen their understanding of, and capacity to deliver, research-based instructional practices that work in urban environments. Therefore, an effective model of professional development must be employed that will allow each teacher/staff member to participate in targeted professional development workshops, followed by ongoing support and coaching in the use of practices that lead to increased scholar growth and achievement. Providing professional development in key areas will support the school's desire to address the academic challenges its facing, thus helping the school to realize its' mission to intellectually prepare scholars for college. The professional development model will:

- Allow for specialized teacher training in the areas of differentiated instruction, data driven instruction, and Common Core standard alignment.
- Adjust professional growth plans, as needed, based on the success of teacher performance during implementation of new and improved skills.
- Provide teachers with a strong professional learning community committed to helping teachers experience success in the classroom, in an effort to ensure student academic success.

Implementing this model with fidelity will allow the school to focus more attention on helping teachers develop a deeper understanding of where scholars are, so that they can plan instruction that caters to the needs of scholars in their classroom. This developing model of effective learning communities will further support the expansion of the co-teaching model, currently used in the school, and provide teachers with the skills they need to be successful in the classroom. The use of co-teaching in schools can only be effective when both teachers are highly qualified, and trained well throughout the year. Therefore, the future plans for sustainability are grounded in the idea that all teachers must be "learning leaders" if they are to provoke and inspire learning in children.

A variety of development and support opportunities will be available to teachers as described below:

- ***Classroom Observations by Leadership Team.*** Perhaps the most important development opportunity for a teacher is the chance to have an instructional expert observe their practice and give critical feedback. To that end, instructional coaches, Assistant Principals and the Principal make regular visits to classrooms to provide this experience to teachers. Part of the goal of these observations is to tie instructional practices and their effectiveness to the achievement data.
- ***Demonstration Lessons.*** Opportunities to observe skilled, master teachers delivering a lesson to the same population of scholars that the teacher deals with every day will be provided on a regular basis.
- ***Subject Specific Trainings and Planning.*** "Content pedagogy", the strategies and approach that is necessary to teach specific subject areas, is crucial. Therefore, the school will work with subject area experts (internally and externally) to provide professional development for staff that is subject-specific. Additionally, content area teachers will meet regularly to ensure alignment of curriculum, pacing and grading as well as to review standards and benchmark data.
- ***Instructional Practice Trainings.*** The ability to deliver bell-to-bell instruction that is engaging and meets the diverse needs of scholars is extremely challenging. Trainings designed to build teachers instructional repertoire will be provided. General instructional strategies will be addressed as well as methodologies specific to target populations such as Special Education and English language learners. , The Special Populations Director, the Literacy Coach, and the Math Coach for St. HOPE have developed trainings on how to differentiate teaching and will be resources for training St. HOPE Leadership Academy Charter School staff.
- ***Data Interpretation and Analysis Trainings.*** Teachers will participate in workshops conducted by St. HOPE's Leadership Team, in conjunction with the Achievement Network, on how to best utilize and access student achievement data.

At St. HOPE Leadership Academy Charter School we will utilize several structural components to ensure that teachers are receiving ample professional development opportunities.

- **Ramp-Up.** All staff will be required to participate in orientation during the weeks preceding the start of school. The sessions will focus on creating units and lessons based on the Common Core, diving into student data to develop targeted and appropriate lessons and assessments, training on how to best utilize the purchased curricula, as well as several operational functions. Teachers will also be given ample time to set-up their classrooms.
- **New Teacher Ramp-Up.** All teachers new to the School will participate in a new teacher induction program. This is done to ensure that teachers understand the mission of St. HOPE and the routines and structures that create the culture of excellence. In addition to sessions on procedures and structures, training will focus on planning standards-based lessons, learning and practicing effective classroom management, and how to effectively co-teach.
- **Common Planning Time.** In order to ensure that there is alignment of curriculum across classroom and grade levels as well as opportunities to share best practices, common planning time for teachers is incorporated into the school day. Specifically, a common prep time has been built into the master schedule that allows time for collaboration around lesson planning, writing of mastery objectives, creation of assessments and review of instructional strategies.
- **Professional Development Days.** Every week teachers will take part in Professional Development Days. On these days all scholars will be released at 1:15 pm to allow teachers time to attend a professional development session until 4:15 pm. During the Professional Development Days teachers will review scholar data, work with content and grade level colleagues to create daily and long term lesson plans, participate in study teams and participate in workshops on improving the learning environment.
- **Data Days.** Three times per year, teachers will take part in Professional Development Days, where teachers engage in professional development that directly impacts daily instruction. Topics range from developing learning targets and scholar mastery rubrics to diving into scholar data and supporting scholars with special needs.

St. HOPE Leadership Academy Charter School will tailor its professional development program to meet the needs of teachers in order that they can best serve scholars. In areas where teachers are struggling to meet scholars' needs as reflected in assessment data the school leaders, instructional coaches and faculty will work together to provide enhanced and targeted professional development. Staff will also be encouraged to seek professional development opportunities above and beyond those listed above, whether it is attending conferences, additional course work, etc.

Sample Professional Development Session. As stated above, all staff will return two weeks prior to the first day of school for orientation. This Ramp-Up period is focused on topics related to effective teaching and learning, including establishing a positive and productive learning environment, subject area planning and workshops, serving special populations, and analysis of surveys and scholar achievement data. Also included are operational items that need to be addressed to free teachers to focus on instruction such as human resource items, attendance procedures, PowerSchool training and classroom set up.

Table 10 provides an overview of the topics addressed during Ramp-Up.

Table 10: Ramp-Up Schedule

	Thurs Aug 9	Fri Aug 10	Upcoming due dates	
	Introductions	Scavenger Hunt	Friday, August 17	Classrooms and outside bulletin boards St. HOPEified
8:30	<ul style="list-style-type: none"> Staff introductions/ice breaker Student Orientation & Schedule overview Faculty Leadership Applications 	Classroom setup/planning		
9am				
10am		Harlem Scavenger Hunt and Dinosaur's Lunch	Wednesday, August 22	First draft of rules and procedures document
11am				First draft of long term plan
			Monday, August 27	First draft of first unit plan
				Implement rules and procedures with scholars

	<ul style="list-style-type: none"> St. HOPEification Operations Presentation Classroom Checklists 			First Common Core spreadsheet
12pm	Lunch		Friday, August 31	Final long term plan
1pm	Classroom setup/planning	Classroom setup/planning		Final first unit plan
2:30				First weekly outline
3pm				Final classroom rules and procedures document

	Mon Aug 13	Tues Aug 14		Wed Aug 15	Thurs Aug 16	Fri Aug 17
	Data Dive Day	“No Nonsense Nurturing” – Building A Successful Learning Environment		Special Education & Co-Teaching	Difficult Conversations & HARLEM in Action	Due: Classrooms and outside bulletin boards St. HOPEified, Monday Prep
8:30	Review summative 2011-2012 SHLA student and school environment data.	<u>Returning Teachers:</u> “No Nonsense Nurturing” refresher	<u>New to SHLA Teachers:</u> SHLA walkthrough	Special Education Workshop	Difficult Conversations Workshop	Minute by minute walkthrough of Day 1 with students
9am						
10am						
11am						
12pm	Lunch	Classroom setup/planning	“No Nonsense Nurturing” training	Lunch	Lunch	Classrooms/Planning
12:30		Lunch				
1pm	Common Core Planning – Grade level	<u>Returning Teachers:</u> Classroom setup/planning		Co-Teaching Workshop	HARLEM in Action – School-wide culture	
1:30		<u>New SHLA Teachers:</u> Continue “No Nonsense Nurturing” training				
2pm						
3pm	Classroom setup/planning				River of Life Intro.	
					Classroom setup/planning	

	Mon Aug 20	Tues Aug 21	Wed Aug 22	Thurs Aug 23	Fri Aug 24
			Due: Common Core spreadsheet, draft of rules & procedures		Common Core spreadsheets distributed to whole school for review
8am	Student Orientation				
9am					
10am					
11am					

12:30	<u>All Faculty and Staff:</u>	Electives Planning Meeting	Classrooms/Planning	Classrooms/Planning	Classrooms/Planning
1pm	Powerschool Training				
	<u>Curriculum Committee:</u>	ELA Meeting			
	<u>Meeting All other teachers:</u>	Grade Team Meetings			
2pm	Technology training (Smart Boards, etc)				
3pm	Classrooms/Planning				
4pm					

VIII. Governance Structure and Organizational Design

The foundation of every successful charter school is a well-designed and effectively implemented organizational infrastructure. Building on the many lessons learned, a structure and organizational design in which governance, oversight, decision-making processes and roles are clearly defined has been established for St. HOPE Leadership Academy Charter School. Additionally, the capacity needed to effectively implement this structure has been garnered through the Board of Trustees and the Executive Director.

The following section of the application provides a full description of the School's organizational design, including an organizational chart which illustrates lines of accountability and staffing levels and a narrative which describes how the structure supports attainment of the School's overriding goal of college preparedness. Lastly, this section provides evidence of the Board of Trustees' ability to fulfill their responsibilities as the governing authority for the School based on the Board's structure, operating systems and oversight processes as well as member's individual knowledge and skills.

VIII.1 Organizational Design

Effectively running a school that attains the mission and goals identified in the charter not only requires an organizational design with clear lines of accountability and capacity at the governance level, it requires an organizational design with the appropriate levels of staffing structured in a way to maximize efficiency, quality and productivity. While all staff at St. HOPE Leadership Academy Charter School will be responsible for scholar achievement and expected to approach their work through this lens, the School's organizational design represents a conscious effort to place the bulk of human capital in positions that directly impact instruction on a daily basis. As such, staffing has been organized into four categories as shown in the organizational chart below: (1) leadership; (2) instruction; (3) culture; and (4) operations.

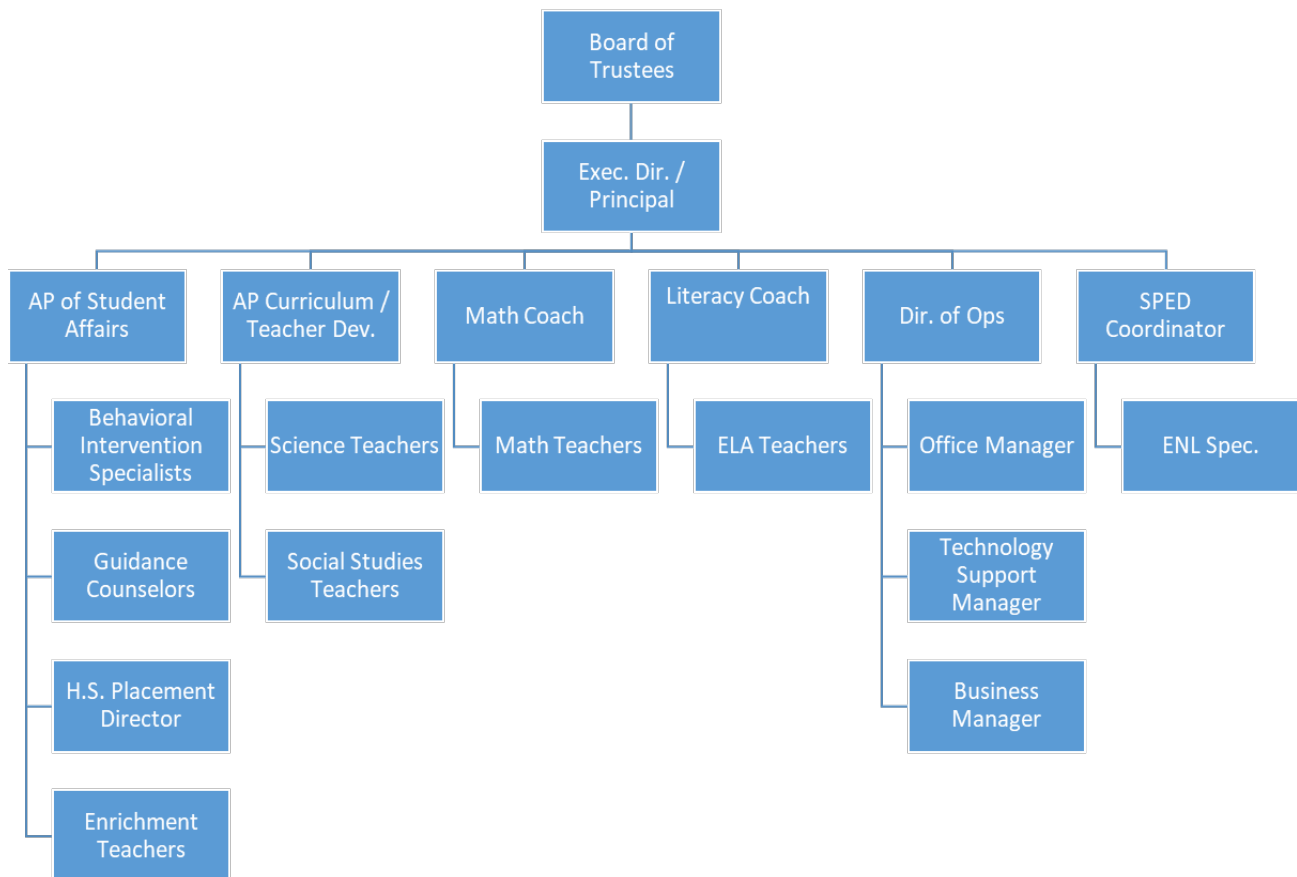
Leadership. At full enrollment, St. HOPE Leadership Academy Charter School will be led by an Executive Director. The Executive Director is the chief executive officer and Principal of the school and is ultimately accountable for the academic achievement, character development and well-being of scholars. The Executive Director sets the tone and direction for the School by means of the policies, structure, and oversight exercised during the course of day-to-day operations. The Executive Director is the instructional leader for the school, coaching and inspiring teachers to reach and teach every scholar and collaborate with their parents, families and communities to make the school work. The Executive Director oversees all centralized functions including instructional support and operations and serves as the primary liaison with the chartering entity, the Board, the state and funders, and is supported by three Assistant Principals.

Instruction. St. HOPE Leadership Academy Charter School has a core instructional team that includes the Principal, Assistant Principals, Special Populations Director, and Math and Literacy coaches. This instructional team is responsible for: (1) managing the benchmark assessment process with Achievement Network, disaggregating and analyzing scholar achievement data and working with staff to use data to inform instruction; (2) observing classrooms and providing coaching and feedback, co-teaching and modeling lessons and coordinating professional development; and (3) overseeing the special education and ELL program, teachers and compliance as well as interventions.

Culture. Establishing and maintaining a school culture in which teaching and learning can occur is a prerequisite for academic achievement. While all staff is responsible for teaching and reinforcing school culture, the counselors and the Assistant Principal for Student Affairs play pivotal roles. While the counselors will be responsible for handling discipline issues, he or she will primarily be responsible for working with teachers and staff to proactively set the tone and expectations. Parent support is an essential part of school culture. Not only is it essential to have parent buy-in and commitment to the School mission, scholar expectations and rules, active parent engagement in school activities and their child’s education is also central to building school culture. The counselors and the Assistant Principal for Student Affairs will work directly with parents to foster high levels of meaningful engagement with scholar learning and success.

Operations. St. HOPE Leadership Academy Charter School has made the conscious decision to structure the school in such a way that frees school leaders’ and faculty time to focus on instruction. Hence, a Director of Operations will be responsible for ensuring school operations run effectively and efficiently. This includes finance, human resources, information technology, office functions, attendance and campus upkeep and safety. School operations will be handled through a combination of a strong site-based staff and a contract for back offices services with Charter School Business Management that includes a clear delineation of responsibilities.

Organizational Chart. St. HOPE Leadership Academy Charter School’s organizational structure at full enrollment is provided on the following page.



Reporting and Oversight Structure. As shown in the organizational chart, the Board of Trustees for St. HOPE Leadership Academy Charter School shall serve as the governing authority of the charter school and is therefore the body ultimately responsible to the authorizer for meeting the agreed upon goals for academic achievement and organizational viability set forth in the charter. As the governing authority, the Board will take on the general oversight, policy-making, and fiduciary obligations associated with operating the School in an efficient and ethical manner. The Board will also be accountable for ensuring compliance with the New York State Charter Schools Act of 1998 (and as amended in 2010) and other applicable state and federal laws and obligations. In summary, the Board will be accountable for the performance of St. HOPE Leadership Academy Charter School.

The Board will be hands-off with regards to the day-to-day management and operations of the School. Specifically, the Board shall delegate to the appointed school leader the authority and decision-making responsibility for day-to-day operations of the School. This is in accordance with section 2853 1(f) of the charter statute that stipulates that "[t]he board of trustees of the charter school shall have final authority for policy and operational decisions of the school. Nothing herein shall prohibit the board of trustees of a charter school from delegating decision-making authority to officers and employees of the school in accordance with the provisions of the charter." Delegated responsibilities include but not limited to: hiring, implementing the school's curriculum, and creating and monitoring the School's annual budget, discipline and culture, student recruitment and community outreach. The Principal has also has responsibility for ensuring St. HOPE Leadership Academy Charter School provides a high quality, coherent course of study for grades 6-8 that is aligned with and leads to mastery of the New York Learning Standards. The Principal manages the assistant principals and the literacy and math coaches. The Principal is also the primary liaison between the School and the Board.

VIII.2 Board Structure and Operations

The specific structure and operations for the St. HOPE Leadership Academy Charter School Board of Trustees is detailed in *Exhibit J: Bylaws*. The bylaws clearly reflect the School's mission and non-stock, non-profit status under the laws of the State of New York and establish the Board of Trustees as the governing authority of the charter school, ultimately accountable to the authorizer for meeting the terms set forth in the charter.

A synopsis of key items contained in the bylaws is provided:

- The Board of Trustees shall consist of 7 – 15 regular members, of which no single organization will hold more than 40% of the seats.
- Board members will be elected and serve three-year terms, which will be staggered.
- The Board will have four standing committees: (1) executive; (2) finance/audit; (3) accountability; and (4) nominating.
- The Board shall elect four officers: (1) president; (2) vice president; (3) secretary; and (4) treasurer. Officers serve one-year renewable terms.
- The Board will abide by the Open Meetings Law.

Exhibit K contains a code of ethics for the School that applies to all Board members, officers and employees of St. HOPE Leadership Academy Charter School. The code of ethics includes a formal conflict of interest policy along with implementation procedures.

VIII.3 Oversight

Central to effective oversight are processes and procedures that facilitate continuous improvement including regular reviews of organizational and individual performance from a qualitative and a quantitative perspective as well as methods for effectively hearing and addressing complaints from stakeholders. A summary of St. HOPE Leadership Academy Charter School's performance evaluation system, data-driven decision-making model and complaint resolution is provided below.

Evaluation Process. St. HOPE Leadership Academy Charter School values its employees and understands that their work is the primary determinant of scholar outcomes. In an effort to ensure school leadership, faculty and staff continually improve their work, skills and results in an open and honest environment, constant and consistent feedback will be the norm at St. HOPE Leadership Academy Charter School. As such, St. HOPE Leadership Academy Charter School will utilize a performance evaluation system in which clear expectations are set in collaboration with employees and then employees are given consistent feedback on performance based on these expectations. Feedback is multi-directional, meaning that managers are giving their staff feedback and evaluations, and staff is also providing feedback to their managers.

Much of the time, feedback will happen in multiple settings and ways whether it is during classroom visits and walk-throughs by the Principal, Assistant Principals and instructional coaches or lesson plan reviews or at weekly staff meetings or during an analysis of benchmark test results. However, two times per year it happens in a more formalized manner. During each evaluation periods, managers and staff are required to fill out the appropriate evaluation documents. A copy of these documents can be found in *Exhibit L: Evaluations*. Specifically, every staff member is required to fill out the “Upward Feedback Form” rating their manager on his/her performance and a “Self Evaluation Form” rating their own performance, and managers are required to complete the appropriate performance evaluation document/s for each of the members on their teams. As illustrated above, there is a two-week period during which these forms should be completed and shared. There will be a formal meeting time between each staff member and his/her manager to discuss the documents described. At the end of the time period all relevant documents will be turned into the director of operations. All of these documents will be kept on file. Data for the evaluations will be gathered and documented on an ongoing basis throughout the year, not just during “official” classroom visits for the purposes of evaluation.

School Leader Evaluations. The Board of Trustee’s Evaluation Committee will be responsible for overseeing the evaluation of the Principal. The Evaluation Committee will use the process describe above to evaluate the Principal and present the results of the evaluation to the full Board for review. The Principal will be responsible for evaluating the other school leaders using the above process.

Data-Driven Decision-Making. St. HOPE Leadership Academy Charter School is a committed to being a data-driven organization from the Board level to the classroom level. Accordingly, St. HOPE Leadership Academy Charter School will measure its results in a variety of ways, and use data to make management decisions continually. This means data needs to be reviewed on a regular basis in order to ensure the School meets academic achievement as well as financial, operation and compliance objectives. This data allows the Board to hold school leaders and St. HOPE accountable and school leaders to hold faculty and staff accountable. This data will also be used to guide daily practice.

Several organizational systems and processes will be put in place to ensure accountability at every level. First, organization-wide priorities and goals will be set for St. HOPE Leadership Academy Charter School on a yearly basis. These priorities and goals are driven by the goals and measures set forth in the School’s charter. Individual goals and deliverables are then set for all school staff and are cross-checked to ensure alignment with organization-wide priorities and goals. Specifically, a trickle-down approach to goal alignment is established whereby, in descending fashion, the Board’s, the Principal’s, the assistant principals’ and the teachers’ goals are consistent. The tight alignment of goals and deliverables from one level of the organization to the other is critical. Not only is it necessary for each staff member to understand what s/he is accountable for, it also brings to the forefront the interdependencies in the work that is occurring across the entire system.

With a strong alignment of goals in place, the Board then sets about implementing systems of accountability. At the core of the accountability system will be an internal dashboard, which will be used to evaluate the organization’s progress in a comprehensive way. Included on the dashboard is information such as benchmark assessment data, state testing data, enrollment, average daily attendance, profit/loss forecasts, suspension and expulsion data and customer satisfaction ratings. The chart below provides an example of the data to be collected in each area.

Inputs	Processes	Outputs
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Scholars	Free & Reduced Lunch % Ethnicity % District of Residence % ELL % Special Education %	Instructional Days Instructional Minutes Participation in Tutoring Interventions	NWEA MAP Assessments NY Ready Interim Assessments New York State Exams Regular Classroom Assessment Results Community Service Hours Grades Suspensions/Expulsions
Staff	Education Levels Credential	Participation in Trainings Participation in School Activities Leadership Roles	Retention Teacher Satisfaction Survey
School	Enrollment Fundraising Dollars Board Membership	Budget Workshops Board Meetings Committee Meetings Performance Evaluations	Profit/Loss Balanced Budget Funds Raised
Community	Parent Education Levels # of Partner Organizations	Parent Participation Hours Partner Activities (i.e. speakers)	Re-Enrollment Rate Parent Satisfaction Survey

The dashboard is an internal document which will be completed and presented to the Board on a regular basis and will be the basis for providing data to external audiences as well. An annual report will be created which captures much of the information contained in the dashboards. Additionally, the dashboards will contain data that is used for state and authorizer reporting.

Complaint Process. St. HOPE Leadership Academy Charter School recognizes that the quality of the educational program can improve when the administration, staff and Board of Trustees listen to individual concerns, consider differences of opinion and resolve disagreements through an established, objective process. SHLACS encourages all individuals with concerns or complaints to resolve any problems early and informally whenever possible.

SHLACS has developed a comprehensive grievance policy that begins with attempts to resolve any conflict at the school site level with the principal of the school. If matters cannot be resolved at the school site level, or if a complainant elects to do so at any time, any individual or group may bring a complaint to the SHLACS Board of Trustees. Such complaints should be submitted to the Board of Trustees at least one week prior to their next Board meeting. Complaints submitted later will be addressed at the subsequent meeting of the Board of Trustees. Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting. Every effort will be made to respectfully address each matter to the satisfaction of the individual or group that presented the complaint. If the complaint was brought directly to the Board, the Board, as necessary, may direct the Principal or other responsible party to act upon the complaint and report to the Board. The Board of Trustees shall render a determination in writing if appropriate.

If a complaint alleges violations of applicable New York State and/or Federal law, or the School's Charter, the following additional policies apply:

1. The Board's determination will be provided, in writing, to the individual or group that presented the complaint, along with a copy of the current NYCDOE appeals process as published in the NYCDOE Charter Schools procedures.
2. Pursuant to § 2855(4) of the New York State Education Law, if after presentation of such a complaint to the Board of Trustees, the individual or group determines that the Board has not adequately addressed the complaint, that individual or group may present the complaint to the School's charter entity, the New York City Department of Education, which shall investigate and respond. If, after presentation of the complaint to the NYCDOE, the individual or group determines that it has not adequately addressed the complaint, they may present the complaint to the Board of Regents through the State Education Department, which shall investigate and respond. The NYCDOE and the Board of Regents shall have the power and the duty to issue appropriate

remedial orders to the Board of Trustees of St. HOPE Leadership Academy Charter School under their jurisdiction to effectuate the provisions applicable under the New York State Education Law.

VIII.4 Board Capacity

As the governing authority and body accountable for St. HOPE Leadership Academy Charter School attaining the results set forth in the charter, it is essential that the Board have the capability and steadfastness needed to be effectual stewards of this privilege and obligation. This is attained not only through Board member selection, but also through Board cultivation and development. The capacity of St. HOPE Leadership Academy Charter School's Board of Trustees is outlined below along with the means by which this capacity will be further developed. It is important to note that St. HOPE is committed to having the epicenter of Board capacity held at the local level, ensuring a New York City, site-based Board of Trustees. Also provided is an overview of the process by which future individuals will be selected to serve on the Board that bring to the group value-added skill sets, experiences and relationships.

Board Capacity. The resumes included in Exhibit A provide evidence that collectively the Board of Trustees for St. HOPE Leadership Academy Charter School has the talent, expertise, experience and drive for excellence needed to effectively govern St. HOPE Leadership Academy Charter School.

Capacity Building. Effective charter school oversight requires not only careful and deliberate selection of Board members, but the continuous development of members' knowledge, skills and capacity. St. HOPE Leadership Academy Charter School will institute a system for Board development based on systems that have been developed and refined by St. HOPE over the last five years as well as through New York City best practices.

- **Orientation.** Before attending their first regular Board meeting, all members will participate in an orientation. The orientation will provide members with an overview of the purpose and responsibilities of the Board as well as the operating norms. Specifically, the orientation will address the following topics: (1) Board structure including committees, positions and calendar; (2) member roles, responsibilities and expectations; (3) key policies and procedures including the Open Meeting Act, bylaws and Robert's Rules of Order; and (4) St. HOPE history, philosophy and educational model.
- **Annual Meeting.** The annual meeting is designed to review results from the previous year and set goals and priorities for the upcoming year. This extended meeting is structured to include a series of workshops and discussions with staff members that provide the foundation for assessment of progress and strategic planning.
- **Retreats and Workshops.** Retreats and workshops will be held on an as needed basis to provide time for Board members to learn about and discuss relevant topics more in-depth.
- **Handbook.** The St. HOPE Leadership Academy Charter School Board of Trustees Bylaws will serve as a single, consolidated source of pertinent information regarding St. HOPE Leadership Academy Charter School as a whole and Board member roles and responsibilities. The handbook will be updated yearly and reviewed at the annual Board meeting.

The School has secured commitments from the NYC Charter Center for Excellence and Charter Schools Management Inc. to support Board development by conducting workshops on topics such as charter law, charter school compliance and school finance.

The Board will conduct an annual Board self-evaluation driven by the Executive Committee. This process consists of administering and compiling data from a survey of Board members. Interviews may be conducted as follow-up if deemed necessary. Additionally, individual members' commitments, support and participation in governance duties will be tracked. This information will be considered when determining eligibility for renewal of service terms.

Board Qualifications. In order to maintain a diverse Board with shared values and the capacity to effectively govern St. HOPE Leadership Academy Charter School, individuals with the following qualifications will be sought for nomination:

- Belief that all children can and will learn at high levels regardless of race, income, family background, religion, gender or previous behavior
- Supportive of St. HOPE's school model
- Supportive of the Schools vision, mission and goals

- Experience in one or more of the following areas: school development, curriculum and instruction, data and assessment, finance and operations, law, real estate, fundraising, community development
- Clean criminal record/history
- At least 21 years of age

Also critical to the recruitment and selection of Board members is the ability of the individuals to commit to actively participate in Board activities and responsibilities. Hence, the Executive Committee will regularly look for individuals with the time and desire to meet the following minimum Board participation requirements:

- Attend, prepare for and actively participate in a minimum of 75% of Board and committee meetings
- Serve on at least one Board committee
- Make at least two visits to the School yearly
- Complete Board evaluation yearly and participate in Board workshops
- Serve as an active ambassador of St HOPE values, mission, goals and programs
- Recruit donors and volunteers to provide support to St. HOPE

Individuals interested in serving on the Board are required to complete a “Nomination and Information Form” along with a resume to the Executive Committee. The form and resume provide initial information on individual’s professional background, special skills and expertise and reasons for wanting to serve on the Board. Potential nominees may be invited to interview and take a school tour.

IX. Personnel

Human resources will be St. HOPE Leadership Academy Charter School’s most valuable asset. Therefore, St. HOPE Leadership Academy Charter School believes that it is essential to find the right people, bring them on board, and place them in a professional and collaborative work environment where their contributions are respected and recognized. Much of this relies on the establishment and consistent implementation of a clear set of hiring policies and procedures. An overview of St. HOPE Leadership Academy Charter School’s personnel policies and collective bargaining practices is provided in this section.

IX.1 Personnel Policies

St. HOPE Leadership Academy Charter School has adopted a comprehensive set of hiring policies and procedures. While a brief description of these policies and procedures is provided in the narrative, please see *Exhibit T* copy of the Staff Handbook, which includes supporting personnel policies. *Exhibit M* contains a copy of the job functions for all positions identified in the organizational chart (Section VIII). It is important to note that the SHLACS Board of Trustees will comply with Education Law 2854(3)(a-3), which states the following: “The board of trustees shall upon commencement and termination of employment of an employee by the charter school district, provide the commissioner with the name of and position held by such employee.”

Recruitment. Given the pivotal importance of staff, in particular classroom teachers, on scholar achievement, St. HOPE Leadership Academy Charter School will spend a significant amount of time and resources recruiting and selecting the most outstanding faculty from across the city, state and nation. Research shows that the highest quality teachers are looking for employment in the late winter and early spring months. Therefore St. HOPE Leadership Academy Charter School has established a hiring timeline that will position the School to recruit and matriculate the best candidates. Specifically, recruitment efforts will begin in the winter and progress steadily through the spring until the School is fully staffed.

Selection Process. St. HOPE Leadership Academy Charter School will utilize a multi-stage hiring approach which includes the following steps:

Step 1: **Resume Screen and Phone Interview:**

All applications received will be screened by the hiring manager and supervisor of the position. The supervisor then conducts telephone interviews with candidates that have been screened in to the process.

- Step 2: **Pre-Interview Research**
Candidates selected to continue to the next stage of the selection process will be scheduled for a first interview and sent background information on the School in order to prepare.
- Step 3: **Interview**
Typically conducted by a panel, the interview covers questions from all selection criteria areas. Interviews for teachers last approximately half of one day.
- Step 4: **Sample Teaching/Project**
Candidates for teaching or coaching positions will be asked to teach in front of a class of scholars and observed by interview panel. Feedback will be gathered from scholars as part of the process. Candidates for other positions are asked to complete a project related to the position for which they are applying.
- Step 5: **Second Interview**
Typically conducted for leadership positions, the second interview is more flexible than the first and based primarily on the candidate's product. Additionally, more behavioral or situational questions will be asked to assess how the candidate may do in certain realistic school situations.
- Step 6: **Reference Check**
After the second interview, candidates will be asked for references and human resource staff or the supervisor will conduct the check. No offers will be made without a reference check.
- Step 7: **Final Decision**
The Principal and the Supervisor will make the final determination on which candidate to hire, weighing feedback from interviewers. Once a final decision is made, salary details are confirmed and the candidate called with an offer.

In order to find highly qualified individuals that have the necessary job-specific experience and skill sets and are also a good match for the School, St. HOPE Leadership Academy Charter School looks at a variety of factors when screening and interviewing candidates through the process described above. Not only is an individual's skills, knowledge and credentials reviewed, their productivity, effectiveness and fit with the organization are also assessed.

St. HOPE Leadership Academy Charter School believes that investing the time and resources on the front end to make sure the right match is found for the School and for the individual will increase retention in the long-run and create a more stable learning environment for scholars.

Qualifications. St. HOPE Leadership Academy Charter School is committed to ensuring all scholars achieve at high levels. This is not an easy task. Success lies in dedicated people putting in long and hard hours. Hence, St. HOPE Leadership Academy Charter School is looking to bring individuals on board who are interested in working in accountable, innovative and collaborative environments. Individuals that meet challenges head-on, refuse to take shortcuts and are committed to excellence. The general qualities the School seeks are presented below. Position responsibilities are listed in *Exhibit M: Roles and Responsibilities*.

- **Belief in All Children.** An individual who not only believes that all children can and will excel academically, but can clearly articulate this belief and is willing to take personal responsibility for ensuring high academic achievement for every child.
- **Relentless Achiever.** An individual who has high expectations for his/her own achievement and the achievement of scholars and colleagues. An individual who demonstrates a persistence, determination and unyielding drive to achieve goals and results. An individual who will do what it takes to get the job done no matter what challenges and difficulties arise.
- **Constant Learner.** An individual who seeks feedback, reflects on his/her own practice and takes action to enhance his/her personal and professional development (e.g. attending seminars, workshops and conferences; or earning a credential, certificate or advanced degree). An individual who demonstrates humility and a desire to continuously improve oneself as well as support the learning of colleagues.
- **Critical Thinker.** An individual who is perceptive about how others regard him/her and knows how to treat scholars, parents, colleagues and others. An individual who reflects deeply and honestly about his/her own strengths and weaknesses. An individual who takes the initiative to diagnose and solve problems creatively.

- **Effective Communicator.** An individual who possesses excellent oral and written communication skills. An educator who demonstrates strong interpersonal skills by actively listening and engaging when interacting with scholars, parents, colleagues and others.
- **Problem-Solver.** An individual who is solution-oriented and has a can-do attitude. An individual who understands the challenges associated with underserved student populations and possesses an unwavering determination to do whatever it takes to help children succeed. An individual who can identify and diagnose issues, prioritize and develop concrete plans that lead to effective solutions.
- **People Person with Excellent Interpersonal Skills.** An individual who listens carefully and learns from others, values each person's perspective, and seeks to empower others. An individual who has sincere respect for scholars, families, community and colleagues. An educator who is able to work effectively in a team environment.

It is important to note that, in accordance with Article 56 Section 2854(3)(a-1) of New York State Education Law, all teachers, regardless of the number of scholars taught or hours per week employed, will be certified in accordance with the requirements applicable to other public schools; provided, however, that the school may employ as teachers, with the exception of special education staff, (i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience; (ii) tenured or tenure track college faculty; (iii) individuals with two years of satisfactory experience through the Teach for America program or the New Teacher Project; and (iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience, provided, however, that such teachers described in clauses (i), (ii), (iii) and (iv) of this paragraph shall not in total comprise more than thirty per centum of the teaching staff of a charter school. Furthermore, all classroom teachers, teaching assistants and paraprofessionals will be Highly Qualified as defined by the No Child Left Behind Act of 2001(NCLB) and the Individuals with Disabilities Education Act (IDEA). All special education teachers will be New York State certified in special education and will be Highly Qualified as defined by NCLB and IDEA.

IX.2 Collective Bargaining

St. HOPE Leadership Academy Charter School is exempt from mandatory collective bargaining participation.

X. Community Support

The impetus for the development of St. HOPE Leadership Academy Charter School was 300 parents from the Harlem community who mobilized themselves to demand a better education for their children. These families signed a petition asking St. HOPE to open a charter school in the community. This initial parental support for St. HOPE Leadership Academy Charter School was reconfirmed by the more than 150 signatures of parents of fourth and fifth grade scholars who have signed a petition stating that they would consider enrolling their children in St. HOPE Leadership Academy Charter School. A copy of the Parent Petition of Support can be found in *Exhibit N*.

In addition to parent support, the School has secured the support of numerous local organizations. Letters of support from a sampling of these organizations can be found in Exhibit O, including:

<ul style="list-style-type: none"> • Harlem Children's Zone • Upper Manhattan Empowerment Zone • Abyssinian Baptist Church • United Methodist Church • Children's Museum of the Arts • Wynton Marsalis 	<ul style="list-style-type: none"> • Jazz at Lincoln Center • Hue-Man Bookstore • Studio Museum • Greater Allen AME Cathedral • Dr. Jawanzaa Kunjufu 	<ul style="list-style-type: none"> • Alvin Ailey American Dance Theater • New York Road Runners Foundation • NBA Players Association • New York Knicks • Columbia University
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St. HOPE Leadership Academy Charter School continues to maintain full enrollment and enjoy the support of local organizations. SHLACS believes that the ultimate success of the school will be heavily dependent on our ability to establish and sustain fruitful partnerships in Harlem. Our goal is to ensure Harlem residents and partners are not only informed, but invested in this educational opportunity for the youth of Harlem and provided with avenues to actively participate in school development.

XI. Financial Management Plan

XI.1 Financial Management

The SHLACS Board of Trustees and NYCDOE will review the fiscal integrity of the School to ensure that sound financial procedures are in place and being followed. The operational development and maintenance of financial plans, budgets, financial statements, and audits, and will be conducted by the Principal, with the assistance the Operations Team and vendors. These reports shall include at minimum:

- Monthly budget status reports showing budgeted and actual amounts and any variances;
- Monthly cash flow reports and bank reconciliations;
- Quarterly statements of activities;
- Annual financial reports on performance relative to projections;
- Annual financial statements, including a statement of position, a statement of activities, and a statement of cash flow, including a functional expense schedule; and
- An annual audit conducted by an independent auditor, including audited financial statements, notes, and a management letter to the Board.

Reports will be made to the Board of Trustees at Board meetings at least quarterly. The Board is ultimately responsible for the fiscal oversight of the School.

SHLACS will annually contract for the services of an independent and certified public accountant to conduct financial audits of the School. These audits will be conducted in accordance with laws and regulations that are applicable to Charter Schools in the State of New York and Government Auditing Standards, including the Guidelines for Audits of the Financial Statements of Charter Schools. St. HOPE strongly believes that accountability of its programs and offerings in the public forum serves as a positive incentive for growth in student achievement.

Reports to the NYCDOE. The School will submit reports to the NYCDOE as required by applicable laws and regulations. For the years following the first year of instruction, the School will submit to the NYCDOE:

- An annual report of fiscal and financial performance;
- Audited financial statements including the management letter on such a date specified by the state or local district;
- A single audit report due according to the standards of OMB Circular A-133, if necessary; and
- An updated and current annual budget and monthly cash flow statement

Policies. SHLACS will utilize a rigorous set of controls and policies, with modifications as necessary for compliance with New York State statutes. St. HOPE's fiscal controls and policies are summarized below, and detailed policy documentation is attached in Exhibit W.

Payroll

- Policy: Payroll is to be generated on specific dates and employees are to be paid on a per period basis. Payroll is currently generated on a semi-monthly (twice per month) basis. St. HOPE retains the right to change pay dates at its discretion. No person shall be paid without proper documentation. No payroll checks or vouchers will be released to anyone other than an Employee or their Direct Manager. All Payroll runs shall be reviewed and signed by the Principal for the school. All federal, state, and local taxes shall be paid in a timely manner and documentation generated to satisfy requirements stipulated by laws or regulations of the jurisdictions of interest.
- Procedure: Human resources shall enter all employee information (compensation, benefits, time-off, etc) into the Payroll software system. Payroll personnel shall check the values for accuracy and periodically audit the payroll data against the paper files held by HR. In order for payroll to be generated, all related information shall be received by the Payroll department no later than 5 business days prior to the pay period for which the employee is to be paid. Checks and vouchers will be delivered to employees by 5 PM on the pay date or placed in the US Mail at that time.

Purchases

- Approval: Approval to fulfill a purchase order is garnered by first filling out a Purchase Request form.
- A Purchase Request Form can be solicited and filled out by any qualified SHLA employee. Completed forms for purchases are submitted to the Director of Operations who reviews and submits to the Principal for approval. Purchase Request Forms totaling \$20,000.00 and over require the signature of both the Principal and the Treasurer of the Board for approval. In the event that any one of the before mentioned authorized signatures are not available, the Chairperson of the Board of Trustees will be able to approve the purchase orders in place of one of those individuals.
- Purchases made by the Principal must be approved by the Treasurer of the Board.
- If necessary, teachers may purchase supplies directly from vendors and apply for reimbursement.
- Procedure: It is imperative that for all products and services a Purchase Request form be filled out and approved as outlined above. The approved Purchase Request form is submitted to the Business Manager for processing. He/she is responsible for ensuring adherence to the school's procurement guidelines and determining whether the order exceeds the thresholds requiring competitive bidding. All purchasing thresholds apply to the entire order, not single items. The Principal is responsible for conducting all competitive bidding procedures, when required. In these cases, all documentation of applicable bids and/or quotes obtained will be retained and filed as a packet in the Competitive Bidding Binder, organized by the check number that ultimately paid for the item(s) in the order.
- The Business Manager creates a Purchase Order (PO) and based on the total value of the Purchase Order, forwards it to the proper individual(s) for approval. Once the Purchase Order is approved with the proper signatures, the Principal reviews the PO for accuracy of dates, account coding, quantities, and arithmetic extensions. The Business Manager then sends the order to the vendor, accompanied by any required documentation.

Cash Management and Investment

- SHLA has the following bank accounts with Bank of America, NA; 1) Checking Account (Operating Account), 2) Escrow and 3) one investment account with Vanguard. In all instances, the School is utilizing its accounts in a way that safely maximizes its overall interest income. The school has two authorized signatories on the primary operating account; the Treasurer of the Board, and Principal. Bank statements are received monthly at the school, are opened by the Business Manager, and copies forwarded to the Senior Financial Consultant for reconciliation. The statement and reconciliation are reviewed and signed by the Principal.
- In the event that the organization wishes to open a new bank account, Board approval is required. As part of the approval, the Board must describe the purpose of the account, signatories, and signatories' authority. The vote to approve and all associated determinations must be recorded in the Board minutes. Should the school wish to close a bank account, Board approval is also required and will be documented in Board minutes.

Accounting and Audit Requirements

- Policy: The SHLACS fiscal year shall operate from July 1 to June 30. SHLACS shall develop a budget for the following fiscal year no later than June. SHLACS shall contract with an independent auditor and complete a comprehensive financial audit at least once per year. The independent auditors shall have one or more Certified Public Accountants (CPAs) on staff, shall have detailed and demonstrable experience conducting high quality school audits in the region of interest (New York). The School's financial records shall be maintained in a separate database of a comprehensive accounting software system, and shall have separate paper/electronic records maintained with the Financial Consultant. SHLACS shall create and maintain a detailed chart of accounts that allows rigorous tracking and reporting of all flows of finances on both an accrual and cash basis, as required.
- Procedure: The Board of Trustees shall maintain an active Finance and Audit Committee that interfaces with the auditors and management to maintain a set of comprehensive financial controls. The Financial Consultant will report to this Committee at least once per year on performance meeting policies and procedures, and shall suggest modifications to procedures to ensure on-going and improved compliance and controls. The Committee will provide active guidance on SHLACS financial issues, maintain an oversight role over the auditors, and assist the School with interpretation of budgets and financial statements. Financial Reports and Budget-to-Actual status shall be communicated to the Board of Trustees at least once per quarter.

St. HOPE has additional policies and procedures that are well documented and create an interlocking web of financial controls including: Accounts Payable, Expense Reimbursement, Contract and Consulting Usage, Budgeting, Credit Card Usage, Petty Cash, Security/Document Control, Asset Tracking, Student Services Cash Collection, Grant Reporting, Food Service, and Insurance. These policies are included in Exhibit W.

A detailed 5-Year budget has been generated for SHLACS, along with a budget narrative, which may be found in Attachment *Exhibits P and Q*.

XII. School Facilities

XII.1 Location

St. HOPE Leadership Academy Charter School has established a collaborative relationship with the NYCDOE to identify and manage a physical site of an existing NYCDOE school facility. As articulated in the section VII.1, Education Design, St. HOPE Leadership Academy Charter School currently serves the youth of Central Harlem, specifically Community School District 5, with co-located facilities at PS92, 222 West 134th Street.

While St. HOPE Leadership Academy Charter School does not anticipate major changes to the school program based on a change in location, the School does foresee potential modifications based upon scholar needs. For example, if a larger percentage of the student population is English Language Learners, the program will have to be modified accordingly. A change in location will, however, require the School to undertake significant community outreach efforts both in Harlem and in the new community. The impetus for St. HOPE Leadership Academy Charter School came from a group of parents in Harlem and has been shepherded by a number of community leaders. In good conscience, an explanation will need to be provided to these constituents as to why the School will not be located in their community. At the same time, St. HOPE Leadership Academy Charter School will need to learn the landscape of the new community district, develop relations with key leaders and reach out to scholars and families to share information about the school.

XII.2 Description and Use

St. HOPE partners with the DOE and is housed in a DOE building to ensure a safe, clean and appropriately resourced educational facility with all appropriate services specified in charter and mandated by appropriate law and regulations. The school is located at 222 West 134th Street, in District 5. The school is co-located with two other schools, PS 92 (PreK - 5) and Democracy Prep Charter High School. St. HOPE occupies two corridors on two floors with 13 class rooms, three offices, one teachers' room and a Student Learning Center. The school shares the gym, the play yard, the auditorium and the cafeteria with the other two co-located schools. The capacity for St. HOPE is 300 scholars, and the school's enrollment plan is consistent with that capacity.

XII.3 Cost Estimates

At this time, St. HOPE Leadership Academy Charter School does not anticipate owning or leasing its facility, but rather is requesting to stay located in a public school building. A collaborative relationship with the NYCDOE has been established to maintain a physical site of an existing NYCDOE school for the establishment of St. HOPE Leadership Academy Charter School contingent on re-authorization of the charter.

The School anticipates occupying the space for the rate afforded to other NYCDOE authorized charter schools of One Dollar (\$1.00) per annum for use of the facility during the Regular Operating Hours as set forth in the Shared Use Agreement executed by all charter schools sharing NYCDOE facilities. The School shall be responsible to pay the costs for the use of the dedicated space. As set forth in the Shared Use Agreement which may be amended or revised, the Department will provide utilities, custodial services, maintenance services and school safety services ("Operating Services") to the building. The School will pay for overtime-related costs for services beyond those typically provided during regular operating hours of the school year as a result of the Charter School's use of the building.

After researching rents both inside and outside of the School's desired geographic location, the planning team has determined that the cost of leasing or renting a facility draws significant funds away from the educational program and would significantly compromise the School's ability to provide the desired educational program.

XIII. Operations and Policies

XIII.1 Required Programs and Policies

Health Programs. St. HOPE Leadership Academy Charter School will comply with all health services requirements applicable to public schools, including Education Law §§ 901-914 and § 136.2(d)(2) of the Commissioner's Regulations. In accordance with § 2852(4)(a) and § 912 of the Education Law, the NYCDOE will provide the following health services which are available to children attending District Public Schools:

1. Physical examinations upon admittance to the School.
2. Physical examinations upon entry into any grade deemed necessary by the NYCDOE and/or SHLACS.
3. Annual vision screening testing for all scholars. Pursuant to § 905 of New York Education Law, the components of vision testing shall include distance acuity, color perception, and near vision.
4. Annual hearing testing for all pupils in K-7 and any other time deemed necessary by NYCDOE and/or SHLACS.
5. Annual scoliosis (spinal) screening test for all scholars 8-16 years of age.
6. Maintenance of cumulative health records.
7. Emergency care of ill or injured scholars.
8. Compliance with and enforcement of mandatory immunization requirements.
9. Pursuant to §917 of the New York Education Law, the School shall provide access to automated external defibrillator (AED) equipment to ensure ready and appropriate access for use during emergencies and shall ensure that a staff member is trained in the operation and use of such equipment. Furthermore, the equipment shall be available at any school-sponsored events at other locations.

Maintenance and Storage of Cumulative Health Records. St. HOPE Leadership Academy Charter School will store all health records for enrolled scholars. Cumulative student health records shall be held until the student is 27 years old. Immunization records will be held for 10 years after the immunizations were administered.

Immunization Requirements. New York state law requires that each student entering kindergarten or a new school district in grades 1-12 have a certificate of immunization at the time of registration or not later than the first day of school. A review of student immunizations requirements and the proper supporting documentation shall be completed for all new scholars. New York State immunization requirements include:

- Diphtheria: Toxoid Containing Vaccine (DTP, DtaP) 3 doses;
- Polio: (IPV)/(OPV3 OPV or 4 IPV);
- Measles, Mumps, Rubella (MMR): 2 doses of measles containing vaccine and 1 dose each of mumps and rubella (preferably as MMR);
- Hepatitis B: 3 doses to all scholars born on or after 1/1/93; and
- Varicella: 1 dose

Before a child can be permitted to enter and attend SHLACS, parents or guardians must present documentation that their child has received all required doses of vaccines or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Parents may waive immunization in accordance with Public Health Law and exceptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunizations may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunizations. [See § 2164 (8) and (9) of the Public Health Law.]

Scholars Who Require Daily Medication. Scholars who require daily medication will be administered that medication in accordance with the stipulations of the required doctor's note. All such medications will be secured in the nurse's office and will be administered by the nurse or licensed practical nurses under the direction of school nursing personnel. Furthermore, SHLACS shall adhere to the following procedures for the storage and dispensing of medication: 1.) A parent or guardian must request in writing that the medication be administered during school; 2.) Only an adult should deliver medication to the school; 3.) Medication should be in its original container and be labeled with information,

including the name of the drug, dosage, time for the dose, student's name, and name of the prescribing doctor; 4.) Count and lock up pills as soon as they are delivered, and count them periodically as they are used; 5.) Put medication in a locked storage unit that is attached to a wall; and 6.) Provide nurses with current information regarding the safe use of the medication, including side effects and toxicity, possible drug interactions, and expected outcomes.

Food Services. St. HOPE Leadership Academy Charter School shall make available to scholars breakfast, lunch, and often a morning and/or afternoon snack. When school begins after 7:59 a.m. or ends before 12:30 p.m., SHLACS reserves the right to determine which meals and/or snacks to serve in compliance with federal guidelines.

Participation in Subsidized Meal Program. St. HOPE Leadership Academy Charter School will participate in the Federal Free- and Reduced-Priced breakfast, lunch and snack programs administered by the U.S. Department of Agriculture. We will adhere to all applicable requirements including, but not limited to: meal pricing, determination of eligibility, nutritional value, and reporting requirements. Any and all food service subsidy revenues received from the Federal and State meal programs shall be used exclusively for the purpose of providing meals to eligible scholars, and for no prohibited purpose. Typically, scholars from households with incomes at or below 130% of the poverty level are eligible for free meals, while scholars from households with incomes between 130% and 185% of the poverty level are eligible for reduced-priced meals.

Contracting. St. HOPE Leadership Academy Charter School intends to contract with a vendor for the provision of food services, beginning with the NYCDOE's office of Nutrition and Food Safety. The school, when appropriate, will explore arrangements with private companies providing food services to existing schools.

Facilities. St. HOPE Leadership Academy Charter School resides in a traditional New York City Public School facility. As such, the school has its own food service facilities, including kitchen and cafeteria accommodations that will be shared by all SHLACS programs within the school. If the sharing arrangement is not satisfactory to the Principal of the School, he may choose to provide food services to scholars directly in the classroom or in other suitable common areas.

Transportation Services. St. HOPE Leadership Academy Charter School's scholars shall receive transportation services for which they are statutorily eligible under § 2853(4)(b) and § 3635 of the Education Law. Specifically, the NYCDOE will provide or assign eligible scholars Metrocards based on how far they live from the school.

SHLACS does not provide additional transportation for scholars enrolled in the School who are not eligible for transportation from his or her residence, with the exception of transportation for required field trips. We anticipate that the majority of scholars attending SHLACS will reside in Region 5 and will either walk to school or utilize standard MTA transportation. The parents or guardians of those scholars ineligible for transportation will be responsible to make provisions for any additional transportation they desire for their children.

Because SHLACS will be in session on days when New York City Public Schools are not, SHLACS shall seek arrangements with the NYCDOE and MTA to provide transportation on those days, at cost, pursuant to § 2853(4)(b) of the Education Law, or shall make other necessary transportation arrangements.

In accordance with standard regulations, SHLACS will document the manner in which scholars will be transported to and from the School. Parents enrolling their children in SHLACS will be asked to notify the school district annually of any need for transportation to the School for the following school year, in advance of April 1 deadlines.

For those scholars who take the bus, they shall be subject to the same rules and procedures by which scholars may be disciplined, which will be consistent with the requirements of due process and with federal laws and regulations governing the placement of scholars with disabilities.

All school rules and regulations apply when scholars ride buses to and from school and for all school sponsored activities. An additional list specifically pertaining to riding the bus shall be distributed to scholars at the beginning of the school year that will ensure everyone's safety. If a scholar does not adhere to these rules and regulations, he/she will face consequences that may include suspension from riding the bus or even permanent loss of bus privileges. The bus driver is responsible for the safety and discipline of scholars on the bus and is empowered to determine consequences for misbehavior. The School administration is available to give assistance to the driver and aid in the resolution of disputes. The responsibility for scholar supervision by the District shall begin when the student boards the bus in the

morning and is retained until the child leaves the bus at the end of the day including field trips; or until released to the parent/guardian in a manner consistent with guidelines on release of scholars.

Scholar misbehavior or misconduct occurring to and from school or off-campus during school-sponsored events shall be subject to the same discipline and consequences as detailed in the scholar discipline policy.

Student Records. The Family Education Rights and Privacy Act of 1974 (FERPA) requires the school district to protect a student's privacy. The school district will not disclose any information from the student's permanent records without first obtaining parental authorization, except as authorized pursuant to FERPA, or in response to a subpoena, as required by law. The parent or legal guardian of a student under 18 years of age, or a student 18 years of age or older, is entitled to access the student's school records by submitting a written request to the Principal of the school. Further information concerning the disclosure of student information and limitations on such disclosure may be found in FERPA and SHLACS policy adopted pursuant thereto.

Scholar attendance, grades, and other school records will be maintained in the Principal of the School's office and electronically in a password protected database with a record log of all individuals who access the files. Furthermore, regarding student attendance tracking systems, SHLACS shall utilize the on-line based PowerSchool system, which allows teachers to input daily scholars' attendance in each class for an immediate log and permanent log. PowerSchool also is an efficient system for maintaining student grades, discipline reports, and other pertinent information.

Federal Requirements. St. HOPE Leadership Academy Charter School will adhere to all provisions of federal law relating to scholars with disabilities, including the Individuals with Disabilities Education Act (IDEA), section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, that are applicable to it.

Specifically, SHLACS will comply with its obligation under the Child Find requirements of IDEA, including 34 I.E. Section 300.111, which requires the school to have a process for identifying, locating, and evaluating scholars with disabilities. Furthermore, SHLACS will provide appropriate notification to parents/guardians in connection therewith, including notifying them prior to providing a child's name to a CSE for potential evaluation.

Reporting Requirements. In compliance with all federal and state regulations, SHLACS will submit an annual report to the State Education Department detailing the number of scholars with disabilities it enrolls and educates, the nature of each scholar's disability, and each scholar's educational placement and setting. The school will make any necessary data available to the district of scholar's residence for their reporting in a timely manner. The school will comply with the requirements for the Charter School Report Card and include information relating to scholars with disabilities. Quarterly progress reports regarding each scholar and his/her IEP, as well as copies of all report cards, will be provided to the scholar's parent/guardian and to the scholar's district of residence.

FERPA. SHLACS will comply with parental requests in accordance with FERPA and in accordance with the New York Freedom of Information Law (FOIL) and the School's FOIL policy (to be promulgated pursuant to Public Officers Law § 87(1)(b)) which requires an acknowledgment of the request and an estimate of the reasonable time it will take to review records and comply with the request, all on the time frames set forth in Public Officers Law § 89.

SHLACS will follow all applicable requirements of IDEA, FERPA, and implementing regulations relating to the confidentiality of student records. All appropriate staff will be trained in such requirements and the school's special education coordinator will be responsible for ensuring the confidentiality of personally identifiable information within student records. In accordance with FERPA, parents/guardians will be allowed to inspect and review all of their child's educational records maintained by the school. The school will comply with such a request for access within a reasonable period of time, but in no case more than 45 days after the request has been received.

Before disclosure of any personally identifiable information relating to a school to someone other than the parent/guardian or eligible scholar, the school will (with the exception noted below) obtain a signed and dated written consent of the parent/guardian or scholar. Personally identifiable information may be released without prior consent to school officials and teachers only if the school determines that such persons have "legitimate educational interests."

All files required by law to be kept confidential will be kept under lock by the special education Section 504 teacher in a place and manner that restricts access to those individuals who are authorized to view these records. A sign-out sheet

will be maintained for all records to keep track of their location at all times. A teacher in possession of a copy of an IEP will secure this document in a locked file cabinet in his/her classroom.

XIII.2 Admissions Policies

St. HOPE Leadership Academy Charter School shall not discriminate against any scholar based on race, ethnicity, national origin, gender, or disability or for any other basis that would be unlawful for a public school. The School shall be open to any child who is eligible under the laws of New York State for admission to a public school, and the School shall ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, which governs admission to a charter school. New scholars will be admitted each year without regard to prior measures of achievement, aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry. While the school encourages scholars and parents or guardians to visit the school and meet with school staff prior to enrollment, participation in these or similar practices is not a condition for accepting an application or enrollment.

Application and Admission Periods and Procedures. The School is committed to providing parents with ample time to research school options and complete necessary application procedures. Scholar recruitment begins in October with applications for admission accepted November 1 through April 1. In early April a lottery is held if the number of applications exceeds the number of available seat.

SHLACS will accept applications for admission to the sixth grade, for which approximately 110 scholars will be accepted.. In the event a lottery is needed, admission preference shall be granted to applicants as follows:

- First preference will be given to returning scholars, who will automatically be assigned a space within the School.
- Second preference will be given to siblings of scholars already enrolled in SHLACS. For definition purposes, “siblings” are two or more children that are related either by 1) birth, by means of the same father or mother, or by 2) legal adoption.
- The third preference for admission is for scholars who reside in the Community School District of location.
- The fourth preference for admission is for scholars who reside in New York City outside of the Community School District of location.
- Finally, any remaining slots shall be available to New York State scholars.

Outreach Plan and Scholar Recruitment Activities. St. HOPE Leadership Academy Charter School will undertake the measures below, among others, to recruit scholar applications.

- Mailings to residents of the Community School District of location;
- Posting flyers and notices in local newspapers, communities of faith, community centers, and apartment complexes;
- Open Houses conducted in public and private elementary schools, after-school programs and youth centers;
- Visiting local organizations in surrounding neighborhoods; and/or
- Canvassing neighborhoods to further reach interested families.

As stated previously, St. HOPE Leadership Academy Charter School is committed to serving a scholar population that is diverse in culture, language, ethnicity and socio-economic background and inclusive of scholars with a wide range of talents and abilities. Aligned with charter law, the School will make good faith efforts to attract and retain scholars with disabilities and English language learners. St. HOPE Leadership Academy Charter School will ensure its admission practices comply with Part B of the Individuals with Disabilities Education Act (IDEA), including, but not limited to, Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990, as applicable. As such, in addition to utilizing those recruitment activities listed above, SHLACS will employ a variety of outreach strategies, including, but not limited to the following:

- Developing partnerships with well-respected individuals and organizations in the field of special education and English Language Learners (ELL);
- Approaching special education and ELL staff at local preschools, elementary schools and middle schools to share information about the School’s program and services;

- Ensure the Committee on Preschool Special Education, the Committee on Special Education and District 75 all have information on the programs and services provided by the School;
- Visiting neighborhood feeder schools that serve higher populations of scholars with special and ELL and LEP scholars;
- Host specific recruitment events targeting families of scholars with disability and families of English Language Learners. Ideally events will be co-hosted by well-respected partners in these fields;
- Establishing a parent committee to spread the word and identify effective methods to distribute information;
- Highlight special education and ELL services as part of marketing materials (e.g. the website and brochure); and/or
- Have support services staff and teachers available to talk with families at all recruitment events.

Also critical to effectively recruiting English Language Learners is providing information in the home language of families. SHLACS will translate recruitment materials (e.g. flyers, brochures, website content, and the application) into the primary languages spoken in the community school district of residence. Additionally, translators will be available at recruitment events to talk with scholars and parents and assist with the application process and discuss the redesignation process.

If Student Applications Exceed Available Space. In the event that the number of scholar applicants to the School exceeds capacity, a random selection lottery shall be conducted by an individual unaffiliated with the School. The lottery will be held during the first two weeks of April and all applications received on or before April 1 will be entered into the drawing. Letters announcing the date and location of the lottery will be mailed to all applicants. The date of the lottery will also be posted on the scholar application. The lottery will be open to the public.

All applications received by the April 1 deadline are entered into the drawing, where all names are called. When a name is drawn from the lottery it is posted immediately on St. HOPE Leadership Academy Charter School's lottery board, where spaces have been reserved for families who qualify for the above mentioned preferences. Following the lottery, letters will be mailed to inform parents/guardians of acceptance or their number on the waiting list. Parent/guardians of accepted scholars will be asked to return a postcard stating that they accept their placement.

A waitlist will be maintained comprised of applications that were not selected from the lottery as well as applications submitted throughout the school year. After the April 1 deadline, applications will be accepted year round for all grades. These applications will be placed on the waitlist by the date and time the application is received behind applications placed on the waitlist from the lottery. When space becomes available at the School, applications will be pulled from the waiting list in order and calls made to parents offering admission. The waitlist is subject to the same preferences as the lottery. Parents will be required to accept placement within 48 hours of the phone call or their space will be forfeited.

Procedures for Student Withdrawal or Transfer. St. HOPE Leadership Academy Charter School is a public school of choice, both for application and withdrawal. There may arise circumstances in which a parent or guardian may wish to transfer their child to a different school. Scholars with their parent or guardian's permission may withdraw from the School at any time. School personnel will offer to meet with the family and discuss the reasons for the desired withdrawal from the School, as well as to seek solutions to any problems that arise from these discussions.

If the parents or guardians still wish to withdraw or transfer their child to another school, the staff at SHLACS will make every reasonable effort to help the student find a school that better serves the family's desires. Following parental consent, the School will ensure the timely transfer of any necessary school records to the student's new school.

Violent and Disruptive Incident Reporting. St. HOPE Leadership Academy Charter School assures that it will annually complete a Violent and Disruptive Incident Report (VADIR) and submit the data to the New York State Department of Education.

XIII.3 Grievance Policy

St. HOPE Leadership Academy Charter School recognizes that the quality of the educational program can improve when the administration, staff and Board of Trustees listen to individual concerns, consider differences of opinion and resolve disagreements through an established, objective process. SHLACS encourages all individuals with concerns or complaints to resolve any problems early and informally whenever possible.

SHLACS has developed a comprehensive grievance policy that begins with attempts to resolve any conflict at the school site level with the Principal of the school. If matters cannot be resolved at the school site level, or if a complainant elects to do so at any time, any individual or group may bring a complaint to the SHLACS Board of Trustees. Such complaints should be submitted to the Board at least one week prior to their next Board meeting. Complaints submitted later will be addressed at the subsequent meeting of the Board of Trustees. Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to the next regular public meeting. Every effort will be made to respectfully address each matter to the satisfaction of the individual or group that presented the complaint. If the complaint was brought directly to the Board, the Board, as necessary, may direct the School principal or other responsible party to act upon the complaint and report to the Board. The Board shall render a determination in writing if appropriate.

If a complaint alleges violations of applicable New York State and/or Federal law, or the School's charter, the following additional policies apply:

1. The Board's determination will be provided, in writing, to the individual or group that presented the complaint, along with a copy of the current NYCDOE appeals process as published in the NYCDOE Charter Schools procedures.
2. Pursuant to § 2855(4) of the New York State Education Law, if after presentation of such a complaint to the Board of Trustees, the individual or group determines that the Board has not adequately addressed the complaint, that individual or group may present the complaint to the School's charter entity, the New York City Department of Education, which shall investigate and respond. If, after presentation of the complaint to the NYCDOE, the individual or group determines that it has not adequately addressed the complaint, they may present the complaint to the Board of Regents through the State Education Department, which shall investigate and respond. The NYCDOE and the Board of Regents shall have the power and the duty to issue appropriate remedial orders to the Board of Trustees of St. HOPE Leadership Academy Charter School under their jurisdiction to effectuate the provisions applicable under the New York State Education Law.

XIV. Operational Impact/Dissolution

XIV.1 Operational Impact

SHLACS has calculated the fiscal impact of the proposed charter school on existing public and non-public schools in the area. The following table shows the dollar amount that is expected to follow the children that enroll in the School from the NYCDOE locally in the Harlem neighborhood of choice. The projected fiscal impact is minimal, less than 0.019% of the NYCDOE Budget base in Year 1, and approximately 0.020% of the NYCDOE Budget in Year 5.

School Year	# Scholars	Per Pupil Allocation	Projected Charter School Cost	District Budget *	Projected Impact
2018-2019	300	15,307	4,515,565	\$24,300,000,000	0.019%
2019-2020	300	16,838	4,967,122	\$24,300,000,000	0.020%
2020-2021	300	16,838	4,967,122	\$24,300,000,000	0.020%
2021-2022	300	16,838	4,967,122	\$24,300,000,000	0.020%
2022-2023	300	16,838	4,967,122	\$24,300,000,000	0.020%

* District budget is the 2017-18 Operating budget. Operating budget does not include funding to pay pension plans and interest on Capital Plan debt

<http://schools.nyc.gov/AboutUs/funding/overview/default.htm>

XIV.2 Dissolution

In the event of the dissolution of St. HOPE Leadership Academy Charter School would do everything in its power to ensure that scholars, their parents and staff are treated with the utmost respect during any school closure. Best efforts would be made to promote education achievement for the scholars until the day that closure is executed. The Board of Trustees will delegate to the Executive Director the responsibility to manage the dissolution process. If the dissolution process extends beyond the time in which the Executive Director is employed by the school, then the Secretary and/or Treasurer of the Board of Trustees will be responsible for completing the dissolution process. The Secretary will also be responsible for retaining necessary financial and operational records. The school will follow all procedures as directed by the New York City Department of Education in conformance with the Charter and all applicable provisions of the Education Law.

Notification. As soon as school closure became an unavoidable reality, St. HOPE Leadership Academy Charter School will notify families of enrolled scholars in writing of the decision to dissolve the school and of the process for enrolling their child in another public school. Notification would occur via multiple means, including verbally at meetings and through written correspondence. As soon as practicable, the school will hold a meeting with families of enrolled scholars to inform them of this decision and the enrollment process and options. The notice should clearly state that the charter has been revoked or not renewed as appropriate. If the School is being closed for other reasons the notice should specify the reason(s) and clarify that the charter school is being closed, but not revoked. The School anticipates that this meeting will be conducted in conjunction with representatives from the New York City Department of Education.

Student Records. No later than any timetable established by the NYCDOE, and following parental consent, the School will transfer all scholar records, including the scholars' cumulative files, to the New York City Department of Education or the scholars' district of residence if the student resides outside of New York City. Additionally, the School will provide each scholar's parents or guardian a copy of such records, which will also be transferred to at least one other school, at the individual direction of the parent(s) of each affected scholar. Parents would explicitly be notified of this service. Parents that failed to make a specific request or provision for the location of their child's records would be further notified through a written communication to their last known address that their child's records had been forwarded to a location specified by the NYCDOE.

Logistics. St. HOPE Leadership Academy Charter School shall work closely with the parents and guardians of scholars to assist them through the transfer process. As part of this process, the School will identify attendance alternatives for each scholar and provide any other information that is useful to the staff at the destination school.

Remaining Assets. St. HOPE Leadership Academy Charter School would conduct a close-out audit of all liquid assets and liabilities associated with the School. Best efforts would be made to eliminate outstanding liabilities with available liquid assets. Any available remaining liquid net assets that are not the sole property of SHLACS would be transferred to another charter school within New York City or a charitable organization of SHLACS's choosing, in accordance with the Supreme Court petition process outlined in § 220 of the New York Education Law. Additionally, St. HOPE Leadership Academy Charter School has established an escrow account of no less than **\$70,000** to pay for legal and audit expenses associated with dissolution, should it occur.

XV. Institutional Partnership Agreement

Section XV, Institutional Partnership Agreement along with Exhibit R are not applicable to St. HOPE Leadership Academy Charter School as the school is an independent school, not managed by or affiliated with any other organization.