

# Application: Harlem Village Academy West 2

Latika Keegan - lkeegan@harlemvillage.org  
2020-2021 Annual Report

## Entry 1 School Info and Cover Page

**Completed** Aug 2 2021

### [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 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 2020-2021 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, 2021)** 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 2 CHARTER SCHOOL 310500861149

**a1. Popular School Name**

HVA West 2

**b. CHARTER AUTHORIZER (As of June 30th, 2021)**

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

**c. DISTRICT / CSD OF LOCATION**

CSD # 5 - MANHATTAN

**d. DATE OF INITIAL CHARTER**

8/2018

**e. DATE FIRST OPENED FOR INSTRUCTION**

8/2019

**h. SCHOOL WEB ADDRESS (URL)**

<http://harlemvillageacademies.org/>

**i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)**

150

**j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)**

136

**k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)**

Check all that apply

Grades Served

K, 1, 2

**l. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

No

## FACILITIES INFORMATION

**m. FACILITIES**

Will the school maintain or operate multiple sites in 2021-2022?

No, just one site.

## 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 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	74 West 124th Street, New York, NY 10027	646-812-9700	NYC CSD 5	K-3	K-3

### m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Melissa Ortiz			
Operational Leader	Lisa Chen			
Compliance Contact	Robert Ollwerther			
Complaint Contact	Justine Neeson			
DASA Coordinator	Justine Neeson			
Phone Contact for After Hours Emergencies	Lisa Chen			

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

Private Space

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**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, 2021.**

**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

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**Site 1 Fire Inspection Report**

[S28987.pdf](#)

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

**CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR**

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**n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).**

No

**o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?**

(No response)

**ATTESTATIONS**

**p. Individual Primarily Responsible for Submitting the Annual Report.**

Name	Robert Ollwerther
Position	Chief Operating Officer
Phone/Extension	646-812-9596
Email	<a href="mailto:rollwerther@harlemvillage.org">rollwerther@harlemvillage.org</a>

**p. 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

**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

**Signature, Head of Charter School**



**Signature, President of the Board of Trustees**



**Date**

Jul 13 2021

Thank you. 

## **Entry 3 Accountability Plan Progress Reports**

**Incomplete**

### **Instructions**

### **SUNY-Authorized Charter Schools ONLY**

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

**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 in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

**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, 2021**. 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 protection are turned off.

**PLEASE NOTE: 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 Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

**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

**Instructions - Regents, NYCDOE and Buffalo BOE authorized schools** must upload financial documents in this section **by November 1, 2021**. 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. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school<sup>[1]</sup>
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

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<sup>[1]</sup> 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 Services Contact Information

**Incomplete** Hidden from applicant

**Instructions:** Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021.**

### Form for "Financial Services 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 2021-2022 Budget

**Incomplete**

**Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools** should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021.**

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.

**Instructions - SUNY authorized charter schools** should download the [2021-2022 Budget and](#)

[Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

**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 2 2021

### **Required of ALL Charter Schools by August 2**

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 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (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 Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation. Note: Docusign is accepted.

### **School Board 2021 Trustee Disclosure forms**

**Filename:** School Board 2021 Trustee Disclosur Zr9zHsN.pdf **Size:** 1.7 MB

## **Entry 7 BOT Membership Table**

**Completed** Aug 2 2021

### **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.

**1. 2020-2021 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 Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	David Zwiebel		Chair	N/A	Yes	20	07/01/2021	06/30/2022	5 or less
2	Daniel Pianko		Treasurer	N/A	Yes	8	07/01/2021	06/30/2022	5 or less
3	Deborah Kenny		Secretary	N/A	Yes	20	07/01/2021	06/30/2022	5 or less
4	Andrew August		Trustee/Member	N/A	Yes	20	07/01/2021	06/30/2022	5 or less
5	Aria Gee		Trustee/Member	N/A	Yes	2	07/01/2021	06/30/2022	5 or less
6	Ronald Sernau		Trustee/Member	N/A	Yes	3	07/01/2021	06/30/2022	5 or less
7	Erica Newma		Trustee/Member	N/A	Yes	3	07/01/2021	06/30/2022	5 or less

	n								
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, 2021	7
b.Total Number of Members Added During 2020-2021	0
c. Total Number of Members who Departed during 2020-2021	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	7

**3. Number of Board meetings held during 2020-2021**

4

**4. Number of Board meetings scheduled for 2021-2022**

4

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 2020-June 2021), which should match the number of meetings held during the 2020-2021 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 2, 2021.

## Entry 9 Enrollment & Retention

**Completed** Aug 2 2021

### [Instructions for submitting Enrollment and Retention Efforts](#)

**ALL charter schools must complete this section.** Describe the good faith efforts the charter school has made in 2020-2021 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 2021-2022.

## Entry 9 Enrollment and Retention of Special Populations

### [Instructions for Reporting Enrollment and Retention Strategies](#)

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, 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 2021-2022.

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### **Recruitment/Attraction Efforts Toward Meeting Targets**

	Describe Recruitment Efforts in	Describe Recruitment Plans in
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	2020-2021	2021-2022
Economically Disadvantaged	<p>The school used the following strategies to attract economically disadvantaged students in the 2020-21 school year:</p> <ul style="list-style-type: none"> <li>• Targeting mailings at zip codes with high concentrations of students eligible for free or reduced lunch</li> <li>• 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</li> <li>• Attending (virtual) community fairs that attract high-needs populations</li> <li>• Posting fliers in buildings frequented by economically disadvantaged populations and door-dropping literature in affordable housing complexes</li> <li>• 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.</li> <li>• Street Teams in neighborhoods with high concentrations of students eligible for free or reduced lunch</li> </ul>	<p>The school anticipates using the following strategies to attract economically disadvantaged students in the 2021-22 school year:</p> <ul style="list-style-type: none"> <li>• Targeting mailings at zip codes with high concentrations of students eligible for free or reduced lunch</li> <li>• 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</li> <li>• Attending community fairs that attract high-needs populations</li> <li>• Posting fliers in buildings frequented by economically disadvantaged populations and door-dropping literature in affordable housing buildings</li> <li>• 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.</li> <li>• Street Teams in neighborhoods with high concentrations of students eligible for free or reduced lunch</li> </ul>
	<p>The school used the following strategies to attract multilingual learners in the 2020-21 school year:</p> <ul style="list-style-type: none"> <li>• Mailing fliers and postcards to</li> </ul>	<p>The school anticipates using the following strategies to attract multilingual learners in the 2021-22 school year:</p> <ul style="list-style-type: none"> <li>• Mailing fliers and postcards to</li> </ul>

<p>English Language Learners</p>	<p>prospective parents in languages other than English, particularly Spanish</p> <ul style="list-style-type: none"> <li>• Targeting mailings at zip codes with high concentrations of multilingual learners</li> <li>• Conducting open houses in languages other than English and/or providing translation</li> <li>• Posting fliers in buildings frequented by multilingual populations</li> <li>• Posting bus stop advertisements in neighborhoods with high concentrations of multilingual learners and noting in the advertisements that “se habla español”</li> <li>• Posting print advertisements in bilingual editions of neighborhood newspapers</li> <li>• Soliciting referrals from parents of multilingual learners currently enrolled at HVA</li> </ul>	<p>prospective parents in languages other than English, particularly Spanish</p> <ul style="list-style-type: none"> <li>• Targeting mailings at zip codes with high concentrations of multilingual learners</li> <li>• Conducting open houses in languages other than English and/or providing translation</li> <li>• Posting fliers in buildings frequented by multilingual populations</li> <li>• Posting bus stop advertisements in neighborhoods with high concentrations of multilingual learners and noting in the advertisements that “se habla español”</li> <li>• Posting print advertisements in bilingual editions of neighborhood newspapers</li> <li>• Soliciting referrals from parents of multilingual learners currently enrolled at HVA</li> </ul>
<p>Students with Disabilities</p>	<p>The school used the following strategies to attract students with disabilities in the 2020-21 school year:</p> <ul style="list-style-type: none"> <li>• Developing relationships with programs such as Head Start, the Children’s Aid Society and other schools and organizations that serve high-needs populations</li> <li>• Attending community fairs that attract high-needs populations</li> <li>• Conducting open houses focused on the Special Education services offered by the school</li> <li>• Posting fliers in buildings frequented by high-needs populations</li> </ul>	<p>The school anticipates using the following strategies to attract students with disabilities in the 2021-22 school year:</p> <ul style="list-style-type: none"> <li>• Developing relationships with programs such as Head Start, the Children’s Aid Society and other schools and organizations that serve high-needs populations</li> <li>• Attending community fairs that attract high-needs populations</li> <li>• Conducting open houses focused on the Special Education services offered by the school</li> <li>• Posting fliers in buildings frequented by high-needs populations</li> </ul>

**Retention Efforts Toward Meeting Targets**

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
	<p>HVA has a preventive and comprehensive approach towards retention. Our teachers and principals developed retention strategies and executed them together. The school used the following strategies:</p> <p>Overall Family Relationships and Communications. Take steps to further develop positive family relationships, such as</p> <ul style="list-style-type: none"> <li>• Positive phone calls home during the first week of school, and throughout the year</li> <li>• Increased communication with incoming families</li> <li>• Regular (virtual) Coffee and Conversations hosted by school leaders for families</li> <li>• 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 reach out to make sure the person is heard to have an opportunity to reconsider.</li> <li>• 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.</li> </ul> <p>New Student Acclimation.</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 Communications. Take steps to further develop positive family relationships, such as</p> <ul style="list-style-type: none"> <li>• Family engagement events in the first month of school</li> <li>• Each school hosts a potluck dinner during the first week of school</li> <li>• Positive phone calls home during the first week of school and throughout the year</li> <li>• Increased communication with incoming families</li> <li>• Regular (virtual) Coffee and Conversations hosted by school leaders for families</li> <li>• Chatting with parents outside during arrival and dismissal even when not officially on duty</li> <li>• 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.</li> <li>• Deans and Social Workers collaborating as the Student and Family Support team to proactively create home-school</li> </ul>

Economically Disadvantaged

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 (virtual) classrooms during their free periods all day, 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
  - 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

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

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)
- Commit to the low-performing as well as the lowest-performing students by spending more time tutoring both groups during SGI, lunch, after school, and on Saturdays
- Provide summer school support, including intensive SGI to students who are at-risk of retention

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

HVA has a preventive and comprehensive approach towards retention. Our teachers and principals develop retention strategies and execute them

HVA has a preventive and comprehensive approach towards retention. Our teachers and principals developed retention strategies and executed them together. The school used the following strategies:

Overall Family Relationships and Communications. Take steps to further develop positive family relationships, such as

- Potluck dinners 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 (virtual) Coffee and Conversations hosted by school leaders for families
  - Host regular family engagement events, including (virtual) movie nights and parent support workshops
  - 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 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

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 (virtual) 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,

## English Language Learners

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 (virtual) classrooms during their free periods all day, 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
  - 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

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

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)
- Commit to the low-performing as well as the lowest-performing students by spending more time tutoring both groups during SGI, lunch, after school, and on Saturdays
- Provide summer school support, including intensive SGI to students who are at-risk of retention

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

HVA has a preventive and comprehensive approach towards retention. Our teachers and principals develop retention strategies and execute them

HVA has a preventive and comprehensive approach towards retention. Our teachers and principals developed retention strategies and executed them together. The school used the following strategies:

Overall Family Relationships and Communications. Take steps to further develop positive family relationships, such as

- Potluck dinners 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 (virtual) Coffee and Conversations hosted by school leaders for families
- 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 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:

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 (virtual) 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

## Students with Disabilities

- 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 (virtual) classrooms during their free periods all day, 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
  - 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

- 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

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)
- Commit to the low-performing as well as the lowest-performing students by spending more time tutoring both groups during SGI, lunch, after school, and on Saturdays
- Provide summer school support, including intensive SGI to students who are at-risk of retention

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
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- Support students who are struggling academically by providing SGI, lunch, after school, and Saturday instruction

## Entry 10 - Teacher and Administrator Attrition

Completed Aug 2 2021

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

## **A. TEACH System - Employee Clearance**

Charter schools must ensure that all prospective employees<sup>[1]</sup> receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that 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.

<sup>[1]</sup> Employees that 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.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.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.

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## **B. Emergency Conditional Clearances**

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously 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

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

---

### **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

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, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
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. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
<b>Total Category B: not to exceed 5</b>	<b>0</b>

**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, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

**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 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

## Entry 13 School Calendar

**Completed** Aug 2 2021

### [Instructions for submitting School Calendar](#)

### **Required of ALL Charter Schools**

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2<sup>nd</sup> submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

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 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.

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

### **[Family Calendar 2021-22 FINAL v3](#)**

**Filename:** Family Calendar 2021 22 FINAL v3 591Pk1K.pdf **Size:** 130.4 kB

# Entry 14 Links to Critical Documents on School Website

Completed Aug 2 2021

## Instructions

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

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. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

# Form for Entry 14 Links to Critical Documents on School Website

School Name: Harlem Village Academy West 2

### Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA 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:

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	<a href="https://harlemvillageacademies.org/wp-content/uploads/2021/07/2019-20-Annual-Report-Harlem-Village-Academy-West2-Charter-School-redacted.pdf">https://harlemvillageacademies.org/wp-content/uploads/2021/07/2019-20-Annual-Report-Harlem-Village-Academy-West2-Charter-School-redacted.pdf</a> , <a href="https://harlemvillageacademies.org/wp-content/uploads/2021/07/2019-20-HVA-West2-Accountability-Plan-Progress-Report-FINAL.pdf">https://harlemvillageacademies.org/wp-content/uploads/2021/07/2019-20-HVA-West2-Accountability-Plan-Progress-Report-FINAL.pdf</a> , <a href="https://harlemvillageacademies.org/wp-content/uploads/2021/08/2019-2020-Annual-Financial-Audit-West-FST.pdf">https://harlemvillageacademies.org/wp-content/uploads/2021/08/2019-2020-Annual-Financial-Audit-West-FST.pdf</a>
	<a href="https://harlemvillageacademies.org/wp-">https://harlemvillageacademies.org/wp-</a>

2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	<a href="https://harlemvillageacademies.org/wp-content/uploads/2021/07/Board-Meeting-Notice.pdf">content/uploads/2021/07/Board-Meeting-Notice.pdf</a> , <a href="https://harlemvillageacademies.org/wp-content/uploads/2021/07/Board-Agenda-5-6-21-FINAL-2.pdf">https://harlemvillageacademies.org/wp-content/uploads/2021/07/Board-Agenda-5-6-21-FINAL-2.pdf</a> , <a href="https://harlemvillageacademies.org/wp-content/uploads/2021/07/Board-Minutes-2-11-21-FINAL.pdf">https://harlemvillageacademies.org/wp-content/uploads/2021/07/Board-Minutes-2-11-21-FINAL.pdf</a>
2a. Webcast of Board Meetings (per Governor's Executive Order)	<a href="https://harlemvillage-org.zoom.us/j/97229522694">https://harlemvillage-org.zoom.us/j/97229522694</a>
3. Link to NYS School Report Card	<a href="https://data.nysed.gov/essa.php?year=2020&amp;instid=800000090259">https://data.nysed.gov/essa.php?year=2020&amp;instid=800000090259</a>
4. Lottery Notice announcing date of lottery	<a href="https://harlemvillageacademies.org/wp-content/uploads/2021/07/Lottery-Notice.pdf">https://harlemvillageacademies.org/wp-content/uploads/2021/07/Lottery-Notice.pdf</a>
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	<a href="https://harlemvillageacademies.org/wp-content/uploads/2019/11/DISTRICT-WIDE-SCHOOL-SAFETY-PLAN.pdf">https://harlemvillageacademies.org/wp-content/uploads/2019/11/DISTRICT-WIDE-SCHOOL-SAFETY-PLAN.pdf</a>
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	<a href="https://harlemvillageacademies.org/wp-content/uploads/2019/08/HVA-19-20-Student-and-Family-Handbook-002.pdf">https://harlemvillageacademies.org/wp-content/uploads/2019/08/HVA-19-20-Student-and-Family-Handbook-002.pdf</a>
7. Authorizer-Approved FOIL Policy	<a href="https://harlemvillageacademies.org/wp-content/uploads/2021/07/Freedom-of-Information-Law-1.pdf">https://harlemvillageacademies.org/wp-content/uploads/2021/07/Freedom-of-Information-Law-1.pdf</a>
8. Subject matter list of FOIL records	<a href="https://harlemvillageacademies.org/wp-content/uploads/2021/07/Freedom-of-Information-Law-1.pdf">https://harlemvillageacademies.org/wp-content/uploads/2021/07/Freedom-of-Information-Law-1.pdf</a>

Thank you.



## Entry 15 Staff Roster

**Incomplete** Hidden from applicant

### INSTRUCTIONS

**Required of Regents-Authorized Charter Schools ONLY**

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.



HARLEM VILLAGE ACADEMIES

**Harlem Village Academy West 2  
Charter School**

**2020-21 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By Robert Ollwerther

35 West 124th Street, New York, NY 10027

(646) 812-9200

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## BOARD OF TRUSTEES

Robert Ollwerther, Chief Operating Officer, prepared this 2020-21 Accountability Progress Report on behalf of the school’s board of trustees:

Trustee’s Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
David Zwiebel	Chair	All
Daniel Pianko	Treasurer	All
Dr. Deborah Kenny	Secretary	All
Dr. Andrew August	Member	All
Aria Gee	Member	All
Erica Newman	Member	All
Ronald Sernau, Esq	Member	All

Deborah Kenny has served as the Executive Director since 2019.

## SCHOOL OVERVIEW

It is the mission of Harlem Village Academy West 2 Charter School for our students to become intellectually sophisticated, wholesome in character, avid readers, fiercely independent thinkers and compassionate individuals who make a meaningful contribution to society. In order to accomplish this mission, we have established clear, measurable goals, which are outlined in this document. The school leadership and faculty continually strive to maintain our community’s focus on achieving these goals. Harlem Village Academy West 2 opened in the fall of 2019 with Kindergarten and First Grade. The school serves approximately 131 students. The programmatic adjustments the school made as a response to the transition to remote learning include comprehensive deployment of Google Classroom and Zoom web conferencing to deliver instruction and support within adjusted class schedules and normed expectations.

## ENROLLMENT SUMMARY

The school’s BEDS Day enrollment is shown in the table below.

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	60	53	-	-	-	-	-	-	-	-	-	-	-	113
2020-21	28	47	56	-	-	-	-	-	-	-	-	-	-	131

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

Students will meet or exceed state performance standards for mastery of skills and content knowledge in the area of English language arts. Students will also demonstrate proficiency in advanced skills in the area of English language arts necessary for admission into and success in college.

### BACKGROUND

The purpose of the HVA literacy curriculum is to develop sophisticated student thinking and a passion for reading. Students who are immersed in a book at school are more likely to continue reading during their free time, thereby reading an hour or more each day. When students are avid readers, they acquire a breadth and depth of knowledge and vocabulary as well as improving their fluency, grammar, and syntax—all of which organically strengthens their comprehension. This is accomplished through the core components of balanced literacy instruction: independent reading, guided reading, shared reading/ close reading, read aloud, writing workshop, phonics and vocabulary. All these components were continued with remote learning during the 2020-21 school year.

### METHOD

Our goal for lower elementary is to develop students as avid, capable readers. To that end we focus on student reading stamina, family engagement, read aloud, independent reading. We work to increase the number and quality of books students read. Our student libraries are comprised of a variety of texts in both level and content and when we shifted to remote learning, we quickly implemented two different virtual library platforms (Epic! and Sora) to ensure students continued to read at home. We intentionally do not track the number of books students read in lower grades as it can be a negative incentive to “game the system” and pick books based on length versus ensuring students are choosing books based on quality. For curriculum we use reading mastery for phonics which includes a verbal assessment during lessons to help tailor content to each student’s phonics skills, writing workshop through Teachers College and shared reading/ guided reading/ read aloud with a curriculum designed in-house.

Additionally, we have students fill out reading logs to support the development of avid, skillful readers through consistent, meaningful, and enjoyable in-school and at-home reading. Research shows that students must practice reading for hours each day in order to become better readers, and the reading they do at home is crucial practice time. Furthermore, this at-home reading helps children deepen their love of books and reading. Reading logs are a form of student work, providing insight into students’ habits, preferences, strengths, and areas for improvement. They are a way for teachers and parents to get to know students as readers and a way for students to get to know themselves as readers. Additionally, logs are a way to communicate between home and school and to inspire family members to support strong at-home reading habits.

### RESULTS AND EVALUATION

By shifting to virtual library platforms, we were able to access individual student data that directly described what books students were reading, how long they were reading for and the quality of books. We spent time teaching students to strategically select books that they were excited to read. Teachers also followed up on the information captured in reading logs every day, and used that information to inform independent reading check-ins in order to recommend better books, match students with similar reading interests, recognize and address patterns in in-school and at-home reading habits. Ultimately, this helped us to increase the number of books students were reading and create a strong culture of reading during remote instruction.

### ACTION PLAN

Our goal is to improve our measurable results while continuing our quest to cultivate the sophisticated intellectual capacity and social-emotional skills that our students will need to successfully graduate from college. We have implemented an academic program that addresses the unique needs of the students who enter HVA West 2. Our program integrates curriculum, assessment, and teacher professional development with the goal of enabling our students to be college ready.

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

Students will meet or exceed state standards for mastery of skills and content knowledge in the area of mathematics. Students will demonstrate further proficiency in advanced skills in mathematics necessary for admission into and success in college.

### BACKGROUND

HVA has strategically designed a sophisticated scope and sequence and curricular materials. For workshop, our curriculum is sequenced uniquely for HVA, but pulls resources from Eureka, Children's Mathematics, Contexts for Learning Mathematics, and Fosnot's work from the series Young Mathematicians at Work. Our workshop curriculum is also adapted year to year based on teacher feedback and student mastery. Our problem solving and fluency resources are teacher created, pulling inspiration from many resources. Students are deeply engaged in problem solving, reasoning, proving, and discussing mathematics. Student work is aligned with grade level tasks that connect to a clear trajectory of long- and short-term learning targets. The questions and tasks posed to students elicit the use of higher order thinking skills for all students. Our mathematics program includes the following components: Fluency, Problem Solving, Jars, Routines and Games and math workshop. All these components were continued with remote learning during the 2020-21 school year.

### METHOD

Data analysis is at the core of progressive assessment as HVA's model provides equitable access for all students. From discourse to math games to summative assessments, we continuously analyze what students are stating, doing, and questioning in the classroom.

We facilitate math coaching groups and one-on-one interventions that are truly effective through error analysis which goes farther than just identifying what students get right or wrong on an assessment; it is the process of finding the root cause of a student's mistake. Through error analysis we appropriately provide targeted interventions that improves student outcomes.

In error analysis, we find student errors frequently fall into one of three categories: calculation, comprehension, and conceptual errors. The process of analysis of errors requires deeper reflection and more careful planning because it is not enough to identify what concept the error is related to. We determine where in the trajectory the student's understanding broke down, which enable us to identify specific conceptual misunderstandings as well as appropriate supports to help fill in any gaps that may be present.

### RESULTS AND EVALUATION

Error Analysis drove our remote learning instruction. We found that math was challenging to teach remotely and worked tirelessly to reach children mathematically. We originally put a plan in place

for students to show their work digitally as we knew that typing in an answer was not sufficient, the main goal had to be around thought process and understanding how a student worked through mathematical thinking to arrive at a certain answer. We tried a variety of approaches including taking pictures of student work and sending it to the teacher and showing work on zoom calls. These methods were not sufficiently addressing our high expectations so we spent a large amount of funding to send student tablets and styluses to ensure students could complete their math work in an effective manner. Student's new devices drastically improved our ability to teach math in a way that emphasizes showing work, which in turn helped our lower students to improve their conceptual understanding and fluency with numbers and operations. Teachers were able to track student's thought process as they worked through a mathematical problem and used their work to evaluate what concepts each student had mastered. This data was used to refine lessons and ensure each week that students were mastering the standards attributed to each lesson.

### ACTION PLAN

Our goal is to improve our measurable results while continuing our quest to cultivate the sophisticated intellectual capacity and social-emotional skills that our students will need to successfully graduate from college. We have implemented an academic program that addresses the unique needs of the students who enter HVA West 2. Our program integrates curriculum, assessment, and teacher professional development with the goal of enabling our students to be college ready.

## GOAL 3: SCIENCE

### Goal 3: Science

Students will meet and exceed state standards for mastery of skills and content knowledge in the area of science.

### BACKGROUND

Our approach to science instruction is based on a core tenet of progressive pedagogy: that students learn science by doing scientific work. Thus, our science curriculum is inquiry-based and centered on scientific habits of mind such as questioning, designing, testing and analyzing. Students learn about and use the scientific method to design experiments gather data and develop reliable methods to answer questions. They are required to explain their thinking based on evidence and justify their conclusions.

### METHOD

Students were scheduled for science once per week. During remote learning, instruction was conducted through Zoom and Google Classroom. In early childhood the key to developing scientific thinking is to integrate higher order questions and student capacity to use questions in order to test hypotheses. This process continued during remote learning as lessons included science experiments on Zoom while facilitating student thinking routines to ensure depth of understanding.

### RESULTS AND EVALUATION

Students were provided opportunities to engage in science once per week. Evaluation of student participation was holistic, with teachers supporting their consistent engagement. Due to the nature of the subject and way we were able to teach it in a remote environment we determined no course grade would be given for the year. Additionally, we chose Amplify as our science curriculum to improve science education in a remote environment.

### ACTION PLAN

Our goal is to improve our measurable results while continuing our quest to cultivate the sophisticated intellectual capacity and social-emotional skills that our students will need to successfully graduate from college. We have implemented an academic program that addresses the unique needs of the students who enter HVA West 2. Our program integrates curriculum, assessment, and teacher professional development with the goal of enabling our students to be college ready.

## GOAL 4: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

### Goal 4: ESSA

The school will remain in good standing according to the state’s ESSA accountability system.

#### Goal 4: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

## METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

## RESULTS AND EVALUATION

Harlem Village Academy West 2 opened in August 2019, therefore does not have an ESSA accountability status for the 2018-19 and 2019-20 school years.

## ADDITIONAL EVIDENCE

As the 2020-21 and 2019-20 accountability statuses are based on 2018-19 results, this measure does not apply to Harlem Village Academy West 2.

Accountability Status by Year

Year	Status
2018-19	---
2019-20	---
2020-21	---

---



**Transmittal Form**  
**Annual Financial Statement Audit Report**  
*for SUNY Authorized Charter Schools*

Charter School Name:	Harlem Village Academy West 2 Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Chuck Klein
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	PKF O'Connor Davies, LLP
School Audit Contact Name:	Gus Saliba
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

**SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:**

Online Portal: <https://my.epicenternow.org/>

**Required 8 Items:**

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

**And, if applicable:**

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	
5) Management Letter Response	
6) Form 990; or Extension Form 8868	
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	
8) Corrective Action Plan	

**HARLEM VILLAGE ACADEMY WEST 2 CHARTER SCHOOL**  
**Statement of Financial Position**  
**as of June 30, 2021**

<u>ASSETS</u>	<u>2020-21</u>	<u>2019-20</u>
<b><u>CURRENT ASSETS</u></b>		
Cash and cash equivalents	\$ -	\$ -
Grants and contracts receivable	-	-
Accounts receivables	-	-
Prepaid expenses	-	-
Contributions and other receivables	-	-
<b>TOTAL CURRENT ASSETS</b>	-	-
<b><u>PROPERTY, BUILDING AND EQUIPMENT, net</u></b>	-	-
<b><u>OTHER ASSETS</u></b>	-	-
<b>TOTAL ASSETS</b>	-	-
<b><u>LIABILITIES AND NET ASSETS</u></b>		
<b><u>CURRENT LIABILITIES</u></b>		
Accounts payable and accrued expenses	\$ -	\$ -
Accrued payroll and benefits	-	-
Deferred Revenue	-	-
Current maturities of long-term debt	-	-
Short Term Debt - Bonds, Notes Payable	-	-
Other	-	-
<b>TOTAL CURRENT LIABILITIES</b>	-	-
<b><u>LONG-TERM LIABILITIES</u></b>		
Deferred Rent	-	-
All other long-term debt and notes payable, net current maturities	-	-
<b>TOTAL LONG-TERM LIABILITIES</b>	-	-
<b>TOTAL LIABILITIES</b>	-	-
<b><u>NET ASSETS</u></b>		
Without Donor Restrictions	-	-
With Donor Restrictions	-	-
<b>TOTAL NET ASSETS</b>	-	-
<b>TOTAL LIABILITIES AND NET ASSETS</b>	-	-

CK - Should be zero

-

-

**HARLEM VILLAGE ACADEMY WEST 2 CHARTER SCHOOL**

**Statement of Activities**

**as of June 30, 2021**

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
<b>REVENUE, GAINS AND OTHER SUPPORT</b>				
Public School District				
Resident Student Enrollment	\$ 2,184,876	\$ -	\$ 2,184,876	\$ 1,773,773
Students with disabilities	233,511	-	233,511	181,442
Grants and Contracts				
State and local	3,716	-	3,716	12,193
Federal - Title and IDEA	59,996	-	59,996	309,814
Federal - Other	51,929	-	51,929	-
Other	-	-	-	-
NYC DoE Rental Assistance	491,568	-	491,568	488,376
Food Service/Child Nutrition Program	-	-	-	-
<b>TOTAL REVENUE, GAINS AND OTHER SUPPORT</b>	<b>3,025,596</b>	<b>-</b>	<b>3,025,596</b>	<b>2,765,598</b>
<b>EXPENSES</b>				
Program Services				
Regular Education	\$ 2,313,767	\$ -	\$ 2,313,767	\$ 2,522,198
Special Education	308,868	-	308,868	531,051
Other Programs	19,080	-	19,080	4,308
Total Program Services	2,641,715	-	2,641,715	3,057,557
Management and general	220,096	-	220,096	218,091
Fundraising	-	-	-	-
<b>TOTAL OPERATING EXPENSES</b>	<b>2,861,811</b>	<b>-</b>	<b>2,861,811</b>	<b>3,275,648</b>
<b>SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS</b>	<b>163,785</b>	<b>-</b>	<b>163,785</b>	<b>(510,050)</b>
<b>SUPPORT AND OTHER REVENUE</b>				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	-	-	-	-
Corporations	24,145	-	24,145	4,149
Fundraising	-	-	-	-
Interest income	1,087	-	1,087	5,001
Miscellaneous income	-	-	-	-
Net assets released from restriction	-	-	-	-
<b>TOTAL SUPPORT AND OTHER REVENUE</b>	<b>25,232</b>	<b>-</b>	<b>25,232</b>	<b>9,150</b>
<b>CHANGE IN NET ASSETS</b>	<b>189,017</b>	<b>-</b>	<b>189,017</b>	<b>(500,900)</b>
NET ASSETS BEGINNING OF YEAR	(215,862)	-	(215,862)	285,038
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
<b>NET ASSETS END OF YEAR</b>	<b>\$ (26,845)</b>	<b>\$ -</b>	<b>\$ (26,845)</b>	<b>\$ (215,862)</b>

**HARLEM VILLAGE ACADEMY WEST 2 CHARTER SCHOOL**  
**Statement of Cash Flows**  
**as of June 30, 2021**

	<b>2020-21</b>	<b>2019-20</b>
<b>CASH FLOWS - OPERATING ACTIVITIES</b>		
Increase (decrease) in net assets	\$ -	\$ -
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	-	-
Grants Receivable	-	-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	-	-
Accounts Payable	-	-
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Other	-	-
Other	-	-
<b>NET CASH PROVIDED FROM OPERATING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>CASH FLOWS - INVESTING ACTIVITIES</b>		
Purchase of equipment	-	-
Other	-	-
<b>NET CASH PROVIDED FROM INVESTING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>CASH FLOWS - FINANCING ACTIVITIES</b>		
Principal payments on long-term debt	-	-
Other	-	-
<b>NET CASH PROVIDED FROM FINANCING ACTIVITIES</b>	<b>\$ -</b>	<b>\$ -</b>
<b>NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS</b>	<b>\$ -</b>	<b>\$ -</b>
Cash at beginning of year	-	-
<b>CASH AND CASH EQUIVALENTS AT END OF YEAR</b>	<b>\$ -</b>	<b>\$ -</b>

**HARLEM VILLAGE ACADEMY WEST 2 CHARTER SCHOOL**

**Statement of Functional Expenses**

**as of June 30, 2021**

	No. of Positions	2020-21							2019-20	
		Program Services				Supporting Services			Total	Total
		Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total		
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	5.40	421,255	63,169	-	484,424	-	42,807	42,807	527,231	490,134
Instructional Personnel	15.20	895,166	134,234	866	1,030,266	-	90,965	90,965	1,121,231	1,470,402
Non-Instructional Personnel	-	-	-	-	-	-	-	-	-	-
Total Salaries and Staff	20.60	1,316,421	197,403	866	1,514,690	-	133,772	133,772	1,648,462	1,960,536
Fringe Benefits & Payroll Taxes		113,870	17,075	75	131,020	-	11,571	11,571	142,591	171,841
Retirement		52,657	7,896	35	60,588	-	5,351	5,351	65,939	78,421
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	6,559	6,559	6,559	4,743
Accounting / Audit Services		-	-	-	-	-	3,780	3,780	3,780	4,320
Other Purchased / Professional / Consulting Services		18,043	5,472	9	23,524	-	1,337	1,337	24,861	56,310
Building and Land Rent / Lease / Facility Finance Interest		406,316	60,929	268	467,513	-	41,289	41,289	508,802	621,788
Repairs & Maintenance		13,536	2,030	9	15,575	-	1,376	1,376	16,951	15,053
Insurance		24,379	3,656	16	28,051	-	2,477	2,477	30,528	32,103
Utilities		-	-	-	-	-	-	-	-	-
Supplies / Materials		71,964	4,411	19	76,394	-	2,990	2,990	79,384	83,597
Equipment / Furnishings		7,373	1,106	5	8,484	-	749	749	9,233	9,320
Staff Development		89,471	-	-	89,471	-	-	-	89,471	72,533
Marketing / Recruitment		37,198	-	-	37,198	-	-	-	37,198	14,431
Technology		108,438	1,365	6	109,809	-	925	925	110,734	71,360
Food Service		-	-	-	-	-	-	-	-	-
Student Services		2,838	-	17,739	20,577	-	-	-	20,577	9,508
Office Expense		1,824	274	1	2,099	-	185	185	2,284	12,358
Depreciation		44,361	6,652	29	51,042	-	4,508	4,508	55,550	53,528
OTHER		5,078	599	3	5,680	-	3,227	3,227	8,907	3,898
<b>Total Expenses</b>		<b>\$ 2,313,767</b>	<b>\$ 308,868</b>	<b>\$ 19,080</b>	<b>\$ 2,641,715</b>	<b>\$ -</b>	<b>\$ 220,096</b>	<b>\$ 220,096</b>	<b>\$ 2,861,811</b>	<b>\$ 3,275,648</b>

# FIRETRONICS

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

SERVICE REQUEST NO.

S28987

DATE OF REQUEST 02/19/20	REQUESTED BY	TELEPHONE NO.	PURCHASE ORDER	REQUISITION NO.
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JOB LOCATION: HVA  
79W 124TH ST  
N.Y N.Y

INVOICE TO: (SAME AS JOB LOCATION UNLESS OTHERWISE INDICATED)

JOB CONTACT: \_\_\_\_\_ TELEPHONE NO. \_\_\_\_\_ EXT. \_\_\_\_\_

DESCRIPTION OF PROBLEM: SEMI ANNUAL INSPECTION

WARRANTY	NON WARRANTY	CONTRACT	TECHNICIAN <u>FELIPE EDWIN</u>	DATE OF JOB <u>02/19/20</u>
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CONDITIONS FOUND:



REPAIR INCOMPLETE - DATE(S)	REPAIR COMPLETE DATE
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PARTS/WORK REQUIRED:

ITEMS REQUIRED FOR REPAIR:

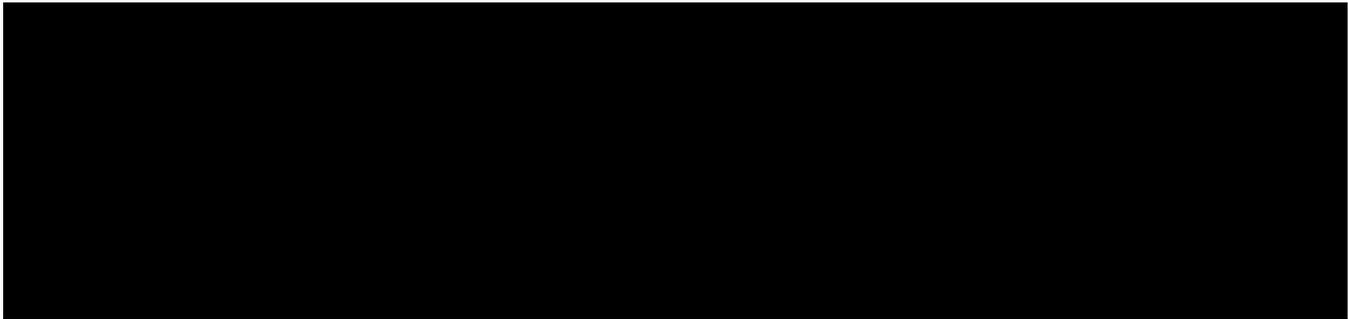
FIELD LABOR - MINIMUM SERVICE CHARGE: Regular Time Labor Hours <u>5</u> Travel Hours <u>A</u> Total Hours <u>1</u> Overtime Time Labor Hours _____ Travel Hours _____ Total Hours _____ Holiday Time Labor Hours _____ Travel Hours _____ Total Hours _____				SHOP LABOR: LABOR HOURS @ _____ HR. = _____	TOTALS LABOR PARTS TAX TOTAL AMOUNT										
CUSTOMER SIGNATURE: <u>Bryelle M. [Signature]</u>		DATE: <u>02/19/20</u>	<table border="1"> <tr><td>LABOR</td><td></td><td></td></tr> <tr><td>PARTS</td><td></td><td></td></tr> <tr><td>TAX</td><td></td><td></td></tr> <tr><td>TOTAL AMOUNT</td><td></td><td></td></tr> </table>	LABOR			PARTS			TAX			TOTAL AMOUNT		
LABOR															
PARTS															
TAX															
TOTAL AMOUNT															



FOR INSTITUTE USE ONLY  
FILING FOR SCHOOL YEAR: \_\_\_\_\_  
DATE RECEIVED: \_\_\_\_\_

**DISCLOSURE OF FINANCIAL INTEREST  
BY A NOT-FOR-PROFIT CHARTER SCHOOL  
EDUCATION CORPORATION TRUSTEE**

- 1. Name of education corporation: Harlem Village Academy East Charter School and Harlem Village Academy West Charter School
- 2. Trustee’s name (print): Andrew August
- 3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Vice Chairman



8. Is Trustee an employee of the education corporation? \_\_\_Yes. XNo. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None			

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10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None				



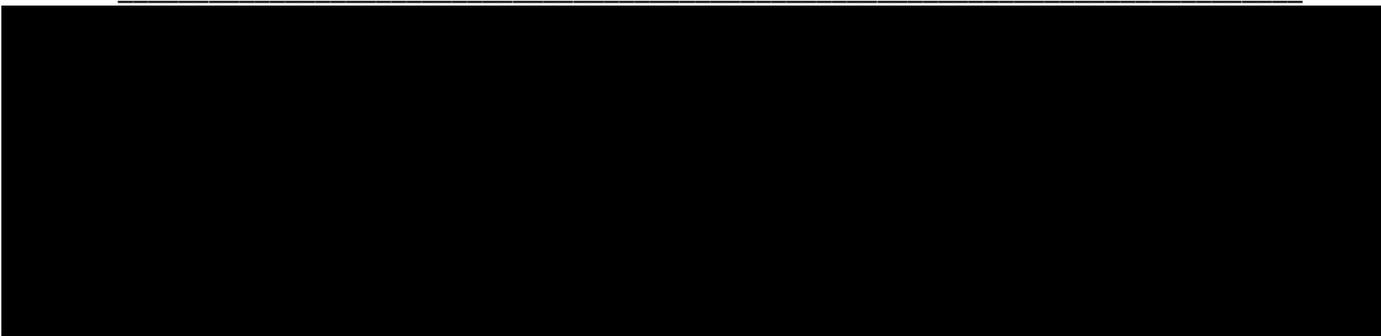
7/2/21

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**DISCLOSURE OF FINANCIAL INTEREST  
BY A NOT-FOR-PROFIT CHARTER SCHOOL  
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Harlem Village Academy East Charter School and Harlem Village Academy West Charter School
2. Trustee's name (print): ARIA GEE
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): N/A



8. Is Trustee an employee of the education corporation? \_\_\_ Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<i>None.</i>			

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10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 - June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
<p><i>NONE</i></p> <p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>				

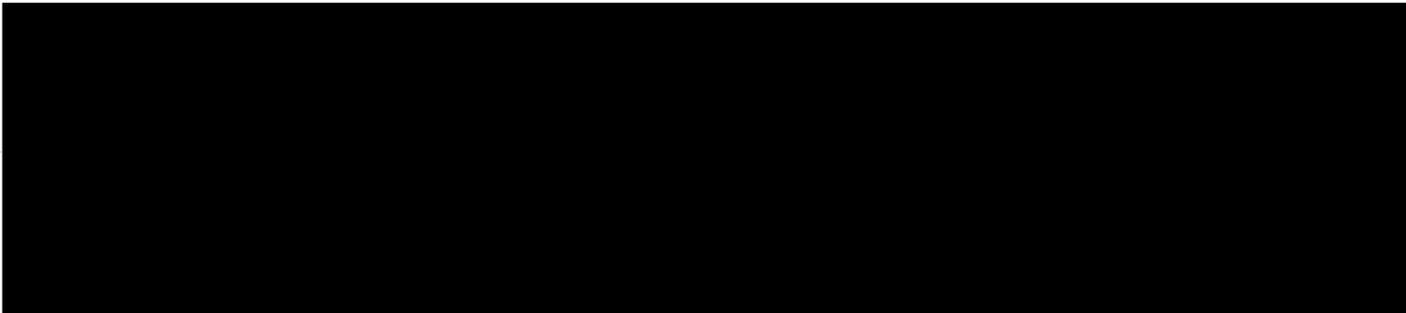
  
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**Signature**

*July 7, 2021*  
 -----  
**Date**



**DISCLOSURE OF FINANCIAL INTEREST  
BY A NOT-FOR-PROFIT CHARTER SCHOOL  
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Harlem Village Academy East Charter School and Harlem Village Academy West Charter School
2. Trustee's name (print): Ronald Sernau
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):  
\_\_\_\_\_



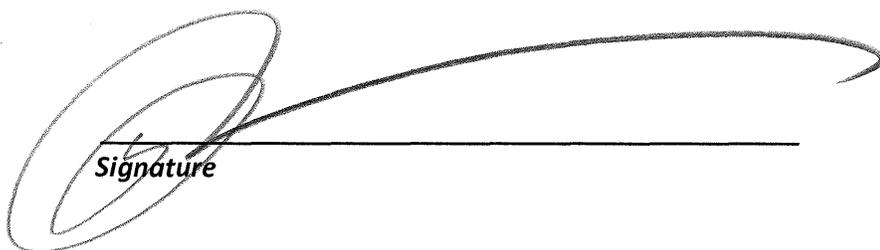
8. Is Trustee an employee of the education corporation? \_\_\_Yes. XNo. If you checked yes, please provide a description of the position you hold, your salary and your start date.  
\_\_\_\_\_

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Proskaur Rose LLP	<del>Pro Bono</del> Legal Services	N/A 2 \$10K	Self-Partner	Disclosure, and recusal from voting and discussion

  
Signature

7/19/21  
Date



<b>FOR INSTITUTE USE ONLY</b>
<b>FILING FOR SCHOOL YEAR:</b> _____
<b>DATE RECEIVED:</b> _____

**DISCLOSURE OF FINANCIAL INTEREST  
BY A NOT-FOR-PROFIT CHARTER SCHOOL  
EDUCATION CORPORATION TRUSTEE**

- Name of education corporation: Harlem Village Academy East Charter School and Harlem Village Academy West Charter School
- Trustee’s name (print): Erica Newman
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):



7. Is Trustee an employee of the education corporation? \_\_\_Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

\_\_\_\_\_

8. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None			

9. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Village Academies Network, Inc.	Not-for-profit educational service provider for the charter school education corporation	N/A	Self-officer	Disclosure, and recusal from voting and discussion

Type text here

*Erin A. N...*

**Signature**

07/07/2021

**Date**



FOR INSTITUTE USE ONLY  
FILING FOR SCHOOL YEAR: \_\_\_\_\_  
DATE RECEIVED: \_\_\_\_\_

DISCLOSURE OF FINANCIAL INTEREST  
BY A NOT-FOR-PROFIT CHARTER SCHOOL  
EDUCATION CORPORATION TRUSTEE

- 1. Name of education corporation: Harlem Village Academy East Charter School and Harlem Village Academy West Charter School
- 2. Trustee's name (print): David Zwiebel
- 3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Board Chair



8. Is Trustee an employee of the education corporation? \_\_\_ Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

\_\_\_\_\_

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 - June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest

None				
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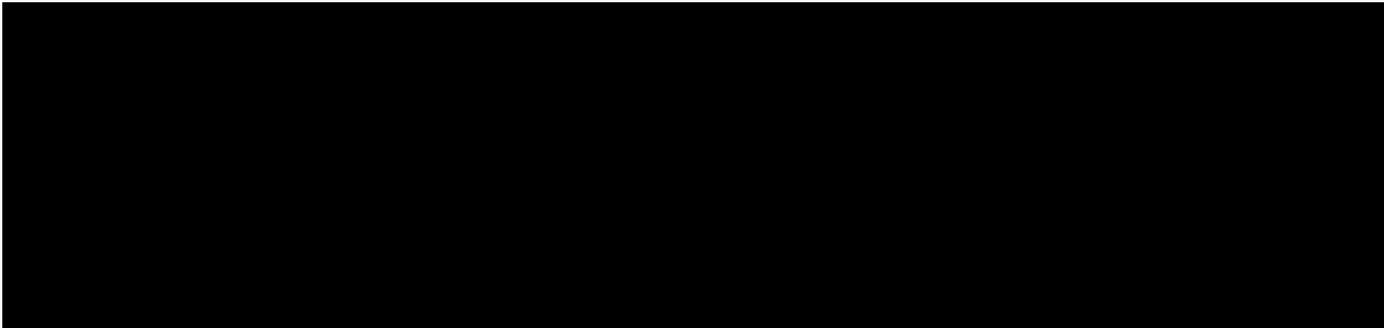
**Signature**

**Date**

*Form Revised November 16, 2015*

**DISCLOSURE OF FINANCIAL INTEREST  
 BY A NOT-FOR-PROFIT CHARTER SCHOOL  
 EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Harlem Village Academy East Charter School and Harlem Village Academy West Charter School
2. Trustee's name (print): Daniel Pianko
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Treasurer



8. Is Trustee an employee of the education corporation? Yes.  No. If you checked yes, please provide a description of the position you hold, your salary and your start date.
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
None			

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write* “None.”

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
None				

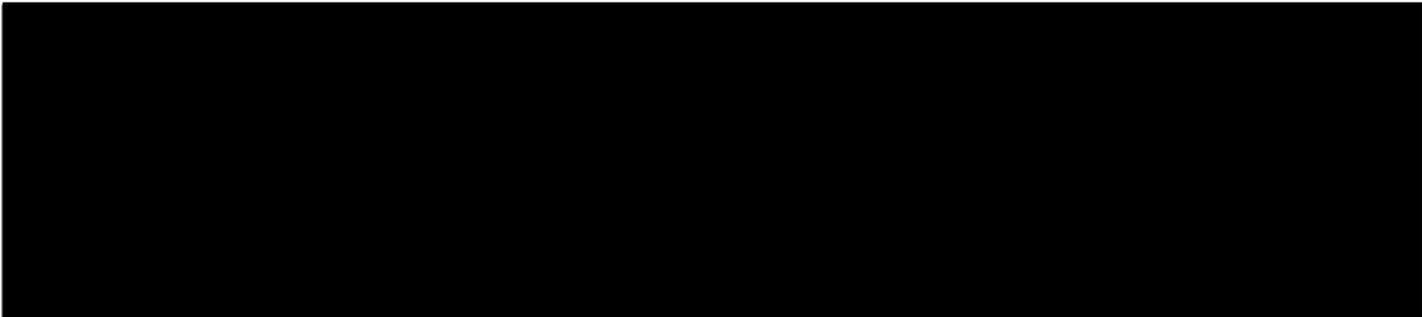
  
**Signature**

7/6/21  
**Date**



**DISCLOSURE OF FINANCIAL INTEREST  
BY A NOT-FOR-PROFIT CHARTER SCHOOL  
EDUCATION CORPORATION TRUSTEE**

1. Name of education corporation: Harlem Village Academy West Charter School and Harlem Village Academy East Charter School
2. Trustee's name (print): Deborah Kenny
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Secretary



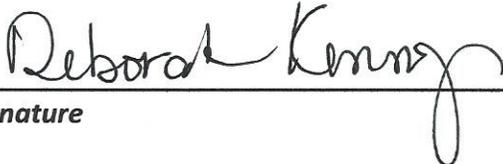
8. Is Trustee an employee of the education corporation? \_\_\_ Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please note that if you answered yes to Question 8, you need not disclose again your employment status, salary, etc.

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)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
All year	Employed by not-for-profit, unpaid educational service provider, Village Academies Network, Inc.	Did not vote or participate in discussions involving VAN	Self

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, 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 education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please *write "None."*

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to Avoid Conflict of Interest
Village Academies Network, Inc.	Not-for-profit educational service provider for the charter school education corporation	N/A	Self-officer	Disclosure, and recusal from voting and discussion

  
 \_\_\_\_\_  
**Signature**

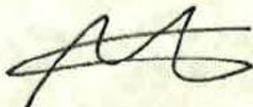
June 30, 2020  
**Date**

*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.*

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



Borough Commissioner



Commissioner

# Certificate of Occupancy

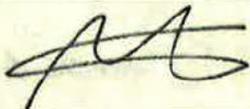
CO Number:

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



Borough Commissioner



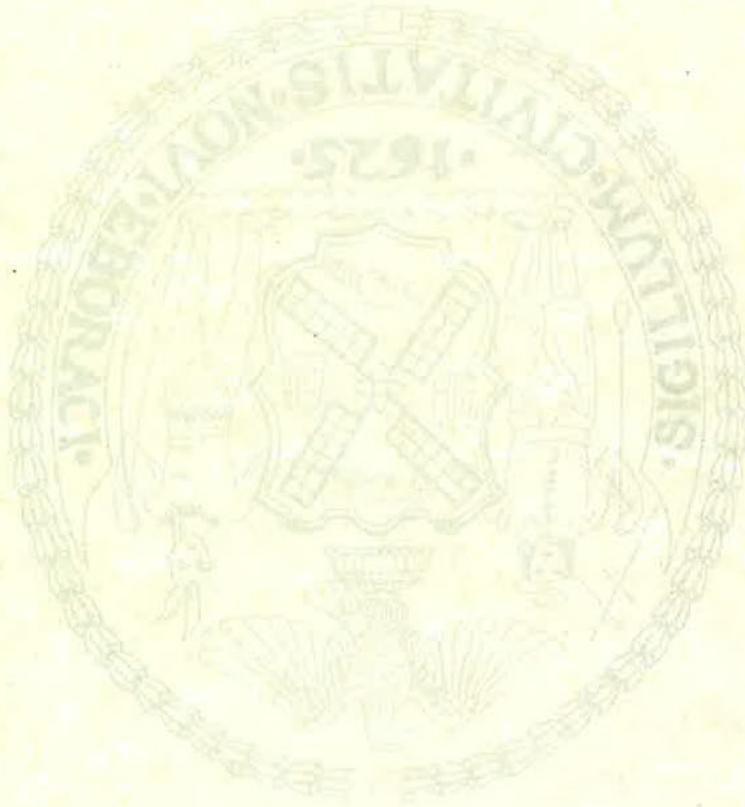
Commissioner

*Certificate of Occupancy*

CO Number:

121551114F

END OF SECTION



A handwritten signature in black ink, appearing to be "AA", is written over a horizontal line.

Borough Commissioner

A handwritten signature in black ink, appearing to be "John Chanler", is written over a horizontal line.

Commissioner



HARLEM VILLAGE ACADEMIES

## 2021-22 Family Calendar

### July

Tue, 7/6 – HVAH Summer School Begins

### August

Mon, 8/2 – Fri, 8/20 - **K-8<sup>th</sup> Remote Learning**

Mon, 8/23 – PK-K & 6<sup>th</sup>-8<sup>th</sup> First Day of School

Wed, 8/25 – 1<sup>st</sup>-5<sup>th</sup> First Day of School

Mon, 8/23-Fri, 8/27 – PK-12<sup>th</sup> Student Orientation  
(1/2 day for students)

Mon, 8/30 – HVAH First Day of School

### September

Fri, 9/3 – PK-8<sup>th</sup> Professional Learning - No School

Mon, 9/6 – Labor Day – No School

### October

Fri, 10/8 – PK-8<sup>th</sup> Professional Learning– No School

Mon, 10/11 – Indigenous Peoples Day – No School

Fri, 10/29 – HVAH Professional Learning– No School

### November

Thr, 11/11 – Veterans Day – No School

Mon, 11/15- Fri, 11/19- Book Shopping

Fri, 11/19- Field Trips & Gratitude Events

Mon, 11/22-Fri, 11/26 –Thanksgiving Break - No School

### December

Mon, 12/20- Arts&Music Exhibition PK-8

Tue 12/21- Field Trip

Wed, 12/22 -Fri, 12/31 – Winter Break – No School

### January

Mon, 1/3 – Professional Learning– No School

Mon, 1/17 – MLK Day of Service – No School

Tue, 1/25-Fri, 1/28 – 10- 12<sup>th</sup> January Regents

### February

Mon, 2/14- Fri, 2/18- Book Shopping

Thr, Feb 17- Network Arts Festival

Fri, Feb 18- Field Trips

Mon, 2/21 - Fri, 2/25 – February Break - No School

### March

Wed, 3/30-Thr, 3/31 – 3- 8<sup>th</sup> ELA State Test

### April

Fri, 4/1 – HVAH Professional Learning – No School

Fri, 4/1- Book Shopping

Mon, 4/4 – Fri, 4/8 – Spring Break – No School

Wed, 4/27 - Thr, 4/28 – 3- 8<sup>th</sup> Math State Test

Fri, 4/29 – PK-8<sup>th</sup> - No School

### May

Tue, 5/24 - Fri, 6/3 – 8<sup>th</sup> Science State Test

Thr 5/26- Fri, 5/27- Musical Theatre PK-8

Mon, 5/30 – Memorial Day – No School

Tue, 5/31 – HVAH Professional Learning – No School

Tues, 5/31- Fri, 6/3- Book Shopping

### June

Mon, 6/6 – 8<sup>th</sup> Science Written Test

Tue, 6/7- Arts&Music Exhibition PK-8

Wed, 6/8- Field Trips

Thr, 6/9 – PK-8<sup>th</sup> Last Day of School for Students (½ Day)

Tue, 6/14 – HVAH Last Day of School for Students

Wed, 6/15-Thr, 6/23 – 9-12<sup>th</sup> June Regents

Mon, 6/20 – Juneteenth – No School

Thr, 6/23 – HVAH Graduation