

HI-TECH HEALTHCARE CHARTER SCHOOL

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PART I: MISSION, KEY DESIGN ELEMENTS, AND ENROLLMENT

A. Mission Statement and Objectives

Mission Statement: Hi-Tech Healthcare Charter School (HHCS) will implement a rigorous academic program and diligently select, develop, and deploy passionate professional educators and school administrators to empower students to succeed in K-12 education and subsequently in college and university. Initially the school will focus on 9-12th grade levels and later integrate K-8th. With emphasis on **health** and **wellness**, the school's education will focus on Science, Technology, Engineering, and Mathematics (STEM), encouraging and preparing students for scientific inquiry and academic attainment in the fields of healthcare, science, technology, engineering and mathematics. The school will lay strong early education foundation and incorporate active learning, and healthcare programs, building on grades levels advancements to help students develop leadership qualities, maintain healthy lifestyle, and encourage family and friends to eat and live healthy. All students, especially English Language Learners and Students with Disabilities will engage in active learning, systematic inquiry and appropriate academic skills development.

Objective: HHCS will provide challenging quality education aligned to the Common Core Learning Standards (CCLS). Our rigorous curriculum and intensive education will lead students to proficiency in core courses and in healthcare professions. Focused on high standards, HHCS will create exceptional learning environment and provide students with academic and healthcare skills necessary to access and actively participate in the 21st century global economy.

Education Law § 2850(2) Specified Objectives: HHCS's mission and objective align with and will materially further objectives specified in Education Law §2850(2):

(a) Improve student learning and achievement, and provide increased learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure: There is need for improvement in the English Language Arts (ELA), Mathematics, Science, and High School Graduation rates in South Bronx¹. For example, in 2014 South Bronx school districts 12, 9, 7, and 8, ranked 30th, 31st, 32nd, and 28, respectively, out of New York City's 32 districts in English Language Arts (ELA) test scores, occupying the City's bottom most performance spectrum. Furthermore, over 17% of the students are assessed and classified as English Language Learners (ELLs), another 16% qualify for and receive Special Education (SPED) services, and yet 85.6% of the students fall within the category eligible for Free and Reduced Price Lunch (FRPL) program because of the large number of families living below national poverty levels in the target area. To contribute towards this needed improvement, HHCS's academic program will focus on preparing and developing students from all backgrounds and educational abilities to become high academic performing students. HHCS will serve all students while targeting at-risk students to include those eligible for Free and Reduced Meals, Students with Disabilities (SwDs), and English Language Learners. At the beginning, students will be assessed using formative, diagnostic assessments to determine their key knowledge and skills levels from previous grades in core courses. Following that will be the establishment of a customized IEP and desired learning results for each student. Need and goal-appropriate formative and summative assessments, along with focused plan and targeted instructional delivery will be implemented for strategic remediation that bridges knowledge and skill gaps while concurrently supporting mastery of new materials for core courses.

(b) Encourage the use of different and innovative teaching methods: HHCS' Curriculum Committee will design and implement innovative educational program that uses four notable theoretical frameworks of instruction, including (1) the Lincoln Center Institute (LCI) Capacities

¹ <https://reportcards.nysed.gov/view.php?schedist=district&county=32&year=2012>

for Imaginative Learning (CIL); (2) Universal Design for Learning (UDL); (3) Project-Based Learning (PBL), and (4) Understanding by Design (UBD). The curriculum will reflect HHCS' belief that research-based experiential curricular experiences will help students achieve while developing the essential competencies of critical thinking, effective communication, and collaboration. The curriculum will align with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program. During the planning six months of the first year before classes start, curricula units for each content area will be developed under the supervision of the principal, and all completed units will be reviewed and approved by the board. As new teachers are hired in the Spring prior to the school's opening, they will participate in the curriculum development and train on the curriculum contents during the Teacher Institute. A curriculum consultant will be contracted to provide support to the principal and faculty as needed. During staff meetings and professional development sessions, all faculty and staff will receive training on the various subject content areas and components of the curriculum. HHCS will integrate Science, Technology, Engineering and Mathematics (STEM) Program which the Obama Administration and the US. Department of Education are strongly promoting among schools. HHCS STEM project-based math and science courses will make math and science accessible to Students with Disabilities, English Language Learners and to those who have problem understanding traditional math and science methods. Teachers will be taught to deliver STEM courses using LCI, UDL, PBL and UBD appropriately in all teaching and learning strategies.

(c) Create new professional opportunities for teachers, administrators and all school

personnel.: HHCS will provide high quality and consistent ongoing training and professional development to all teachers, administrators and school staff. While orientation and on the job training will be provided to new hires, intensive professional training and development will occur during and throughout academic year based on the assessed training and development needs of each teacher, administrator and school personnel. Both internal in-house resources and external professional training and development providers will be utilized to equip school employees to perform their best. Part of the development effort will include continual and mandatory annual assessment of employee performance and the use of the performance data for further development planning, incentives and raises, and employment decisions. Each Tuesday morning, there will be a ninety-minute professional development session. There will also be a two-hour block devoted to staff planning and meeting time on Friday afternoons. The formation of grade-level teams will help to foster the collaboration needed to ensure success for all. Since the School will implement looping, these teams will work together over a two-year period. Common planning time each Friday afternoon will enable teachers to plan instruction, monitor student performance, determine intervention strategies, and engage in reflective dialogue about successful practices. Professional development will be a collaborative effort and provided by administration, faculty, and support staff of the School, as well as faculty from consultants. There are seven professional development days built into the calendar. Embedded within the academic trimesters, these days will provide additional time for rating, review, and analysis of assessment data. Faculty, staff, and administrators will participate in a two-week professional development teacher institute prior to the commencement of the school year. During the Summer Institute, teachers will develop their Professional Development Plan, which will include long-and short-term goals, the activities that the teacher will participate in to achieve the goals, and a reflection on progress toward achievement of goals.

(d) Provide parents and students with expanded educational choices: HHCS will expand and enhance the quality and quantity of services offered to students to close the achievement gap. The school will provide parents and students with the option and opportunities for education that focuses on turning poor performers to motivated achievers. This empowerment concept will have positive impact in both the lives of at-risk youth, the families and South Bronx community.

(e) Accountability for meeting measurable results: As part of its accountability measures, HHCS will set, at the beginning of each year, the broad students' achievement goals desired for the school as a whole. These broad goals will be delineated by the Quality Team (QT) into the expected achievement goals for each grade level, each class within each grade level, each classroom, each teacher, and each student. At the end of the school year, the QT will use multiple assessment tools to carry out series of assessments to generate performance data to compare actual with projected goals. The computed measures of category variances will provide decision data-points for future planning, adjustments, enhancements and resources deployment.

B. Key Design Elements

HHCS's key design elements are founded on the institution's philosophy that, given the right educational environment, high students' expectations, motivated experienced staff and prudent, diligent deployment of limited resources, all its 9th – 12th grade students can be empowered to achieve and exceed reasonable academic and career development performance standards. This includes the attainment of state and all external standards, college and workforce readiness. With emphases on attainment of high school diploma and entry-level healthcare certification, HHCS will help students challenge and hold themselves accountable for their learning. Teachers will frame teaching and learning around state and national standards that are sequenced, integrated, relevant, and rigorous, challenging students to meet entry-level healthcare job and college entrance requirements. Below is summary of some of HHCS' key design elements.

(a) Focus on at-risk students – The school will target at-risk students to include those eligible for free and reduced meals, Students with Disabilities (SwDs), and English Language Learners. At the beginning, students will be assessed using formative, diagnostic assessments for their levels of proficiency and student mastery of key knowledge and skills from previous grades in Math and Language Art (Reading and Writing). On identification of any areas needing mastery, a customized IEP will be established for the student. The purpose is to provide student need-focused plan and targeted instructional delivery for strategic remediation that bridges knowledge and skill gaps while concurrently supporting mastery of new material. In addition, HHCS will create more learning time through extended day, Saturday, extended year, and summer school sessions to meet the deep academic needs of students that are grade levels behind in reading and math to ensure the college-readiness of all students. Teachers will work as teams in planning and teaching.

(b) Rigorous Curriculum: HHCS will implement a rigorous curriculum in which students take four years of ELA, math, science, social studies, STEM, and foreign language. Each subject area will meet three times a week for a total of 230 minutes, exceeding New York State requirements by fifty minutes per subject area each week. The curriculum will be aligned with the New York State, Common Core College, and Career Readiness Standards. Students will have the opportunity to take AP courses and courses for credit at an arranged college. HHCS will offer a second ELA class for 9th and 10th graders. The combined extensive staff professional preparation and aggressive student curriculum and academic activities will position HHCS students to excel.

(c) Advisory Program. HHCS' curriculum will provide advisory for students, every day, Monday through Thursday. The advisory meetings will be led by faculty members, counselors, and support staff. The purpose is to provide students with College and Career Readiness which is above and beyond their core classes for the challenges of college matriculation and completion. Every faculty, counselor and support staff will serve as mentor and student advocate through advisory groups in which students are grouped in advisories by grade. Involvement of all faculty and staff in the advisory program ensures a supportive environment that can help students develop academically, socially and emotionally. Small advisory sizes foster personalized attention and provide a forum for discussion about academic challenges and successes, as well as social issues. Advisory is designed to help students hone in their critical thinking and speaking

skills by providing safe, non-invasive environment where students practice speaking and listening and can interact more freely with fellow students and advisors in a friendly atmosphere and setting.

(d) Individual Learning Plan. An integral element of advisory is the Individual Learning Plan (“ILP”), which will be completed by all students at the School. The use of this planning and assessment tool is supported by the National Association of Secondary School Principals.² The ILP will provide opportunities for students to take ownership of their academic success by identifying goals and monitoring progress. These plans will be created for ninth and tenth graders during the Student Academy Summer Bridge Program and used throughout each academic year. The advisor and grade level counselor will be responsible for reviewing these plans, conferencing with the students, communicating with parents, and using the data from the plans to individualize learning plans for each student. These plans will benefit all students, especially who are at-risk of failure.

(e) Student Academy Summer Bridge Program. The Summer Bridge Program will be mandatory for all rising 9th and 10th graders. The purpose of this program will be similar to the School’s Advisory Program, which is to support the academic, social, and emotional development of the student. The curriculum for the Student Academy Summer Bridge Program will parallel that of the Advisory Program. Instruction and activities will assist students in their transition to high school, in developing positive peer and adult relationships, and in building interest in college and career pathways. The Student Academy Summer program for the 11th and 12th graders will emphasize Regent Exam preparation, life skills development and college and career readiness.

(f) Extended School Day & Saturday Academy. Extended schedule allows added academic support time for students with special learning needs and those lacking structured place to study outside of school. The regular school day will extend from 8.30 am to 4.00 pm. Monday through Thursday, with extended day from 4.00 pm to 5.00 pm. The content of the extended day will be based on student needs. Further, during the months of September through May, at least one Saturday per month will be reserved for students who continue to struggle academically. Teachers will be available to the students in low teacher/student ratios. Students will work on reviewing and relearning areas that presented difficulty to them.

(g) Use of different and innovative teaching methods: HHCS will use the Lincoln Center Institute (LCI) Capacities for Imaginative Learning (CIL), Project-Based Learning (PBL), Understanding by Design (UBD), and Universal Design for Learning (UDL). STEM project-based math and science courses will be implemented, given its ease in making math and science accessible to Students with Disabilities, English Language Learners and to those who have problem understanding traditional math and science methods. Teachers will be taught to deliver STEM courses using LCI, UDL, PBL strategies and other strategies deemed best for students.

(h) Racial integration and diversity: Through culturally sensitive programming, HHCS will implement and promote racially, ethnically, and linguistically diverse learning community where each student, staff, parents feel welcome and accepted. Cultural activities like dance and social events will be planned and sponsored to promote multi-cultural communication and appreciation among staff and students from diverse background. HHCS will hire multi-cultural staff.

(i) Healthcare Themes: HHCS’ content focus area is healthcare. This has two significant purposes. First, the healthcare curriculum and sessions will promote and train students to be their own health and wellbeing advocates, encouraging healthy good diets, healthy living and healthy lifestyle. Second, the program will encourage students to explore careers in healthcare but also in area of science, technology, engineering and math. HHCS will incorporate healthcare into all

² National Association of Secondary School Principals, Executive Summary, Breaking Ranks II: Strategies for Leading High School Reform 3 (2004).

aspects of the curriculum, including the Student Academy Summer program, the core curriculum and after-school class, clubs and activities. Students will also participate in healthcare education during weekly Tuesday sessions while teachers are in planning and professional development meetings. The goal is to help students build the thought pattern to live healthy and explore professions in healthcare and in STEM professions.

(j) Extensive Professional Development and Staff Planning: HHCS will support as well as provide resources and time allocation for teacher planning and professional development. School schedule includes two periods during which all teachers and staff will engage in professional development and planning. HHCS provides seven professional development days built into the calendar. Embedded within the academic trimesters, these days will provide additional time for rating, review, and analysis of assessment data. Each Tuesday morning, there will be a ninety-minute professional development session. There will also be a two-hour block devoted to staff planning and meeting time on Friday afternoons. Faculty, staff, and administrators will participate in a two-week summer professional development Teacher Institute prior to the commencement of the school year. During the Summer Institute, teachers will develop their Professional Development Plan, which will include long-and short-term goals, the activities that the teacher will participate in to achieve the goals, and a reflection on progress toward achievement of goals. Participation will be mandatory and incentives will be provided.

C. Enrollment, Recruitment, and Retention

(a) Projected enrollment: In the first year, HHCS will enroll 120 students for the 9th grade. In subsequent years, we will similarly accept 120 for 10th grade through 12th grade. HHCS projects to serve 450 with a maximum of 480 students at full capacity at the end of the fifth year.

Projected Enrollment Over the Charter Term						
Grade	Age	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
9	13-17	120	120	120	120	120
10	14-18		115	115	115	115
11	15-19			110	110	110
12	16-21				105	105
Total		120	235	345	450	450

(b) Application, Admissions, Enrollment and Lottery: If approved, HHCS will immediately circulate its Pre-Application package, containing: (1) School Prospectus/Brochure; (2) Candidate Letter of Intent to Enroll template; and (3) Candidate Introduction Form.

This strategy will capture basic contact information of the candidate and verify that s/he has completed the 8th grade and is within the age range. For parents or candidates who complete and submit letters of intent to enroll and candidate introduction forms, Enrollment package will be mailed to them. If they prefer, individuals can obtain the Enrollment package by visiting HHCS building, or downloading from our website. The Enrollment package may also be made available to parents/guardians of eligible students enrolled in target area/s high schools. But for these Enrollment packages to be accepted and processed, candidates/parents must have a completed Letter of Intent and Candidate Introduction Form on file. Pre-admission meetings or activities will not be required. However, optional “Meet & Greet” information and school tour sessions may be held for parents on a case by case basis.

Admission of students will be on a first come first served basis. All completed Enrollment packages will be due no later than the 1st Monday in April or any other determined date. The deadline date will be stamped on the right top corner of the Enrollment form’s front

page. Date of receipt will be tracked and stamped on the submitted Enrollment form, adjacent to the deadline stamp. All parents will be notified by postcard of application receipt. Parents hand delivering should request and ensure they obtain their application receipt postcard. All received applications will be categorized and logged in HHCS database/s, as appropriate. If the school receives more applications for enrollment than it has spaces available, HHCS will hold a lottery in order to randomly select and admit students as well as prioritize the waiting list. The lottery will be held publicly on the 1st Wednesday in May. After providing an initial preference to English Language Learners, the rest of the students' names will be drawn at random, with second level preference given to siblings of students already enrolled in the school. All parents will be notified in writing of either admission or waiting list status for their children.

Following admission, appointments will be scheduled for each admitted student (and his/her parent) to have a one-on-one meeting with HHCS designated staff, for the purpose of reviewing the school program package, policies and procedures; responsibilities and expectations; compliance assurances, disclosures, and consents; along with questions and answers. At the end of the session, parents or candidates will be required to sign the Participation Contract/Agreement. If parents or students do not accept allotted admission, waitlisted candidates will be notified immediately and the same process will be followed to fill the slot. The considered candidate/s will be required to follow the same enrollment process. An agreed day will be earmarked in the month of June, for all enrolled students and families to attend the New-Intake Orientation Day. Activities will include information about the school, supplies lists collection, uniform measurement, and skills and learning style assessment for students.

(c) Vacancies: HHCS anticipates losing four to five percent of students each year from attrition as families move out of school area and as students move from one grade level to the next, leading to approximately 15% over the four-year term. From its intensive recruitments strategies, HHCS will maintain a waiting list from which to backfill vacant seats during school year in 9th and 10th grades that arise through attrition. However, vacant seats in 11th and 12th grades may not be backfilled since the new in-takes may not have had the level of preparation required to meet requisite academic performance goals.

(d) Rationale for selecting enrollment size and growth strategy: There is robust demand for high school seats in South Bronx. Evidence from HHCS' two parents surveys, community meetings with parents, public hearings, community board presentations, community meetings, and hundreds of phone and email communication show high level of interest and expressions of demand for HHCS healthcare charter school in South Bronx. Nonetheless, HHCS' enrollment size and growth strategy are moderate enough to provide sufficient opportunities to address all learners but small enough to ensure that each student receives the individual attention he or she needs excel. All students will take Common Core courses all four years, but students will be able to take courses at levels that meet their needs. Some students in the twelfth grade, for example, might take a college-level math course while others will take a high school level math course.

(e) Evidence that enrollment projections will meet or exceed targets set by Board of Regents: Parents are looking for quality schools. HHCS has designed its programs to provide quality education, meet and exceed the Board of Regents' mandated targets for students eligible for free- and reduced-price lunch, English language learners, and students with disabilities. Depending on whether HHCS is located in school district 8, 7, 9 or 12, the school will use available data to calculate its enrollment and retention targets for the community school district of location³. Targeted recruitment and outreach will be focused as follows:

³ Using the New York state Education Department's Enrollment and Retention Calculators @ <http://www.p12.nysed.gov/psc/enrollment-retention-targets.html>, HHCS will calculate its targets based on an estimated full enrollment of 750 for grades 9 through 12, and over-age and under-credited students.

a. Students with disabilities – HHCS will have on staff a person who is an expert on students with disabilities and who would be part of the team to design communication and recruitment materials targeting parents of students with disabilities and organizations that cater to students with disabilities. Partnerships will be formed with disabilities institutions and agencies in order to reach and attract students with disabilities.

b. English language learners – Recruitment materials will be provided in the native language of the students to enable students and parents understand the recruitment message and ponder more deeply in their own native mindset, the opportunities HHCS offers. Recruitment and outreach to the ethnic families, agencies, and communities will be carried out by bi-lingual employees.

c. Students who are eligible applicants for the free and reduced price lunch program – South Bronx is known for its high poverty rate, with its student body eligible for free and reduced lunch near 90%. To attract and recruit students from the predominantly low-income families and communities of South Bronx, the recruitment methods outlined in the preceding sections will be used with emphasis placed on the **free** but **qualitative** education offered children.

(d) Recruitment and retention plan, including specific plans directed to students with disabilities, English Language learners, students who are eligible applicants for the free and reduced price lunch program, and students whose families may be less informed about available options: To ensure that we meet the Board of Regents’ enrollment and retention targets, HHCS utilizes multiple strategies to publicize the school as a strong and important option for diverse populations. Our students will include persons with disabilities, English language learners, students who are eligible applicants for free- and reduced-price lunch. During the planning period, and on an *ongoing basis*, HHCS will embark on *broad outreach*, to increase the school’s visibility throughout the South Bronx and other neighboring cities and school districts. We will distribute door-to-door brochures, fliers and postcards. Information will be produced in multiple local ethnic languages and with strong messaging that communicate properly HHCS’ mission, commitment, and methodology to empower students through improved educational life and career focus. We plan to employ diverse outreach and marketing strategies to ensure that we reach even those families that traditionally hardly get to know of options available and within their reach, with a goal to receiving applications from families and candidates interested in and in need of the services. Recruitment and application materials will be translated into the predominant languages of the community. Currently our group is putting together, a database of all the middle schools in Bronx, including district public schools, private, mission, and charter middle schools, in order to initiate outreach to principals, instructional/literacy coordinators, guidance counselors, and parent liaisons and create awareness about our proposed charter school. Our Marketing strategies, directed particularly to students whose families may be less informed about available options, include but not limited to: Feet on the Street, Pounding the pavements – going door-to-door to place school information and having door-to-door conversations with residents and families; and Word of Mouth, and volunteer student and family recruitment. Other strategies directed at all constituencies include: (1) Community engagement through community-based outreach and information sessions – presentations at community meetings, churches, community organizations and neighborhood associations and service agencies; (2) Convening advertised public hearing activities; (3) Convening advertised open house activities; (4) Publications of school information in the school website; (5) Partnering with public schools to receive their dropout lists; (6) Partnering with Middle schools as feeder partner to receive their graduates who are interested in healthcare careers; (7) Advertisements in local newspapers, radio, television, as well as local church bulletins; and (8) Mass mailings of the school brochure and/or postcards.

As a public school within South Bronx, HHCS will be available as an option of choice for residents within the district. HHCS will recruit and admit students throughout Bronx and neighboring boroughs, ensuring adequate enrollment and allowing for full accessibility of the

school for all eligible students. Therefore, HHCS will consider as meeting the enrollment eligibility requirements, any individual in Bronx and neighbors, who may meet any or combination of the following: (1) has not graduated from high school but has desire to do so; (2) has a desire to pursue a career in healthcare, science, technology, engineering, mathematics or any other area of discipline; (3) has a desire to go on to college, trade school or a rewarding career; (4) be entitled to a Free and Appropriate Public Education (FAPE); (5) be qualified for the Free and Reduced Lunch program; and (6) demonstrate successful completion of 8th grade. Students who do not meet the above criteria will also be admitted and receive same treatment as every other student. Recruitment and admission of students in HHCS will be in a manner that does not exclude applicants based on race, color, religion, gender, ethnicity, national origin, marital status, ancestry, intelligence level, or exceptionality.

Retention of students, especially those at risk of not graduating high school, will be given priority. HHCS will work hard to retain our students by becoming a community school that works with families, social agencies and community leaders. Parents-Teachers organizations will be formed to foster ongoing mutual trust and collaborations. HHCS will focus on:

b. Students with disabilities – Certified education professionals will be hired to provide specialized quality services to students with disabilities. HHCS will build and maintain continual relationships with disabled students’ families and with agencies that address their needs.

c. English language learners – Culturally sensitive teaching and learning methods will be implemented along with the provision and delivery of course materials in ethnic languages that the learners understand. HHCS will create and support parent volunteer and leadership development programs to assure parents’ participation in planning and advancement of learning.

d. Students who are eligible applicants for the free and reduced price lunch program – Among other retention strategies, HHCS will form Parents-Teachers association to strengthen families’ bonding with the school. Mentoring, advising, students’ advancement and success will be assured through innovative, participatory cultural activities, healthy food programs, and healthy lifestyle coaching.

(e) Family and community support within the proposed sending district(s)/region: HHCS has been convening successful public hearing meetings. The turnout, participation and volunteering spirit of parents and other participants have been overwhelmingly encouraging. There is tremendous evidence that parents and community support for, and interest in, the charter school is sufficient to reach and exceed our enrollment projection.

(e) Adequate enrollment and full accessibility: The strategies presented above will assure that the school maintains adequate enrollment. Moreover, the founding members who themselves are familiar with the state, federal and local laws mandating facilities accessibility for students with disabilities, will assure that all staff and faculty train and adhere to these laws and regulations. HHCS will assure accessibilities to all facilities.

D. Community to be Served

Below is a description of the South Bronx community to be served, indicating the strategies to be implemented to enhance the educational, career readiness and college admission opportunities to be made available to students and families in South Bronx. Indicated also is the very strong support for HHCS.

(a) Value of HHCS to South Bronx community: Within the target areas of depressed South Bronx and its Bronx Empowerment Zone to be served by HHCS, there exist a grave poverty, distressing unemployment levels, and disappointing high school drop-out rates. **(a) Poverty:** South Bronx and Bronx Empowerment Zone has 42.2% below poverty level compared to 14.5% for NY State, and 15.9% nationwide, showing target area is over twice worse than state and federal levels (U.S. Census Bureau). **(b) Unemployment Rate:** South Bronx and Bronx Empowerment Zone have 43.5% unemployment rate, NY state level is 17.85% and 22.65% at

the national level, showing the target area as having about twice the rates for the state and the federal (American Community Survey - ACS). **(c) Students Academic Performance:** shows similar worse trends for target area with South Bronx School Districts struggling to adequately advance student achievement as evidenced by the New York State Testing Program. For example, in 2012 South Bronx school districts 12, 9, 7, and 8, ranked 30th, 31st, 32nd, and 28, respectively, out of New York City's 32 districts in English Language Arts (ELA) test scores, occupying the City's bottom most performance spectrum. Furthermore, over 17% of the students are assessed and classified as English Language Learners (ELLs), another 16% qualify for and receive Special Education (SE) services, and yet 90% of the students fall within the category eligible for Free and Reduced Price Lunch (FRPL) program because of the large number of families living below national poverty levels in the target area. Some parents move or send their children to better performing school districts – many such parents want better schools in South Bronx. HHCS will address these needs by providing students with rigorous curriculum and intensive instructions in core academic courses, social, and healthcare professional skills necessary to compete and perform well in the growing healthcare industry. Students will graduate with Regent Diploma and be ready to enter college and university degrees in healthcare fields such as nursing, medicine, mental health and other healthcare disciplines. HHCS will partner with low performing public schools in the District of location to share best educational practices and innovations through joint professional development, conferences, workshops and seminars.

(b) Student population to be served by HHCS: With approximately 98% of South Bronx residents classified as African-American, Caribbean-American, or Hispanic-American, and given the unacceptable levels of poverty, unemployment, and the distressing students' academic performance levels in the area, HHCS Board seeks to plan, design and implement an innovative charter school that would serve students, targeting at-risk students (English Language Learners, Students with Disabilities, Free and Reduced Price Lunch) and aiming at high expectations, create exceptional learning environments that would provide students with the skills necessary to access the 21st century global economy. Individualized as well as group instruction strategies will help student success.

(c) Reason for Selection of South Bronx and HHCS capacity to serve this community: As already indicated in (a) above, HHCS selected South Bronx as its target area in order to help address the grave poverty, distressing adult and youth unemployment levels, and disappointing high school drop-out rates that affect youth, parents and families in South Bronx. HHCS has the capacity and expert personnel to achieve its mission and objectives for the school and for the South Bronx community. Through dedicated efforts, the founding group carried out series of research survey, which indicated strong the need for a quality healthcare charter school in South Bronx. The founding team began aggressive planning to fill that need.

(d) Rationale for how Hi-Tech Healthcare Charter School will enhance/expand educational options to students: Besides the high demand for healthcare-focused charter school expressed by parents and residents during survey research, public hearings, and community outreach activities, HHCS healthcare school-design is both innovative and unique in the sense that it provides both rigorous academic focus but also affords the students critical marketable healthcare workforce skills. Consequently, the healthcare charter school would graduate students with high school diploma and healthcare workforce knowledge. The healthcare concept will not only help students graduate with school diploma but will also prepare them for direct entry into the growing healthcare job market, as this market in turn strives to serve the growing baby boomer population. Inputs and feedbacks received have informed the design and continual review and improvement of the school plan.

(e) How HHCS has assessed family and community support within South Bronx community: HHCS Planning Team has carried out a thorough and meaningful public outreach

in South Bronx and has gone through a careful public review process by publicizing, conducting various forms of outreach, soliciting parent and community inputs and using the inputs and comments received from various stakeholders in designing, redesigning and enhancing its proposed healthcare high school charter school. Parents' and residents' opinion research survey outcomes, public hearings, Community Boards presentations and hundreds of phone and email communications and exchanges all indicate strong support for HHCS in South Bronx. Ongoing inputs and feedbacks continue showing strong support for the school and the founding group.

E. Public Outreach

Following New York State Education Law Section 2852(9-a)(b)(ii) requiring rigorous demonstration that a charter school applicant has conducted effective public outreach in the target area the school is to be located, HHCS Team has carried out a thorough, rigorous, comprehensive parents and community outreach and review in South Bronx (see **Table 2: Public Outreach Information**; and **Attachment 2b: Evidence of Public Review Process**).

(a) Informing the community about the proposed charter school: Beginning from April 2013 to the present and ongoing, HHCS founding group have carried out and continue to carry out **extensive** public, family, community, youth and parent outreach activities, and have accepted and continue to accept and address inputs and feedbacks from students, parents, residents, and community leaders. Outreach is ongoing.

i). Public Outreach: Social Agencies, Churches and Community Boards – Presentations and discussions were held with social agencies and members of Community Boards #1 (9/12/2013; 2/5/2015; 9/2/2015; 2/24/2016), Community Board #2 (6/12/13; 5/21/14; 6/18/14; 3/19/2015; 9/9/2015; 3/30/2016), Community Board #3 (9/11/13; 10/2/2014; 5/14/2015; 9/14/2015; 01/21/2016), and #4 (7/29/13; 5/27/14; 4/15/2015; 03/24/2016). (see Attachment 2 for sample evidence of community outreach). In these presentations, information was presented and discussed about our proposed healthcare charter school; the anticipation of locating school within school districts 7, 8, 9 or 12; the 9th through 12th grade levels to be served and clear description of the educational programs. Questions and answers sessions followed. Feedbacks received were integrated into subsequent meetings and eventually reflected in the school design. Letter of support from Community Board 2 is included in Attachment 2. Ongoing presentations and conversations with the community boards are planned. Distribution of Fliers, Brochures and Public Hearing Events Notices - Over three thousand fliers, brochures, and public hearing notices, all written in English and Hispanic languages were produced and distributed to residents through door-to-door, churches, local businesses and stores, laundry matts, community centers, public and senior housing facilities, and other public places (for sample of fliers distributed by HHCS in South Bronx community, see Attachment 2). Community Events – HHCS participated and continues to participate in Bronx business, health and community events where information was shared and feedbacks received. Examples include Fordham University (5/28/14; 1/22/2015; 2/18/2016), Bronx Week Business Breakfast (5/14/13; 5/13/14; 2/26/2015; 2/22/2016), health fairs (5/3/13; 6/28/14, 4/16/2015; 2/10/2016), and several other community fairs and events (for sample community event flier, see Attachment 2).

ii). Initial assessment of parent interest, community and religious leaders, political leaders and residents: Public Hearings Targeting Parents and Guardians - To date, ten public hearings, targeting parents and guardians were conducted). For the most recent public hearings that occurred in 2016, see attached **Table 2: Public Outreach Information**: previously, four at Resurrection and Life Pentecostal Church Outreach Center (1/12/13; 4/20/13; 2/9/15; 9/5/2015), two at High Bridge Public Library (8/23/13; 4/16/2015), two at Hunts Point Public Library (6/28/14; 6/13/2015); two at Word of Life Church (9/6/2014; 8/7/2015). There are over 700 support signatures from parents and guardians at these discussions events. Surveys - Two parents and guardians surveys have been conducted (see Attachment 2 for survey sample and outcome

analysis). Both asked similar questions and results showed that there is need for a quality high school in South Bronx, healthcare high school is preferred to other forms of high school. There is demand for extended day and Saturday classes. Middle Schools Parent Coordinators - Meetings were held with parents coordinators of middle schools who expressed parents' desire for **high performing charter high schools** that would provide their children choices for good education. Sample email correspondences with Middle School Parents Coordinators is included in Attachment 2. Political Leaders and Community organizations - Meetings were held with the Bronx Borough President Rueben Diaz, the Deputy Borough President, Aurelia Greene, Assemblyman Marcos Crespo, Councilwoman Arroyo (see support letter of Assemblyman Marcos Crespo in Attachment 2), pastors of churches and community organizations that discussed parents' education needs for their children. Numerous announcements have been made in Catholic Church services and outreach activities in South Bronx – Parish Priest of St. Anselm Catholic Church has continued to announce the school in church services and published the school's information in parish bulletins over series of months. Most Reverend Josu Iriondo, DD, Catholic Bishop of South Bronx has extensively published the school in church bulletins and made numerous Sunday and Weekday announcements about the school in Spanish and English languages in the parish during Masses and church activities (for letters from Bishop Iriondo and Rev. Fr. Antonio Palacios, see Attachment 2). Website (see or visit www.htcharterschool.org) – HHCS website provides information for parents. Through all these channels, community members, leaders and parents have provided feedbacks and expressed desire for quality healthcare charter school that would curb failing students' performance and provide quality alternative. Feedbacks and inputs from all sources have influenced design elements of the school (see Attachment 2 for evidence of parent and community outreach). Other outreach and communications with political leaders, educational leaders, community organizations, business leaders and individuals in South Bronx are ongoing. Health Fairs: HHCS participated in health fairs and discussed the school with parents, guardians and other fair participants.

(b) At least one public meeting with stakeholders in the target community: As indicated above, ten public hearings, targeting parents and guardians were conducted: four at Resurrection and Life Pentecostal Church Outreach Center (1/12/13; 4/20/13; 8/10/14; 1/6/2015), two at High Bridge Public Library (8/23/13; 4/16/2015), two at Hunts Point Public Library (6/28/14; 5/21/2015); two at Word of Life Church (9/6/2014; 3/7/2015). For the most recent ones that occurred in 2016, see attached **Table 2: Public Outreach Information**. There are over 700 support signatures from parents and guardians at these discussions events. (For sample public hearing notices with dates, locations, agendas, contacts, see Attachment 2).

(c) Evidence that HHCS solicited community public input or comment on the educational and programmatic needs of students: All public hearings, presentations and discussions involved deliberations on the educational and programmatic needs of students. Much discussion focused on providing quality healthcare high school and on serving at-risk youth. HHCS provided assurance to run an effective school and to serve at-risk students, including giving admission priority to students in the district the school is located. Assurance Letter demanded by Community Board #2 leaders and provided by HHCS leaders is available upon request. In all its public outreach activities, HHCS Planning Team provided media and opportunities for parents and members of the South Bronx community to provide inputs and comments on the educational and programmatic needs of students. For example, the notifications for Community Boards presentations provided website address for access to web-based information, names and phone numbers of two contact officials, and an email address to send comments; notifications for Public Hearings provided website address for access to web-based comments form, names and phone numbers of two contact officials, and an email address to send comments; parents and residents' opinion research survey tool used to obtain residents' opinions on various charter school design elements, provided a blank form section for respondents to provide additional

comments on the educational and programmatic needs of students in South Bronx (see Parent/Guardian survey form in Attachment 2).

(d) Addressed and used comments received to design school educational and programmatic activities: Follow up thank you letters, and where applicable, responses to comments received were sent to meeting participants and commenters. Using inputs, comments and feedbacks received from the community meetings, Community Boards presentations, public hearings, e-letters, survey questionnaires, and numerous meetings, HHCS was able to design, redesign and enhance its educational and programmatic needs. For example, the initial vision was to create a health-focused school and encourage career pathway into healthcare. While this remains an important part of our mission, comments and inputs from parents and community resident have led to infusion of science, technology, engineering and math (STEM) as a central design element of the school. In addition, feedbacks from parents and community have led to increase in school budget for hiring additional counselors and special education teachers to meet needs of students. HHCS has also increased extended school hours as many commenters requested.

(e) Ongoing approach to continue to engage with the community and to solicit and use public inputs: We will continue to engage the community as we are currently doing. Building on the current connections, collaborations, participations in the public hearings, Community Board discussions, research surveys, community meetings, phone conversations and email communications and exchanges between founding group and the South Bronx community constituencies, HHCS will continue to maintain dialogue with various community individuals and groups. The school founding group will continue to build more relationships with residents, parents, local agencies, community leaders, political leaders, religious leaders, educational leaders and other members of the South Bronx community. Information obtained will be used as inputs and feedbacks to continue to refine and enhance the charter school programs.

(f) How students in the community will be informed about the charter school and given equal opportunity to attend the school: Once HHCS receives information about charter approval, the institution will set forth immediately to implement aggressive recruitment strategies to attract and retain students. To accomplish this, materials will be presented in English and Spanish; open-house meetings will be held, local media outlets will be utilized to reach parents, churches, social organizations, and cultural institutions. Other recruitment strategies to be implemented will include among others, organizing special events and making presentations to parent organizations, middle schools and community agencies. Brochures and fliers will be produced and distributed at local parks, libraries, housing complexes, major subways, local businesses, churches and social agencies. For the recruited students, lottery will be implemented following NYS Law and in accordance with HHCS admissions policy. Preference will be given to students of the District of location and to English Language learners, students with disabilities, free and reduced price lunch students. These preferences were the results of parents and community residents' inputs that arose during the outreach and discussion sessions, and were integrated into the school design.

F. Programmatic and Fiscal Impact

Provided below is an assessment of the projected programmatic and fiscal impact of the proposed HHCS on other public and nonpublic schools in South Bronx.

(a) Projected programmatic impact of HHCS on other public and non-public schools in South Bronx: HHCS will have little or no impact on existing public schools in South Bronx because majority of schools in the target area are elementary and middle schools; high schools serve few 9th graders since many parents prefer to send their children to better school districts outside South Bronx. HHCS expects to serve as an alternative for those students who would otherwise go out of the district to attend high schools in better performing school districts. Moreover, HHCS will have positive impact on the students, teachers and the local community as

qualitative education and critical resources are brought to enhance education and life in the area. From the positive perspectives again, HHCS would willingly share best practices and resources with other schools in the district, thereby helping create positive impacts that drive teaching and learning in the target area.

Nonpublic schools like Catholic schools draw mostly from parents able to pay for their children’s education. Since HHCS will serve mostly students from poor families who can only use free public education, the effect on Catholic schools will be minimal or none, except for parents who wish to choose the free charter school over religious schools.

The chances for co-locating in a Public Schools building is slim. But should NYC Department of Education arrange this, HHCS will have minimal impact on any of the school districts 12, 7, 8 or 9. HHCS is actively working with private real estate firms for identification of suitable lease space that would serve for its educational and operational purposes. To this effect, sufficient amount has been allocated in the budget for monthly rental lease payments. Moreover, HHCS intends to develop its own property once it has gained some years of operational leverage. Presently discussions have been initiated with investment banks and New York City Agency responsible for nonprofit tax exempt bond financing, Build NYC, for possible future issue of tax exempt bond to develop the school’s future facility.

(b) Projected assessment of fiscal impact on other public/nonpublic schools in South Bronx:
Fiscal Impact

Operating Year	Charter Year	Projected Funds from NYSED in \$	Ed. Dept. Annual Budget In \$	Projected Impact %
2017-2018	1	1,989,852	\$21,535,092,000	0.0065%
2018-2019	2	5,154,401	\$22,181,144,000	0.0232%
2019-2020	3	8,164,573	\$22,846,578,000	0.0357%
2020-2021	4	11,154,412	\$23,523,435,000	0.0474%
2021-2022	5	11,690,183	\$23,764,842,000	0.0492%

From the above table it can be seen that the school will have minimal fiscal impact on the annual budget of the Education Department and therefore on other local public schools. There will be little or no fiscal impact on other non-public schools since their funding streams differ from that of public schools and charter schools.

PART II: EUDCATIONAL PLAN

A. Curriculum and Instruction

Timeline, Curriculum Development and Alignment. Immediately upon receiving notice of approval of the school’s charter, HHCS board of trustees will form a Curriculum Committee, under the leadership of the Principal to develop and implement a rigorous and challenging curriculum. Four sound, research and experience-based proven curricula and instructional practices will be used to design the curriculum. These proven foundational curricula are: (1) the Lincoln Center Institute (LCI) Capacities for Imaginative Learning (CIL); (2) Universal Design for Learning (UDL); (3) Project-Based Learning (PBL), and (4) Understanding by Design (UBD). The curriculum will reflect HHCS’ mission and belief that research-based experiential curricular experiences will help students achieve while developing the essential competencies of critical thinking, effective communication, and collaboration. The curriculum will align with the New York State Learning Standards, inclusive of the Common Core State Standards and the New York State Testing Program. During the planning six months of the first year before classes

start, curricula units for each content area will be developed under the supervision of the principal, and all completed units will be reviewed and approved by the board. As new teachers are hired in the Spring prior to the school's opening, they will participate in the curriculum development and train on the curriculum contents during the Teacher Institute. A curriculum consultant will be contracted to provide support to the principal and faculty as needed. During staff meetings and professional development sessions, all faculty and staff will receive training on the various subject content areas and components of the curriculum.

HHCS Education Foundation. HHCS' educational programs will be grounded on a solid educational foundation. Among the primary best practices that will provide a solid foundation for the educational experiences of students are a strong advisory program, individual learning plan, student academy summer bridge program, looping, an integrated curriculum, the integration of literacy across the curriculum, and inquiry/problem-based learning.

Advisory Program. HHCS curriculum will provide advisory for students, every day, Monday through Thursday. The advisory meetings will be led by faculty members, counselors, and support staff. The purpose is to provide students with College and Career Readiness which is above and beyond their core classes for the challenges of college matriculation and completion. Every faculty, counselor and support staff will serve as mentor and student advocate through advisory groups in which students are grouped in advisories by grade. Involvement of all faculty and staff in the advisory program ensures a supportive environment that can help students develop academically, socially and emotionally. Small advisory sizes foster personalized attention and provide a forum for discussion about academic challenges and successes, as well as social issues. Advisory is designed to help students hone in their critical thinking and speaking skills by providing safe, non-invasive environment where students practice speaking and listening and can interact more freely with fellow students and advisors in a friendly atmosphere and setting. This helps boost student self-esteem, assertiveness and ability for self-expression, ultimately enhancing student long-term academic performance. Counselors will play central role as coordinators of the advisory program. Staff meetings on Fridays and professional development sessions will provide teachers and counselors opportunity to plan, discuss and continue to enhance the advisory curriculum. Advisors will remain with their advisory group for at least two years. The Advisory Curriculum will be organized according to the following areas: Academic Development, including transition to and success in high school; Social/Emotional Development, including community and building positive relationships; Career Development, including college and career preparation. HHCS will utilize a dedicated College and Career Readiness curriculum to prepare seniors for the ultimate goal of admission to top-tier colleges or universities or other challenging post-secondary options.

Individual Learning Plan. An integral element of advisory is the Individual Learning Plan ("ILP"), which will be completed by all students at the School. The use of this planning and assessment tool is supported by the National Association of Secondary School Principals.⁴ The ILP will provide opportunities for students to take ownership of their academic success by identifying goals and monitoring progress. These plans will be created for ninth and tenth graders during the Student Academy Summer Bridge Program and used throughout each academic year. The advisor and grade level counselor will be responsible for reviewing these plans, conferencing with the students, communicating with parents, and using the data from the plans to individualize learning plans for each student. These plans will benefit all students, especially who are at-risk of failure. Because students will be monitoring their progress under the supervision of the guidance counselor and advisor, student at-risk of failure will more immediately understand the consequences of their actions and the impact on achievement. The

⁴ National Association of Secondary School Principals, Executive Summary, Breaking Ranks II: Strategies for Leading High School Reform 3 (2004).

plan will be aligned to the curriculum of the Advisory Program, providing students opportunities to establish short and long term goals for success in high school, to build positive relationships, and to develop an understanding of what it means to be college and career ready. The process of creating and Individual Learning Plan can have a positive impact on self-regulation, a key factor in academic achievement. Zimmerman defines self-regulation as “a self-directive process by which learners transform their mental abilities into academic skills.”⁵ Often, students who are at-risk of failure, students with disabilities, and students who are academically underprepared have not developed high levels of self-regulation. Advisors and counselors will assist students in developing the self-awareness necessary to identify strengths and areas in need of improvement.

Student Academy Summer Bridge Program. The Summer Bridge Program will be mandatory for all rising ninth and tenth graders. The purpose of this program will be similar to the School’s Advisory Program, which is to support the academic, social, and emotional development of the student. The curriculum for the Student Academy Summer Bridge Program will parallel that of the Advisory Program. Instruction and activities will assist students in their transition to high school, in developing positive peer and adult relationships, and in building interest in college and career pathways. Before the commencement of the summer Student Academy, teachers will analyze all data for rising 9th grades to identify areas of need. A diagnostic exam, such as Readiness will be administered. Data gathered during the summer Student Academy program, data from previous academic records, and data from the results of the diagnostic testing will all be analyzed to determine instructional needs for the upcoming school year. Readiness will be administered again in the second half of spring semester of freshman year. Teachers will identify areas of growth and develop targeted instructions for summer Academy for rising 10th grade students.

The Student Academy Summer Bridge Program for the rising freshmen will focus on literacy, research, critical thinking, and math skills. Through an exploration of health, science, religion, economic, and engineering topics, students will develop research and creative writing skills. They will engage in activities such as speaking, role play, and acting activities that will prepare them for the demands of the School’s curriculum. Students will learn the essentials of library and internet research and will have hands-on experiences using the Bronx Central Library under the guidance of a trained librarian. The Student Academy Program will also expose students to guest speakers and include a tour of the Bronx science and historical centers. Teachers will use STEM-based activities and materials as resource to develop this curriculum. Additionally, students will prepare for the rigors of the School’s math curriculum through teacher created problem-based activities that emphasize group work and mathematical competencies. A source that will guide teachers in the development of these activities and be found at <http://map.mathshell.org/materials/index.php>. Field trips to the College and Hospital will also be conducted during the Student Academy Summer Bridge Program to provide early exposure to college life and careers in healthcare. This early exposure to college and career options will foster a “college going culture,”⁶ a key factor in building an understanding that higher education is attainable. Each student will also begin to develop his or her ILP in the initial Student Academy Summer Bridge Program. A similar program will be designed for the Student Academy Bridge Program for rising tenth graders.

Looping. School environment and school connectedness are determining factors in student success. Students thrive in schools in which they know teachers care for them and believe in their potential. Looping has been identified as a practice that can help establish such a supportive community with shared expectations for achievement. Looping from ninth to tenth

⁵ Barry J. Zimmerman, *Becoming a Self-Regulated Learner: An Overview*, 41 *Theory into Practice* 64, 65 (Spring 2002).

⁶ Z. B. Corwin & W.G Tierney, *Getting there and beyond: Building a culture of college, going in high school* (2007).

grade will help to develop a stable and consistent learning environment enabling students to make a successful transition to the rigors of high school. A small learning community will be created as subject area teachers collaborate as a team to establish goals, monitor progress, and provide support for students over the two-year period. Additionally, looping establishes continuity in conceptual and skills development. This practice has a positive impact on the student's sense of belonging, especially for those students with IEPs, English language learners, and those at risks of failure.

Lincoln Center Institute (LCI) Capacities for Imaginative Learning, Universal Design for Learning (UDL), Project-Based Learning (PBL), and Understanding by Design (UBD). HHCS will use these four research-based, experience proven foundational curricula to design the school's curriculum. Teachers will employ the principles of Understanding by Design ("UBD") to develop thematic units. This four-step curriculum framework as proposed by Grant Wiggins will require teachers to identify the objectives of a unit of instruction and map backwards from the desired outcomes. This design framework will facilitate an integrated curriculum whereby social studies and English teachers design thematic units of study. These instructional units will help students see the connections among ideas, ensure the development of college-level skills, and provide students with opportunities to examine issues related to healthcare and wellness. Such an approach will require students to examine various perspectives while exploring the health and wellness issue or problem. The ultimate goal is not only to develop empathy in students, but to foster an awareness of each individual's responsibility to become an agent of change. The related issues of health and wellness will be further explored in Tuesday morning healthcare/wellness sessions. Additionally, the UBD framework will guide the development of the mathematics and science curricula. Essential questions will provide a framework for problem-based learning experiences through which students will apply their understanding to real-world health situations. This framework reflects the guiding principles of collaboration, real-world application, and inquiry supported by the Common Core Standards.

The Universal Design for Learning ("UDL"), a "scientifically valid framework for guiding educational practice" (Higher Education Act of 2008), will also guide the creation and implementation of all curricular units. This responsive and flexible approach to instruction and assessment recognizes the diverse needs, interests, and abilities of students. UDL is grounded in the field of neuroscience and promotes the integration of the recognition, strategic, and effective networks of the brain during the learning process.⁷ Since each student's learning style, interests, and ability level are unique, UDL promotes multiple opportunities for students to access, use, and engage with information. This framework will require teachers to differentiate instruction according to student ability, interest level, and learning styles. UBD and UDL design frameworks complement and support each other by providing teachers opportunities to consider the "who, what, how and why" of the teaching and learning processes.

HHCS will work with staff of New York City's Lincoln Center Institute (LCI) to integrate the Lincoln Center Institute (LCI) Capacities for Imaginative Learning (CIL) into the curriculum to help HHCS students excel. For over 30 years, LCI has worked at the crossroads of arts and education, annually reaching over 5,000 teachers and 300,000 students nationwide. LCI works in partnership with pre-K through grade 12 educators and teacher education programs to foster student cultivation of imagination through aesthetic education practice that includes art-making explorations, inquiry, and the use of multimedia contextual resources⁸.

To provide practical approach, especially in relation to its STEM curriculum and teaching strategies, HHCS will integrate Project-Based Learning (PBL) into curriculum: PBL is a dynamic approach to teaching in which students explore real-world problems and challenges.

⁷ http://www.cast.org/our-work/about-udl.html#VgsDjm_oty0/ (last accessed September 14, 2015).

⁸ lincolncenter.org; <http://handbook.laartsed.org/models/index.aspx?md=27>

With this type of active and engaged learning, students are inspired to obtain a deeper knowledge of the subjects they're studying.⁹

Integration of Literacy and Resources. The critical role of literacy in college and career readiness as underscored by the Common Core Standards will be central to curriculum development at the School. Literacy skills will be integrated into each content area. Teachers will develop low-and high-stakes writing assignments that will provide students with opportunities to write for a variety of purposes and audiences. Multiple genres will be used to develop content area reading skills.

Various instructional resources including film, audio clips, primary and secondary sources, poetry, scientific experiment, laboratory test, and memoirs will be used to provide multiple ways for students to acquire the essential understandings and to engage with the material for study unit. Varied activities such as journals, discussions, and web quests will provide means through which students can express their understanding and teachers can assess understanding. Each lesson will have a clearly stated measurable objective that is aligned to the essential understandings of each unit. Teachers will choose the most effective instructional strategies to achieve each lesson's objective. These may include demonstration, experiments, modeling, explicit instruction, and interactive lecture. Various learning styles and ability levels will be supported through the use of graphic organizers, visuals, power points, think-pair-share activities, and discussion. Each lesson will provide varied levels of support through guided, independent, and/or collaborative practice. Assessment will be integral to each lesson and will require teachers to employ various strategies including questioning, exit tickets, and/or writing prompts. These forms of assessment will provide a quantifiable way to assess achievement of each day's objective.

While the planning team has examined several textbook series, we will not make selections at this time. The founding team recognizes the critical role that the principal should play in the selection. Additionally, many publishers are still modifying their series to better align with the Common Core Standards and subsequent changes to State assessments. Most importantly, the UBD design framework dictates that instructional materials be identified after learning goals are established. Selection of materials should thus occur after essential understandings for each curricula unit are identified.

Major Curriculum Courses. Proposed major courses that would inform the curriculum are outline below.

English Language Arts. All students will complete a four-year course of study in English Language Arts ("ELA"). An Advanced Placement option will be available to students. Each unit of instruction will integrate a wide range of print materials including contemporary and classic texts representing various cultures. In 9th and 10th grades students will complete a second ELA course, ELA Fundamentals. This course will support the development of foundational skills such as grammar, usage, and acquisition of academic language, while developing clear and effective written communication across a variety of genres.

Social Studies. Common Core and New York State Content Standards will determine the scope and sequence of the social studies curriculum, which will include Global Studies I and II, American History, and Participation in Government and Economics. Advanced Placement Government will be offered. The integration of primary source documents and related literature, debates, and simulations will provide varied opportunities to develop the critical reading and effective communication skills promoted by the Common Core Standards.

Science. The course of study for science will include Environmental Science, Living Environment, and Chemistry. For the fourth year of study students can choose from Forensics or Advanced Placement Science. The science program will be integrated with STEM, offering a

⁹ <http://www.edutopia.org/project-based-learning-introduction-video>

dynamic and interactive science activities and lessons that will enable students sharpen college- and healthcare career-ready critical thinking skills that enhance ability for evaluating and synthesizing hypotheses, data review, and scientific analyses. Students will also form, justify, and challenge conclusions through science and technical text as well as acquire the technological skills needed in today’s competitive world, especially the healthcare fields. The science curriculum and instruction will promote an understanding of the structure of the discipline by providing students opportunities to observe, explore, formulate hypotheses, analyze data, and draw conclusions.

Mathematics. The curriculum will be aligned to Common Core Standards. Students must achieve content mastery while developing problem-solving skills, collaboration, and the ability to discuss mathematical concepts and to apply their understanding to everyday life. Teachers will develop the communication skills needed to explain thinking, to demonstrate problem solving, and to construct arguments.

Spanish and Native Language Arts. Instruction will be informed by the American Council on Teaching of a Foreign Language. Learning experiences will include opportunities to use language for authentic purposes and to understand the culture and diversity of Spanish-speaking countries and communities within the United States, specifically New York City. Students whose home or native language is Spanish and who demonstrate language proficiency through an oral interview and written essay will be able to take Native Language Arts in lieu of the traditional courses in Spanish.

Physical Education and Healthcare Education. Physical and health education at the School will support the physical, social, and emotional well-being of each student. Recognizing the impact of physical and mental health on academic performance and school attendance, the physical and health education curriculum will promote healthy lifestyles through exercise and by developing an understanding of nutrition and positive choices. The curriculum will be aligned to the learning standards for New York State and the National Association for Sport and Physical Education. Students will have opportunity to explore and experience healthcare topics, presentation, discussions and internship field experiences.

Curriculum Overview. Below is sample of HHCS’ four year course of study

Student Academy (Summer Bridge Program)	
Math and Literacy Skills	
Freshman Year	
English Language Arts	Spanish I/Native Language Arts I
Integrate Algebra	ELA Fundamentals
Environmental Science	Physical Education
STEM Education I	Healthcare
Global studies I	Advisory
Sophomore Year	
English Language Arts	Spanish II/Native Language Arts II
Geometry	ELA Fundamentals
Living Environment	Physical Education/Health
STEM Education II	Healthcare
Global studies II	Advisory
Student Academy (Summer Bridge Program)	
Math and Literacy Skills	
Junior Year	

English Language Arts	United States History and Government
Trigonometry/Algebra II	Spanish III/Native Language Arts III
Chemistry	SAT Preparation
STEM Education III	Healthcare
Advisory	Physical Education

Student Academy (Summer College Bridge Experience)
College Workshops, Peer Mentoring

Senior Year	
English Language Arts/Advanced Placement English Literature	Participation in Government and Economics
Pre-Calculus/Statistics	Advanced Placement Spanish/ Spanish IV
Forensics/Advanced Placement Science	Advanced Placement Government
STEM Education IV	Health/Healthcare
Performing Arts/Fine Arts/Visual Arts	College Planning Advisory
<i>1. Rising Senior Year students will participate in healthcare internship either during the summer following the Junior Year or during one of the academic semesters of their Senior Year.</i>	
<i>2. Senior Year students will have the opportunity to complete college work at a college to be arranged.</i>	

B. Special Student Populations and Related Services

HHCS considers service to students with disabilities as an important part of its mission to provide quality education to all students irrespective of abilities to learn. HHCS is committed to recruiting, enrolling and retaining SwDs, ELLs, and FRPL students comparable to populations in district of location. HHCS will offer several classes for all students that create a responsive environment. Research shows that project-based instruction can be particularly beneficial to ELLs and other students who may not yet have mastered the technical language of science and mathematics.¹⁰ Requiring all students including SwDs and ELLs to take College PREP for all four years creates high academic expectations for students who may not have encountered them in previous schools. Four years of College PREP also serves advanced or gifted students by allowing them to get a head start on the college application process and familiarizing them with the requirements for acceptance into a selective college, mitigating the likelihood that these students will become complacent. Finally, having every HHCS freshman take 9th Grade Writing Seminar will support both the majority of incoming HHCS students who read and write below grade level, and stronger students who will have a dedicated space to hone their writing abilities.

(a) Students With Disabilities (SwDs): Consistent with applicable law, HHCS will work with Local Education Agency (LEA) school districts to ensure that all SwDs who qualify under the IDEA will receive a free appropriate public education (FAPE); are appropriately evaluated; are provided with an IEP; and have access to appropriate procedures and mechanisms, along with their parents, to resolve any disputes or disagreements related to the provision of FAPE.

Participation in General Education Classroom: Research overwhelmingly demonstrates the benefits for all students of inclusive education.¹¹ HHCS will provide special education students with a FAPE by educating them in the least restrictive environment appropriate for their needs. To the maximum extent appropriate, SwDs will be educated in regular classrooms. Special classes, separate schooling, or other removal of SwDs from the regular educational environment, as appropriate, will occur only if the nature or severity of the disability is such that education in

¹⁰ Cuevas, P., Lee, O., Hart, J., & Deaktor, R. (2005). Improving science inquiry with elementary students of diverse backgrounds. *Journal of Research in Science Teaching*, 42(3), 337-357.

¹¹ http://schools.nyc.gov/NR/rdonlyres/0B3B6CCB-1B14-4228-8771-9400045B7E94/0/NCIE_Research_on_Inclusive_Education.pdf.

regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Parents of SwDs will be informed of how their children are progressing on annual IEP goals and in the general curriculum at least as frequently as parents of all HHCS students. SwDs also, as appropriate, will have equal opportunity to participate in and receive credit for nonacademic and extracurricular programs, services, and activities with students in the regular education program. SwDs will receive the same notices concerning school-sponsored programs, activities, and services as other students.

Testing Accommodations: In keeping with applicable law, HHCS will work in conjunction with the local CSE to determine how children with disabilities will participate in assessments, what accommodations will be used, and how individual students will be assessed if it is determined that they are unable to participate in the regular assessment program. HHCS will provide all testing accommodations and assessment requirements mandated by a student's IEP. Additionally, HHCS will conduct necessary diagnostic testing and evaluation to secure appropriate testing accommodations for standardized tests such as the PSAT, the SAT or the ACT.

Process and Procedures for Specialized Instruction Consistent with IEP: In addition to core content teachers, HHCS will hire sufficient special education teachers to provide the instruction required by students' IEPs. Special education staff and service providers will give support to classroom teachers, work in the general education classrooms with special education students individually and in small groups, and provide resource room or self-contained services as needed. Special education staff will ensure that teachers are knowledgeable about the needs of SwDs, are informed about their responsibilities for particular students, and receive the support they may require to implement each student's IEP. All teachers of SwDs will be provided access to a copy of the student's IEP and corresponding information. In addition, teachers will be informed of confidentiality guidelines governing appropriate storage and sharing of all student IEPs. HHCS will ensure that the special education programs and services will be provided directly to the student during school hours.

HHCS intends to provide the following services that may be required by a student's IEP: Resource Room, Special Education Teacher Support Services (SETSS), Collaborative Team Teaching (CTT), or Self-Contained instruction. While HHCS believes in the benefits of inclusive education, the founding team is also aware of the unique challenges of providing inclusive education to 9th graders who may have spent their entire academic careers in a self-contained setting. For these students, HHCS will collaborate with parents and the CSE to implement a transitional inclusion plan. This model of "Flexible Programming" aligns with the DOE's Special Education Reform.¹² In cases where the CSE deems it appropriate, students who were in 12:1 settings in middle school will start the year with a schedule that provides a combination of Special Education Services. CTT classes will be held in the morning and smaller classes such as Resource Room or Self-Contained Instruction will take place after lunch, when students' concentration and stamina starts to wane, and more individualized attention is required. Over the course of the school year, HHCS will evaluate each student's progress. Working with the CSE, HHCS will seek to transition the student to a less restrictive model. In the event a student's disability proves so severe as to preclude transition to an inclusive environment, HHCS will work with the family and the CSE to find other ways meet the mandates of the IEP. HHCS will have full-time counselors for those students whose IEP mandates counseling. HHCS will outsource related services such as speech language pathology and audiologist services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; early rehabilitation counseling; orientation and mobility services; and diagnostic and/or evaluative medical services. Special education students will receive their adapted

¹² <http://www.uft.org/files/attachments/flexible-programming-guide.pdf>.

curriculum work and specialized therapies (such as speech-language or occupational therapy) in a setting that is in accordance with their IEPs. If HHCS is unable to provide services in accordance with the student's IEP, it will rely on and collaborate with the school district of the student's residence to provide quality services to achieve advancement.

Staffing: HHCS will hire appropriately certified special education staff, and may contract with certified or licensed individuals and/or organizations to provide services, under the supervision of the Principal. HHCS will employ one full-time SPED Instructor in its first two years, and will hire a SPED Coordinator in Year 2. These employees will be paid using state and federal SPED funding. The district will pay for services it provides. Special education staff will be responsible for managing IEP record-keeping, ensuring compliance with all IEP requirements and regulations, managing the review and referral process, ensuring provision of services as mandated on student IEPs, progress monitoring, and submitting annually all required reports in compliance with 34 CFR §300.750. The Principal and ED will also help to oversee this process. HHCS' staffing plan for special education is based on enrollment targets provided by New York State. Should HHCS enroll significantly more SwDs than are expected, HHCS will adjust its staffing plans accordingly, potentially hiring additional certified SPED Instructors and/or Coordinators. HHCS will provide class coverage to allow primary classroom teachers to attend CSE meetings as necessary. As required by the IDEA, the student's regular education teacher will be involved in the development and implementation of a student's IEP, provided the student is, or may be, participating in the regular education environment. HHCS will ensure that the teacher is knowledgeable about the student's needs and helps implement any modifications or accommodations as determined by the local CSE. Special education students and their parents will be involved with the development of decisions regarding the IEP when appropriate.

Professional Development (PD): Consistent with the mission of the school, supplementary to school-wide PD at HHCS, teachers will receive ongoing consultation and instructional support from the SPED Instructor, Coordinator, Principal, Board members, or other experts on relevant special education topics and interventions. The purpose of this is to inform teachers of current laws governing special education, ensure compliance with all relevant special education requirements, and increase the range of implemented supports in the classroom to maximize access to the general education curriculum for SwDs. Appropriate school personnel will attend training and technical assistance seminars regarding the education and servicing of special education students, including those sponsored by the State Education Department.

IEP Record Keeping: HHCS will abide by the applicable provisions of IDEA and the Family Educational Rights Privacy Act in order to ensure that data regarding SwDs is retained and kept confidential, including having procedures for maintaining files in a secure and locked location with limited access (if electronic copies are kept, the files will be password-protected). HHCS will provide all teachers who teach SwDs with access to that student's IEP, and provide teachers with sufficient time to review IEPs, but will ensure that privacy controls are strictly enforced.

Compliance with Applicable Laws, Rules and Regulations: Special education programs and services at HHCS will be provided in accordance with applicable federal law and regulations (including the IDEA, Section 504 of the Rehabilitation Act of 1973 (Section 504), and Title II of the Americans with Disabilities Act of 1990 (ADA). HHCS will keep accurate and up-to-date information about its special education students. In accordance with 34 CFR §300.750, the School will submit an annual report to the State Education Department detailing the number of SwDs it serves, the nature of each student's disability, and each student's educational placement and setting. Regarding reports that are the responsibility of the district of residence, the school will make any necessary data available to the district in a timely fashion. HHCS also will comply with 8 NYCRR §119.3, as amended, which details requirements for the "Charter School Report Card" and includes information relating to SwDs. In compliance with 34 CFR §300.750, the school will submit annually the following reports by the dates noted:

Hi-Tech Healthcare Charter School Students with Disability Annual Report Submission to State Education Department	
PD-4C – Students in School-Based Program and Separate Settings	February 1
PD-5C – Students Exiting Special Education	February 1
PD-6 – Special Education Personnel	Mid-July
PD-8 – SWD Suspended for Disciplinary Reasons	Mid-July
PD-1C – Count of SWD	December 1

(b) English Language Learners (ELLs): HHCS shall serve all ELLs by providing supportive instruction so that they achieve proficiency in English and thrive educationally. HHCS shall comply with all applicable laws, rules and regulations including Title VI of the federal Civil Rights Act of 1964 (as amended) and the Federal Equal Educational Opportunities Act of 1974. HHCS ensures that ELL students will not be excluded from curricular and extracurricular activities based on an inability to speak and understand the language of instruction. Parents whose English proficiency is limited will receive notices and information from the school in their native language to encourage participation.

Identification, Assessment and Support of ELLs: If English is the only language spoken in the home as indicated on the Home Language Survey, the screening process need not continue. If the home language is one other than English or the student’s native language is one other than English, then appropriate school staff will interview the student and the parent/guardian in English, or when necessary in their native language. If the student speaks a language other than English or speaks little or no English, then HHCS will administer the Language Assessment Battery-Revised (LAB-R). A student who scores below the designated proficiency level is eligible for ELL services. In the case of new entrants to the New York State public school system, assessment will be performed prior to the school year, if possible, but no later than December 1 of the school year of entry, or within 15 days of transfer of a pupil into a New York State public school should the entry take place after December 1 of the school year. After placement into ELL services, student achievement or progress in the English language is measured annually with the NYS English as a Second Language Achievement Test (NYSESLAT). The scores on the NYSESLAT indicate the proficiency level the student has achieved each year, and whether or not the student’s level of English proficiency is high enough to exit ELL services. The Principal will provide overall coordination of the ELL program. He or she may use additional instruments (such as performance in school, records from the student’s middle school, and performance on standardized tests) to determine whether to provisionally classify the student as an ELL student. In addition to identifying students during the pre-enrollment period, teachers will also be responsible for observing all students in order to detect limited English proficiency. Any student suspected of having limited English proficiency will be tested to determine if and what level of services are necessary. HHCS will take all precautions that ELLs will not be misplaced or tracked inappropriately in other classes (including those programs or classes designed to serve SwDs). The best precaution against inappropriate referrals is a strong program of instructional interventions prior to initiating the formal referral process. The normal process of language acquisition and cultural adjustment must not be confused with learning or cognitive processing disabilities. When a referral is made, therefore, a native language evaluation will be conducted to eliminate the possibility that the perceived need is related to the primary language or cultural background of the student. Conversely, students who have a genuine special education need that is not attributable to normal language acquisition or cultural adjustment will not be denied special education services. A thorough evaluation with multiple criteria in both English and in the child’s native language will assist in making reasonable, informed decisions regarding the true need for placement in special education. In creating IEPs for ELLs, attention will be given to three primary issues affecting student success:

the identified disability, acquisition of English skills, and the cultural background of the child.

Instructional Support: To help ELL students achieve the same high standards as the rest of the students at HHCS, the school will use a modified English-immersion program, with supplemental support when needed. While all ELL students will participate in the school's regular classes, some may need extra support. HHCS' ELL Specialist may push in during English Language Arts, 9th Grade Writing Seminar, College Bound or other classes, or who may, on occasion, pull students out for **Sheltered English Immersion strategies**. HHCS will provide all needed staff and appropriate curricular materials to enable ELL students to achieve proficiency in English. These will be of the same quality as those materials and facilities available to English proficient students. The school will adapt their materials to meet the specific needs of ELL students as necessary and efforts will be made to give ELL students access to native language resources (e.g., native language libraries), or to provide parents with materials in their native language. Since many of HHCS' students will be either first- or second-generation Latino/Hispanic immigrants grappling with assimilation, HHCS will highlight and celebrate Latino/Hispanic history and culture throughout its curriculum. Other components of HHCS' design will provide instructional support for ELLs. Advisory will allow ELLs to practice reading, writing, listening and speaking each day in a low-pressure, supportive environment. ELLs will also benefit from attending Intersession programming, where classroom environments are intimate and supportive, while still retaining structure and rigor.

Setting: Except for Sheltered English Instruction as deemed appropriate by the Principal and the ELL Specialist, all ELL students will participate in the same classrooms and access the same curriculum as all other students. ELL students will not be excluded from any curricular or extracurricular activities due to language barriers.

Qualifications of those Providing the Services: HHCS will hire a full-time, certified ELL Specialist in Year 1, and will hire an additional ELL Specialist in Year 3. HHCS will include training on instruction of ELLs as a standard part of the annual PD plan. The program will enhance staff appreciation for the ELLs' native language and culture; provide information on the techniques, methods, and strategies appropriate for instructional and support services for ELLs; and introduce techniques to improve communication with parents of ELLs. PD will also address the needs of ELLs by emphasizing differentiation and ongoing assessment of work.

(c) Students At-Risk of Academic Failure: The best guard against academic failure is strong instruction, individualized to meet the needs of the students. HHCS will provide this instruction in the following ways:

Universal Design for Learning (UDL): HHCS teachers will employ UDL strategies in unit and lesson planning. The multiple means of engagement, presentation, and assessment embedded in UDL makes content accessible for students across academic spectrum including at-risk students.

Additional Math Tutoring: During the summer Student Academy program, HHCS will use diagnostic testing to identify which students require additional math support, and provide it afterschool and on Saturdays.

Response to Intervention (RTI): Students, who, despite the school-wide strategies described above, are struggling to achieve learning standards in ELA or mathematics, and do not have a current IEP are eligible to receive Academic Intervention Services (AIS). AIS may be provided indirectly, (consulting with teachers to provide supports and interventions in the classroom), or directly (providing intensive, small group instruction in a separate location). RTI is the practice of providing high quality instruction with multiple tiers of support and intervention to ensure the academic success of all HHCS students, and to identify students potentially at risk of academic difficulty. Early intervention will take place prior to a student's referral and is part of the process by which a struggling learner is differentiated from a student with a disability. In order to deliver the best possible service, regardless of whether the student is ultimately in need of a referral, HHCS will institute the following RTI. The plan outlined below is based on a

three-tier model, which identifies and supports struggling students and SwDs.

* **Tier 1:** If, through performance on assessments and standards-referenced learning goals, a child is identified as possibly at-risk, teachers will develop a “Tier 1 Student Profile.” This will contain a narrative of the student’s strengths and weaknesses, a summary of interventions attempted in the classroom, samples of student work, a summary of existing assessment data, a student observation checklist, and any other relevant data. This Profile will be reviewed by a multidisciplinary Student Support Team (SST), which may include the Principal, one or more teachers, the Social Worker, a Parent, or other appropriate personnel. The SST will give classroom teachers a range of supports, strategies and programs to be implemented. The SST will monitor the student’s progress after the Tier-I interventions are instituted.

* **Tier 2:** If Tier 1 interventions are unsuccessful, the student will receive AIS. The SST will generate current assessment data to further identify target problem areas, identify groups of students—if applicable—with similar needs and create smaller, individualized instruction. Students may receive extra tutoring in math, or additional literacy instruction from the ELL Specialist or Literacy Specialist. AIS might also include counseling or support from the Social Worker through a behavior plan or other intervention. This additional attention will allow students to review skills necessary for understanding of new material, proceed at a slower pace to mastery, and avoid distractions that can lead to off-task behavior. With more individualized instruction, students can build habits of success that create a positive feedback loop.

* **Tier 3:** If it is determined that a student requires special education services to participate fully in the general education curriculum, then HHCS staff will work with the parent(s) to review procedural safeguards and their respective legal rights to ensure the provision of a free and appropriate public education, and will inform the CSE of the school district of residence of the student. Parents are informed of steps in the Special Education process, i.e., referral, evaluation, determining eligibility, creating an IEP and participating in annual reviews. Following implementation of the full RTI plan, HHCS will use the following procedures to initiate referral for a student suspected of having a disability to the Chairperson of the CSE:

School Initiated Referrals: Informed by assessment and classroom data, the teacher and SPED Coordinator will confer with the Principal and complete a written request for an initial evaluation to the Chairperson of the CSE. The purpose of this request is to: A) Clearly outline difficulties the student is having in the classroom; B) Describe Tier 1 and 2 interventions and supports provided to the student; and C) Describe the extent of parental involvement prior to the referral request. Upon approval from the Principal, the request will be forwarded to the CSE.

Parent Initiated Referrals: HHCS will provide support and guidance to parents who wish to independently initiate a referral of their child to CSE. Parents will be given a copy of procedural safeguards and sample letter that outlines necessary information to be contained in a request for referral and initial evaluation. If requested by the parent, HHCS will write a request on their behalf and obtain the parent signature.

Obligations and Assurances for Referrals: HHCS assures that it will comply with its obligations under the Child Find requirements of IDEA including 34 CFR § 300.125, and will provide appropriate notification to parents in connection therewith, including notifying them prior to providing a child’s name to a CSE for potential evaluation. HHCS also assures that it will not convene its own CSE, make evaluations of children suspected of being disabled, create IEPs, reevaluate or revise existing IEPs or conduct due process hearings. HHCS understands that these responsibilities are left solely to the CSE of the student’s district of residence.

(d) Advanced or Gifted Students: Students may be deemed advanced or gifted based on their performance on State Exams or by consistently mastering standards at an advanced level in class. HHCS’ use of UDL provides opportunities for advanced students to have accelerated learning, taking on more complex topics or preparing more advanced demonstrations of learning. Additionally, students who are advanced in mathematics may receive periodic pull-out or small-

group instruction at an accelerated pace, although they will still receive instruction on standards covered in core math classes. By Year 3 of operation, HHCS 11th graders who are eligible will be able to take college-level classes at CUNY through the CollegeNow program.¹³ HHCS will also offer AP courses in select subjects.

(e) Ancillary Support Services: HHCS will employ a full-time Social Worker who will provide counseling services to students who have mandated counseling as part of their IEPs. However, this Social Worker will also be able to provide at-risk counseling to students who are referred by staff, or who self-refer. HHCS' staffing plan calls for a School Counselor in Year 2, and an additional counselor by Year 4. Additionally, HHCS plans to hire separate college counselors to meet students' academic needs and guide them through the college application process, ensuring that school counselors will be able to focus on the social-emotional needs that come with adolescence. Finally, HHCS will use its connections service providers to refer students and families to outside service providers where appropriate.

(f) Evaluation of Programs for All Special Populations: HHCS' Achievement Goals specifically include the success of at-risk populations. HHCS will engage in a consistent process for the evaluation of its programs and services for all students, including those programs and services specifically for its special populations. HHCS' SRG system allows the school to pinpoint student performance towards each learning goal, disaggregate the data for specific subgroups, and make adjustments and revisit goals accordingly. For SwDs and ELLs, HHCS will use this information to determine student progress against not only IEP goals or level of English language acquisition but against HHCS' overall accountability goals. The SPED Coordinator will provide a report to the Principal at the end of each trimester on the progress of SwDs. Similarly, the ELL Specialist(s) will provide a report to the Principal at the end of each trimester on the progress of ELLs. HHCS will also evaluate the progress of ELLs through data from the NYSESLAT; from teacher observations; from student performance on exams, standardized tests, and on standards-referenced learning goals; and from observations of ELL participation in school events, parent-teacher conferences, and other aspects of the school community. If sufficient success is not demonstrated in these areas, and if ELL students are not shedding their ELL status, HHCS will make modifications to the ELL program as needed. Results of the evaluations will be used to make program modifications and enhancements.

C. Achievement Goals

Hi-Tech Healthcare Charter School (HHCS) students will meet and exceed the following yearly educational objectives:

- 1. English Language Arts:** HHCS students will read, write, speak, listen to and understand facts and ideas of the English language and apply their knowledge to solve problems.
- 2. Mathematics:** HHCS students will acquire and demonstrate mathematical proficiency, including the application, practical and conceptual understanding, automated fluency and problem solving using the acquired mathematics knowledge and skills.
- 3. Social Studies:** HHCS students will understand and critique World and USA History and Geography including ideas and themes of a civil society.
- 4. Science:** HHCS students will demonstrate proficiency in understanding and applying scientific concepts as well as its applications.
- 5. At-Risk Students:** HHCS will provide at-risk students with rigorous individualized academic, practical, supportive and other services to enable them become successful.
- 6. Graduation:** HHCS students will make yearly progress and meet requirements to achieve NYS Regents Diploma.

¹³ <http://collegenow.cuny.edu/eligibility-requirements/>.

7. **College and Career Preparedness:** HHCS students will demonstrate academic and practical preparedness for college and career in healthcare with opportunities to pursue further studies in nursing, medicine, STEM, and other careers.

HHCS Student Achievement Goals and Methods of Evaluation	
<p>Goal 1: ELA: HHCS students will read, write, speak, listen to and understand facts and ideas of the English language and develop ability to apply the knowledge.</p>	<p><u>Absolute Measures:</u></p> <ul style="list-style-type: none"> a. Every year, 75% of HHCS high school students in the Accountability Cohort will score at least 65 on the NYS Regents English exam by the completion of their 4th year in the cohort. b. Every year, 75% of HHCS students in the Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade English Language Arts exam will score at least 65 on the NYS Regents English exam by the completion of their fourth year in the cohort. c. Every year, the Performance Index on the Regents English exam of HHCS students completing their 4th year in the Accountability Cohort will meet the Annual Measurable Objective (AMO) per state’s No Child Left Behind accountability requirements. <p><u>Comparative Measures:</u></p> <ul style="list-style-type: none"> a. Every year, the percent of HHCS high school students in the Accountability Cohort passing the Regents English exam with a score of 65 or above after 4 years will exceed that of students in the high school Accountability Cohort from local School District. <p><u>Growth Measures:</u></p> <ul style="list-style-type: none"> a. Every year, the group of HHCS students who have taken the grade 10 to 12 ACT assessments (PLAN in grade 10, ACT in grades 11 and 12) will reduce the gap between their average score in the previous year (including EXPLORE in grade 9), and the College Readiness Benchmark score in English by 50%. Students who achieve the College Readiness Benchmark Scores for their grade will continue to achieve the College Readiness Benchmark in English on subsequent tests and grades in school activities.
<p>Goal 2. Mathematics: HHCS students will acquire, demonstrate mathematics proficiency, including the application, practical and conceptual understanding, automated fluency and problem solving.</p>	<p><u>Absolute Measures:</u></p> <ul style="list-style-type: none"> a. Every year, 75% of HHCS high school students in the Accountability Cohort will score at least 65 on a NYS Regents mathematics exam by the completion of their 4th year in the cohort. b. Every year, 75% of HHCS high school students in the Accountability Cohort who scored at Level 1 or 2 on their New York State 8th grade mathematics exam will score at least 65 on a NYS Regents mathematics exam by the completion of their 4th year in the cohort. c. Each year, the PI on the Regents mathematics exams of students completing their 4th year in the Accountability Cohort will meet the AMO as prescribed by state’s NCLB accountability. <p><u>Comparative Measures:</u></p> <ul style="list-style-type: none"> a. Every year, the percent of HHCS high school students in the Accountability Cohort passing a Regents mathematics exam with a score of 65 or above after their 4th year will exceed that of the students in the high school Accountability Cohort School District. <p><u>Growth Measures:</u></p> <ul style="list-style-type: none"> a. Every year, the group of HHCS students who have taken the grade 10 to 12 ACT assessments (PLAN in grade 10, ACT in grades 11 and 12) will reduce the gap between their average score in the previous year (including EXPLORE in grade 9), and the College Readiness Benchmark score in Math by 50%. b. Students who achieve the College Readiness Benchmark Scores for their grade will continue to achieve the College Readiness Benchmark

	in Math on subsequent tests and in subsequent grades.
GOAL 3: Social Studies: HHCS students will understand and critique World and USA History and Geography including ideas and themes of a civil society	<p>Absolute Measures:</p> <ol style="list-style-type: none"> Every year, 75 % of HHCS high school students in the Accountability Cohort will score at least 65 on the Regents U.S. History exam by the completion of 4th year in the cohort. Every year, 75% of HHCS high school students in the Accountability Cohort will score 65 on the NYS Regents Global History exam by the completion of their 4th year in the cohort. <p>Comparative Measures:</p> <ol style="list-style-type: none"> Every year, the percent of HHCS students in the high school Accountability Cohort passing the U.S. History Regents exam and the Global History Regents exam with a score of 65 or above after their 4th year will exceed that of the students in the high school Accountability Cohort from local School District.
Goal 4. Science: HHCS students will demonstrate proficiency in understanding, applying, reasoning and critically analyzing scientific concepts as well as their applications.	<p>Absolute Measures:</p> <ol style="list-style-type: none"> Every year, 75% of HHCS high school students in the Accountability Cohort will score at least 65 on a NYS Regents Science exam by the completion of their fourth year in the cohort. <p>Comparative Measures:</p> <ol style="list-style-type: none"> Every year, the percent of students in HHCS high school Accountability Cohort passing a Regents science exam with a score of 65 or above after their 4th year will exceed that of the students in the high school Accountability Cohort from local School District. <p>Growth Measures:</p> <ol style="list-style-type: none"> Every year, the group of HHCS students who have taken the grade 10 to 12 ACT assessments (PLAN in grade10, ACT in grades 11 and 12) will reduce the gap between their average score in the previous year (including EXPLORE in grade 9), and the College Readiness Benchmark score in Science by 50%. HHCS students who achieve the College Readiness Benchmark Scores for their grade will continue to achieve the College Readiness Benchmark in Science on subsequent tests and in subsequent grades.
GOAL 5: At-Risk Students: HHCS will provide all its at-risk students with rigorous individualized academic, practical, supportive and other services to enable them become successful.	<p>Absolute Measures:</p> <ol style="list-style-type: none"> 100% of HHCS Students with Disabilities (SwDs) will meet/exceed 90% of their IEP goals on academics, social and emotional dimensions by each year's end as revealed during and by annual IEP review. Every year, 75% of HHCS SwDs in each cohort will graduate from high school within 4 years; 85% will graduate within five years. Every year, 90% of English Language Learners (EELs) will advance one level in each modality each year on the NYSESLAT Exams. Every year, 75% of ELLs in each cohort will graduate from high school within 4 years; 85% will graduate within five years. <p>Comparative Measures:</p> <ol style="list-style-type: none"> Every year, the percent of HHCS SwDs in the high school Accountability Cohort for the 4-year SwDs graduation rate will exceed that of the local School District. Every year, the percent of HHCS EELs in the high school Accountability Cohort for the 4-year graduation rate will exceed that of the local School District.
Goal 6: Graduation Requirements: HHCS students will make yearly progress and meet requirements to	<p>Absolute Measures:</p> <ol style="list-style-type: none"> Every year, 75% of high school students in the Accountability Cohort will graduate from high school after 4 years of study; and 85% after completion of 5th year in the cohort. Every year, 75% of HHCS graduating students will be college and/or

<p>achieve New York State Regents Diploma.</p>	<p>healthcare career ready upon graduation. 75% of the graduating class will attend college or university.</p> <p>c. Every year, at least 20% of graduating students will qualify & receive a Regent Diploma with Advanced and “With Honors” designation.</p> <p>Comparative Measures:</p> <p>a. Every year, the graduating HHCS high school Accountability Cohorts will exceed the graduating rate of local School District.</p> <p>b. Every year, HHCS Accountability Cohorts will exceed the performance of local district high schools in the Regents Diploma with Advanced and “With Honors” designations.</p> <p>c. Every year, a higher percentage of HHCS Accountability Cohort high school graduates will attend college and other institutions of higher education when compared to graduates from local School District.</p> <p>Growth Measures:</p> <p>a. Every year, 75 percent of students in each high school Graduation Cohort will pass their core academic subjects by the end of August and be promoted to the next grade.</p> <p>b. Every year, 75 percent of students in the high school Graduation Cohort will score at least 65 on at least three different Regents exams required for graduating by the completion of their 2nd year.</p>
<p>Goal 7. College and Career: Students will demonstrate academic & practical preparedness for college and career in healthcare: pursue further studies in nursing, medicine, STEM and other careers.</p>	<p>Absolute Measures:</p> <p>a. 100% of students will receive training on college & career readiness.</p> <p>b. Attendance count will exceed 90% average daily attendance.</p> <p>Comparative Measures:</p> <p>a. Every year, the average performance of students in the 10th grade will exceed the state average in the PSAT tests in Reading & Mathematics.</p> <p>b. Every year, the average performance of students in the 12th grade will exceed the state average in SAT or ACT tests in Reading & Math</p>

Other Institutional Goals for Sound Education:

- a. HHCS will maintain a safe and secure school climate 99% of the time.
- b. All HHCS students will not be considered for social promotion but will be ready to be promoted to a higher-grade level 100% of the time.
- c. HHCS will create a school campus welcoming to ALL parents and guardians.

D. Assessment System

Hi-Tech Health Charter School’s assessment system will be designed to ensure that the School is meeting its goals for the student academic achievement. Through regular assessment and dissemination of the data to all stakeholders, the School will ensure that key decisions about educating individual students, grade levels, and the entire School are driven by assessment data. The School will disseminate information about the progress of its students in meeting educational achievement goals to all stakeholders on an annual basis. The report will include objective information and data about the record of meeting achievement goals, including promotion rates, performance on Regents examinations, attendance rates, and graduation rates.

Assessment will align the School’s Mission. The School will cultivate a culture in which administrators, teachers and students develop a shared understanding of the integral role of formative, diagnostic, interim, and summative assessment in the teaching and learning processes. The School will achieve a high level of internal accountability through a deliberate, thoughtful analysis, and discussion of data. Data must be used systematically to monitor growth, guide learning, modify instruction, and assess the School’s progress towards meeting its goals

and objectives. The School will disseminate assessment data to all stakeholders, including teachers, support staff, students, parents, and the Board. The founding group has reviewed several data management systems to identify the most appropriate one that will provide teachers and administrators an efficient and timely way to manage data, generate reports and share data with all stakeholders. Final decision will be made after the principal is hired to participate in the final choice of data management system to be procured and installed.

Data-Based Decisions. During the first year of operation the principal will oversee the assessment system and ensure that data is analyzed and disseminated in a timely and efficient manner. Thereafter, the principal will fulfill this role. The review of data will be conducted at the Friday afternoon staff meetings. When needed, professional development sessions on Tuesday mornings can be used to target more School-wide assessment issues. The comprehensive assessment program outlined in the chart below provides multiple opportunities to assess student achievement and overall School performance. Common planning time, weekly staff meetings, and on-going professional development will provide the necessary support to teachers in data analysis and the use of data to inform and differentiate instruction.

Prior to the start of the Student Academy Bridge Program teachers will analyze available data for rising ninth graders to identify areas of need. A diagnostic exam, such as Readistep, will be administered. Assessment data gathered during the Student Academy Summer Bridge Program, from previous academic records, and from the results of the diagnostic testing will be analyzed to determine instructional needs for upcoming school year. Readistep will be administered again in the second half of the spring semester of freshman year. Teachers will identify areas of growth and develop targeted instruction for the Summer Bridge Program for rising tenth graders.

Formative assessments will provide teachers daily and weekly opportunities to reflect on student performance and to adjust short-and long-term goals for individual students and/or the whole class. Similarly, interim assessments administered every four-to-six-weeks will provide information about individual and whole class achievement. Both formative and interim assessment will require on-going discussion of student progress. Students will take ownership of tracking the results of various assessments, monitoring their progress and revising goals through the use of the Individual Learning Plan. Performance-based assessments determine whether “students know how to apply their knowledge.”¹⁴ Research indicate that “performance assessments yield a more complete picture of student’s abilities and weaknesses, and can overcome some of the validity challenges of assessing English language learners and students with disabilities.”¹⁵ According to Tung this form of assessment “encourage schools to build professional collaborative cultures through integrating curriculum, instruction, and assessment.”¹⁶

The results of the State and norm-referenced tests such as Readistep, PSAT and SAT will inform teachers and administrators of how academic programs are preparing students to reach achievement goals. When the results of data indicate that students are falling short of reaching the achievement goals, action will be taken. This might include coaching for individual teachers, providing professional development to grade level team, acquiring additional material to support classroom instruction, differentiating instruction, and/or providing additional tutoring to students.

Instructional Coach. To strengthen teachers to improve student performance and assessment, the Instructional Coach will be accountable for setting, implementing, and measuring yearly instructional attainment of goals related to increasing student achievement and

¹⁴ F. Adamson & L. Hammond-Darling, *Beyond basic skills: The role of performance assessment in the 21st century standards of learning* (2010).

¹⁵ *Ibid*

¹⁶ R. Tung, *Incorporating performance assessment in accountability systems: A review of scale-up efforts* (2010).

assuring effective assessment. The primary function of the Instructional Coach is to be the instructional leader for the teachers and guide teachers to attain performance goals. The top priorities of the head coach, include support and plan for implementation and vertical alignment of the curriculum across grade levels, ensure consistent delivery of instruction across the subject content areas, coach teachers in sound instructional practices and evaluate their progress, and oversee interim assessment program and use of data to inform instruction.

Assessment Plan. HHCS founding group is cognizant that changes to the State Regents examinations and restructuring of the curriculum for subject areas do occur from time to time. The course of study provided in the previous section and the schedule of assessments that follows will be amended to reflect any changes that occur. Additionally, we recognize that there must be a careful coordination of the various assessments among the content area teachers.

HHCS Assessment Plan Table

Type of Assessment	Purpose of Assessment	Execution Point	Follow-Up Action
Formative assessment such as exit tickets, writing prompts, quizzes	To determine if the lesson objective has been achieved by all students	Daily at the end of each period	Inform/Differentiate instruction
Interim assessments aligned to Common Core Standards and Regents Exams	To monitor progress towards and mastery of course contents, skills, and Common Core Standards	Approximately every 4-6 weeks	1. Identify students' strength and areas of need. 2. Modify instructions to meet needs of class and/or student
Summative Assessment: Performance-based assessment aligned to the Common Core and NY State Learning Standards	To determine if students can apply their knowledge and understanding	During the completion of a unit of study	Determine if additional support is needed
New York Regents/Core Assessments	To fulfill exit criteria and meet graduation requirements	According to State schedule for Exams	Determine if the school is meeting academic goals; adapt curriculum and instructional approaches if needed
Norm-Referenced exam such as ReadStep	To diagnose college readiness skills in mathematics and reading	During Summer Student Academy for rising 9 th grade and in 2 nd semester of freshman year	Establish goals for each student based on strengths and areas of instructional need
PSAT	To diagnose college readiness skills in mathematics and reading	Fall of sophomore and junior year	To assess School's progress towards achievement goal for college readiness; adjust curriculum and instruction if needed; provide tutoring to students when needed
SAT	To diagnose college readiness skills in mathematics and reading	Spring of junior year and fall of senior year	To assess School's progress towards achievement goal for college readiness; adjust curriculum and instruction, if needed; provide tutoring to students when needed
LAB-R Assessment/NYSESLAT	To diagnose English Language proficiency	September or within ten days of enrollment	To determine the level of support needed
NYSESLAT	Assess English Language proficiency	April and May	To determine the level of support needed
New York State Alternate Assessment	To measure the achievement of students with severe	As needed	To determine the level of support needed

(NYSAA)	cognitive disabilities towards meeting the NYS Learning Standards		
Advanced Placement Exams	To determine mastery of course content	May	To assess progress towards achievement goal for college readiness; adjust curriculum and instruction if needed

Note: Presented in the above is HHCS assessment plan. This plan is not a fixed or finished document. Appropriate revisions will be made to reflect any changes in the State Regent Examinations. Similarly, changes in HHCS curriculum and instructional programs will also call for appropriate relevant revisions to the plan. Most importantly, there will be careful coordination of the various assessments among content area teachers, the administrators, support staff, students, and parents. Collaboration and cooperation will be the guiding principle for the capture of data, analyses of data, and use of data to inform academe enhancement and corporate growth decisions.

E. Performance, Promotion, and Graduation Standards

HHCS Performance, Promotion and Graduation are Aligned with its Mission, Educational Program, and Assessment Plan. In order to be promoted, students must demonstrate mastery of content knowledge and skills. The School’s educational program requires students to take classes in all five core subject areas for all four years, and students must pass all of these courses each year with at least a 70% in order to be promoted. The School will use assessment data throughout the school year to provide students with the support and intervention needed. The School’s graduation requirements include passing five Regents examinations and requiring students to have more credits than the State requires.

Promotion. The School will consider course grades, scores on State examinations when applicable, and attendance records to determine promotion. Students must pass all courses with a grade of 70% in order to be promoted to the corresponding course at the next grade level. For any course that culminates in a Regents exam, a student must achieve a minimum score of 65% on the exam. Students who need additional assistance, especially students with disabilities will be provided additional multi-strategies-instructions, extended day, and Saturday sessions to enable them reach the minimum promotion requirement. Such accommodations may include allowing for extended time for instructions and offering multiple extended class sessions. Advisory sessions will also target student areas of need to strengthen their ability to attain require academic goals.

Similarly, students who pass a class but fail Regent exams will be provided additional multi-strategies-instructions, extended day, and Saturday sessions to enable them reach the minimum promotion requirement. Such accommodations may include allowing for extended time for instructions and offering multiple extended class sessions. Advisory sessions will also target student areas of need to strengthen their ability to pass each class as well as the Regent Exams.

Promotion/Exit Standards. The following promotion/exit standards for twelfth grade have been adopted from the New York State standards for Social Studies (economics) and the Common Core Standards for ELA and Mathematics (Statistics). Additionally, Common Core Standards for Literacy in Social Studies/History have been identified:

<i>Math:</i> Students will be able to:	<i>ELA:</i> Students will be able to:	<i>Social Studies:</i> Students will be able to:
Summarize, represent, and interpret data on a single count or measurement variable	Make critical inferences about a text and what it leaves uncertain	Analyze the effectiveness of various economic systems

Summarize, represent, and interpret data on two categorical and quantitative variables	Determine themes/central ideas and their development over the course of a text	Explain economic concepts such as scarcity, supply/demand, opportunity, costs, production
Interpret linear models	Determine meaning of words/phrases as they are used in a text	Describe the ideal, principle, practices, and problems related to the United State economic system
Understand and evaluate random process underlying statistical experiments	Analyze relationship between an author's choice of structure for specific parts of a story and the overall structure, meaning, and esthetic impact	Compare/contrast the United States economic system with other national economies
Make inferences and justify conclusions from sample surveys, experiments, and observational studies	Understand and recognize satire, sarcasm, irony, and understatement	Explain how economic decision-making has become global as a result of interdependence
Understand independence and conditional probability and use them to interpret data	Analyze and evaluate multiple interpretations of a source text	Connect insights from the details of a source to an understanding of the text as a whole
Use the rules of probability to compare probabilities of compound events in uniform probability model	Demonstrate knowledge of foundational American texts from the 18 th -20 th Centuries and contemporary themes across texts within periods	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence
Calculate expected values and use them to solve problems	Read and comprehend grad-appropriate literature independently and proficiently	Apply a problem-solving model to identify economic problems, generate hypothesis, test the hypothesis, and investigate and analyze selected data
	Write arguments to support claims in analytic writing	Analyze how a complex primary source is structured
	Write informative texts to explain complex ideas, concepts, and information accurately	Evaluate author's differing points of view on the same event
	Write well-developed narratives	Integrate and evaluate multiple sources of information presented from diverse sources and in diverse formats/media
	Respond to feedback through revisions and editing	Write an argument that presets a claim, address the opposing claims, and provide evidence, reasons, and support for the claim
	Use technology to research, produce, and publish writing	Write informative or explanatory texts

	Write routinely over extended and shorter time frames	Conduct short and sustained research projects, gather relevant information from multiple sources
	Conduct short and sustained research projects and gather relevant information from multiple sources	

Graduation Standards. HHCS will require that each student graduate with a New York State Regents diploma. Each student must receive a minimum score of 65% on each of the five required Regents exams: Comprehensive English; Integrated Algebra; Global Studies; United States History and Government; and science. Students will surpass State credit requirements. HHCS expects students will graduate with 51 credits, including 12 in English language arts; 8 each in social studies, science, math, and foreign language; 4 in physical education, 1 in health, and 2 in art. Finally, in addition, in order to graduate, students must pass each core course with a grade of 70%, complete an Individual Learning Plan that includes a college/career plan, and complete a healthcare/wellness internship program. While the same performance, promotion and graduate standards apply to all students, students who need additional assistance to attain these standards, especially students with disabilities will be provided additional instructions through the extended day and Saturday sessions to enable them reach the required the minimum promotion/graduation requirement. Such accommodations may include allowing for extended time for instructions and offering multiple instructional strategies, support resources and extended class sessions.

F. School Schedule and Calendar

HHCS calendar and schedule are set on the belief that time and care are two valuable resources that enhance student education, particularly students from low socioeconomic backgrounds and at-risk students. Research has shown that these students tend to lose skills learned during the school year between the summer months and a new school year. Students from lower socioeconomic families tend to lose between two to two and a half months of math computation skills and often lose some spelling and reading comprehension skills during that time (Ballinger & Cruz, 2009; Kelly, 2000). This seeming vicious cycle and loss can be mitigated by prolonging both the school days and the school year. We believe that when our students are actively engaged throughout the year, eliminating “summer learning loss syndrome”, students’ learning will be solid. HHCS believes that having a longer school day and academic year will make both the academic and social growths of our students continuous, and allow more instructional time for new materials, thereby reducing student discipline issues while achieving increased student retention and achievement rates.

School Calendar. HHCS’ proposed first-year calendar will have 200 days of instruction, which is 20 extra days over and above the required 180 days, including extra Saturdays of instruction when needed to enhance student achievement. The calendar also has fifteen-day mandatory student academy or summer bridge program from August 15th 2016 through September 2nd 2016. School year for teachers starts with two weeks professional development and Teacher Institute from August 1 through 12th, 2016. Professional development teachers’ institute combines professional development with teacher instructional planning. There are additional two days of teacher professional development in January of 2017 from 23rd to 24th, and another five-day professional development in June 2017 from 26th to 30th. During these professional development days teachers will devote their time to rating, analysis, and discussions of semester assessments and student achievement. Further, there are: (a) one-hour forty minutes

professional development every Tuesday from 8.30 am to 10.10 am, (b) two-hour professional development every Friday from 2.00 pm to 4.00 pm. HHCS will provide core instructional time that is over and above the 180 days required of public schools.¹⁷ To accomplish this, HHCS will run a Trimester annual school calendar in which students will study all year round (see Attachment 3d: 2016-2017 School Calendar and; Attachment 3b: Sample General Bell Schedule).

Student and Teacher Schedule. Regular school day will begin 8.30 am and end 4.00 pm. There will be a mandatory extended school day from 4.00 pm to 5.00 pm, Monday through Thursday. During this period, all teachers provide additional instruction to students, with focus on those students needing additional academic assistance. Every Monday through Thursday, students, teachers, and support staff will participate in a thirty-minute, small group advisory session. The schedule provides a thirty-minute breakfast and a thirty-minute lunch period. Extracurricular activities, including sports, athletics, community service will be offered Monday through Friday from 5.00 to 6.00 pm (see Attachment 3b: Sample General Bell Schedule; and Attachment 3b: Sample 9th Grade Student Schedule).

HHCS will offer more instructional time than a public school. Each subject area will meet three times a week for a total of 230 minutes. This exceeds the New York State requirements by 50 minutes for each subject area. In addition, there will be mandatory extended school days each week, Monday through Thursday from 4.00 to 5.00 pm. Given a trimester schedule, the extended day hours and the 2 to 3 hours, one or two Saturdays per month, HHCS will be providing over 150 additional hours or supplemental instruction (see Attachment 3b: Sample 9th Grade Student Schedule; and Attachment 3c: Sample 9th Grade ELA Teacher Schedule).

Supplemental instruction and intervention will occur during advisory, special education teacher support services, a second ELA class for freshman and sophomores and during mandatory after school meetings. Additionally, the Student Academy (summer bridge) program for rising 9th and 10th graders will provide a college readiness curriculum including enrichment activities based on student needs and interests. During the Tuesday morning teacher professional development meetings, students will participate in a 12-week healthcare education that will run concurrently by grade. Rising seniors will participate in a Student Academy summer bridge program separate from the juniors in a college campus to be arranged (colleges contacted want charter approved before arrangement can proceed). Students will participate in college workshops and in peer mentoring. Additionally, students will complete healthcare-related internship either during the summer prior to second year or during one of the academic semesters in senior year. At the beginning of the 12th grade may choose between ELA or AP English, Social Studies, pre-calculus, or statistics, or AP Science and Integrated Algebra. Further, students will be able to choose among fine, performing and visual arts, and have the opportunity to register and take college courses.

HHCS will group subject areas into heterogeneous classes that provide all students equal access to rigorous college preparation curriculum. Within each class, flexible grouping will be utilized to meet the needs of students and to facilitate differentiation of instruction according to ability level, interests, and readiness. HHCS will organize teachers into grade level teams to work in collegiality to collaborate, plan and enhance student learning. Further, HHCS will adopt an integrated co-teaching model and special education teacher support services instruction for students who need it. In freshman and sophomore years, students will have a second class of ELA instruction called ELA Fundamental. This class will focus on academic literacy skills with emphasis on written and oral communication, language structure, and academic vocabulary. All students will participate in an SAT preparation course in junior year and in senior-year, students will complete a college readiness course. During this second ELA class the special education

¹⁷ N.Y. Education Law § 2851(2)(n)

teacher will provide small group special education teacher support services to those students who require additional support to ensure that the requirements outlined by each student's IEP are met. A similar model will be implemented for English Language learners. Additionally, support services for these students for these students will be offered during the extended day sessions as necessary.

As shown in Attachment 3c: Sample 9th Grade ELA Teacher Schedule, the ELA teacher will teach five sessions, each meeting three times per week for a total of 230 minutes per week per session. The schedule also includes four 9th grade advisory sessions of 30 minutes each. In order to facilitate looping in 9th and 10th grades to provide a consistent learning environment and to maximize the level of collaboration needed to implement the instructional framework, grade level teams will be formed. The teacher has five prep sessions each week for a total of 410 minutes. This will provide adequate time for teacher planning, grading and other pre-session activities.

G. School Culture and Climate

Our expectation is for students to succeed academically and in life. Our goal is to provide students with a safe, welcoming, healthy environment where learning and growth will occur. For this reason, HHCS establishes and exercises an explicit, clear code of conduct that is consistently enforced. Rooted in our core values of accountability, integrity, and respect, our code of conduct outlines clear behavioral expectations that are explicitly taught, deliberately modeled, and consistently and immediately enforced (see Attachment 4: Discipline Policy).

HHCS believes that students learn best in an environment of safety and structure, and in fact desire such an environment. Students thrive when there are clear, consistent, high behavior expectations and when they receive immediate feedback. In order to help students develop habits of college readiness and entrance into the workforce, HHCS will provide constant positive reinforcement for good conduct and effort, hard work, respectful behavior and effective communication. Building and building the lives of healthy scholars is our business. HHCS students will be provided with a copy of the Discipline Policy in their admissions packet, and will be provided explanation of the policies by staff member during enrollment, and at the summer Student Academy. HHCS's discipline policy applies equally to students with disabilities in accordance with federal laws and regulations regarding the education and placement of students with disabilities. In implementing the policies, the school leadership will use policy as a means for building character and spirit of learning, rather than as a punitive document to police students. In cases where any aspects of the policies conflict with applicable laws, the provisions of the law will take precedence. HHCS' Vice Principal's role will include administering the Discipline Policy and overseeing all positive reinforcement initiatives. In adopting this disciplinary policy, HHCS has taken into account that creating a positive school culture in a stand-alone high school presents unique challenges. Students may have faced a variety of different behavior instructionally. Engaging and normalizing high behavioral expectations from the first day will help in minimizing disruption. HHCS will also create an atmosphere where working hard and demonstrating effort brings recognition and positive reinforcement. HHCS will do this in the following ways:

1. Students will receive a weekly E-Score based on their effort in each class. Students will be given a grade of 0 (no effort) through 5 (maximum effort) on habits such as preparedness, punctuality, behavior, attendance, and effort put into work. These E-scores do not directly impact the student's academic grade, but will be part of a school-wide rewards system. Students with sufficiently high E-Scores will qualify for privileges, including recognition at awards assemblies, hallway "shout-outs," and other public acknowledgement. Students who maintain high E-Score averages will qualify for trips at the end of the trimester or year.

2. Teachers will make a minimum of two positive parent contacts per week. These may be phone calls, emails, text messages or notes home visits. The teacher who makes the most positive contacts at the end of each month will receive a small gift from the school.

3. HHCS' class instruction serve not only to provide a kinesthetic means of teaching concepts to students, but also to help students unlock the joy in education through the process of inquiry, collaboration, and discovery. HHCS will build this sense of joy through a variety of means, such as providing lab coats for students to wear during lab classes, hosting "Scholar Events Nights," where students display their projects to parents and community guests.

4. HHCS's daily Advisory will foster positive relationships between teachers and students. Equally important to Advisory curriculum, which will focus on ethics and character building (see Attachment 3a-c: Sample Schedules), is the opportunity to build trust within the school community. Advisories will serve as a home base for all students, and the Advisor will be the child's advocate and supporter. Advisors will communicate at least once per month with the parents of each Advisee. Once every few weeks, Advisors will eat lunch with their Advisees. Additionally, Advisors will also be given an annual budget of at least \$350 to take their Advisory on a small group excursion to build camaraderie.

5. HHCS will enforce a dress code as outlined in the Student Policy, distinct from a uniform. HHCS' dress policy mirrors that of most professional workplaces, and is the same for students and staff. HHCS students will learn to wear professional attire but will still be able to express their personality through their choice of fashion. Fridays at HHCS will be Casual Fridays, in which the dress code will be slightly (though not completely) relaxed.

Requirement of Dignity for All Students Act: HHCS will keep and enforce all relevant laws. HHCS is committed to the requirements of the Dignity for All Students Act (DASA). The DASA is intended to give students in public schools an educational environment free from discrimination and harassment, particularly from harassment based on a student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. The DASA will prohibit activities that create a hostile environment at school and school-sponsored events. HHCS will follow the recommendations of the Dignity Act Local Policy and Implementation Task Force. All staff will receive training on the DASA during summer Teacher Institute. HHCS' Social Worker will be the designated contact for handling violations of the DASA, especially bullying. HHCS will ensure that the Social Worker receives appropriate training to recognize and respond effectively to harassment and bullying and implement strategies to prevent it.

Constant Evaluation of Environment: HHCS will consistently evaluate its stakeholders' perception of the school climate formally on an annual basis through the DOE Learning Environment surveys distributed to parents and school staff, as well as through micro-polling of parents throughout the year. HHCS' leadership will evaluate the results of this survey and adjust policy as needed. The DSC will keep a record of all student disciplinary incidents. HHCS will comply with Violent and Disruptive Incident Reporting and data collection requirements, and disciplinary data reported to NYSED will become a part of HHCS' Annual Report Card. HHCS strives to hold high behavioral expectations without producing extremely high suspension or expulsion rates. Every month, the Board will receive a report on disciplinary infractions that resulted in suspension or expulsion. HHCS will build a conducive school culture and welcoming school environment that motivates teaching and learning while inspiring academic achievement.

High Expectations: HHCS will require students to pass silently through hallways, and all teachers will greet students at the classroom with instruction and work ready to begin immediately. Establishing order outside of the classroom allows for a seamless, orderly transition into the classroom that will maximize the use of instructional time for student learning. Excellence in academic achievement is the expectation for all students. Similarly, students are expected to demonstrate the core values of accountability, integrity, and respect, students will

have to consistently make the choice to meet those expectations and abide by the school’s code of conduct. Making appropriate choices that result in excellent academic achievement and behavior marked by accountability, integrity, and respect will be recognized and positively reinforced. For the rest of the high expectation required of students, see attachment 4. HHCS will revise the policies as and when necessary to maintain the high behavior standard among students.

PART III: ORGANIZATIONAL AND FISCAL PLAN

A. Applicant(s)/Founding Group Capacity

Presented below is the founding group members, description of how the founding group came together to develop HHCS, information on how often the founding group met and how planning and writing processes occurred, current and future roles of the founding group.

(a) Lead applicant(s) and founding group members: The table below provides information on the founding group, showing their names, current employment, relevant experience and skills, current roles each is playing in the planning and design of the school, future roles each will be playing once the charter is granted.

Founding Group

Applicant Group Member Name/Phone Email Address	Current Employment	Relevant experience/ skills and role on applicant group (Key Words)	Proposed role(s) if any (Trustee Employee or None)	Proposed Board Position (e.g., officer, trustee, constituent rep)	Length of Initial Term	Voting Member Y/N
Ivydean Frazier, B.Ed; MA; M.Ed MA; Certification (843) 855-1148 ivydeanf@gmail.com	Special Education Supervisor IS 254, Bronx	Teaching, Curriculum Development, Special Education, Education Plan Committee	Trustee	Board Member	5 years	Y
Liana Acevedo, BS, MLS; (718) 617-4968; liana.acevedo@gmail.com	Library Manager, Hunts Point Public Library	Curriculum Development, Education Plan Committee, Instructional Resources, Outreach	Trustee	Secretary, Executive Board Member	5 year	Y
Larry Robinson, AAS; BA.; (646) 915-5379; crystalball626@hotmail.com	Retired Technology Professional	Parent Advocacy & Family Relations, Technology, Outreach Committee	Trustee/Parent Representative	Parents Representative Board Member	5 years	Y
Rev. Fr. Opkala, BA; MA.; (347) 873-9430; fruwaekwe@yahoo.com	Harlem Hospital Center	Nonprofit Governance, Human Resources Compliance, Healthcare	Trustee	Chairman, Executive Board Member	5 years	Y
Ibe Moses, BS, MSC, CPA.; (914) 316-7863; imosescpa@gmail.com	Ibe Moses & Associates, CPAs, Head Auditor	Accounting, Audit & Finance Regulations, Compliance, Startup	Trustee	Board Member	5 years	Y

Joan Bucchino, BA.; (516) 456-7575; joan@graceplayusa.org	Grace Corporation, President	Fundraising & Development, Health & Wellness	Trustee	Board Member	5 years	Y
Francis Onukwue MA; MBA; PhD (314) 922-7139; fonukwue12@aol.com	Hi-Tech Healthcare Charter School	New charter school Start-up experience, Legal, Real Estate, & Facilities, Finance, Regulations	Employee	Charter School Executive Director	5 years	Y
Emmanuel Daniel BS, MSA, RN.; (917) 355-7494; wacein@yahoo.com	Healthcare Consulting, Director	Teaching, Healthcare & Wellness, Policies and Procedures, Real Estate & Facilities	Trustee	Board Member	5 year	Y

(b) Description of how the founding group came together to develop HHCS: The existence and strength of HHCS derives from its founding members under the leadership of Dr. Francis Onukwue, who, having established the need for a quality healthcare charter high school in South Bronx through an initial intensive survey research in 2010-2012, assembled a team forming the board of directors and professionals to design, coordinate and manage the charter school formation and operations. The group has continued to meet, plan and guide the development of the charter school outreach and the proposal writing.

(c) Description of how often the founding group met and how planning and writing processes occurred: The founding group, most of whom also serve on the planning team, interacted daily and meet a number of times each week to discuss, plan or carry out needed activities. Several members performed different functions under the direction and coordination of Francis Onukwue. The planning team will continue to meet throughout the application phase and transition into execution team when the charter is awarded.

(d) Primary author of final application and paid consultants: Dr. Francis Onukwue is the primary author of the final application. No paid consultants or organizations were involved in the development, fiscal planning or writing of the proposal.

(e) Founding group and future roles in the charter school: The Founding Group table above shows the future roles to be played by each in the charter school. These tentative roles were arrived at through consistent interactions between members during the planning and design stages and based on our collective perception regarding what is best for the school in view of our individual fields of education, experience and expertise. While we believe that these are the best candidates for the tentative assigned and assumed roles, the lead applicant is yet to make any formal offers until charter is granted and a more thorough search and interview is conducted to determine and select what is best for the school.

B. Board of Trustees and Governance

As members of the founding group of Hi-Tech Healthcare Charter School (HHCS), we have considered carefully the necessary experience, skill, and the unflinching will required to found and manage the challenging and dynamic process of opening and operating public charter schools. Aware of this important commitment and service to the South Bronx families and their children, we have set out to recruit experienced and capable professionals, community members and parents to serve on the board and as future employees. Our group members have played important roles in the planning, research, outreach, communications and development of this

proposal. Below is the proposed initial board of trustees of Hi-Tech Healthcare Charter School; related explanations are also presented below in the subsections that follow.

Proposed Initial Board of Trustees

Applicant Group Member Name/Phone Email Address	Current Employment	Relevant experience/ skills and role on applicant group (Key Words)	Proposed role(s) If any (Trustee Employee or None)	Proposed Board Position (e.g., officer, trustee, constituent rep)	Length of Initial Term	Voting Member Y/N
Ivydean Frazier, B.Ed; MA; M.Ed MA; Certification (843) 855-1148 ivydeanf@gmail.com	Special Education Supervisor IS 254, Bronx	Teaching, Curriculum Development, Special Education Education Plan Committee	Trustee	Board Member	5 years	Y
Liana Acevedo, BS, MLS; (718) 617-4968; liana.acevedo@gmail.com	Library Manager, Hunts Point Public Library	Curriculum Development, Education Plan Committee, Instructional Resources,	Trustee	Secretary, Executive Board Member	5 year	Y
Larry Robinson, AAS; BA.; (646) 915-5379; crystalball626@hotmail.com	Retired Technology Professional	Parent Advocacy & Family Relations, Technology, Outreach Committee	Trustee/Parent/Parent Representative	Parents Representative Board Member	5 years	Y
Rev. Fr. Opkala, BA; MA.; (347) 873-9430; fruwaekwe@yahoo.com	Harlem Hospital Center	Nonprofit Governance, Human Resources Compliance, Healthcare	Trustee	Chairman, Executive Board Member	5 years	Y
Ibe Moses, BS, MSC, CPA.; (914) 316-7863; imosescpa@gmail.com	Ibe Moses & Associates, CPAs, Head Auditor	Accounting, Audit & Finance Regulations, Compliance, Startup	Trustee	Board Member	5 years	Y
Joan Bucchino, BA.; (516) 456-7575; joan@graceplayusa.org	Grace Corporation, President	Fundraising & Development, Health & Wellness	Trustee	Board Member	5 years	Y
Francis Onukwue MA; MBA; PhD (314) 922-7139; fonukwue12@aol.com	Hi-Tech Healthcare Charter School	New charter school Start-up experience Legal, Real Estate Facilities, Finance Regulations	Employee	Charter School Executive Director	5 years	Y
Emmanuel Daniel BS, MSA, RN.; (917) 355-7494; wacein@yahoo.com	Healthcare Consulting, Director	Teaching, Healthcare & Wellness, Policies and Procedures, Real Estate & Facilities	Trustee	Board Member	5 year	Y
High School Student (Vacant)	Student	Knowledge of Youth matters	Student Representative	Board Member	4 year	N

The current board membership and management team consist of committed members with broad sets of skills, education, experience and expertise in areas of business administration and startup management, accounting and finance, education, healthcare, law, real estate, outreach and technology.

Mrs. Ivydean Frazier (Board Member). Has Masters degrees in Special Education, Curriculum Development, and School Leadership and Administration. Starting her teaching and education career since 1990 and for over 26 years, Mrs. Frazier has served as classroom teacher, coach and head coach, Special Education Department Head. She has trained and supervised hundreds of Special Education teachers and headed Curriculum Development and Revision Committees. Her education, experience and expertise in Teaching, Special Education, School Leadership and Curriculum Development and her passion and commitment will be important assets as she works with and guides HHCS in its special education program design and curriculum development.

Ms. Liana Acevedo (Board Secretary). Ms. Acevedo is the Library Manager at the Hunt's Point branch of the New York City Public Library. She started her career with the library in 2008 and with hard work and dedication has risen to the rank of a manager in the New York Library system. Ms. Acevedo has Masters' degree in Library and Information Science and has helped children and adults use library resources to improve themselves, their education and livelihood. She brings her educational resources procurement and management skills to help the charter school with its educational materials sourcing, curriculum development and students' reading and writing motivation. She will help with Curriculum Development, serve in the Education Plan Committee, Instructional Resources, and Community Outreach.

Mr. Larry Robinson (Board Member – Parent Representative). Used and worked with technology for over 27 years. As a father of teenagers, young adults and adults, Mr. Robinson comes to the board both as a board member and as a Parent Representative. Currently he is the Chairman of Youth Committee of the Community Board 2. In this role, Mr. Robinson, organizes three to four youth education, career development and social activities each month. He will use his background in technology, his role as parent, and his community leadership task as chair of Community Board #2's Youth Committee, to connect the school with parents and youth in South Bronx, advocate for parents and provide advice on the school's technology and blended learning.

Rev. Fr. Emmanuel Okpalauwaekwe (Chair, Board of Trustees). Rev. Fr. Emmanuel Okpalauwaekwe earned two bachelors' degrees in Philosophy and Theology, respectively, and a Master's degree in Theology. As a Catholic priest, hospital chaplain and certified pastoral counselor, Fr. Emmanuel advocates for and counsel patients and their families. He has served as administrator of several Catholic parishes, taught at Seminary, served as Dean of Student Affairs, and served on other nonprofit boards. He brings to the charter school, his nonprofit governance experience, human resources and compliance, and healthcare work experience. He currently uses his wealth of experience to champion the mission of the charter school and provide leadership as chairman of the Board of Trustees.

Ibe Moses Nwankpa (Board Member). Mr. Moses Nwankpa has Master of Science in Accounting. He is also a Certified Public Accountant (CPA) and operates his privately owned CPA Accounting and Auditing firm. He provides accounting and audit to start-ups, small and mid-cap companies. Mr. Moses Nwankpa helps individuals, groups and businesses set up and operate new ventures and for-profit and nonprofit entities. He has numerous clients in New York, New Jersey and Missouri states. His experience in creating and consulting for startups, and his accounting, audit and regulatory compliance expertise have been useful and helpful in the planning and startup activities and arrangements of the charter school. He will assist the charter school with Accounting, Audit and Finance, Regulations, Compliance and Startup Operations.

Joan Buccino (Board Member). Mrs. Buccino is the owner and President of Grace Corporation, a nonprofit corporation through which she works closely with school administrators in developing programs for children that foster a home/school/community partnerships. Utilizing her invention, the “I Can Do It! with Grace”® achievement game series, she and her staff inspire and teach children in the areas of academic performance, character education, health and wellness habits, self-esteem, bullying prevention, and environmental stewardship. She is Community Wellness Consultant with a dual Masters’ degree in Special and General Education. Mrs. Buccino has extensive business contacts and experience serving other boards that will benefit the overall success of Hi-Tech Healthcare Charter School. She will assist the school with Fundraising and Development, Health and Wellness, and Curriculum Development.

Dr. Francis Onukwue (Executive Director). With an undergraduate background in Philosophy of Law, Dr. Francis Onukwue has Masters’ degrees Theology (MA) and in Business Administration (MBA) and a PhD in Financial Management (FM). Through an Entrepreneurship program he founded to assist minorities, women and small business owners, Dr. Onukwue helped found and operationalized over 400 startup for-profit and nonprofit entities. As a former college professor and an Entrepreneurship and Startup consultant, he has also assisted with the planning and establishment of a charter school in Missouri State and has managed nonprofit institutions for 26 years. With a strong background in education, business law and regulation, finance, accounting and human resources, he possesses substantial experience and skill that would enable him contribute significantly to the development and operation of a high quality charter in Bronx. The planned Hi-Tech Healthcare Charter School will benefit immensely from his charter school Start-up experience, for-profit and nonprofit startup entities, Legal, Real Estate and Facilities, and Finance backgrounds, and his deep knowledge of city, state and federal laws and regulations.

Emmanuel Daniel (Board Member). For over 23 years, Mr. Emmanuel Daniel has worked in healthcare settings, providing patient care and also teaching healthcare nursing courses. He is a registered nurse with Bachelors and Masters’ degrees in Healthcare Administration. Mr. Daniel is a very active board member and contributes in the areas of Healthcare Teaching Strategies, Healthcare and Wellness Curriculum, Policies and Procedures, Real Estate and Facilities.

High School Student (Non-voting Board Member - Vacant). In a parents and community meeting held March 24, 2016, participants expressed the need to create a high school student board position in the board to advice board on youth matters. This community input was accepted and integrated into the school design. The Youth Board Member position is presently vacant to be filled by a selected high school student once the school is approved and operational.

Prospective New Board Members. New board members as being evaluated and few are at the application stages. Those who meet our rigorous board requirements will be voted and added to the board. Current applicants under review include attorneys, real estate professionals, teachers and others.

The table below shows current and future HHCS’ governance and management responsibilities.

Governance and Management Responsibilities		
Divisional Responsibility	Board of Trustees	Management Team
Planning	<ul style="list-style-type: none"> • Establishes Mission and Vision; approves Goals and Objectives. • Conducts and monitors Regular strategic review. • Assesses compliance and progress in achieving educational outcomes agreed 	<ul style="list-style-type: none"> • Participates in establishing Mission, Vision. • Develops specific program Goals and objectives • Assists board in keeping focus And momentum

	to in Charter, reviews the annual report and Renewal activities <ul style="list-style-type: none"> Assesses school evaluation plan 	<ul style="list-style-type: none"> Develops/oversees progress Reports including the annual report And the renewal process
Policy	<ul style="list-style-type: none"> Develops and adopts written policies Responsible for annual policy review 	<ul style="list-style-type: none"> Identifies need for new policies Assures implementation of policies and assists in analyzing policy options
Legal	<ul style="list-style-type: none"> Exercises fiduciary role to ensure the Charter school is properly managed. Maintains legal status; ensures legal and regulatory compliance. Reviews financial & business dealings; exercises proper judgment to avoid conflict of interest. 	<ul style="list-style-type: none"> Provides information to the board to demonstrate that the school is well managed. Compiles information for annual Filling requirements. Alerts Board if conflict of interest situation is likely to occur.
Board Accountability	<ul style="list-style-type: none"> Establishes and communicates expectations of Board membership; regularly evaluates its own performance to assure effective Board participation 	<ul style="list-style-type: none"> Facilitates Board training and information exchange in preparation for board selection Facilitates regular and effective Communication among board
Decision-Making	<ul style="list-style-type: none"> Defines and communicates Board's Role and assures appropriate Board Role in decision-making 	<ul style="list-style-type: none"> Makes action decisions within Parameters set by the Board
Personnel	<ul style="list-style-type: none"> Sets and reviews personnel policies Hires school leaders and evaluates their performance 	<ul style="list-style-type: none"> Implements personnel policies and recommends changes to such policies Hires staff and evaluates performance
Finance and Accounting	<ul style="list-style-type: none"> Approves annual budget. Reviews monthly financial reports (balance sheet, income statement). Establishes proper internal controls. 	<ul style="list-style-type: none"> Prepares annual budget. Oversees preparation of monthly Financial statements. Implements proper financial controls.
Community Relations	<ul style="list-style-type: none"> Promotes school to parents and the public Serves as emissary to broader community Promotes activities with other charter schools, such as coalitions, shared programs, etc. 	<ul style="list-style-type: none"> Interprets the charter school mission to the community via direct involvement, public and Governmental relations, personal contact, etc. Works closely with the Board for an effective division of labor
Resource Development	<ul style="list-style-type: none"> Assures long-range commitment of resources Creates annual fund development plan 	<ul style="list-style-type: none"> Executes fund development efforts, developing grant and other funding applications, plans, fundraising events

(a) Relationship between the charter school and the Board of Regents: Board of Trustees and senior management of HHCS fully understand that the charter agreement is between HHCS' Board of Trustees and the Board of Regents; meaning that all decisions will be guided by the approved charter agreement. HHCS must seek and obtain explicit approval for any items not included in the agreement before taking any such actions. HHCS will consistently provide accurate and timely annual academic and fiscal performance report to the Board of Regents,

including students' academic performance, progress in achieving the Accountability Plan goals, certified financial statements prepared by external auditors, and HHCS's progress in meeting enrollment targets.

(b) Proposed governance structure and list of initial board of trustees: The above proposed list of initial Board of Trustees provides the name, voting status, relevant experience and qualification, position on the board and the length of initial term for each member. The proposed initial board would be a minimum of five members and a maximum 25 members. All members will have skills, qualifications and experience required to contribute to the efficient management of the school's academic and administrative tasks, as defined by the roles and responsibilities of the Board of Trustees. To involve parents in the planning and governance of the school, parent-teachers association will be formed and promoted. Overseen by the board, the school will form partnerships with community organizations, churches, community leaders, parents' organizations and other community stakeholders through community outreach.

Under the supervision of the board, the Executive Director (ED) will be responsible for the overall day to day management of the operations of the school. The ED manages the Principal and the Chief Finance Officer and these two officers manage the staff under them. Following recommendations from the ED and the Principal, the charter school board will create and adopt policies in line with the charter and applicable state and other laws such as the Internal Revenue Service Code for nonprofit institutions. Acting on the basis of the established board policies and the circumstances surrounding any matters at hand, the charter school board will make decisions that reflect its policies. Board policies and decision making processes will be guided by board officials elected to the office by members.

The chair - Organize, coordinate and assure the effective participation of all members of Board of Directors in the effective conduct of board activities such as policy development, curriculum design, special events planning and implementation, capital campaign, development of endowment funds, creation of scholarships, generating of project funds, and networking with business owners, corporate chief executives, and individuals in the community for purposes of raising funds to cover short and long term operations of HHCS.

Vice-Chair - Assist the Board Chair in organizing, coordinating and assuring the effective participation of all members of Board of Directors.

Secretary - Serve as Board of Director's Public Relations expert by keeping all board members fully informed of board activities, programs, meetings, special events and changes in Board plans, schedules and policies.

Treasurer - Serve as Expert Finance Administrator of Hi-Tech Healthcare Charter School and attend all business meetings of Hi-Tech Healthcare Charter School and the Board of Directors.

For information on board notices, procedures, meetings and other details, please see Hi-Tech Healthcare Charter School By-Laws, Attachment 5b.

(c) Roles and responsibilities of board of trustees and relationship with Board of Regents as the chartering entity: The duties of the Board of Trustees shall be as follows:

- a) to govern and oversee the School for the purpose of achieving its Mission;
- b) to take actions necessary to cause the School corporation to satisfy its obligations under the New York State charter schools act and other applicable laws;
- c) to hire, fire, oversee, evaluate, guide and support the Executive Director and Principal and other members of the School staff;
- d) to financially manage the School, including: budget development and monitoring, establishing fiscal controls, and causing audits of the School's books and records to be made as required by law and otherwise prudent;
- e) to develop, approve, implement, and monitor achievement of the School's accountability plan as required by law;

f) to set, implement and enforce, or delegate the implementation and enforcement of, School policies in respect of – i) admissions, ii) curriculum, teaching and learning, iii) employment and other personnel matters, iv) student discipline, v) Special Education, vi) English language education for English language learners, vii) the Code of Ethics and policies governing self-dealing of Trustees, Officers and employees, viii) dress code, ix) transportation, x) student food services, xi) student health services, xii) communication with students' families, xiii) communication with governmental and regulatory agencies, xiv) public relations and outreach, and xv) hearing complaints as required by §2855(4) of the New York charter schools act (the enforcement of which shall not be delegated, notwithstanding the foregoing).

The Board of Regents oversees the work of the Board of Trustees and the Board of Trustees is accountable to the Board of Regents regarding the efficient operation of the school. Board of Trustees and senior management of HHCS fully understand that the charter agreement is between HHCS's Board of Trustees and the Board of Regents; meaning that all decisions will be guided by the approved charter agreement. HHCS must seek and obtain explicit approval for any items not included in the agreement before taking any such actions. HHCS will consistently provide accurate and timely annual academic and fiscal performance report to the Board of Regents, including students' academic performance, progress in achieving the Accountability Plan goals, certified financial statements prepared by external auditors, and HHCS's progress in meeting enrollment targets.

(d) Hi-Tech Healthcare Charter School Proposed By-Laws: For a copy of the charter school's proposed By-Laws, see Attachment 5b. The proposed by-laws meet the requirements of Education Law and applicable laws and regulations governing education corporations in NYS.

(e) Hi-Tech Healthcare Charter School Proposed Code of Ethics: For a copy of the school's proposed Code of Ethics, see Attachment 5c. The Code sets forth the standards of conduct expected of the school's trustees, officers and employees, including standards with respect to disclosure of conflicts of interest regarding any matter brought before the board of trustees.

(f) Code of Ethics: HHCS code of ethics specifies that: (a) Employee, officer, and trustee of the School Corporation will conduct or direct the affairs of the School and exercise their powers and responsibilities subject to the limitations of New York State Education Law, General Municipal Law and Not-For-Profit Corporation Law, and the School's charter and the Bylaws of the School Corporation, as applicable. (b) No employee, officer, or trustee of the School Corporation shall engage in a "Self-Dealing Transaction," except as approved by the Board in accordance with procedures set forth in Articles of the By-Laws of the School Corporation. A Trustee who is or may be a party to a Self-Dealing Transaction is referred to herein as an "Involved Trustee." (c) In respect of any transaction under consideration by the School or to which the School is already a party, an employee, officer, or trustee of the School Corporation shall have the obligation to make a "Self-Dealing Disclosure."

An employee, officer, or trustee cannot have an interest in any for-profit contract with the school. Employee, officer, or trustee who have contracts with not-for-profit entities, such as charter management organizations, partners, and found organizations must be disclose these contracts but they are not prohibited.

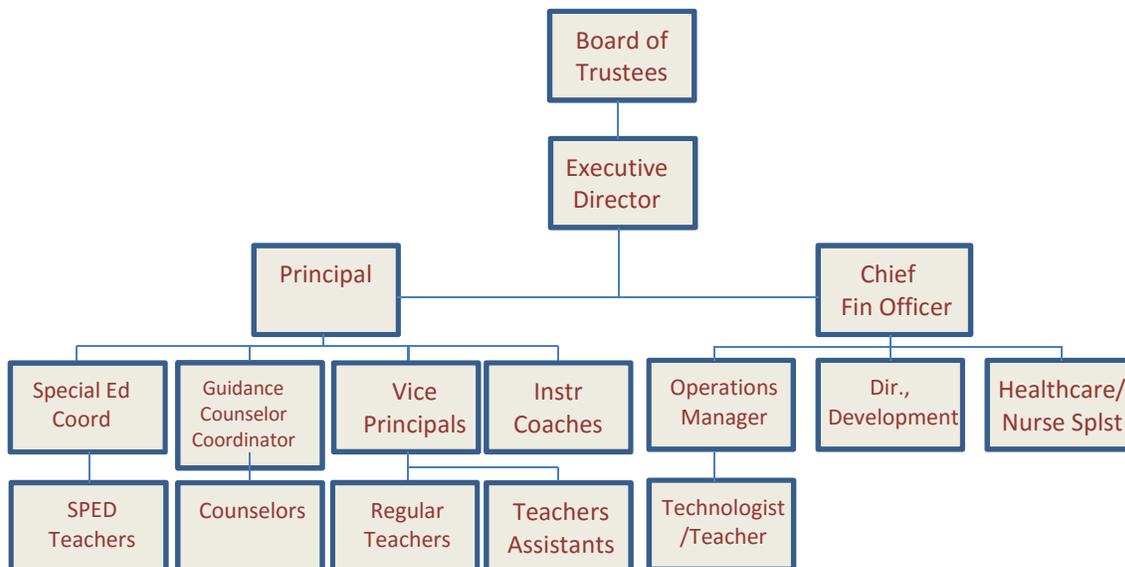
As a requirement of section 803 of the General Municipal Law, any employee, officer, or trustee who has, will have, or later acquires an interest in - or whose spouse has, will have, or later acquires an interest in - any actual or proposed contract, purchase agreement, lease agreement or other agreement, including oral agreements, with the School Corporation of which he or she is an officer or employee, shall publicly disclose the nature and extent of such interest in writing to his or her immediate supervisor and to the governing body thereof as soon as he or she has knowledge of such actual or prospective interest. Such written disclosure shall be made part of and set forth in the minutes of such body.

(g) Board recruitment, selection, and development: The charter school board will engage in the identification, cultivation, recruitment, selection, and development of new board members, including a parent representative. The existing board starts this process by first conducting charter school need assessment to determine areas of need such as governance, planning, education, transparency and accountability, fundraising, financial management and audit, human resources, civic engagement and public policy, strategic alliances, and evaluation. Using their connections with trade associations, professional groups, other nonprofits, businesses, community organizations, churches and other social institutions in the community, existing board members and school leadership recruit the right candidates with the motivation, qualifications, and experience to fill the identified board positions. Once a selection is made through the matching of the prospective board member’s characteristics, education and experience with the board position, the governance committee which also serves as the nominating committee would nominate the prospective board member. A simple majority vote of members present is required to vote the new member into the board. Once a new member is nominated and voted into the board, orientation is provided, introducing the new board member to the institution and walking the member through the roles and responsibilities of board members. Following the orientation, the new board member joins in United Way board training and in-house board training and development for new board members. Current board will transition to become the permanent, operating board once the school opens. New board members identification, cultivation, recruitment, selection, and development will be ongoing. A new board seat for Parents Representative will be added. This board member will be a critical liaison between parents, the school and the community.

C. Management and Staffing

The board and management of Hi-Tech Healthcare Charter School (HHCS) have considered carefully our management and staffing needs and have articulated the management and staffing plan presented below. It shows how the school will be operated and managed. It presents a vivid picture of the school’s operating structure and priorities, delegation of responsibilities and staffing, and relationships with key stakeholders (see also in the previous section, **Governance and Management Responsibilities**). The plan show staffing across the five years of the charter term, providing rationale for the staffing structure and numbers projected in the plan.

Organizational Chart, Staffing and Reporting Structure: The organizational chart shows simple uncomplicated staffing structure and reporting responsibilities for the board, administration, and staff.



Description of the Organizational Structure and daily operations: The Board of Trustees holds the charter, sets broad policy guidelines and enforces effective management and compliance. The Executive Director (ED) oversees daily operations, reports to the board and in turn oversees the work of the Principal and the Chief Finance Officer (CFO). Under the direction of the ED, the Principal works with the Vice Principal, Education Coaches to implement the educational priorities of the school including emphasis on SwDs and ELLs. The Teachers, Parents Coordinator, and School Counselors are carefully guided to focus on the school's educational priorities. The CFO focuses on efficient management, coordinates and oversees the work of the Business Manager, the Nurse, and the Director of Development. The Technology Specialist will be involved in major programs design planning to assure clear understanding in order to use technology to support the school's educational and operational priorities and needs.

Management roles and responsibilities of key administrators:

Executive Director (ED) - The ED reports directly to the board and is responsible for ensuring the effective management of the school and implementation of the policies established by the board and the charter. The ED represents the school in all external matters and manages the Principal, the CFO, and the general staff. The ED provides overall leadership of the school but differs to the Principal on matters relating to educational instructions and curriculum. The Executive Director makes final decisions about, but not limited to, hiring, budgeting, and resource allocation.

Principal - The Principal is the instructional leader of the school. The Principal will have the knowledge, skills, passion for education and the experience to supervise and evaluate all instructional and program staff, including Subject Area Teachers, Social Workers, Counselors, Instructional Coaches. The Principal will challenge and motivate students and ensure that the educational program is meeting the goals of the charter through coordinating the educational programs, professional development, curriculum design, special education, instructional staff evaluation and staff accountability. The Principal must have knowledge of alternative instructional methods, passion for quality education and strong commitment to student success. The Principal will collaborate with the CFO to ensure that adequate resources are provided to support student learning and quality academic outcomes.

Vice Principal – The Vice Principal, to be hired in the second year to assist the Principal, will have the skills, knowledge and experience to serve as the assistant instructional head of the school in assisting the Principal to deliver quality education and special education to assure that all students attain the academic and social skills to be successful in school and in life. The Vice Principal will assist with curriculum; collaborate and work with faculty and staff; provide diagnostic and formative assessments; promote and support active learning and rigorous educational outcomes.

Chief Finance Officer (CFO) - The CFO reports to the ED and is responsible for ensuring the effective operations and management of the school. The CFO will achieve financial, operational and performance efficiency by managing administration, finance, technology, human resources, admissions, facilities, student records, food services, transportation, the generation of required reports, and other operational and compliance responsibilities. The CFO will supervise and evaluate non-instructional, including the Office Manager, the Director of Development, the Nurse and the Technology Specialist. The CFO will collaborate with the Principal in planning and implementing resources utilization, data generation, institutional evaluations and reporting.

Instructional Coach - The Instructional Coach will be accountable for setting, implementing, and measuring yearly instructional attainment of goals related to increasing student achievement and assuring effective assessment. The primary function of the Instructional Coach is to be the instructional leader for the teachers and guide teachers to attain performance goals. The top

priorities of the head coach, include support and plan for implementation and vertical alignment of the curriculum across grade levels, ensure consistent delivery of instruction across the subject content areas, coach teachers in sound instructional practices and evaluate their progress, and oversee interim assessment program and use of data to inform instruction.

Subject Area Teacher (Including Special Education Instructor and ELL Specialists) - Subject area teachers, including Special Education and ELL Teachers, are responsible for ensuring that all students in their classes are achieving at high levels both academically and socially, and are prepared for Regents Exams. All subject area teachers report to the Vice Principal.

Social Worker and School Counselor - The Social Worker and School Counselors will support the school in addressing the social, emotional and developmental needs of the school’s students and families, and in helping students and families access appropriate services and resources. The Social worker will also serve as coordinator of school culture, working closely with families to support student-family needs while connecting the family with the school community. They report to the Vice Principal.

Teaching Assistants – Teaching assistants will be hired and training to provide added instructional support to specialty teachers in the classroom. This will help teachers achieve their student achievement goals and enable the school to advance its mission of providing quality education to its students.

Staffing plan: The table below shows a viable staffing plan adequate for effective implementation of the proposed educational and administrative operations of the school.

Full Time Equivalent (FTE) Staff					
Staffing Needs	Year 1	Year 2	Year 3	Year 4	Year 5
Executive Director	1.00	1.00	1.00	1.00	1.00
Principal	1.00	1.00	1.00	1.00	1.00
Vice Principals	0.00	1.00	1.00	2.00	2.00
Instructional Coaches	0.60	1.00	1.00	2.00	2.00
SPED - Coordinator	1.00	1.00	1.00	1.00	1.00
Teachers - SPED	1.00	2.00	3.00	4.00	4.00
Teachers - SPED	1.00	2.00	3.00	4.00	4.00
Teachers – Technology/Laboratory	0.50	1.00	1.00	1.00	1.00
Teachers - ELA	2.00	4.00	5.00	6.00	6.00
Teachers - Math	1.00	2.00	3.00	4.00	4.00
Teachers - Social Studies	1.00	2.00	3.00	4.00	4.00
Teachers - Science	1.00	2.00	3.00	4.00	4.00
Teachers – Spanish	0.50	1.00	1.00	1.00	1.00
Teachers – Foreign Languages	1.00	1.00	2.00	2.00	2.00
Teachers - English Language Learners (ELL)	1.00	2.00	3.00	3.00	3.00
Teachers – Physical Education/Healthcare	0.50	1.00	2.00	2.00	2.00
Teachers - Art	0.00	0.50	0.50	1.00	1.00
Teachers – Teaching Assistants	4.00	8.00	12.00	16.00	16.00
Guidance/College Counselors	1.00	2.00	3.00	4.00	4.00
Chief Finance Officer	0.00	1.00	1.00	1.00	1.00
Operations/Business Managers	1.50	2.00	2.00	2.00	2.00
Director of Development	0.00	1.00	1.00	1.00	1.00
Social Worker/Parent Coordinator	1.00	1.00	1.00	1.00	1.00
Nurse/Healthcare Specialist	1.00	1.00	1.00	1.00	1.00

Librarian	0.00	0.00	1.00	1.00	1.00
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The above staffing structure over five years is aligned with the educational and operational model that is presented in HHCS’s proposal and education plan for the charter school.

Hiring, personnel policies and procedures: Hi-Tech Healthcare Charter School has a complete and comprehensive hiring and personnel policies and procedures of the school, showing qualifications (experience, professional preparation, training and skills) to be used in the hiring of teachers, school administrators, non-certified instructional personnel and other school employees, and staff responsibilities (see Attachment 8a).

Strategies for recruiting and retaining effective teachers: To recruit and retain effective teachers HHCS will establish a broad applicant pool for all available and vacant positions. HHCS will diligently seek its employees through a variety of means, including advertisements in newspapers and educational journals, relationships with colleges and graduate schools of education, recruitment fairs, and job posting services. HHCS will promote diversity in its applicant pool by advertising positions in targeted media (e.g. minority newspapers), networking with minority organizations and participating in minority recruitment events. In particular, teachers and staff will be recruited through one or more of a variety of methods, including job postings in New York City and national media, participation in teacher fairs and similar events, job postings and communication with education schools/departments and alumni associations at colleges and universities; job postings on *idealist.org* or other appropriate websites, and networking and communication with the New York Charter School Center and the New York Charter Schools Association and similar organizations.

Staffing needs that are aligned with the budget and anticipated enrollment and growth: All recruitment decisions shall be guided by a sound understanding of staffing needs that are aligned with the budget and with the school’s anticipated enrollment and growth. In particular, the quality and number of staff to be hired will be a reflection of the high standards demanded by the school, the anticipated growth rate in student enrollment for each year and be properly budgeted for during financial planning and budgeting (see Staffing Plan in subsection d of this section).

Staffing needs with respect to successful implementation of the educational program: To attain successful implementation of the educational program of the school, only qualified, experienced and highly motivated persons of good character will be sought for and hired. To achieve this high personnel standard recruitment requirement, rigorous background checks will be carried out, credentials verified, and references consulted, especially the last employers verification consultations.

Staffing plan to attract and retain effective staff, given working conditions and compensation package: Because in its early years of operation the school would not have become part of the teachers union, and given that the K-12 education industry is highly unionized, HHCS will offer competitively higher pay to its quality staff. This strategy will enable the school to recruit and retain quality employees. The culture and working conditions of the school will be planned to be very friendly, respectful but still professionally challenging and rewarding high productivity, loyalty and dedication.

How individual base salaries and increases will be determined: In the first year of operation HHCS will offer market rate base salaries. In subsequent years, however, performance achievement and positive work evaluation will merit higher raises than the market will offer.

How the school will address potential human resource challenges, given growth: As already indicated, HHCS will address potential human resource challenges as the school grows to scale over the course of the charter term by establishing a broad applicant pool for all available and vacant positions. HHCS will diligently seek its employees through a variety of means, including advertisements in newspapers and educational journals, relationships with colleges and graduate schools of education, recruitment fairs, and job posting services. HHCS will promote diversity in

its applicant pool by advertising positions in targeted media (e.g. minority newspapers), networking with minority organizations and participating in minority recruitment events. In particular, teachers and staff will be recruited through one or more of a variety of methods, including job postings in New York City and national media, participation in teacher fairs and similar events, job postings and communication with education schools/departments and alumni associations at colleges and universities; job postings on *idealist.org* or other appropriate websites, and networking and communication with the NY Charter School Center and the New York Charter Schools Association and similar organizations.

How the school will use student assessment data to drive key decisions: HHCS will comply with the reporting requirements of the Teacher-Student Data Linkage (TSDL). Moreover, based on student assessment data outcomes, more and or specific professional development trainings can be planned for those teachers and other personnel needing improvement. The assessment data will also determine staff remuneration and promotion, as well as the planning for needed resources required to enhance future performance.

C1. Charter Management Organization: N/A.

C2. Partner Organization: N/A.

C3. Strategic Business/Growth: N/A.

D. Evaluation

As part of its comprehensive evaluation process, HHCS will develop an Accountability Plan consisting of multiple instruments and measures that would enable the school assess its progress in attaining goals set for students achievement, organizational effectiveness, and advancement of institutional mission. HHCS is committed to using a variety of data effectively to assess its programs, financial soundness and the performance of its Trustees, staff and partners and to use evaluation processes to identify and address needs. Primary evaluation of the school's programs—including the school's effectiveness in achieving its goals and objectives each year—will rest with the Board of Trustees, with support from the Executive Director, the Principal and designated staff members. The Board will use data on an ongoing basis to inform its decision-making process to ensure that the school is making progress towards academic and organizational goals, complying with its charter and applicable charter laws and conducting its operations in a fiscally responsible manner. For each monthly Board meeting, a dashboard of key data will be developed and made available to all Trustees beforehand for review. The dashboard will include key updates along with data from the preceding month (as well as multi-month reports, as requested, to indicate trends or to help identify needs over time). Information included on the dashboard each month will be selected by the Board Chair, in consultation with Committee Chairpersons and management staff, to ensure that the items reviewed and discussed by Board members assist in providing an effective organizational picture of the school. Such data may include enrollment numbers, attendance rates, discipline infraction statistics, staffing updates, authorizer communication/issues, upcoming academic assessments, assessment results and upcoming school and community events or performances. The dashboard will include a financial section which may include Accounts Payable over 30 days, cash on hand, and relevant reports generated from the accounting software. Also, HHCS will undergo an independent audit of the financial statements to be conducted annually by a CPA selected by the Board.

Board of Trustee performance will be assessed annually (December) through a self-evaluation process that all Trustees will participate in. This process will be facilitated by an outside consultant with experience in developing, implementing and guiding Boards effectively through self-evaluations and with expertise in helping Boards analyze the results of self-

evaluations to improve their governance practices. In the evaluation, each Trustee will be required to consider various aspects of the school, including the academic environment, quality of instruction, rigor of the academic program, soundness of the school's finances, board oversight, quality of services for special student populations and compliance with charter agreement and charter law. Trustees will also evaluate the work of the Board over the prior period and identify challenges, needs and areas in which the Board should focus its recruitment, training and planning efforts. The members will use an assessment survey instrument that is anonymous and administered online. The board will use an independent consultant to compile and present survey results. Following each survey, the Board will discuss survey results at a regular meeting or a retreat and set goals for individual Trustees and for the Board as whole.

Institutional faculty will be evaluated through a process that is compliant with Section 3012c and uses multiple measures, including student growth, student attainment and teacher professional development measured with performance rubrics in four common domains of teaching originated by Charlotte Danielson (A Framework for Teaching 2011 – approved by NYSED). Teacher evaluation will take into account not only standardized assessment data, but also other measures of student outcomes, such as authentic product assessments, formative and summative assessments and portfolios, in addition to Principal's evaluations of teaching practice. HHCS will work closely with the Bard MAT Program to augment its teacher evaluation rubrics with core subject or disciplinary teaching standards not common to the Danielson framework but correlated with the CCLS. The use of videotape to record and be collaborative with other colleagues in reflective practice about one's pedagogy (a Domain 4 tenet of the Danielson rubric) is a part of the Bard MAT program and will be a part of shared professional practice among HHCS faculty in departmental and grade level team planning time. The principal will conduct a formal annual evaluation of each teacher, and informal evaluations will take place on an ongoing, consistent basis throughout the year. Formal evaluations for teachers will include specific criteria and a narrative summary, written by the Principal and based on year-to-date observations, objective student assessment data and self-assessments by teachers. The focus of the evaluation letter will be on identifying exceptional strengths and areas for improvement. Teachers will be asked to submit a self-evaluation each year and the self-evaluation, along with formal and informal evaluation by the Principal, will be used to identify personal goals and areas of improvement and to develop individualized professional development plans that build on teacher strengths and address areas in need of improvement. To support the evaluation of teachers of subjects that are not tested by NYS (e.g. healthcare, Arts, Physical Education/Health), HHCS will establish rigorous Student Learning Objectives (SLOs) in each subject. These SLOs will be tied directly to student achievement and growth measures and aligned with NYS standards and requirements. HHCS faculty, working with Bard MAT Program faculty, will establish benchmark assessment measures and which will be utilized to create SLOs that serve as measures of achievement. For instance, 80% of course completers must demonstrate achievement at the B or better level at the end of course benchmark performance assessments in order for faculty to receive a "Meets Expectations" rating and 90% will demonstrate achievement at the A level or better to receive an "Exceeds Expectations" rating on their teacher APPR EOY evaluation. SLOs will also be developed as growth measures. For instance, using fall baseline pre-assessments developed and administered in relation to anticipated end of course benchmark assessments, at least 80% of course completers must demonstrate growth exceeding their pre-assessment measure on the end of course benchmark performance assessments in order for faculty to receive a "Meets Expectations" rating and 90% must demonstrate assessment growth sufficient to have achieved an A level performance on the end of course assessment in order to receive and an Exceeds Expectations rating on their teacher APPR EOY evaluation. Specific SLOs will be established prior to the beginning of the school's first year.

The Principal's evaluation will be conducted twice-annually by the Board. The evaluation

process will consider a variety of factors in assessing the performance of the Principal, including school-wide student assessment data (state assessments, Regents, school-based assessments, etc.), reviews from staff and satisfaction ratings by parents. The Board's Education Committee will meet with the Principal regularly to assess the academic health of the school and will inform the Board of its findings at regular Board meetings. The Education Committee will also conduct the first phase of formal Principal evaluation and make reports and recommendations to the full Board. The Principal evaluation process will also include a self-assessment in which the Principal will identify accomplishments, challenges, areas in need of improvement and professional goals for the upcoming evaluation period. A similar process (i.e. regular meetings to discuss school-wide progress, challenges and needs, combined with review of data and self-assessment results) will be used by the Principal to evaluate non-teaching staff. Student, family, and teacher satisfaction will be assessed using tools developed by the school as well as the DOE Learning Environment Survey which will be given annually. The DOE Survey results are made public on the district website. Additionally, program-specific surveys will be developed. Each spring, conclusions based on survey data will be posted on the HHCS website along with a link to the DOE survey report. Using evaluation data from multiple sources, HHCS will be able to make required improvements, and attain and surpass performance projections.

E. Professional Development

High Quality and Comprehensive Professional Development Program. The Professional Development Program will be aligned to research-based practices and reflect the theoretical precepts of adult learning theory. Adult learning theory underscores the importance of motivation, commitment, and application as central to successful learning experiences for an adult. Teachers are willing to actively engage in professional development opportunities when they have a voice in the process, understand how it will improve their practice, and recognize the direct application to the classroom.¹⁸ The guiding principles for the professional development program will be that professional development must: be embedded into the academic calendar; provide teachers with social, emotional, and instructional support; connected to the work of the teacher; responsive and flexible to address immediate and long term goals; and provide varied levels of support and knowledge-building experiences.¹⁹

Staffing. At the school level HHCS invests heavily in instructional leadership to support teachers in all aspects of teaching and learning. While the School Leaders (Executive Director, Principals, Instructional Coaches) have administrative responsibilities, they are viewed by the school community as instructional leaders who articulate the educational philosophy of the school. The principal, vice principals and instructional coaches serve as directors of instruction, and spend much of their time in classrooms observing, modeling and coaching teachers. Curriculum coordinators in Math, Literacy, and ED Time help teachers develop engaging units and lessons. An Assessment Coordinator supports teachers in using data to identify student needs and effectively modify instruction. The student support staff through the Successful Student Committee help teachers implement strategies and interventions to support at-risk students.

Collaborative Professional Development. We use the principles of Responsive Classroom to promote professional engagement and growth among our teachers. The Responsive Classroom approach is not just a method by which we support students to advance their learning, but the elements of Responsive Classroom relate to the professionals in our school Community as well. Relevant principles include:

* Strong, Focused and Supportive Leadership;

¹⁸ Yvonne D. Trotter, *Adult Learning Theories: Impacting Professional Development Programs*, 72(2) *Delta Kappa Gamma Bull* 8-13 (Winter 2006).

¹⁹ Trumbull Public Schools, *Plan for Continuous Teacher Improvement/Professional Learning/Supervision Evaluation*, October 2006, <http://trumbullps.org/teacheval/oteval.pdf> (last visited Mar. 12, 2013).

- * Shared Vision and Planning;
- * Common Beliefs and Behaviors;
- * Shared Professional Development; and
- * Adult community Building.

HHCS has created a professional community of learners in which teachers and instructional Leaders continuously seek, share and apply new learning to their own practice to enhance instructional effectiveness. HHCS believes the best professional development occurs when Teachers have opportunities to learn from each other through collaboration, professional conversations, peer observations and classroom demonstration sites; at HHCS there will be a commitment to this type of student-centered professional learning. Professional learning will take place at HHCS during weekly staff meetings and weekly grade level team meetings, both of which are built into the teacher's schedule and are separate from a teacher's daily prep periods. The Responsive Classroom approach provides a foundation for how teachers communicate with each other to generate a collegial environment of trust and respect so that it fosters a "critical friends" environment where there is willingness on the part of teachers to accept constructive feedback from each other, become more self-reflective and work towards improvement. Topics for these meetings are developed collaboratively in response to needs identified by teacher classroom observations, coaching observations, student assessment data and surveys (formal surveys and drop box suggestions).

Coaching. HHCS uses a formal coaching program to provide highly individualized support for each teacher, thereby strengthening the applicable nature of our teacher evaluation process. Every teacher at HHCS is partnered with a "coach," who is one of the instructional administrative leaders at the school. At the beginning of the school year, each teacher completes an extensive Professional Growth Survey that the teacher and his or her coach collaboratively review and use to establish short- and long-term goals for the year. The completed and reviewed Professional Growth Survey informs the coaching plan between the Teacher and his or her coach and how the coach will provide individualized support to the teacher. Built into the teacher schedules are weekly coaching meetings that take place during a Period of extra prep-time. Additionally, teachers are guaranteed time throughout the week for active coaching to take place on an individual basis; coaching during these times take the Form of modeling, co-teaching, co-planning, data analysis and system creation, or other support models. At HHCS, coaches support their teachers on a daily basis through visits in the classroom or learning space. This support gives teachers the opportunity to address any Challenges with their coach on a real time basis and inform areas of focus for the coaching Period that week. The coach and teacher routinely revisit the Professional Growth Survey to Monitor progress towards and/or achievement of goals, modify existing goals or add new goals as necessary and adjust coaching plans accordingly. A teacher is formally observed and reviewed twice by his or her supervisor/coach and the Professional Growth Survey may, in Certain cases, guide the debrief that occurs between them. Reflective of the school's commitment to building teacher's instructional capacity are the resources that are available to Teachers to help them reach their goals. Coaches ensure that teachers are supported in their goals not only through their own coaching but also through work with other instructional leaders, their peers (through grade team meetings, staff meetings, peer observations, classroom demonstration sites), literacy and math staff developers/consultants and external workshops.

Creating a Professional Climate. Ongoing and high-quality professional development will be provided to teachers and support staff. The implementation of Professional Learning Communities ("PLCs"), peer mentoring, coaching, and ongoing professional development embedded into the academic calendar will provide multiple opportunities for faculty to obtain the skills, knowledge, and resources to be highly effective educators. The PLC has been lauded as a powerful approach to staff development which promotes ongoing dialogue among, staff, faculty,

and administrators as they “continuously seek, share knowledge, and act on what they have learned.”²⁰ As a PLC, teachers will participate in classroom intervisitations and a lead teacher, designated by the principal and/or the vice principal for curriculum, will allow his or her classroom to serve as a laboratory in which teachers can observe lessons and student work. Additionally, these classroom observations and the reflective dialogue that ensure will help support the collaborative efforts to meet the needs of ELLs, students with IEPs, and students at-risk of failure, while enabling faculty to become knowledgeable in core-curriculum embedded best practices. The development of a PLC will provide a structure for peer mentoring and the sharing of successful practices. Peer mentors will be selected by the principal and/or vice principal to serve in supportive roles to teachers. Teachers will be encouraged to share successful practices and/or lessons at weekly staff meetings or professional development sessions.

Ongoing, Weekly Professional Development. Each Tuesday morning, there will be a ninety-minute professional development session. There will also be a two-hour block devoted to staff planning and meeting time on Friday afternoons. The formation of grade-level teams will help to foster the collaboration needed to ensure success for all. Since the School will implement looping, these teams will work together over a two-year period. Common planning time each Friday afternoon will enable teachers to plan instruction, monitor student performance, determine intervention strategies, and engage in reflective dialogue about successful practices. Professional development will be a collaborative effort and provided by administration, faculty, and support staff of the School, as well as faculty from consultants. Possible workshop topics include but not limited to Curriculum Mapping, Developing Literacy Across the Curriculum, Differential Instruction, Supporting the Social and Emotional Development of Adolescent Learners, Second Language Acquisition and Sheltered Instruction, Integrating healthcare and health into the Curriculum, Using Data to Differentiate Instruction, Understanding the IEP, and Response to Intervention.

Professional Development In-Service Days. There are seven professional development days built into the calendar. Embedded within the academic trimesters, these days will provide additional time for class preparation, grading, rating, review, and analysis of assessment data. The data inquiry team, consisting of faculty members, support staff, and administrators, will guide the discussion of data during these professional development days. The data team will model the inquiry process of data analysis using the framework suggested by Bambrick-Santoyo in *Driven by Data: A Practical Guide to Improve Instruction*.

Teacher Institute. In addition to the ongoing professional development during the school year, each August HHCS holds a two-week Summer Professional Development Institute prior to the opening of school. Faculty, staff, and administrators will participate in a two-week professional development teacher institute prior to the commencement of the school year. During this Summer Institute, teachers will develop their Professional Development Plan, which will include long-and short-term goals, the activities that the teacher will participate in to achieve the goals, and a reflection on progress toward achievement of goals. The Summer PD focuses on the following topics:

- * What does it mean to be a Healthcare-STEM school?
- * How can we as a staff implement principles of sustainability into our classrooms?
- * What are Responsive Classroom and Developmental Design?
- * HHCS Professional Culture, School Culture, and Policies and Procedures
- * What are the standard high school curricula used at HHCS?
- * How do teachers best utilize these standard curricula?
- * Culture building both class and school wide during the first six weeks of school.

²⁰ SEDL, Issues about Change, <http://www.sedl.org/change/issues/issues61.html> (last visited Mar. 14, 2013).

- * What are HHCS' Charter Goals?
- * What are HHCS HHCS-Data Systems Six-Week Assessments?
- * How will data from HHCS-Data Systems Assessments be used to drive class instruction?
- * What is the purpose of NWEA MAP Reading and Math Assessment and how do we use the results to drive instruction?
- * What are tools and strategies to meet the needs of all students, including those with special needs?

The Summer PD sessions serve to address all the issues above, and build a strong, cohesive professional community. Teachers also have time to set up their classrooms and prepare for the arrival of students.

Classroom Demonstrations. HHCS will establish classroom demonstration sites to model best instructional practice to its teachers. Classroom demonstrations provide our teachers with an opportunity to view best practices in an actual classroom setting and then discuss their observations and its implications in their own classrooms. During the debrief, teachers have an opportunity to reflect on the experience, ask questions, and share ideas with their colleagues and their instructional leaders. Teachers then collaborate with each other and their instructional leaders to apply the specific learning from the demonstration site to their own teaching. Through the HHCS coaching model, teachers are able to receive follow-up direct assistance from their instructional coach on the implementation of these new best practices.

Addressing the Needs of All Students. Because we have such a comprehensive program, we are confident that our PD program will ensure that administrators and teachers will be prepared to address the needs of all learners. We will provide specific training on how to address the needs of students identified as at-risk of academic failure, students with disabilities, and English language learners. These sessions will be led by experts and will be provided on an annual basis in order to ensure that all teachers, particularly those new to our school, have sufficient training to meet our students' needs.

Based on the assessed needs of each students and groups of students, faculty will participate in a staff planning retreat to develop the school's college-going culture practices. Faculty will also be trained on the mission and educational philosophy, our adopted curriculum and instructional materials, fundamental instructional practices, ELL and special education program features, immersion in content specific workshops including unit and lesson plans, school management systems, and other essential attributes that are school-specific. After training in the core academic program features, faculty will have opportunities to collaborate, lesson plan, and develop their classroom environments prior to the second week of training. This allows teachers the ability to reflect on the school-specific educational features and have ample time to implement them prior to the first day of school. Figure 3 is a draft of College Achieve Central Charter School's Curriculum Design Institute schedule for the last week of July and the first week of August and the training in the week right before school starts.

Building Organizational Capacity. The multi-faceted nature of the professional development program will build organizational capacity in several ways. Professional development will be linked directly to the goals and the mission of the School. The development of PLCs, peer mentoring, and turnkey practices provide varied ways for faculty to contribute to and take ownership of professional development. Additionally, the design of the professional development program at the School, and higher educational institutions, will build organizational capacity. Collaborative professional development programs – partnerships between K-12 schools, nonprofit institutes and Teacher Education Programs have been cited as having a positive impact on student achievement and teacher quality.²¹

²¹ Arthur E. Wise and Marsha Levine, Ten Steps to Improve Student Achievement in Low-Performing Schools in Urban Districts, <http://www.ncate.org/AccreditationResources/ProfessionalDevelopmentSchools>

External Professional Development. While HHCS believes the best professional development is job-embedded, we also believe in the value of teachers' attending external workshops and conferences that support student learning. To this end, as a school committed to Responsive Classroom, all of our teachers will be trained in this model. All new teachers who have not previously been trained in Responsive Classroom will attend The Responsive Classroom Summer Institute. In addition, school instructional staff attends The Math in the City Math Institute, a week-long workshop in the summer as well as one day workshops throughout the school year. Staff members also attend appropriate workshops hosted by the New York City Charter School Center. HHCS will underwrite the cost for a number of teachers to attend the annual National Charter School Conference as they provide not only interesting panels and pertinent workshops but also the opportunity to network with like-minded colleagues across the country. Teachers then share information, new ideas, and best practices learned from these conferences with colleagues at staff and grade team meetings. The staff collectively discuss how to apply this new learning to the HHCS environment to support student learning.

Evaluation of PD. At the conclusion of each PD session, teachers and staff will be asked to complete a survey regarding the effectiveness of the PD session. If the sessions we provide are not meeting the needs of our staff, we will adjust our offerings. School leadership will also utilize the results from the surveys to inform professional development topics for subsequent years. Additionally, following specific training and professional developments, leadership will focus their informal observations on that specific topic in order to ensure that teachers are implementing the professional development, and administrators are providing quality services to advance learning and strengthen the mission of the school.

F. Facilities

HHCS founding group does not have a facility. The team submitted to the DOE on August 18, 2015, indicating that we are seeking to co-locate in a DOE facility. In case HHCS was not able to co-locate, the school will need to find private space. In order to help plan contingency should DOE facility not materialize immediately when needed, HHCS has held discussions with: (a) nonprofit Civic Builders which develops and leases charter facilities for approved school, and (b) IGUA Group, a New York City based commercial real estate brokerage, Division of Charter School Facilities – IGUA has provided letter of commitment to work with HHCS in securing suitable lease property in South Bronx (this letter is available upon request). Discussions indicate that at a rate of approximately 100/square feet per student, the School will require approximately 11,000 square feet in its first year, growing in 11,000 square foot increments per year until its fourth year, when it will require approximately 44,000 square feet. Ideally, we would like to co-locate in a DOE facility of this size at the start. In case we do not co-locate, we will likely seek an initial space of 11,000 in our first year that could be expanded to 22,000 square feet in our second year, and then seek a more permanent location.

In its first year, the School will require five classrooms. We will also require a science lab; a multi-purpose room for breakfast and lunch, physical education, and school gatherings; and office suite that can accommodate our principal, operations director and support staff; a reception area; a faculty lounge/office space; and a space for student support personnel, including the guidance counselor and social worker. As the School grows, we will need five more classrooms per year until we reach full enrollment and require at least-two classrooms, adding at least one or two more classrooms for additional purposes. We will also require additional office space, laboratories, rest room facilities, and an expanded multi-purpose room.

Our proposed budget assumes co-location. If we are not able to co-locate, we will have to adjust our budget to reflect rent, the cost of renovations, and other expenses that we would not

have in a DOE facility, including for a nurse, janitor, and security. At a rate of approximately \$25/square foot, rent in our first year would be approximately \$275,000. In addition, we would seek a space that require limited renovation. Charter school brokers estimate the cost of renovating school space would be \$30-\$40/square foot, or approximately \$33,000 to \$44,000 in the School's first year. We will ensure that any private facility we lease conforms with all federal, state, and local laws relating to accessibility for people with disabilities.

We do not know what the timetable in for the DOE to make a decision on our request for co-location. We will stay in contact with the DOE during the application process. We will also start to develop more definite plans for leasing a private space if this becomes necessary. As a third option plan, HHCS may consider planning the financing of its own facility through nonprofit tax exempt bond at later years, should be considered feasible. By way of explorations of this option, HHCS officials have had face-to-face meeting and phone conferences with Director of New York City Economic Development Corporation, and Director of Build NYC, Mr. Jeffrey Lee and his employees on nonprofit tax exempt bond financing for HHCS school facility. Several investment banks, including J. P. Morgan Chase, Goldman Sachs, and Bank of America-Merrill Lynch have also been consulted, under the direction of Mr. Jeffrey Lee to facilitate possible issues of tax exempt bond, contingent upon HHCS attaining charter approval and meeting certain other financing requirements. Our preference is still co-location, any property development will follow at later years.

G. Insurance

HHCS will seek competitive bids for a cost effective procurement of adequate insurance coverage for liability, property loss and the personal injury of students. The school's insurance policy will cover at a minimum: (a) Student Accident and Medical Expense at least \$500,000, (b) Abuse and Molestation \$1million, (c) General Liability \$2 million, (d) Business Income \$500,000, (e) Property Insurance with at least \$250,000 for leasehold improvement, equipment and furnishings, (f) Automobile Insurance for company vehicles and vehicles used for operations, (g) Board and Officers Insurance \$500,000, and (h) Employees Benefits Liability \$2 million. Any insurance judged by competent authorities to be necessary will be procured through competitive bidding processes.

H. Health, Food, and Transportation Services

HHCS will constitute a health, food, and transportation team to plan and coordinate services to meet the health, safety, civil rights, and student assessment requirement applicable to other public schools in Bronx.

(a) HHCS Health Services Plan: HHCS will provide its student with health services in compliance with state law by employing required medical personnel and staff to create a Health and Safety Plan as well as a Medications Administration Plan. HHCS will provide its students' access to a medical director (physician or nurse practitioner) in compliance with Education Law, Article 19, Section 902. Under Education Law, Article 19, Section 904 the HHCS medical director has the ability to perform physical exams at the parent/guardian's request if the student is unable to obtain a physical with their private medical provider. HHCS's medical director will collect and maintain student health records in a secured location including immunization records of all students. If student immunization records are not submitting to the school's medical director a letter will be sent to the family notifying them that their child will be excluded from school 14 days after notification as per Public Health Law 2164. A group of HHCS teachers and administrators will be trained and certified as First Responders in the event of a medical emergency that may require the use of AEDs or perform CPR. The use of an AED device will be reported to the regional EMS office. AED devices will be maintained and checked on a regular basis to ensure function.

(b) HHCS Food Services Plan: HHCS will offer breakfast, lunch, and for any extended-day schedule after 4:30 pm, an afternoon snack to all students. The HHCS Wellness Policy on Physical Activity and Nutrition will promote healthy eating and regular physical activity for all students. HHCS will participate in the Federal Free and Reduced Priced breakfast, lunch, and snack programs administered by the U.S. Department of Agriculture. The school will adhere to all applicable program 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 students, and for no prohibited purpose. HHCS will make adequate plans for receiving on-site food services from the New York City Department of Education (the "Department"). The Department provides food services to charter schools at no cost. The Department's food service meets the requirements of U.S. Department of Agriculture. HHCS shall also make alternative arrangements for food services, if needed.

(c) HHCS Transportation Plan: Students attending HHCS will receive transportation services for which they are eligible under 2853(4)(b) and 3635 of New York State Education Law. Specifically, transportation services will be provided by the New York City Department of Education, Office of Pupil Transportation, in accordance with Department regulations. Services include yellow bus service or Metrocards for public transportation. In the event that students are ineligible for transportation services through the New York City Department of Education, the parents or guardians of such students will be responsible for providing transportation. Furthermore, HHCS' calendar and timetable will be coordinated with those of other NYC DOE schools to facilitate student transportation. In the event that HHCS is in session on days when NYC DOE is not in session, the HHCS shall seek arrangements with the DOE, if necessary, to ensure transportation, at cost, pursuant to 2853(4)(b) of the Education Law, or shall make other necessary transportation arrangements. Funding will be allocated in the School's budget once actual costs, if any, are known. HHCS will work to ensure that all students be issued NYC "group passes" for transportation to field trips. Discussions will be held with NYC DOE prior to April 1 of each school year regarding the unavoidable delay in submission of new student transportation forms due from parents no later than April 1st, but delayed by a later mandated submissions lottery date for new students. Transportation for special education students will be provided as detailed in a student's IEP or 504 plan and in compliance with Education Law, Section 3635. All plans will be coordinated to provide the best services to students.

I. Family and Community Involvement

HHCS will form a Family and Community Association (FCA) to serve as its critical liaison to involve parents and community stakeholders in the planning, design and implementation of school programs and activities. HHCS will hire a Parent & Community Coordinator (PCC) to support as well as coordinate the efforts and activities of the FCA with that of the school.

(a) Engagements: HHCS will employ several means to engage parents. Beginning in April of the pre-opening period and through the end of the first trimester, HHCS staff will conduct individual home visits with the family of every student. HHCS will prioritize home visits for SwDs and ELLs, all of which will take place before the first day of instruction. These home visits will be a time to gather data, clarify expectations for students, parents, and HHCS staff, and build relationships. Short after the school opens, the FCA and PCC (see para 1 above) will facilitate family and community engagement. In addition to Parent-Teacher Seminar each trimester in the month of December (see Attachment 3c: Important Dates and 2015-2016 School Calendar), HHCS will hold monthly parent workshops. All workshops will be centered around student learning and will allow for parent interaction. For example, parents might meet to share ideas for supporting student completion of homework, and be provided help to overcome language barriers. All workshops will be facilitated by the ED, Principal, PCC, Board Member,

HHCS staff member, or parent. In addition to these meetings, parents will receive monthly phone updates from their child's Advisor. In cases where a student is academically at-risk and the parent does not attend Parent-Teacher Conferences, HHCS will schedule an individual case conference with the parent at another time.

Positive reinforcement is a critical part of HHCS's culture. Teachers will be required to make at least two positive parent contacts per week (and will be incentivized to make more). HHCS will also provide positive reinforcement for parents in the form of breakfasts recognizing parents whose children display perfect attendance and punctuality each month. The school will conduct micro-surveys at regular intervals based off of the DOE's Parent Satisfaction Survey, and will ensure that parents have ample opportunity to complete the actual DOE survey. HHCS will adjust its strategies for parent engagement in part based on the results of these surveys. When HHCS students enter 11th grade, HHCS will deeply involve parents in the development of their child's post-secondary plan. HHCS' college counselors will hold specific workshops on the college application process, financial aid, and the transition to college. The college counselors will also hold individual conferences with each parent and child, starting in 11th grade. These supports will help mitigate some of the challenges that first-generation students have in completing college. Overcoming these challenges will assure that more HHCS students gain admission to higher educational institutions.

(b) Involving Parents and Community in Planning, Design and Implementation of School Programs: Throughout the planning and application phase, HHCS has reached out to community parents and specifically requested their input, using that feedback to inform the application. HHCS has spoken with parents, organizations' representatives, and community members at Community Boards #1, #2, #3, and #4 covering school districts 7, 8, 9 and 12 of South Bronx. HHCS has also spoken to the same constituencies informally while handing out flyers and during grassroots outreach. HHCS intends to continually engage these individuals and organizations through the start-up, opening and operation of the school. Parents and the community will be a critical part of HHCS's plans to implement school design. Once the school year begins, HHCS will support the creation and ongoing administration of a voluntary Family and Community Association (FCA), which will advise and support the school. The FCA will elect the parent representative to the Board of Trustees. HHCS will support the FCA in the following ways: (a) The Parent & Community Coordinator (PCC) will help organize and coordinate FCA meetings, (b) HHCS will make meeting space available at the school for the FCA to conduct its business, and (c) HHCS will support and encourage communication between the FCA and the school's overall parent body, individual parents, the Board, the ED, the Principal, instructional staff and the public. Separate from parent workshops, HHCS will also hold regular breakfasts, lunches or coffees with the Principal and ED. These will be informal opportunities for parents to meet school leaders, ask questions, provide feedbacks for purposes of improvements. HHCS will evaluate its effectiveness in incorporating parent feedback through its scores on the DOE's parent satisfaction survey, as part of school's overall evaluation.

(c) Achievability of Anticipated Partnerships is Based on Evidence: Several of the parent engagement strategies described above have a history of success. Using inputs, comments and feedbacks received from the community meetings, Community Boards presentations, public hearings, e-letters, survey questionnaires, and numerous meetings, HHCS was able to design, redesign and enhance its educational and programmatic needs. For example, the initial vision was to create a health-focused school and encourage career pathway into healthcare. While this remains an important part of our mission, comments and inputs from parents and community resident have led to infusion of science, technology, engineering and math (STEM) as a central design element of the school. In addition, feedbacks from parents and community have led to increase in school budget for hiring additional counselors and special education teachers to meet

needs of students. HHCS has also increased extended school hours as many commenters requested.

HHCS believes meaningful, targeted, and sincere parent engagement will increase parent involvement in the school. HHCS found warm welcome in South Bronx, both from individual parents and from businesses and CBOs that represent parents, youth and families. We have had numerous meetings with community leaders who are interested and supportive of the school (see Attachment 2). HHCS will operate from a strong base of support in its development of community partnerships and parent involvement. Parents are particularly enthused by the healthcare niche of Hi-Tech Healthcare Charter School. Hospitals will offer internships.

J. Financial Management

HHCS has three competent experienced accounting and finance professionals on its board with combined 83 years experience in corporate and nonprofit accounting, finance and internal controls. One of the board members, Sir Moses Ibe, is a well known CPA with over 25 years experience in corporate and nonprofit accounting and auditing. The Executive Director has a solid accounting and finance background and a PhD in Financial Management. Collectively, the board and the ED will plan and set up effective internal controls, accounting, finance and accounts information systems and procedures for efficient management of the school according to the Generally Accepted Accounting Principles (GAAP).

Once HHCS attains charter approval, the Board of Trustees' Planning Committee (engages in and oversees sound planning) and Financial Management Committee (develops financial policies/procedures and ensures legal compliance with financial requirements) will hold joint planning meetings with the ED to develop the accounting and finance policies and procedures as well as the internal controls to guide the financial management and daily operations of the school. Members of this team, to be known as the "Account and Finance Planning Team," will maintain constant communications and meet at least once every week for the next two months following charter to assure the prompt completion of the account and finance policies and procedures as well as the internal control. Upon completion, the team will present their work to the full board of trustees. The board of trustees will have one month to review the draft and make recommendations for any changes or modifications. Once the review process is completed and the Account and Finance Planning Team has incorporated any required changes, the board will vote and pass the document on a majority vote of the house. The documents will then become the legal official accounting and finance policies and procedures and internal controls of the school to guide the ED's daily operations of the institution under the oversight of the board of trustees. Using the internal controls, accounting and finance policies and procedures, the ED will work with the Principal and the Chief Finance Officer, and the Technology Specialist to determine and procure the appropriate technologies and information systems for accurate and efficient student eligibility and general financial data capture, accounting, reporting and financial management. HHCS will assure that appropriate training is provided to personnel to assure the effective use of technology and other safety measures in protecting student information and institutional records. Only authorized users will have access to student records and institutional financial data.

While HHCS's design strategy will assure that the institution can function prudently and successfully without external fundraising. Nonetheless, shortly following the completion of the internal controls, accounting and financial management systems, the board's Fundraising Committee will begin meeting and planning fundraising activities to draw resources such as donations, grants and contracts to support the financial resources needs of the institution.

As a measure of accountability, evaluation and controls, the ED must produce monthly financial statements for the board to review in its monthly meetings. Following the requirement of the Department of Foods and the New York State, the Chief Finance Officer shall personally

track student meal consumption and enter same in data spreadsheets for upload to the MIEs, in conformity with accountability and reporting requirements. Furthermore, the board's Governance Committee will procure and negotiate with external audit firm to have complete independent external audit performed each year on the institution. The audit and the accompanying reports will be provided to the Board of Regents.

K. Budget and Cash Flow

HHCS has produced a proposed budget and plan for the school, provided Attachment 9: Budget and Cash Flow. This financial plan supports the school's mission and educational plan, and is based on conservative assumptions and fiscal budgetary control.

Investment in Professional Development, Rigorous Curriculum, Academic Support and Enrichment, and Healthcare Education. HHCS' five-year budget and cash flow support the school's rigorous academic program. Sufficient teaching staff is budgeted to provide all students with four years of ELA, math, science, social studies, and foreign languages, and provide 9th graders with an additional session of ELA. Students will participate in Student Academy Summer Bridge Programs focusing on persuasive writing and communication, literacy, and healthcare for rising 9th and 10th graders. Rising 11th and 12th graders will participate in college preparatory programs in campuses to be arranged. HHCS will also offer healthcare education program every Tuesday morning from 8.40 to 10.10 am while teachers are in professional development and/or departmental curriculum planning meetings. The program will be composed of a ten week session for each grade. HHCS will bid out and select a contractor to provide this specialized healthcare service to our high school students. Funding is provided for both of these programs in the "Other Purchased Services" line in years one through five.

Key Assumptions. HHCS' pre-opening budget and cash flow plan, first-year budget and cash flow, and five-year budget and cash flow all use conservative assumptions. In the pre-opening period only the Executive Director and Principal are hired 25% and 22% respective, to begin laying the organizational and educational plan of the school.

- a. The per pupil revenue of \$14,027 was used for budget projections.
- b. Adequate number of teachers and support staff are hired to provide strong education program in support of student achievement goals. To attract and retain quality teachers, the budget show teachers salaries that are competitive as reflected in NYC teacher salary table. Salaries are projected to increase at the rate of 3% per year. A conservative 22% of salaries is assumed to cover payroll taxes, including 11% covering social security. Medicare, SUTA, FUTA, WC, and health benefits.
- c. Professional services such as insurance and audit are assumed to increase at the rate 5% per annum.
- d. Sufficient allocation is provided to cover rent/lease/debt servicing should co-location building not available, or delayed or rent subsidy not provided. Similarly, budget line item is provided to cover repairs and maintenance.
- e. The Charter School Planning and Implementation Grant is assumed to be \$500,000. Given that HHCS promote its service to EELs, Reduce-Price Lunch students and students with disability, a slight increase may be expected. \$166,667 of the expected grant will be used in the first year pre-planning period to cover salary and limited start-up expenses. The remaining grant balance will be utilized during the remainder of the school year. The school board will have a fundraising committee that would plan and solicit contributions, donations and carry out fundraising activities to raise a minimum of \$30,000 each year.

Contingency Plan. The budget was prepared to assure important budget line items properly represented and accounted for. Both revenue and expense assumptions are conservative

and we therefore believe that we have realistically projected necessary expenses, resulting to a robust budget that can handle unexpected changes in revenues or spending needs. By using conservative assumptions, we believe that there is a degree of built-in contingency funding available. Should there be an unanticipated operating shortfall, we would review each expenditure line very carefully and all discretionary spending would be put on hold. We would also consider raising enrollment by four to seven students, which would provide additional revenue without compromising the school's programs and activities.

L. Pre-Opening Plan

Category	Task Description	Performer	Start	End
Accountability	Design Assessment Plan aligned to HHCS charter application & to NYSED Performance Framework	Board, ED Principal	1-Mar-17	1-Jul-17
Attendance	Develop Attendance Policy & Attendance Accounting Procedures. Specify enforcement processes	ED & Principal	1-Jun-17	1-Aug-17
Curriculum & Instruction	Procure needed instructional materials and supplies, and create a detailed, specific course scope and sequence for all grade levels offered in Year 1.	ED & Principal	1-Apr-17	15-Jul-17
Enrollment and Application for Admission	Finalize Enrollment Policy, do language translations and define application period with statutory due date as April 1, set lottery date and define lottery process	ED & Principal	1-Jan-17	1-Mar-17
	1. Plan and document recruitment and school marketing efforts. Conduct lottery, inform chosen student parent. 2. Enroll students in data system; train staff use system	ED & Principal	1-Mar-17 1-Jun-17	1-Apr-17 1-Jul-17
Facility Preparation	Acquire and ready facility, C of O, purchase classroom and office furniture, supplies, office & class equipment	Board, ED Principal	1-Feb-17	1-May-17
	Obtain insurance, assure handicap accessibility, develop School Safety Plan, Code of Conduct	Board, ED Principal	1-Apr-15	15-Jul-17
Financial Management	Revise budget and cash flow projections for yr 1, fiscal policies and procedures & obtain State Board approval	Board, ED	1-Jan-17	1-Mar-17
	Establish final chart of accounts, bank account, billing & internal control systems, understand revenue streams (per pupil funds, special education funds, IDEA, Titles I-V), establish escrow and payroll systems, other grants		1-Jan-17	1-Feb-17
	Develop audit procedure per GAAP and FASB No. 117.		1-Jan-17	1-Feb-17
Food Services	Complete application materials for National School Lunch Program, free and reduced-price lunch forms		1-Mar-17	1- Aug -17
	Create Food Services plan, contract with provider		1-Jun-17	1-Aug-17
Governance & Management	Finalize Board calendar; conduct first Board meeting, elect Board officers (Chair, President, Treasurer, Secretary, etc.), engage CPA and legal counsel	Board	Upon approval	10-Jan-17
	File for 501(c)(3) status; retain legal counsel; modify and approve by-laws (assure compliance with Open Meetings Law), and Code of Ethics from original charter application (if necessary) and submit to Board and NYSED for approval, obtain Unemployment #	Board and ED	Upon approval	1-Feb-17
	Name permanent school leader/principal and other key leadership roles; Develop and adopt school policies	Board and ED	1-Feb-17	1-Apr-17
Grants	Complete and submit federal Charter Schools Program Grant Application; NCLB Title I; E-Rate, other grants	Board, ED Principal	Upon Approval	31-Dec-17
Insurance	Obtain insurance: Directors' and Officers' Liability, Commercial General Comprehensive Liability, others.	CFO	1-May-17	15-Jul-17
Performance	Define performance goals and develop performance	Board, ED	1-Mar-17	1-Jul-17

Eval all Staff	evaluation system for all staff and administrators	Principal		
Policy Development & Implementation	Create and approve FOIL Policy, FERPA policy, Student Disciplinary Code, Complaint Policies for parents, Complaint/Grievance Policies for staff	Board, ED, & Principal	1-Dec-17	1-Jan-17
School Health Plan / Medical Staff	Hire nurse and create a Health and Safety Plan; create Medications Admin Plan, immunization, vision, hearing and scoliosis screenings plans; procure and train staff on Automated External Defibrillators (AEDs)	CFO and Principal	1-May-17	1-Aug-17
Wellness	Create School Wellness Policy, enforcement procedure	Prinp/CFO	1-May-17	1-Jul-17
Special Needs Students	Hire certified SPED teachers; identify IEPs students	Principal	1-Jun-17	1-Aug-17
	Develop and implement service plan for ELL students and Section 504-eligible students	Principal	1-Jun-17	1-Aug-17
	Hire professional staff, certified speech and language therapists, occupational and physical therapists, & other needed staff, procure necessary services equipment	Principal	1-Jun-17	1-Aug-17
Staffing	Create personnel policies and procedures, including position descriptions for each role; post jobs for hiring	Board, ED Principal	1-Feb-17	1-Apr-17
	Create staffing plan aligned with Charter and school plan; fingerprint-supported criminal background checks for all staff and volunteers; give Handbooks to all staff	Board, ED, & Principal	1-Feb-17	15-Jul-17
	Obtain staff benefits, including insurance (health, dental, vision, long-term disability, short-term disability, life) and retirement plan (401K, 403b)	ED & Principal	1-Feb-17	15-Jul-17
Student Learning Time	Finalize school calendar, daily schedule; & request student records from prior districts; safeguard all record	Principal, CFO	1-Apr-17	15-Jul-17
Technology	Hire IT staff; complete 5-year technology plan; & Select database software to manage attendance, enrollment, withdrawal, waiting list, transportation, meals, report card creation and other necessary tasks	ED & Principal	1-Feb-17 & 1-Apr-17	1-May-17 & 1-Jul-17
Transportation	Inform and ensure that parent/guardian(s) complete request for transportation from the district of residency by April 1; & develop Transportation Plan	ED & Principal	1-Feb-17 & 1-Jul-17	1-Apr-17 & 1-Jul-17

M. Dissolution Plan

We recognize that closing a charter school is very difficult for all school stakeholders. If circumstances force the School to close, the Board and School leadership would work very closely with the Charter School Office to ensure that the best interests of displaced families and staff are attended to and that all legal and statutory requirements are met. The School will establish and escrow account of \$75,000 (budgeted at \$25,000 per/year over three years) to pay for legal and audit expenses should dissolution be necessary. The Board would adopt a close plan for the School in accordance with NYSED's Closing Procedures Guide and Checklist for New York State Charter Schools including prompt and open communications with all stakeholders; ongoing instruction through closure; support for families seeking placement options, timely transfer of student records to the student's new school and/or district within which the School is located and documentation therefore; reporting of financial condition on a monthly basis through finalization of closure.

Days 1-5: (1) HHCS will forward to NYCDOE, a list of current students; (2) The ED will conduct a meeting with NYCDOE to discuss openings and availability for students being displaced by the closure or dissolution; (3) HHCS Board representative will conduct a meeting with its auditors to begin a process of identifying assets required for transfer; (4) The Principal and Executive Director will notify all staff and parents in writing of the closure of the school and

the ensuing placement process; (5) The Principal and Executive Director will meet with the students and parents to discuss the school's closing and the ensuing placement process; (6) The Principal will schedule and advertise a school-day meeting with students and an evening meeting with parents and others to discuss HHCS' closing and the transfer of students to other public schools; (7) HHCS will schedule a series of information sessions for families and students about the possible schools available and identify the assistance that will be provided during the transfer process; (8) HHCS' website will be recognized as a primary source of information about the school's closing, the dissolution process and the placement of students in other public schools; and (9) HHCS' Vice Principal will schedule a placement meeting with each enrolled student/parent to discuss his/her placement.

Days 5-15: (1) The DSC will prepare a written report for the Principal confirming the scheduling of placement meetings for each student/parent; (2) The DSC will commence student placement meetings; (3) The Principal will provide written notice to appropriate NYCDOE Departments such as transportation, food services and school safety of the closure to ensure adequate time for modifications to existing practices and procedures; and (4) The Principal will notify, in writing, those school likely to receive transfers from HHCS of the closure and provide contact information for school personnel handling transfers.

Days 15-30: (1) The DSC will continue with student placement meetings; (2) A list of students and their known preferences for relocation will be prepared by the DSC and sent to the Principal; (3) HHCS will transfer student records to the NYCDOE upon completion of the placement meeting between the Principal and individual students; (4) Parents of the enrolled students will be informed of the transfer of their students' records to the NYCDOE and provided a copy of those records; and (5) HHCS will conduct a final meeting with the NYCDOE to ensure that each student has been properly enrolled in a local public school or has confirmed their enrollment in a nonpublic school.

Transfer of Assets: The ED will work with the Principal and the Board of Trustees in developing a plan that will direct the transfer of assets, and maintain an up-to-date inventory of the assets of the school. All these will be done under the supervision of the guidelines of and direction of the NYSED and NYCDOE. The ED and the Board Finance Committee will attend to the payment of all of HHCS's outstanding debts. Once all debts are satisfied, a distribution of assets process will be initiated that complies with a prescribed plan developed by school in collaboration with the NYSED and NYCDOE Offices of Charter Schools. This plan will eventually detail what assets will be dispersed to which school(s), when, how and by whom. This plan will be presented to the Board's Executive Committee for review and approval prior to its implementation. HHCS will ensure smooth closure operation and efficient transitions and adjustments for all involved.