

Application: Harlem Village Academy West

Joe Morales - jmorales@harlemvillage.org
2022-2023 Annual Report

Summary

ID: 0000000197

Labels: SUNY Trustees

Entry 1 School Info and Cover Page

Completed - Aug 1 2023

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within the [Annual Report Portal](#). When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2022-2023 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer (**as of June 30, 2023**) or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

HARLEM VILLAGE ACADEMY WEST CHARTER SCHOOL 800000056180

a1. Popular School Name

HVA West

b. CHARTER AUTHORIZER (As of June 30th, 2023)

Please select the correct authorizer as of June 30, 2023 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. School Unionized

Is your charter school unionized?

No

d. DISTRICT / CSD OF LOCATION

CSD # 5 - MANHATTAN

e. Date of Approved Initial Charter

Sep 1 2002

f. Date School First Opened for Instruction

Aug 1 2003

g. Approved School Mission and Key Design Elements

(Regents, NYCDOE and Buffalo BOE authorized schools only)

N/A

h. School Website Address

<http://harlemvillageacademies.org/>

i. Total Approved Charter Enrollment for 2022-2023 School Year

915

j. Total Enrollment on June 30, 2023 - excluding Pre-K program enrollment

653

k. Grades Served

Grades served during the 2022-2023 school year (exclude Pre-K program students):

Use the CTRL button to select multiple grades to accurately capture every grade level served.

Responses Selected:

k
1
2
3
4
5
6
7
8
9
10
11
12

I. Charter Management Organization

Do you have a [Charter Management Organization](#)?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2023-2024?

	Yes, 4 sites
--	--------------

School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for previous year (K-5, 6-9, etc.)	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	35 West 124th Street, New York, NY 10027	646-812-9200	NYC CSD 5	9-12	9-12	N/A

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Sam Dolan	Principal	646-812-9200		sdolan@harlemvillage.org
Operational Leader	Kasia Szymanska	Network Director of School Operations	646-939-2382		kszymanska@harlemvillage.org
Compliance Contact	Garrett Block	Managing Director of Network Operations	860-753-1941		gblock@harlemvillage.org
Complaint Contact	Yohana De Los Santos	Chief of Community and Culture	646-316-8225		ydelossantos@harlemvillage.org
DASA Coordinator	Yohana De Los Santos	Chief of Community and Culture	646-316-8225		ydelossantos@harlemvillage.org
Phone Contact for After Hours Emergencies	Kasia Szymanska	Network Director of School Operations	646-939-2382		kszymanska@harlemvillage.org

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

Private Space

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

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2023.

- Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.
- If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.

Site 1 Certificate of Occupancy (COO)

[HVAH Final CofO_3.7.14.pdf](#)

Filename: HVAH Final CofO_3.7.14.pdf **Size:** 42.4 kB

Site 1 Fire Inspection Report

This is required, marked optional for administrative purposes.

[S28986.pdf](#)

Filename: S28986.pdf **Size:** 502.8 kB

School Site 2

m2. SCHOOL SITES

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for previous year (K-5, 6-9, etc.)	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	244 West 144th Street, New York, NY 10030	646-812-9300	NYC CSD 5	6-8	6-8	N/A

m2a. Please provide the contact information for Site 2.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Alice Lee	Principal	646-812-9300		alee@harlemvillage.org
Operational Leader	Kasia Szymanska	Network Director of School Operations	646-939-2382		kszymanska@harlemvillage.org
Compliance Contact	Garrett Block	Managing Director of Network Operations	860-753-1941		gblock@harlemvillage.org
Complaint Contact	Yohana De Los Santos	Chief of Community and Culture	646-316-8225		ydelossantos@harlemvillage.org
DASA Coordinator	Yohana De Los Santos	Chief of Community and Culture	646-316-8225		ydelossantos@harlemvillage.org
Phone Contact for After Hours Emergencies	Kasia Szymanska	Network Director of School Operations	646-939-2382		kszymanska@harlemvillage.org

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

Co-located Space

m2c. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 2	N/A	No		No		No

School Site 3

m3. SCHOOL SITES

Please provide information on site 3 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for previous year (K-5, 6-9, etc.)	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 3	132 West 124th Street, New York, NY 10027	646-812-9800	NYC CSD 5	1-2	1-2	2

m3a. Please provide the contact information for Site 3.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Kevin Tallat-Kelpsa	Principal	646-812-9800		ktallat-kelpsa@harlemvillage.org
Operational Leader	Kasia Szymanska	Network Director of School Operations	646-939-2382		kszymanska@harlemvillage.org
Compliance Contact	Garrett Block	Managing Director of Network Operations	860-753-1941		gblock@harlemvillage.org
Complaint Contact	Yohana De Los Santos	Chief of Community and Culture	646-316-8225		ydelossantos@harlemvillage.org
DASA Coordinator	Yohana De Los Santos	Chief of Community and Culture	646-316-8225		ydelossantos@harlemvillage.org
Phone Contact for After Hours Emergencies	Kasia Szymanska	Network Director of School Operations	646-939-2382		kszymanska@harlemvillage.org

m3b. Is site 3 in public (co-located) space or in private space?

Private Space

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

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 3 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2023.

- Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.
- If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.

Site 1 Certificate of Occupancy (COO)

[\(07\) Certificate of Occupancy.pdf](#)

Filename: (07) Certificate of Occupancy.pdf **Size:** 63.5 kB

Site 3 Fire Inspection Report

This is required, marked optional for administrative purposes.

[2020_07_30_14_28_12.pdf](#)

Filename: 2020_07_30_14_28_12.pdf **Size:** 464.1 kB

School Site 4

m4. SCHOOL SITES

Please provide information on Site 4 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 4	74 West 124th Street, New York, NY 10027	646-812-9700	NYC CSD 5	K, 3-5	3-4

m4a. Please provide the contact information for Site 4.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Melissa Ortiz	Principal	646-812-9700		mortiz@harlemvillage.org
Operational Leader	Kasia Szymanska	Network Director of School Operations	646-939-2382		kszymanska@harlemvillage.org
Compliance Contact	Garrett Block	Managing Director of Network Operations	860-753-1941		gblock@harlemvillage.org
Complaint Contact	Yohana De Los Santos	Chief of Community and Culture	646-316-8225		ydelossantos@harlemvillage.org
DASA Coordinator	Yohana De Los Santos	Chief of Community and Culture	646-316-8225		ydelossantos@harlemvillage.org
Phone Contact for After Hours Emergencies	Kasia Szymanska	Network Director of School Operations	646-939-2382		kszymanska@harlemvillage.org

m4b. Is site 4 in public (co-located) space or in private space?

Private Space

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

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 4 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2023.

- Fire inspection certificates must be updated annually. For the upcoming school year 2023-2024, submit a current fire inspection certificate.
- If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2023.

Site 1 Certificate of Occupancy (COO)

[Site 4 - 74 W. 124th St. COO_FINAL.pdf](#)

Filename: Site 4 - 74 W. 124th St. COO_FINAL.pdf **Size:** 259.6 kB

Site 4 Fire Inspection Report

This is required, marked optional for administrative purposes.

[S28987.pdf](#)

Filename: S28987.pdf **Size:** 520.8 kB

n. List of owned, rented, leased facilities not used to educate students

Separate by semi-colon (;)

N/A

CHARTER REVISIONS DURING THE 2022-2023 SCHOOL YEAR

o. Were there any revisions to the school's charter during the 2022-2023 school year? (Please include approved or pending material and non-material charter revisions).

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

No

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Garrett Block
Position	Managing Director of Network Operations
Phone/Extension	860-753-1941
Email	gblock@harlemvillage.org

q. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Click **YES to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**

Responses Selected:

Yes

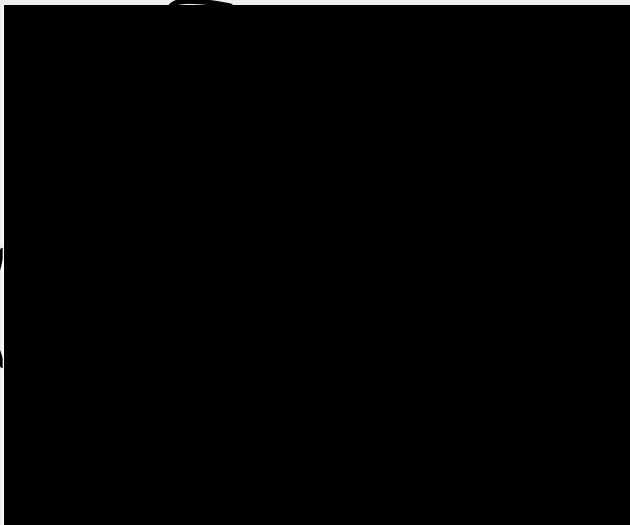
As outlined in ENTRY 10:

Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES** to agree.

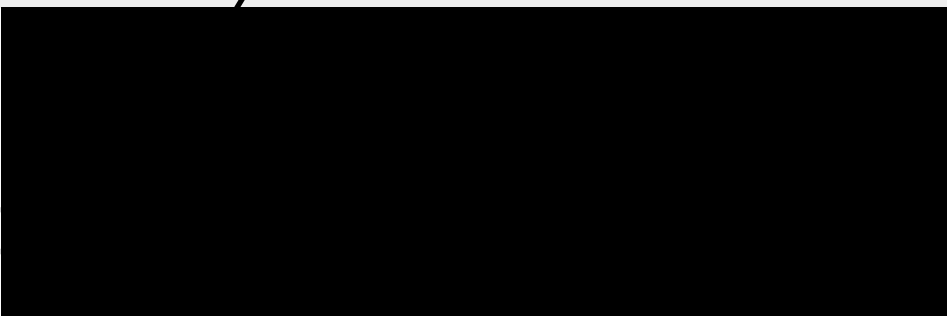
Responses Selected:

Yes

Signature, Head of Charter School

A large black rectangular redaction box covers the signature of the Head of Charter School. To the left of the box, there is a faint, curved line that appears to be part of the signature or a stray mark.

Signature, President of the Board of Trustees

A large black rectangular redaction box covers the signature of the President of the Board of Trustees. To the left of the box, there is a faint, curved line that appears to be part of the signature or a stray mark.

Date

Aug 1 2023



Thank you.

Entry 2 Links to Critical Documents on School Website

Completed - Aug 1 2023

Instructions

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Current Annual Report (i.e., 2021-2022 Annual Report);[\[1\]](#)
2. Board meeting notices, agendas and documents;
3. New York State School Report Card;
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building level safety plan (as per the September 2021 [Emergency Response Plan Memo](#));
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records. (Example: See [NYSED Subject Matter List](#))

[\[1\]](#) Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., Report when financials have been submitted in November.)

Form for Entry 2 Links to Critical Documents on School Website

School Name: Harlem Village Academy West

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item

4: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the **link** from the school's website for each of the items:

[New York State Report Card](#)

[Emergency Response Plan Memo](#)

[NYSED Subject Matter List](#)

	Link to Documents
1. Current Annual Report (i.e., 2022-2023 Annual Report)	https://www.nysed.gov/sites/default/files/programs/charter-schools/harlem-village-west-ar2122.pdf
2. Board meeting notices, agendas and documents	https://harlemvillageacademies.org/wp-content/uploads/2023/07/June_2023_Meeting_Notice.png , https://harlemvillageacademies.org/wp-content/uploads/2023/08/June_2023_Agenda.pdf , https://harlemvillageacademies.org/wp-content/uploads/2023/08/June_2023_Minutes.pdf , https://harlemvillageacademies.org/wp-content/uploads/2023/08/December_2022_Notice.png , https://harlemvillageacademies.org/wp-content/uploads/2023/08/221215-Agenda.pdf , https://harlemvillageacademies.org/wp-content/uploads/2023/08/December_2022_Minutes.pdf
3. New York State School Report Card	https://data.nysed.gov/essa.php?instid=800000056180&year=2022&createreport=1&OverallStatus=1&section_1003=1&EMStatus=1&EMIndicators=1&EMCore=1&EMWeighted=1&EMelp=1&EMchronic=1&EMpart=1&HSStatus=1&HSIndicators=1&HSCore=1&HSWeighted=1&HSgradrate=1&HSelf=1&HSchronic=1&HSpart=1
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response	https://harlemvillageacademies.org/wp-content/uploads/2019/11/DISTRICT-WIDE-SCHOOL-

Plan Memo	SAFETY-PLAN.pdf
6. Authorizer-approved FOIL Policy	https://harlemvillageacademies.org/foil-notice-west-k-12-pdf/
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://harlemvillageacademies.org/foil-notice-west-k-12-pdf/

Thank you.



Entry 3 Progress Toward Goals

Incomplete - Hidden from applicant

Instructions

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 1, 2023.

1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2023**.

2022-2023 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

(No response)

2022-2023 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				
Academic Goal 41				

Academic Goal 42				
Academic Goal 43				
Academic Goal 44				
Academic Goal 45				
Academic Goal 46				
Academic Goal 47				
Academic Goal 48				
Academic Goal 49				
Academic Goal 50				
Academic Goal 51				
Academic Goal 52				
Academic Goal 53				
Academic Goal 54				
Academic Goal 55				
Academic Goal 56				
Academic Goal 57				
Academic Goal 58				
Academic Goal 59				
Academic Goal 60				
Academic Goal 61				
Academic Goal 62				
Academic Goal 63				
Academic Goal 64				
Academic Goal 65				
Academic Goal 66				
Academic Goal 67				
Academic Goal 59				

Academic Goal 60				
Academic Goal 61				
Academic Goal 62				

4. ORGANIZATION GOALS

For the 2022-2023 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2022-2023 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

(No response)

6. FINANCIAL GOALS

2022-2023 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

(No response)

2021-2022 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

Thank you.

Entry 3 Accountability Plan Progress Reports

Incomplete

Instructions

SUNY-Authorized Charter Schools ONLY- Complete Template and Upload to Epicenter

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report](#). After completing, SUNY-authorized charter schools must upload the document into the Annual Report Portal, and into the SUNY Epicenter document management system by September 15, 2023.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2023**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until **August 1 2023** but will be identified as a required task thereafter and due on **November 1, 2023**. This is a required task, and it is marked optional for administrative purposes only.

Entry 4a – Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled “Audited Financial Statement Template” at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the [Annual Report Portal](#) and into the SUNY Epicenter document management system no later than **November 1, 2023**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4b – Audited Financial Report Template (BOR/NYC/BOE)

Incomplete - Hidden from applicant

Instructions - Regents-Authorized Charter Schools ONLY

Regents-authorized schools must download and complete the Excel spreadsheet entitled “Audited Financial Report Template” from the online portal or the [2022-2023 Annual Reports](#) webpage. Upload the completed file in Excel format and submit by **November 1, 2023**.

Please complete one spreadsheet at the Education Corporation level and submit the same spreadsheet for each of the schools.

EDUCATION CORPORATIONS WITH MORE THAN ONE SCHOOL SHOULD COMPLETE THE EXCEL SPREADSHEET FOR THE EDUCATION CORPORATION AS A WHOLE, NOT FOR THE INDIVIDUAL SCHOOLS. PLEASE SUBMIT THE SAME EXCEL SPREADSHEET FOR EACH OF THE SCHOOLS.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4c – Additional Financial Documents

Incomplete - Hidden from applicant

Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2023**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a “federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold.”

1. Advisory and/or Management letter
2. Federal Single Audit
3. Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

^[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4d - Financial Contact Information

Incomplete - Hidden from applicant

Regents, NYCDOE, and Buffalo BOE authorized schools should enter financial contact information directly into the form within the portal by **November 1, 2023**.

Form for "Financial Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm
--	-----------	-------------------	--------------------	-------	-------	--------------------

--	--	--	--	--	--	--

Entry 5 – Fiscal Year 2023-2024 Budget

Incomplete

SUNY-authorized charter schools should download the [2023-2024 Budget and Quarterly Report Template and the 2023-2024 Budget Narrative Questionnaire](#) from the SUNY website and upload the completed templates into the Annual Report Portal and into the Epicenter document management system. **Due November 1, 2023.**

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the [2023-2024 Budget Template](#) into the Annual Report Portal or from the Annual Report website. **Due November 1, 2023.**

The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 1 2023

Required of ALL Charter Schools

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2022-2023 school year must complete and sign a Trustee [Disclosure of Financial Interest Form](#) is due on August 1, 2023. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2022-2023 school year completes the form.**

Charter schools **must** submit the latest version of the form. Forms completed from past years will not be accepted.

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

A

Filename: A_Gee_June_2023_Financial_Disclos_3iMPmbg.pdf Size: 292.0 kB

August 2023 Financial Disclosure Form

Filename: August_2023_Financial_Disclosure_F_MgnPq1S.pdf Size: 338.7 kB

Sernau 2023 Financial Disclosure-form

Filename: Sernau_2023_Financial_Disclosure-f_zAvfY8A.pdf Size: 244.0 kB

Zwiebel 2023 Financial Disclosure Form

Filename: Zwiebel_2023_Financial_Disclosure__cvhi9j6.pdf Size: 377.7 kB

Newman June 2023 Financial Disclosure

Filename: Newman_June_2023_Financial_Disclos_OfMSE9c.pdf Size: 419.6 kB

[Deborah 2023 Financial Disclosure Form](#)

Filename: Deborah_2023_Financial_Disclosure__LI4Eo4N.pdf Size: 887.5 kB

[Pianko 2023 Disclosure Form](#)

Filename: Pianko_2023_Disclosure_Form_JL4PoOt.PDF Size: 1.2 MB

Entry 7 BOT Membership Table

Completed - Aug 1 2023

Instructions

Required of ALL charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2022-2023 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2022- 2023
1	David Zwiebel	[REDACTED]	Chair	N/A	Yes	22	07/01/2023	06/30/2023	5 or less
2	Daniel Pianko	[REDACTED]	Treasurer	N/A	Yes	10	07/01/2023	06/30/2023	5 or less
3	Deborah Kenny	[REDACTED]	Trustee/ Member	N/A	Yes	22	07/01/2023	06/30/2023	5 or less
4	Andrew August	[REDACTED]	Vice Chair	N/A	Yes	22	07/01/2023	06/30/2023	5 or less
5	Aria Gee	[REDACTED]	Trustee/ Member	N/A	Yes	4	07/01/2023	06/30/2023	5 or less
6	Ronald Sernau	[REDACTED]	Trustee/ Member	N/A	Yes	5	07/01/2023	06/30/2023	5 or less
7	Erica Newman	[REDACTED]	Secretary	N/A	Yes	5	07/01/2023	06/30/2023	5 or less
8									
9									

1a. Are there more than 9 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2023	7
b.Total Number of Members Added During 2022-2023	0
c. Total Number of Members who Departed during 2022-2023	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	7

3. Number of Board meetings held during 2022-2023

4

4. Number of Board meetings scheduled for 2023-2024

4

Total number of Voting Members on June 30, 2023:

7

Total number of Voting Members added during the 2022-2023 school year:

0

Total number of Voting Members who departed during the 2022-2023 school year:

0

Total Maximum Number of Voting members in 2022-2023, as set by the board in bylaws, resolution, or minutes:

9

Thank you.

Entry 8 Board Meeting Minutes

Incomplete - Hidden from applicant

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2022-June 2023), which should match the number of meetings held during the 2022-2023 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by **August 1, 2023**.

Entry 9 Enrollment & Retention

Completed - Aug 1 2023

Instructions for submitting Enrollment and Retention Efforts

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2022-2023 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2023-2024.

***SUNY-authorized charter schools**

The education corporation must include a plan for the charter to meet or exceed enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and students who are eligible to participate in the FRPL program. See the [enrollment and retention target calculator](#) to find specific targets.

Entry 9 Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2022-2023	Describe Recruitment Plans in 2023-2024
Economically Disadvantaged	<p>The school anticipates using the following strategies to attract economically disadvantaged students in the 2022-23 school year:</p> <ul style="list-style-type: none"> • Targeting mailings at zip codes with high concentrations of students eligible for free or reduced lunch • Developing relationships with programs such as Head Start, the Children's Aid Society and other schools and organizations, including transitional housing programs that serve high-needs populations • Attending community fairs that attract high-needs populations • Posting fliers in buildings frequented by economically disadvantaged populations and door-dropping literature in affordable housing buildings affordable housing complexes • Posting bus stop advertisements in neighborhoods with high concentrations of students eligible for free or reduced lunch. In addition, the school sets aside the first 30% of its seats for students eligible for free or reduced lunch. • Street Teams in neighborhoods with high concentrations of students eligible for free or reduced lunch 	<p>The school anticipates using the following strategies to attract economically disadvantaged students in the 2023-24 school year:</p> <ul style="list-style-type: none"> • Targeting mailings at zip codes with high concentrations of students eligible for free or reduced lunch • Developing relationships with programs such as Head Start, the Children's Aid Society and other schools and organizations, including transitional housing programs that serve high-needs populations • Attending community fairs that attract high-needs populations • Posting fliers in buildings frequented by economically disadvantaged populations and door-dropping literature in affordable housing buildings affordable housing complexes • Posting bus stop advertisements in neighborhoods with high concentrations of students eligible for free or reduced lunch. In addition, the school sets aside the first 30% of its seats for students eligible for free or reduced lunch. • Street Teams in neighborhoods with high concentrations of students eligible for free or reduced lunch
English Language Learners	<p>The school anticipates using the following strategies to attract multilingual learners in the 2022-</p>	<p>The school anticipates using the following strategies to attract multilingual learners in the 2023-</p>

	<p>23 school year:</p> <ul style="list-style-type: none"> • Mailing fliers and postcards to prospective parents in languages other than English, particularly Spanish • Targeting mailings at zip codes with high concentrations of multilingual learners • Conducting open houses in languages other than English and/or providing translation • Posting fliers in buildings frequented by multilingual populations • Posting bus stop advertisements in neighborhoods with high concentrations of multilingual learners and noting in the advertisements that “se habla español” • Posting print advertisements in bilingual editions of neighborhood newspapers • Soliciting referrals from parents of multilingual learners currently enrolled at HVA 	<p>24 school year:</p> <ul style="list-style-type: none"> • Mailing fliers and postcards to prospective parents in languages other than English, particularly Spanish • Targeting mailings at zip codes with high concentrations of multilingual learners • Conducting open houses in languages other than English and/or providing translation • Posting fliers in buildings frequented by multilingual populations • Posting bus stop advertisements in neighborhoods with high concentrations of multilingual learners and noting in the advertisements that “se habla español” • Posting print advertisements in bilingual editions of neighborhood newspapers • Soliciting referrals from parents of multilingual learners currently enrolled at HVA
Students with Disabilities	<p>The school anticipates using the following strategies to attract students with disabilities in the 2022-23 school year:</p> <ul style="list-style-type: none"> • Developing relationships with programs such as Head Start, the Children’s Aid Society and other schools and organizations that serve high-needs populations • Attending community fairs that attract high-needs populations • Conducting open houses focused on the Special Education services offered by the school • Posting fliers in buildings frequented by high-needs populations 	<p>The school anticipates using the following strategies to attract students with disabilities in the 2023-24 school year:</p> <ul style="list-style-type: none"> • Developing relationships with programs such as Head Start, the Children’s Aid Society and other schools and organizations that serve high-needs populations • Attending community fairs that attract high-needs populations • Conducting open houses focused on the Special Education services offered by the school • Posting fliers in buildings frequented by high-needs populations

Good Faith Efforts To Meet Enrollment Retention Targets

	Describe Retention Efforts in 2022-2023	Describe Retention Plans in 2023-2024
Economically Disadvantaged	<p>HVA has a preventive and comprehensive approach towards retention. Our teachers and principals develop retention strategies and execute them together. The school anticipates using the same strategies moving forward, including:</p> <p>Overall Family Relationships and Communications. Take steps to further develop positive family relationships, such as</p> <ul style="list-style-type: none"> • Family engagement events in the first month of school • Each school hosts a potluck dinner during the first week of school • Positive phone calls home during the first week of school and throughout the year • Increased communication with incoming families • Regular Coffee and Conversations hosted by school leaders for families • Chatting with parents outside during arrival and dismissal even when not officially on duty • When parents become frustrated and want to leave because of how hard it is for their child to adjust to the higher behavioral and/or academic standards, staff members will meet with and reach out to make sure the person is heard to have an opportunity to reconsider. • Deans and Social Workers collaborating as the Student and Family Support team to 	<p>HVA has a preventive and comprehensive approach towards retention. Our teachers and principals develop retention strategies and execute them together. The school anticipates using the same strategies moving forward, including:</p> <p>Overall Family Relationships and Communications. Take steps to further develop positive family relationships, such as</p> <ul style="list-style-type: none"> • Family engagement events in the first month of school • Each school hosts a potluck dinner during the first week of school • Positive phone calls home during the first week of school and throughout the year • Increased communication with incoming families • Regular Coffee and Conversations hosted by school leaders for families • Chatting with parents outside during arrival and dismissal even when not officially on duty • When parents become frustrated and want to leave because of how hard it is for their child to adjust to the higher behavioral and/or academic standards, staff members will meet with and reach out to make sure the person is heard to have an opportunity to reconsider. • Deans and Social Workers collaborating as the Student and Family Support team to

proactively create home-school partnership opportunities as well as being available to immediately address parent concerns.

New Student Acclimation.

Strategies to help students who have a hard time adjusting to our higher behavior standards, include:

- Beginning each day with a whole group Morning Meeting where students are greeted respectfully and joyfully by all members of the class. Morning Meeting includes opportunities to discuss feelings and expectations. A portion of Morning Meeting is dedicated to self-reflection and goal setting.
- Ending each day with a Closing Circle which allows students to reflect on their day, acknowledge peers who supported their learning, provide apologies for any harm done to the community and set goals for the following day.
- Throughout September, teachers observe each other's classrooms during their free periods, then meet every evening to debrief about their students and devise strategies to improve behavior and habits
- Identify students who will struggle with behavior as follows:
 - Teachers intensively co-observe in classrooms throughout the day during the first month of school
 - Provide intensive support to students on a daily basis, coaching them in how to change their behavior habits and insisting that they do so
 - Increase communication early

proactively create home-school partnership opportunities as well as being available to immediately address parent concerns.

New Student Acclimation.

Strategies to help students who have a hard time adjusting to our higher behavior standards, include:

- Beginning each day with a whole group Morning Meeting where students are greeted respectfully and joyfully by all members of the class. Morning Meeting includes opportunities to discuss feelings and expectations. A portion of Morning Meeting is dedicated to self-reflection and goal setting.
- Ending each day with a Closing Circle which allows students to reflect on their day, acknowledge peers who supported their learning, provide apologies for any harm done to the community and set goals for the following day.
- Throughout September, teachers observe each other's classrooms during their free periods, then meet every evening to debrief about their students and devise strategies to improve behavior and habits
- Identify students who will struggle with behavior as follows:
 - Teachers intensively co-observe in classrooms throughout the day during the first month of school
 - Provide intensive support to students on a daily basis, coaching them in how to change their behavior habits and insisting that they do so
 - Increase communication early

	<p>in the year by teachers and deans with new parents of students who are struggling with behavior. Follow-up calls daily during September regarding student behavior, progress, and to build the relationship with the families so that we're on the same team working together to help the child successfully meet the higher behavior standards</p> <ul style="list-style-type: none"> • Provide advice to parents regarding how they can reinforce our behavior expectations at home, e.g. respectful speech, actions and gestures, etc. We do this through a variety of pre-planned workshops. <p>Academic Supports Strategies to maximize the number of students who are promoted to the next each year grade include:</p> <ul style="list-style-type: none"> • Focus the school's staffing, scheduling and budget on our reading program to provide more instructional time and smaller class sizes • Conduct running records frequently, so reading teachers get to know each new student individually, early in the year • Ensure adequate quantity and quality of tutoring and SGI (Small Group Instruction) • Support students who are struggling academically by providing SGI, lunch, after school, and Saturday instruction 	<p>in the year by teachers and deans with new parents of students who are struggling with behavior. Follow-up calls daily during September regarding student behavior, progress, and to build the relationship with the families so that we're on the same team working together to help the child successfully meet the higher behavior standards</p> <ul style="list-style-type: none"> • Provide advice to parents regarding how they can reinforce our behavior expectations at home, e.g. respectful speech, actions and gestures, etc. We do this through a variety of pre-planned workshops. <p>Academic Supports Strategies to maximize the number of students who are promoted to the next each year grade include:</p> <ul style="list-style-type: none"> • Focus the school's staffing, scheduling and budget on our reading program to provide more instructional time and smaller class sizes • Conduct running records frequently, so reading teachers get to know each new student individually, early in the year • Ensure adequate quantity and quality of tutoring and SGI (Small Group Instruction) • Support students who are struggling academically by providing SGI, lunch, after school, and Saturday instruction
English Language Learners	HVA has a preventive and comprehensive approach towards retention. Our teachers and principals develop retention strategies and execute them together. The school anticipates	HVA has a preventive and comprehensive approach towards retention. Our teachers and principals develop retention strategies and execute them together. The school anticipates

using the same strategies moving forward, including:
Overall Family Relationships and Communications. Take steps to further develop positive family relationships, such as

- Family engagement events in the first month of school
- Positive phone calls home during the first week of school and throughout the year
- Increased communication with incoming families
- Regular Coffee and Conversations hosted by school leaders for families
- Host regular family engagement events, including movie nights and parent support workshops
- Chatting with parents outside during arrival and dismissal even when not officially on duty
- When parents become frustrated and want to leave because of how hard it is for their child to adjust to the higher behavioral and/or academic standards, staff members will meet with and reach out to make sure the person is heard to have an opportunity to reconsider.
- Deans and Social Workers collaborating as the Student and Family Support team to proactively create home-school partnership opportunities as well as being available to immediately address parent concerns.

New Student Acclimation.
Strategies to help students who have a hard time adjusting to our higher behavior standards, include:

- Beginning each day with a

using the same strategies moving forward, including:
Overall Family Relationships and Communications. Take steps to further develop positive family relationships, such as

- Family engagement events in the first month of school
- Positive phone calls home during the first week of school and throughout the year
- Increased communication with incoming families
- Regular Coffee and Conversations hosted by school leaders for families
- Host regular family engagement events, including movie nights and parent support workshops
- Chatting with parents outside during arrival and dismissal even when not officially on duty
- When parents become frustrated and want to leave because of how hard it is for their child to adjust to the higher behavioral and/or academic standards, staff members will meet with and reach out to make sure the person is heard to have an opportunity to reconsider.
- Deans and Social Workers collaborating as the Student and Family Support team to proactively create home-school partnership opportunities as well as being available to immediately address parent concerns.

New Student Acclimation.
Strategies to help students who have a hard time adjusting to our higher behavior standards, include:

- Beginning each day with a

whole group Morning Meeting where students are greeted respectfully and joyfully by all members of the class. Morning Meeting includes opportunities to discuss feelings and expectations. A portion of Morning Meeting is dedicated to self-reflection and goal setting.

- Ending each day with a Closing Circle which allows students to reflect on their day, acknowledge peers who supported their learning, provide apologies for any harm done to the community and set goals for the following day.

- Throughout September, teachers observe each other's classrooms during their free periods, then meet every evening to debrief about their students and devise strategies to improve behavior and habits

- Identify students who will struggle with behavior as follows:

- Teachers intensively co-observe in classrooms throughout the day during the first month of school

- Principals put students in strategic situations in the first week of the school year, and observe them closely

- Interview the students during orientation – teachers developed a 20-question interview protocol focused on behavior

- Provide intensive support to students on a daily basis, coaching them in how to change their behavior habits and insisting that they do so

- Increase communication early in the year by teachers and deans with new parents of students who are struggling with

whole group Morning Meeting where students are greeted respectfully and joyfully by all members of the class. Morning Meeting includes opportunities to discuss feelings and expectations. A portion of Morning Meeting is dedicated to self-reflection and goal setting.

- Ending each day with a Closing Circle which allows students to reflect on their day, acknowledge peers who supported their learning, provide apologies for any harm done to the community and set goals for the following day.

- Throughout September, teachers observe each other's classrooms during their free periods, then meet every evening to debrief about their students and devise strategies to improve behavior and habits

- Identify students who will struggle with behavior as follows:

- Teachers intensively co-observe in classrooms throughout the day during the first month of school

- Principals put students in strategic situations in the first week of the school year, and observe them closely

- Interview the students during orientation – teachers developed a 20-question interview protocol focused on behavior

- Provide intensive support to students on a daily basis, coaching them in how to change their behavior habits and insisting that they do so

- Increase communication early in the year by teachers and deans with new parents of students who are struggling with

	<p>behavior. Follow-up calls daily during September regarding student behavior, progress, and to build the relationship with the families so that we're on the same team working together to help the child successfully meet the higher behavior standards</p> <ul style="list-style-type: none"> • Provide advice to parents regarding how they can reinforce our behavior expectations at home, e.g. respectful speech, actions and gestures, etc. We do this through a variety of pre-planned workshops. <p>Academic Supports: Strategies to maximize the number of students who are promoted to the next each year grade include:</p> <ul style="list-style-type: none"> • Focus the school's staffing, scheduling and budget on our reading program to provide more instructional time and smaller class sizes • Conduct running records frequently, so reading teachers get to know each new student individually, early in the year • Ensure adequate quantity and quality of tutoring and SGI (Small Group Instruction) • Support students who are struggling academically by providing SGI, lunch, after school, and Saturday instruction 	<p>behavior. Follow-up calls daily during September regarding student behavior, progress, and to build the relationship with the families so that we're on the same team working together to help the child successfully meet the higher behavior standards</p> <ul style="list-style-type: none"> • Provide advice to parents regarding how they can reinforce our behavior expectations at home, e.g. respectful speech, actions and gestures, etc. We do this through a variety of pre-planned workshops. <p>Academic Supports: Strategies to maximize the number of students who are promoted to the next each year grade include:</p> <ul style="list-style-type: none"> • Focus the school's staffing, scheduling and budget on our reading program to provide more instructional time and smaller class sizes • Conduct running records frequently, so reading teachers get to know each new student individually, early in the year • Ensure adequate quantity and quality of tutoring and SGI (Small Group Instruction) • Support students who are struggling academically by providing SGI, lunch, after school, and Saturday instruction
Students with Disabilities	<p>HVA has a preventive and comprehensive approach towards retention. Our teachers and principals develop retention strategies and execute them together. The school anticipates using the same strategies moving forward, including: Overall Family Relationships and</p>	<p>HVA has a preventive and comprehensive approach towards retention. Our teachers and principals develop retention strategies and execute them together. The school anticipates using the same strategies moving forward, including: Overall Family Relationships and</p>

Communications. Take steps to further develop positive family relationships, such as

- Family engagement events in the first month of school
- Positive phone calls home during the first week of school and throughout the year
- Increased communication with incoming families
- Regular Coffee and Conversations hosted by school leaders for families
- Chatting with parents outside during arrival and dismissal even when not officially on duty
- When parents become frustrated and want to leave because of how hard it is for their child to adjust to the higher behavioral and/or academic standards, staff members will meet with and reach out to make sure the person is heard to have an opportunity to reconsider.
- Deans, Education Support Coordinators and Social Workers collaborating as the Student and Family Support team to proactively create home-school partnership opportunities as well as being available to immediately address parent concerns.

New Student Acclimation. Strategies to help students who have a hard time adjusting to our higher behavior standards, include:

- Beginning each day with a whole group Morning Meeting where students are greeted respectfully and joyfully by all members of the class. Morning Meeting includes opportunities to discuss feelings and

Communications. Take steps to further develop positive family relationships, such as

- Family engagement events in the first month of school
- Positive phone calls home during the first week of school and throughout the year
- Increased communication with incoming families
- Regular Coffee and Conversations hosted by school leaders for families
- Chatting with parents outside during arrival and dismissal even when not officially on duty
- When parents become frustrated and want to leave because of how hard it is for their child to adjust to the higher behavioral and/or academic standards, staff members will meet with and reach out to make sure the person is heard to have an opportunity to reconsider.
- Deans, Education Support Coordinators and Social Workers collaborating as the Student and Family Support team to proactively create home-school partnership opportunities as well as being available to immediately address parent concerns.

New Student Acclimation. Strategies to help students who have a hard time adjusting to our higher behavior standards, include:

- Beginning each day with a whole group Morning Meeting where students are greeted respectfully and joyfully by all members of the class. Morning Meeting includes opportunities to discuss feelings and

expectations. A portion of Morning Meeting is dedicated to self-reflection and goal setting.

- Ending each day with a Closing Circle which allows students to reflect on their day, acknowledge peers who supported their learning, provide apologies for any harm done to the community and set goals for the following day.

- Throughout September, teachers observe each other's classrooms during their free periods, then meet every evening to debrief about their students and devise strategies to improve behavior and habits

- Identify students who will struggle with behavior as follows:

- Teachers intensively co-observe in classrooms throughout the day during the first month of school

- Principals put students in strategic situations in the first week of the school year, and observe them closely

- Interview the students during orientation – teachers developed a 20-question interview protocol focused on behavior

- Provide intensive support to students on a daily basis, coaching them in how to change their behavior habits and insisting that they do so

- Increase communication early in the year by teachers and deans with new parents of students who are struggling with behavior. Follow-up calls daily during September regarding student behavior, progress, and to build the relationship with the families so that we're on the same team working together to

expectations. A portion of Morning Meeting is dedicated to self-reflection and goal setting.

- Ending each day with a Closing Circle which allows students to reflect on their day, acknowledge peers who supported their learning, provide apologies for any harm done to the community and set goals for the following day.

- Throughout September, teachers observe each other's classrooms during their free periods, then meet every evening to debrief about their students and devise strategies to improve behavior and habits

- Identify students who will struggle with behavior as follows:

- Teachers intensively co-observe in classrooms throughout the day during the first month of school

- Principals put students in strategic situations in the first week of the school year, and observe them closely

- Interview the students during orientation – teachers developed a 20-question interview protocol focused on behavior

- Provide intensive support to students on a daily basis, coaching them in how to change their behavior habits and insisting that they do so

- Increase communication early in the year by teachers and deans with new parents of students who are struggling with behavior. Follow-up calls daily during September regarding student behavior, progress, and to build the relationship with the families so that we're on the same team working together to

help the child successfully meet the higher behavior standards

- Provide advice to parents regarding how they can reinforce our behavior expectations at home, e.g. respectful speech, actions and gestures, etc. We do this through a variety of pre-planned workshops.

Academic Supports: Strategies to maximize the number of students who are promoted to the next each year grade include:

- Focus the school's staffing, scheduling and budget on our reading program to provide more instructional time and smaller class sizes
- Conduct running records frequently, so reading teachers get to know each new student individually, early in the year
- Ensure adequate quantity and quality of tutoring and SGI (Small Group Instruction)
- Support students who are struggling academically by providing SGI, lunch, after school, and Saturday instruction

help the child successfully meet the higher behavior standards

- Provide advice to parents regarding how they can reinforce our behavior expectations at home, e.g. respectful speech, actions and gestures, etc. We do this through a variety of pre-planned workshops.

Academic Supports: Strategies to maximize the number of students who are promoted to the next each year grade include:

- Focus the school's staffing, scheduling and budget on our reading program to provide more instructional time and smaller class sizes
- Conduct running records frequently, so reading teachers get to know each new student individually, early in the year
- Ensure adequate quantity and quality of tutoring and SGI (Small Group Instruction)
- Support students who are struggling academically by providing SGI, lunch, after school, and Saturday instruction

Entry 10 – Teacher and Administrator Attrition

Completed - Aug 1 2023

Form for "Entry 10 – Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

1. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

^[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.nysed.gov/common/nysed/files/programs/charter-schools/employeeefingerprintoct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at [NYSED CSO Employee Clearance and Fingerprint Memo 10-2019](#).

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 11 Percent of Uncertified Teachers

Incomplete - Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
Total Category A: 5 or 30% whichever is less	0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. Mathematics	
ii. Science	
iii. Computer Science	
iv. Technology	
v. Career and Technical Education	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2023)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2023)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2023)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2023)	
Total Category C: not to exceed 5	0

TOTAL FTE COUNT OF UNCERTIFIED TEACHERS (Sum of Categories A, B AND C)

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total	

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete - Hidden from applicant

[Instructions](#)

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2022-2023 **Organization Chart**. The organization chart should be a graphic representation (A list will not be accepted.) and should include position titles and reporting (hierarchical) relationships. Employee names should **not** appear on the chart.

Entry 13 School Calendar

Completed - Aug 14 2023

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2023 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2023**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools "... *unless the school's charter requires more instructional time than is required under the regulations.*"

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month (also used to align to schools with extended days/years referenced in their mission statements/key design elements). See an example of a calendar showing the requested information. Schools **must** use a calendar format and ensure there is a monthly tally of instructional days.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[SY 23-24 Calendar - Family Calendar](#)

Filename: SY_23-24_Calendar_-_Family_Calendar_1jHasrR.pdf Size: 41.5 kB

Entry 14 Staff Roster

Incomplete - Hidden from applicant

[INSTRUCTIONS](#)

Required of Regents and NYCDOE-authorized Charter Schools ONLY

Please click on the MS Excel [Faculty/Staff Roster Template](#) and provide the following information for **ANY and ALL** instructional and non-instructional employees (all faculty and staff employed by the school during the 2022-2023 school year).

Use of the 2022-2023 Annual Report Faculty/Staff Roster Template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required.

Reminders: Please use the Notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Faculty/Staff Roster Template will result in a resubmission of a fully corrected roster.

Here is the complete list of data elements in the roster template and an explanation of what information is required to correctly complete this task.

Roster Data Elements	Explanations
Authorizer	Select your school's authorizer from the drop-down list first , before completing the roster.
NOTE: MUST BE DONE FIRST	
School Name and Institution ID	Select your school's name from the drop-down list .
Faculty/Staff First Name	Enter the first name of the Faculty/Staff person.
Faculty/Staff Last Name	Enter the last name of the Faculty/Staff person.
TEACH ID	Enter the 7 digit TEACH ID for the Faculty/Staff person.
Role in School	Select the best choice of role of the Faculty/Staff person from the drop-down list .

CPR/AED Certification Status	Select the appropriate choice from the drop-down list .
Hire Date	Enter the date that the Faculty/Staff person was hired.
Start Date	Enter the date that the Faculty/Staff person actually began employment in this school.
Total Years' Experience in this Role	Enter Total Years of Experience that the Faculty/Staff person has in their current role.
Total Years at this School	Enter the Total Years that the Faculty/Staff person has been employed in this school.
Out-of-Certification Justification	Select the appropriate choice from the drop-down list .
Subject Taught	Select the appropriate choice from the drop-down list .
Notes	Optional

Optional Additional Documents to Upload (BOR)

Incomplete

PREVENTIVE MAINTENANCE REPORT

NEW YORK CITY ALARM CORP.
160-32 WILLETS POINT BLVD.
WHITESTONE, N.Y. 11357
 TELE. (718) 352-2800 FAX. (718) 352-0374
 NYS LICENSE # 12000020098

DATE: 2 20 2020

PAGE 1 OF 5

INITIAL # OF PAGES SIGNED FOR: _____

CSID/ACCT #: 672713

NAME: W. L. Bonner

ADDRESS: 130-36 W. 124TH ST,

W. Y. N.Y.

PHONE #: 212-866-1700

CONTACT: Freddy

	DAY 1	DAY 2	DAY 3
DATE	2-20-2020		
TIME IN:	10:00		
TIME OUT:	4:00		
TECHNICIANS:	DRS LJ		

HAS WORK BEEN COMPLETED: YES NO

PANEL LOCATION

958 FX PHONE LINES & ENTER NUMBERS	TEST	FACP MFG	MOD #	FCS MFG	MOD #	FX MFG	MOD #	STARLINK	PANEL LOCATION
PHONE LINE #1: <u>(212) 280-2728</u>	<u>Good</u>								<u>Simplex</u>
PHONE LINE #2: <u>(212) 280-3260</u>	<u>Good</u>								<u>4100</u>
									<u>Main Lobby</u>
									<u>Fire Life</u>
									<u>MS 5012</u>
									<u>Celkard Elec Room</u>

CENTRAL OFFICE TRANSMITTER INSPECTION					CENTRAL STATION DESCRIPTION	COMMENTS
ZONE NUMBER	ZONE TYPE	SIGNAL SENT	SIGNAL RECEIVED	SIGNAL RESTORED		
EXAMPLES:	PULL, SMK, WF, ETC.	YES/NO	CODE: 11, 31, F1, ETC.	YES/NO	PULL, SMK, GEN ALARM, UNKN, ETC.	
1	<u>Pull</u>	<u>Yes</u>	<u>11</u>	<u>Yes</u>	<u>FIRE</u>	Do not HIT Trouble Signal while Resetting Fuses. TAKE OFF Bottom 2-RIGHT WIRE CARS - FOR QUIET
2	<u>Smoke</u>	<u>Yes</u>	<u>12</u>	<u>Yes</u>	<u>FIRE</u>	
3	<u>Trouble</u>	<u>Yes</u>	<u>13</u>	<u>Yes</u>	<u>Trouble</u>	
4	<u>Tamper</u>	<u>Yes</u>	<u>84</u>	<u>Yes</u>	<u>Supervisory</u>	
5	<u>W/F</u>	<u>Yes</u>	<u>15</u>	<u>Yes</u>	<u>FIRE</u>	
6						
7						
8						

CHECKS				DEVICE TYPE	MANUFACTURER & MOD #
ARE NYCA DECALS PLACED ON FACP/FCS?	<u>YES</u>	NO		SMOKE DETECTOR	<u>Simplex 4098-9714</u>
ARE NYCA DECALS PLACED AT FRONT ENTRANCE?	YES	NO		DUCT/SMOKE DETECTOR	<u>11</u>
ARE C.O. DECALS ON FX?	YES	NO		HEAT DETECTOR	
ARE C.O. SPRINKLER SIGNS INSTALLED?	N/A	YES	NO	MANUAL PULL	<u>Simplex / AAME</u>
INSTALL SPRINKLER SIGNS IF NECESSARY.				WARDEN STATION	
CHECK FX FOR DAMAGE	<u>Good</u>			SPEAKER OR HORN/STROBE	<u>Simplex 757-7A-T</u>
CHECK BATTERIES FOR CORROSION OR LEAKS.	<u>Good</u>			SPEAKER	
CHECK BATTERY VOLTAGE.	<u>Good</u>			HORN	
REPLACE BATTERIES IF NECESSARY.				STROBE	<u>Simplex 757-7D</u>
				WATERFLOW SWITCH	<u>WFD-40</u>
				TAMPER SWITCH	<u>Porter CSY-2</u>

MATERIAL RECORD				
QUANTITY USED	QUANTITY NEEDED	DESCRIPTION	MANUFACTURER & PART NUMBER	PRIORITY

CUSTOMER SIGNATURE: _____

DATE: 2 20 2020

NOTES:
* OLD CODE HAS Delay on Shutdown

ACCOUNT NUMBER:		672713		DATE: 2 120 1200		PAGE: 3 OF 5		
ACCOUNT NAME:		W.L. BONNER (Greater Refuge)		TECHNICIANS:		DRS - LJS		
LOCATION				DEVICE		MAINTENANCE		
FLOOR NUM	LOCATION	CONTROL DISPLAY	TYPE	ADDRESS / ZONE	CODE	CONDITION	TEST RESULT	CLEANED
3		3RD Floor Mechanical Room Heat	Heat			Good	Good	
3	Room 104 MER	3RD Floor Mechanical Room Water Flow Monitor	W/F			Good	Good	
3	" "	3RD Floor Mechanical Room Tamper Switch	TAMPER			Good	Good	
3	O/S M.E.R		H/S			"	"	
3	Gym Storage		H/S			"	"	
3	O/S STAIR B	3RD FLOOR STAIR 2 Pull Station	Pull			Good	Good	
3	" " C	3RD FLOOR STAIR 1 Pull Station	Pull			Good	Good	
3		3RD Floor Elevator Lobby Smoke Detector	Smoke			Good	Good	
3		3RD Floor Elevator Lobby Smoke Detector	Smoke			Good	Good	
3	Room 104 MER	Mechanical Fan RTU-1 (Duct Detector)	Duct			Good	Good	
3	" " "		FSD			"	"	
2	O/S STAIR B	2ND FLOOR STAIR 2 Pull Station	Pull			Good	Good	
2		2ND Floor Elevator Lobby Smoke Detector	Smoke			Good	Good	
2		2ND Floor Elevator Lobby Smoke Detector	Smoke			Good	Good	
2	O/S M.E.R		H/S			"	"	
2	O/S 208		H/S			"	"	
2	O/S STAIR A	2ND FLOOR WATERFLOW MONITOR	W/F			Good	Good	
2	O/S 203	2ND FLOOR TAMPER SWITCH SPRINKLER MONITOR	TAMPER			Good	Good	
2	WOMEN'S ROOM		STROBE			"	"	
2	MEN'S ROOM		STROBE			"	"	
2	O/S 208		H/S			"	"	
2	Rm 207 IN CEILING	2ND FLOOR WATERFLOW MONITOR	W/F			Good	Good	
2	" " "	2ND FLOOR TAMPER SWITCH SPRINKLER MONITOR	H/S			Good	Good	

NOTES:

+ This Tamper Latched

ACCOUNT NUMBER:		C72713		DATE: 2 120 2020		PAGE: 4 OF 5		
ACCOUNT NAME:		W.L. Bonner		TECHNICIANS:		DRS L.S		
LOCATION				DEVICE		MAINTENANCE		
FLOOR NUM	LOCATION	CONTROL DISPLAY	TYPE	ADDRESS / ZONE	CODE	CONDITION	TEST RESULT	CLEANED
1	STAIR B Street Exit	Cellar Exit Pull Station	Pull			Good	Good	
1		1st Floor Elevator Lobby Smoke	Smoke			Good	Good	
1		1st Floor Elevator Lobby Smoke	Smoke			Good	Good	
1	ABOVE FACP		Bell			"	"	
1	"		Bell			"	"	
1	"		Bell			"	"	
1	Class Room By Street	1st Floor Proposed Rental Space Pull Station	Pull			Good	Good	
1	" " " " " EXIT E		A/S			"	"	
1	MEN'S Room O/S 103		STrobe			"	"	
1	WOMEN'S Room O/S 103		STrobe			"	"	
1	103 IN CEILING	1ST FLOOR WATER FLOW MONITOR	W/F			Good	Good	
1	" " "	1ST FLOOR TAMPON SWITCH SPRINKLER MONITOR	TAMPON			Good	Good	
1	Room 103		STrobe			"	"	
1	O/S Room 101		A/S			"	"	
1	Room 104		STrobe			"	"	
1	" 105		STROBE			"	"	
1	" 106		A/S			"	"	
1	" 107		STROBE			"	"	
1	" 108		STROBE			"	"	
1	" 109		A/S			"	"	
1	MEN'S Room By 107		STROBE			"	"	
1	WOMEN'S Room By "		STrobe			"	"	
1		1ST FLOOR stairwell #2 Pull Station	Pull			Good	Good	
1	MAIN ENTRANCE		A/S			N/A	N/A	

NOTES: + Must Get To From BsuT

ACCOUNT NUMBER:		672713		DATE: 2 12 2000		PAGE: 5 OF 5			
ACCOUNT NAME:		W.L. BONNER		TECHNICIANS:		DRS-LJ			
LOCATION				DEVICE		MAINTENANCE			
FLOOR NUM	LOCATION	CONTROL DISPLAY		TYPE	ADDRESS / ZONE	CODE	CONDITION	TEST RESULT	CLEANED
C	water meter / sprinkler	cellar water meter pressure flow switch		W/F			Good	Good	
C	"	cellar TAMPER switch monitor		TAMPER			Good	Good	
C	"	cellar TAMPER switch monitor		TAMPER			Good	Good	
C	"	cellar WATER MAPPING foam Suck detector		SUCK			Good	Good	✓
C		cellar Mechanical Room Suck detector		SUCK			Good	Good	✓
C	MER. Behind kitchen	cellar Mechanical Room Suck detector		SUCK			Good	Good	✓
C		cellar Mechanical Room Duct detector		DUCT			Good	Good	✓
C				EST			DISCONNECTED		
C		cellar mechanical		Heat			Good	1554	
C	Kitchen	cellar kitchen		Heat			Good	1554	
C	"	"		Heat			Good	2254	✓
C	"			AIS			Good	Good	
C	o/s Kitchen			AIS			"	"	
C	WOMENS ROOM			STAIR			"	"	
C	MENS ROOM			STAIR			"	"	
C	E.M.R	cellar Elevator Machine Room Suck detector		SUCK			Good	Good	✓
C	"	cellar Elevator Machine Room Suck detector		SUCK			Good	Good	✓
C	"			Relay			DISCONNECTED		
C		cellar Elevator Lobby Suck detector		SUCK			Good	Good	✓
C		cellar Elevator Lobby Suck detector		SUCK			Good	Good	
C		cellar STAIR 1 Pull Station		PULL			Good	Good	
C		cellar STAIR 2 Pull Station		PULL			Good	Good	
C	ELECTRIC ROOM	cellar Electric meter room Suck detector		SUCK			Good	Good	

NOTES:

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Name of Charter School Education Corporation:

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

-
7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

-

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:



6/13/2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Deborah Kenny

Name of Charter School Education Corporation:

Harlem Village Academy West & Harlem Village Academy East

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

None

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☒ Yes ☐ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

Founder of CMO and Charter Schools; employed by CMO.

Salary information is publicly available in Form 990 for Village Academies Network, Inc.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☐ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Since Inception	Employed by Village Academies Network, Inc.	Do not vote or participate in discussions involving Village Academies Network, Inc.	Self

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

(646) 812-9501

Home Address:

available upon request

[REDACTED]

6/2/2023

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Certificate of Occupancy

CO Number: 120051745F

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

A.	Borough: Manhattan	Block Number: 01722	Certificate Type: Final
	Address: 35 WEST 124TH STREET	Lot Number(s): 51	Effective Date: 03/07/2014
	Building Identification Number (BIN): 1053473	Building Type: New	
This building is subject to this Building Code: 2008 Code			
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification: 2-A	(2008 Code)	
	Building Occupancy Group classification: E	(2008 Code)	
	Multiple Dwelling Law Classification: None		
	No. of stories: 5	Height in feet: 74	No. of dwelling units: 0
C.	Fire Protection Equipment: Standpipe system, Fire alarm system, Sprinkler system		
D.	Type and number of open spaces: None associated with this filing.		
E.	This Certificate is issued with the following legal limitations: None		
Borough Comments: None			

Borough Commissioner


Commissioner

DOCUMENT CONTINUES ON NEXT PAGE

Certificate of Occupancy

CO Number: 120051745F

Permissible Use and Occupancy						
All Building Code occupancy group designations below are 2008 designations.						
Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
CEL			E		3A	STORAGE ROOMS,UTILITY ROOMS,BOILER ROOMS
001	144		A-3		3A	LECTURE HALL, CLASSROOMS
001	9		B		3A	LIBRARY, OFFICES
001	201		M M		6A, 6A, 6C	RETAIL
001 001	156	100	A-3		3A	GALLERY,EXHIBITION HALL
002	527		A-3		3A	GYM, AUDITORIUM
002 002	159	100	A-3		3A	CLASSROOMS,OFFICES
003 003	221	100	E B A-3		3A	CLASSROOMS OFFICES LOCKERS
004	146		A-3		3A	CAFETERIA
004 004	211	100	F-2 E		3A	KITCHEN, CLASSROOMS, OFFICES
005 005		100	E B		3A	OUTDOOR CLASSROOM SPACE. NOTE: THERE SHALL BE NON-SIMULTANEOUS OCCUPANCY BETWEEN THE INDOOR AND OUTDOOR CLASSROOM SPACE.
RO F						ELEVATOR MACHINE ROOM
END OF SECTION						


Borough Commissioner


Commissioner

END OF DOCUMENT

120051745/000 3/7/2014 12:29:49 PM

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Daniel Pianko

Name of Charter School Education Corporation:

Harlem Village Academy West & Harlem Village Academy East

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Treasurer

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If Yes, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If Yes, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☒ None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

FIRETRONICS

A Full Service System Integrator
20 Wood Avenue, Secaucus, NJ 07094
Phone: 800-284-9112
E-mail: ftronicsinc@aol.com

SERVICE REQUEST NO.

S28986

DATE OF REQUEST 2/18/20	REQUESTED BY	TELEPHONE NO.	PURCHASE ORDER	REQUISITION NO. M83360
JOB LOCATION:		INVOICE TO: (SAME AS JOB LOCATION UNLESS OTHERWISE INDICATED)		

HVA

35 W 124TH ST.

HARLEM, N.Y.

JOB CONTACT:	TELEPHONE NO.	EXT.
--------------	---------------	------

DESCRIPTION OF PROBLEM:

SEMIANNUAL INSPECTION

WARRANTY	NON WARRANTY	CONTRACT	TECHNICIAN FELIPE / EDUARDO	DATE OF JOB 02/18/20
CONDITIONS FOUND:				

REPAIRS MADE:

SYSTEM WAS TAKEN OFFLINE BEFORE START OF WORK.

WE PROCEED TO VERIFY STATUS OF F.A. SYSTEM

PROCEED TO TEST, CLEAN AND VERIFY COMMUNICATIONS OF ALL FIRE ALARM DEVICES IN THE PREMISES.

- SMOKE DETECTORS, DUCT DETECTORS, HEAT DETECTORS, CARBON MONOXIDE DETECTORS, MANUAL PULL STATIONS
- OUTPUTS AND NOTIFICATION DEVICES.

ALL RESULTS LOGGED ON F.A. MAINTENANCE BOOKS.

SYSTEM RESTORED AND BACK ONLINE

PARTS USED:

REPAIR INCOMPLETE -- DATE(S)	REPAIR COMPLETE DATE
------------------------------	----------------------

PARTS/WORK REQUIRED:

ITEMS REQUIRED FOR REPAIR:

FIELD LABOR - MINIMUM SERVICE CHARGE:				SHOP LABOR:		TOTALS	
Regular Time	Labor Hours	Travel Hours	Total Hours	LABOR HOURS @	HR =	LABOR	
Overtime Time	Labor Hours	Travel Hours	Total Hours			PARTS	
Holiday Time	Labor Hours	Travel Hours	Total Hours			TAX	
						TOTAL AMOUNT	
CUSTOMER SIGNATURE				DATE			

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Name of Charter School Education Corporation:

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

-

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

Home Telephone:

Home Address:

6/19/23

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

FIRETRONICS

A Full Service System Integrator
20 Wood Avenue, Secaucus, NJ 07094
Phone: 800-284-9112
E-mail: ftronicssinc@aol.com

SERVICE REQUEST NO.

S28987

DATE OF REQUEST 02/19/20	REQUESTED BY	TELEPHONE NO.	PURCHASE ORDER	REQUISITION NO.
JOB LOCATION:		INVOICE TO: (SAME AS JOB LOCATION UNLESS OTHERWISE INDICATED)		

HVA
74W 124TH ST
N.Y. N.Y.

JOB CONTACT:	TELEPHONE NO.	EXT.
--------------	---------------	------

DESCRIPTION OF PROBLEM: SEMIANNUAL INSPECTION

WARRANTY	NON WARRANTY	CONTRACT	TECHNICIAN FELPE / EDWIN	DATE OF JOB 02/19/20
CONDITIONS FOUND:				

REPAIRS MADE:

SYSTEM WAS TAKEN OFFLINE BEFORE START OF WORK.

WE PROCEED TO VERIFY STATUS OF F.A SYSTEM AND
FOLLOWED TO TEST, CLEAN AND VERIFY COMMUNICATION
OF AUTOMATIC FIRE ALARM SENSORS, INCLUDING MANUAL
DEVICES.

— SMOKE DETECTORS / DUCT DETECTORS, HEAT DETECTORS.
— MANUAL PULL STATIONS AND OUTPUTS.

— NOTIFICATION, VISUALS AND AUDIO AND 2WAY COMMUNICATION.
ALL RESULTS LOGGED TO F.A MAINTENANCE BOOKS.

SYSTEM RESTORED BACK TO NORMAL

PARTS USED:

SYSTEM BACK ONLINE UPON DEPARTURE OF SITE

REPAIR INCOMPLETE — DATE(S)	REPAIR COMPLETE DATE
-----------------------------	----------------------

PARTS/WORK REQUIRED:

ITEMS REQUIRED FOR REPAIR:

FIELD LABOR - MINIMUM SERVICE CHARGE:

Regular Time	Labor Hours	Travel Hours	Total Hours
	5	A	1
Overtime Time	Labor Hours	Travel Hours	Total Hours
Holiday Time	Labor Hours	Travel Hours	Total Hours

SHOP LABOR:

LABOR HOURS @ HR. =

TOTALS

LABOR	
PARTS	
TAX	
TOTAL AMOUNT	

CUSTOMER SIGNATURE

DATE

02/19/20

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Ronald Sernau

Name of Charter School Education Corporation:

Harlem Village Academy West & Harlem Village Academy East

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

None

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

☐ Yes ☒ No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☒ Yes ☐ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

Partner at law firm Proskauer Rose, which provides paid and pro bono services to the Schools and Village Academies Network, Inc., the CMO.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

☐ **None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Proskauer Rose LLP	Legal Services	Primarily Pro Bono Legal Services	Self	Disclosure, and recusal from voting and discussion.

This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.

Business Telephone:

[REDACTED]

Business Address:

[REDACTED]

E-mail Address:

[REDACTED]

Home Telephone:

[REDACTED]

Home Address:

[REDACTED]

[REDACTED]

6/1/23

Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Certificate of Occupancy**CO Number: 121551114F**

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

A.	Borough: Manhattan	Block Number: 01721	Certificate Type: Final
	Address: 74 WEST 124TH STREET	Lot Number(s): 70	Effective Date: 04/14/2016
	Building Identification Number (BIN): 1053438	Building Type: Altered	
This building is subject to this Building Code: 1968 Code			
For zoning lot metes & bounds, please see BISWeb.			
B.	Construction classification: 1	(Prior to 1968 Code designation)	
	Building Occupancy Group classification: E	(2008 Code)	
	Multiple Dwelling Law Classification: None		
	No. of stories: 8	Height in feet: 90	No. of dwelling units: 0
C.	Fire Protection Equipment: None associated with this filing.		
D.	Type and number of open spaces: None associated with this filing.		
E.	This Certificate is issued with the following legal limitations None		
Borough Comments: None			

Borough Commissioner

Commissioner

Certificate of Occupancy

CO Number:

121551114F

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
BAS	250	75	E		3	CLASSROOM, BOOK STORE, STORAGE
BAS	155	75	A-3		3	EXERCISE ROOM
SC1		OG	E		3	MECHANICAL ROOM, BOILER ROOM
001	276	40	A-3		3	CAFETERIA
001	240	40	E		3	LIBRARY, OFFICE STORAGE
002	300	40	E		3	CLASSROOM, OFFICES, STORAGE
003	285	40	E		3	CLASSROOM, OFFICES
004	200	75	E		3	CLASSROOM, OFFICES
005	215	100	E		3	CLASSROOM
006	174	100	A-3		3	GYM
007	66	100	A-5		3	OFFICE
RO F	170	100	A-5		3	PLAY AREA
RO F		100			3	ELEVATOR MAINTENANCE ROOM, MH AREA

Borough Commissioner

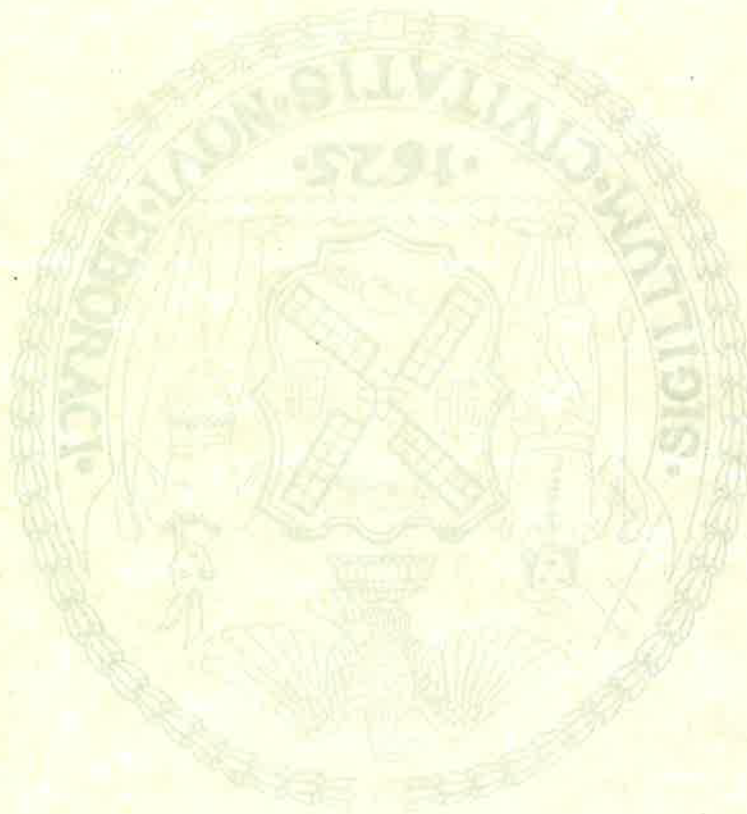
Commissioner

Certificate of Occupancy


CO Number:

121551114F

END OF SECTION




Borough Commissioner


Commissioner



HARLEM VILLAGE ACADEMIES

DATE	EVENT	GRADE
September		
Friday, September 1	No School	PK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Monday, September 4	No School: Labor Day	PK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Tuesday, September 5	First Full Day of Instruction	PK, K, 1, 2, 3, 4, 5, 6, 7, 8
Tuesday, September 5 - Friday, September 8	Half Days	PK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Monday, September 11	First Full Day of Instruction	9, 10, 11, 12
October		
Monday, October 9	No School: Indigenous People's Day	PK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Tuesday, October 31	Half Day	PK, K, 1, 2, 3, 4, 5, 6, 7, 8
Tuesday, October 31	No School	9, 10, 11, 12
November		
Friday, November 10	No School: Veteran's Day	PK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Monday, November 13 - Friday, November 17	Book Shopping	PK, K, 1, 2, 3, 4, 5, 6, 7, 8
Monday, November 20 - Friday, November 24	No School: Thanksgiving Break	PK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
December		
Monday, December 18 - Thursday, December 21	Book Shopping	PK, K, 1, 2, 3, 4, 5, 6, 7, 8
Friday, December 22 - Monday, January 1	No School: Winter Break	PK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
January		
Tuesday, January 2	No School: Professional Learning for Staff	PK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Monday, January 15	No School: MLK Day of Service	PK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
February		
Monday, February 12 - Friday, February 16	Book Shopping	PK, K, 1, 2, 3, 4, 5, 6, 7, 8
Monday, February 19	No School: President's Day	PK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Tuesday, February 20 - Friday, February 23	No School: Winter Break	PK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
March		
Happy Spring!		

April		
Monday, April 8	Science Performance State Test Window Begins	5, 8
Monday, April 8	Book Shopping	PK, K, 1, 2, 3, 4, 5, 6, 7, 8
Wednesday, April 10	No School: Professional Learning for Staff	9, 10, 11, 12
Wednesday, April 10 - Thursday, April 11	ELA State Test	3, 4, 5, 6, 7, 8
Monday, April 15 - Friday, April 19	No School: Spring Break	PK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Thursday, April 25	IB Exam Window Begins	9, 10, 11, 12
May		
Wednesday, May 8 - Thursday, May 9	Math State Test	3, 4, 5, 6, 7, 8
Friday, May 17	Science Performance State Test Window Ends	5, 8
Friday, May 17	IB Exam Window Ends	9, 10, 11, 12
Friday, May 24	No School: Post IB Exam *Tentative	9, 10, 11, 12
Monday, May 27	No School: Memorial Day	PK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
June		
Monday, June 10 - Thursday, June 13	Book Shopping	PK, K, 1, 2, 3, 4, 5, 6, 7, 8
Friday, June 14	Last Day of School	PK, K, 1, 2, 3, 4, 5, 6, 7, 8
Friday, June 14	HVAH Regents Window Begins	9, 10, 11, 12
Monday, June 17	Last Day of School	9, 10, 11, 12
Tuesday, June 18	HVAH Regents Window Ends	9, 10, 11, 12
Wednesday, June 19	No School: Juneteenth	9, 10, 11, 12
Friday, June 21	HVAH Graduation	12

Disclosure of Financial Interest by a Current or Former Trustee
--

Trustee Name:

Name of Charter School Education Corporation:

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

5. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

-
7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

None

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest




This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.


Business Telephone:

Business Address:

E-mail Address:





Home Telephone:



Home Address:



Signature

Date

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022