

**HARLEM HEBREW LANGUAGE  
ACADEMY CHARTER SCHOOL**

**RESOLUTIONS OF THE  
BOARD OF TRUSTEES**

**UPDATED KEY DESIGN ELEMENTS**

**November 18, 2020**

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

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

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

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

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

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

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

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

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

### **SECRETARY'S CERTIFICATE**

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

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William Allen, Secretary

## Exhibit A

### Updated Key Design Elements

OLAM values: OLAM stands for:

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

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

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

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

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

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

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

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

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

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