

Application: John W. Lavelle Preparatory Charter School

Dana Volini - [REDACTED]
Annual Reports

Summary

ID: 0000000081

Status: Liaison Review

Last submitted: Dec 1 2020 10:48 AM (EST)

Labels: Board of Regents

Entry 1 School Info and Cover Page

Completed Jul 21 2020

[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 2019-20 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, 2020)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

JOHN W LAVELLE PREPARATORY CHARTER SCHOOL 353100860959

a1. Popular School Name

Lavelle Prep

b. CHARTER AUTHORIZER (As of June 30th, 2020)

Please select the correct authorizer as of June 30, 2020 or you may not be assigned the correct tasks.

BOARD OF REGENTS

c. DISTRICT / CSD OF LOCATION

CSD #31 - STATEN ISLAND

d. DATE OF INITIAL CHARTER

4/2009

e. DATE FIRST OPENED FOR INSTRUCTION

9/2009

f. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)

MISSION STATEMENT

Lavelle Prep expects all students to graduate with a strong foundation, which enables students to attend as well as succeed in college, as well as in life. We welcome all students, including those with disabilities and emotional challenges, and we are steadfast in full integration of all our students. With forward thinking, inclusion, positive behavioral supports and an innovative approach, we are a holistic educational model.

g. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)

KEY DESIGN ELEMENTS (Briefly describe each Key Design Elements (KDE) as presented in the schools approved charter. KDEs are those general aspects of the school that are innovative or unique to the school’s mission and goals, are core to the school’s overall design, and are critical to its success.

KDE 1	College Focus - LP provides information about colleges, courses & admission requirements. We provide awareness of the rigor needed in their daily learning as we enable students for college & career readiness. We employ a college counselor to assist students to navigate & explore college options. LP facilitates college visits & invites admissions representatives to our building. Students have taken the CUNY admissions exam. Our learning opportunities include College Now, Advanced Placement classes, and classes at St. Paul's Nursing School and St. John's University.
KDE 2	Inclusion - All class lessons are fully integrated. Approximately 40% of our students have IEPs. Students receive differentiated instruction based on specific needs. We welcome all students including those with learning, emotional and social struggles. Our Special Education dept. works closely with parents and the CSE to ensure each students needs are being met within our unique setting. Within our integrated classrooms there is

daily differentiated instruction, progress monitoring, and teacher assistant support. Dually Certified Teachers are at the forefront of our mission, as we believe teachers certified in both special education as well as a content area of specialization are at the heart of our successful, integrated classrooms. While Lavelle Prep also offers employment to singly credited teachers, through our "Pipeline" we have many active teachers obtaining the second certification with financial support from the organization. Fully trained Teacher Assistants are often referred to as "the second teacher in the room," and are an integral part of our curricula; helping to facilitate daily instruction, differentiation, routines, and in helping to meet student's individual needs. Many of our teaching assistants are also part of our "Pipeline" where they receive financial support in completing the requirements for them to become fully certified teachers, so that we may hire them as teachers once all requirements are met. We are consistently growing and promoting our staff members as they grow with the organization.

KDE 3

Integration of Technology: Technology is woven into each curriculum in an array of methods. With each classroom equipped with one laptop per student, and each high school student given their own personal tablet that they get to keep upon graduation, students have instant and consistent computer access whenever it is required or needed. Each classroom is also equipped with a projector, as well as SmartBoards and Mimios in many classrooms throughout the building. Teachers are provided technology training and review each year so that they may plan each lesson with a tech focus. We also utilize methods of targeted academic interventions that are often digitally based, including I-Ready Diagnostics, Scantron, Achieve 3000, and more.

KDE 4

Data-Driven Instruction - Our data is drawn from a variety of assessments and is utilized to guide instruction, measure student performance, and

monitor staff performance. Student performance data are used as feedback to teachers and administrators on the effectiveness of curriculum and instruction in individual classrooms and across grade levels; and to identify students in need of additional instructional support within classrooms and beyond—e.g. tutoring, after-school program, Saturday and Career School.

In order to ensure that we are using the data productively, we created the full-time, year-round position of Director of Program Evaluation beginning in the 2016-2017 academic year. Historically, Lavelle Prep has done an excellent job using data to drive curriculum changes, (some examples include altering the middle school math curriculum to include more Algebraic skills, shifting middle school English to focus on shorter thematic units, etc.), but we have not been as effective using aggregated data, as our ability to consistently produce this information had been limited. However, through the creation of this position, we are now able to produce aggregate data in manner that enables a quick turnaround, leading to effective analysis made readily accessible to our teams. We are now able to collect assessment data, as well as survey and satisfaction data, and disseminate it to our teams during their weekly and bi-weekly meetings. Additionally, our mid-year retreat and summer reflection sessions now have targeted, organized data to drive instructional and organizational change. This new-level data, in addition to our classroom data, is disseminated to the coaches, leaders, and teachers to ensure it is, and will continue to be used effectively. On the classroom level, teachers and coaches use data from the classroom and school in meetings to evaluate and adjust instruction as necessary. On the school level, administration can use this information to evaluate how individual programs as well as school-wide initiatives are working and make adjustments with the teams as necessary.

KDE 5

Wellness Curriculum: Our Wellness program continues to be at the heart of our mission, daily.

Through this growing program, students participate in Wellness class under the direction of a trained Wellness teacher, who also takes on the role of mentor, confidant and guide whenever needed. The curriculum is scaffold, and begins in grade three where students learn how to best express their feelings and resolve conflict, and works up through twelfth grade where students face and discuss adolescent issues, practice mindfulness and meditation, self-regulation and processes for goal achievement.

Regardless of age or grade, through Wellness all students gain the skills and knowledge to make their goals a reality, manage their own personal challenges and struggles, and learn communication skills to help them become well rounded and of a sound mind, further enhancing their academic experience.

As the program has grown, Wellness teachers now implement researched based practices of DBT - Dialectical Behavioral Therapy (upper grades) as well as the Sanford Harmony Program (lower grades) for a program grounded in demonstrated efficacy and success.

KDE 6

Challenging Academic Curricula and High Expectations: All LP curricula is carefully aligned to the Common Core Standards, with the ultimate goal of graduating all high school seniors with Regents Diplomas. Beginning in the third grade and following the Backwards Design model, all curricula is curated with the basis of understanding of what is needed to get to college and career readiness. In each grade through eighth, students track and maintain their own I-Can statement portfolios, where they monitor their personal mastery of each CCSS skill on their own, along with guidance from their teacher. Via differentiated instruction, each student is provided instruction based on their unique needs and levels, with the understanding that work is to be rigorous at all times.

Through our targeted interventions called Advancements, students are presented with additional work on the CCSS standards, split into

homogenous groups based on specific skill and standard, that cycles biweekly with a culminating assessment to track progress. The LP Targeted Literacy Program rooted in the Orton Gillingham method is used for ELA. Programs such as iReady accelerate the development of struggling Math and English students. These employ the sheltered instruction pedagogy. Advanced students are provided with enrichment activities and leveled instruction/assignments to maintain engagement and achievement. In the classroom, teachers strive to teach to each student's levels, and employ a multitude of strategies to ensure that each student is growing at an appropriate pace.

In alignment with our high expectations, our standard promotional policy requires students to demonstrate mastery of 65% of all course content (as measured by I-Can statements) as well as uphold satisfactory attendance requirements in order to be promoted to the next grade. By focusing on academic promotion as opposed to social or modified promotion, we further ensure our students graduate from Lavelle Prep not only ready for their own unique college and career pathways, but also by having met our challenging and rigorous criteria.

KDE 7

Small Classes: Lavelle Prep ensures consistent small class sizes, no larger than 18 students per cohort/class, through our lottery system. Each spring at our annual lottery we draw numbers for each application and fill our classes in succession. With our weighted lottery to ensure our targeted 40% of Special Education students with IEPs, we further ensure our classes are balanced and at capacity. In our elementary and middle school, the classes of 18 and under stay together for the full day, as their subjects and teachers change. In our High School students are provided with individual academic schedules, still only filling classes up to 18 students. Through the small class sizes, students experience more personalized, targeted and meaningful learning while building positive interpersonal relationships with their teachers, TAs and classmates.

KDE 8

Challenging Academic Curricula and High Expectations: All LP curricula is carefully aligned to the Common Core Standards, with the ultimate goal of graduating all high school seniors with Regents Diplomas. Beginning in the third grade and following the Backwards Design model, all curricula is curated with the basis of understanding of what is needed to get to college and career readiness. In each grade through eighth, students track and maintain their own I-Can statement portfolios, where they monitor their personal mastery of each CCSS skill on their own, along with guidance from their teacher. Via differentiated instruction, each student is provided instruction based on their unique needs and levels, with the understanding that work is to be rigorous at all times.

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KDE 9

Constructivist Teaching: Through our academic planning sessions that take place each summer and throughout the school year, teachers and coaches plan units of instruction with a focus on “big picture concepts” with an experiential learning focus. By consistently planning with the constructivist method in mind, teachers embrace the concept that our students learn best by

constructing their own knowledge, and use metacognition as a means to provide students time to not only acquire new knowledge and information, but to also process it in their personal way as they identify their role as learners and students.

A prime example of Constructivist Teaching at Lavelle Prep can be found within our 7th grade partnership with Historic Richmond Town. Through this, students independently investigate actual court cases that happened at the historic town in our borough. They then use skill acquired in drama, social studies, and ELA classes to construct their own scripts and reenactments of the court cases, making meaning of the event through a dramatic lens. These dramas are filmed and edited by our high school students under supervision from their visual arts teacher, and are showcased at an annual film festival at a local movie theatre. It is through hands on, experiential projects like these that our students are their own creators of knowledge.

KDE 10

Behavioral Management System: Our Positive Behavioral Supports system is evident throughout each school day in a multitude of ways. Through our Daily Points System, students have the opportunity to earn points for demonstrating behaviors aligned with our code of conduct split into 5 categories - On Task, On Time, In Seat, Prepared, and Listening and Considerate. These points are awarded each period, each day. In earning "Prep Points," this incentive based system helps to motivate student behavior, and encourage/support students to continue to demonstrate such behaviors so that they become a constant presence not only within our building, but within their daily lives as well. Prep Points are redeemable at our school Points Store for anything from healthy snacks, to brand name headphones that students can save points for months, and even years to redeem. By offering an array of incentives, students stay engaged and motivated as they "save up" to earn what they'd like. In addition to Prep Points, our guidance

department also works with teachers and the Behavioral Intervention Team when necessary, to develop individualized behavior plans and reward systems for struggling students. For students struggling with in class behaviors such as preparedness, calling out, attentiveness, etc. they are provided with goal charts that are monitored and sent home daily, ultimately leading up to achieving a goal or positive reward. This system helps bridge the gap between home and school communication, as well as offers a positive channel for students to measure their own growth and success.

Need additional space for variables

No

h. SCHOOL WEB ADDRESS (URL)

<http://lavelleprep.org/>

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)

802

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)

716

k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)

Check all that apply

Grades Served	3, 4, 5, 6, 7, 8, 9, 10, 11, 12
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l1. 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 2020-2021?

No, just one site.

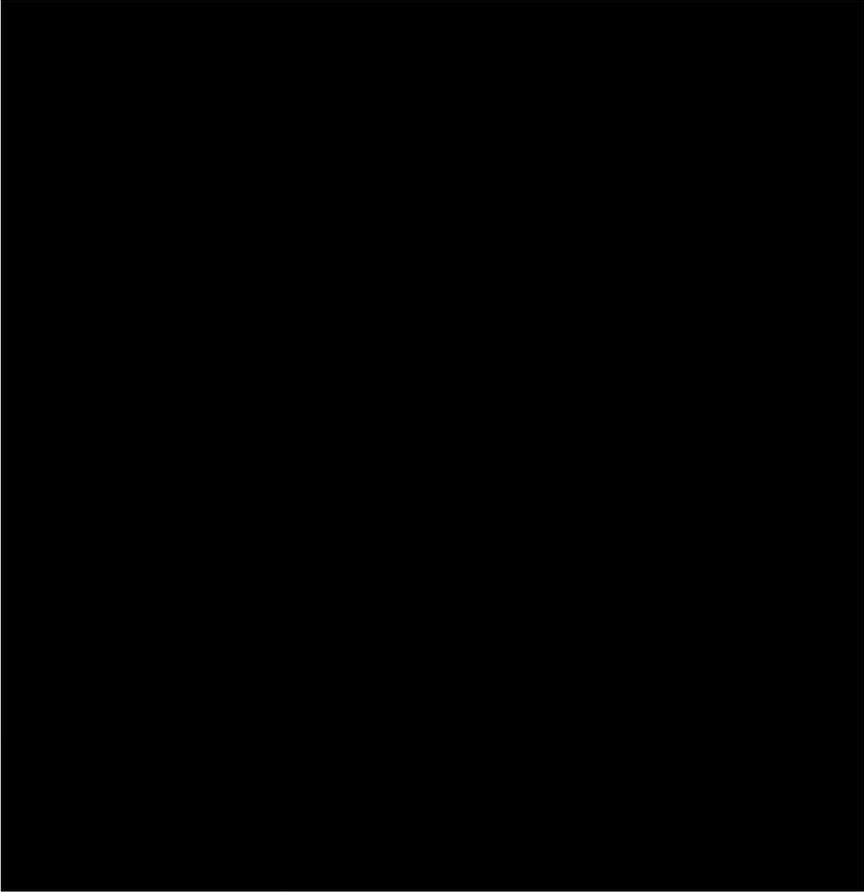
School Site 1 (Primary)

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	1 Teleport Drive Staten Island, NY 10311	[REDACTED]	NYC CSD 31	K-12	k-5, 11-12

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Dhurata Rexha, Kristina Mazza, and Jenna Curran			
Operational Leader	Dana Volini			
Compliance Contact	Dana Volini			
Complaint Contact	Mary Cottingham			
DASA Coordinator	Lee Poerio			
Phone Contact for After Hours Emergencies	Jenna Curran			

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

Private Space

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

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

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2020.

Site 1 Certificate of Occupancy (COO)

[Temp Certificate of Occupancy CC1 CofO.pdf](#)

Filename: Temp Certificate of Occupancy CC1 CofO.pdf **Size:** 31.3 kB

Site 1 Fire Inspection Report

[fire inspection Jan 2020 cc1.pdf](#)

Filename: fire inspection Jan 2020 cc1.pdf **Size:** 207.3 kB

CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).

Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in Grade Level Configuration	Change enrollment pattern, not to open k-2 in 19-20	08/22/2019	04/30/2020
2	Change in student/family handbook	update handbook	02/26/2020	03/23/2020
3	Change in Grade Level Configuration	Change enrollment pattern, not to open k-2 2017-2019	04/23/2020	05/20/2020
4	Other	Updated Conflict of Interest Policy to update complaint language	08/22/2019	10/16/2019
5	Change in Bylaws	Updated 6 th Amended Bylaws to add Chair instead of co-chairs	08/22/2019	10/16/2019

More revisions to add?

Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
6	Change in complaint policy	Updated Family/Student Complaint Policy to include new Director of HR	08/22/2019	10/16/2019
7				
8				
9				
10				

PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.

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

Yes

ATTESTATION

p. Individual Primarily Responsible for Submitting the Annual Report.

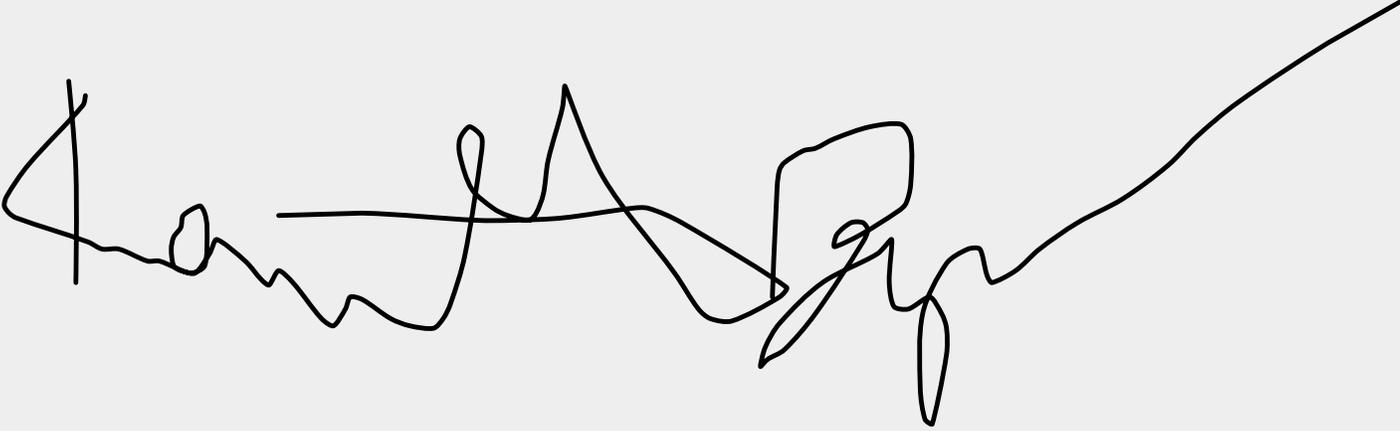
Name	Yelena Osores
Position	Director of Program Evaluation
Phone/Extension	[REDACTED]
Email	[REDACTED]

p. 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. Check **YES if you 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

A large, stylized handwritten signature in black ink on a light gray background. The signature is cursive and appears to be the name of the Head of Charter School.

Signature, President of the Board of Trustees

A large, stylized handwritten signature in black ink on a light gray background.

Date

Jul 21 2020

Thank you.



Entry 2 NYS School Report Card

Completed Jul 21 2020 Hidden from applicant

[Instructions](#)

SUNY-authorized charter schools only

Provide a direct web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) . This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

Entry 2 NYS School Report Card Link

JOHN W LAVELLE PREPARATORY CHARTER SCHOOL 353100860959

NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one.

Please type "URL is not available" in the space provided.)

https://data.nysed.gov/essa.php?instid=800000064491&year=2019&createreport=1&OverallStatus=1§ion_1003=1&EMStatus=1&EMIndicators=1&EMcomposite=1&EMgrowth=1&EMcompgrowth=1&EMelp=1&EMprogress=1&EMchronic=1&EMpart=1&HSStatus=1&HSIndicators=1&HScomposite=1&HSgradrate=1&HScompgrowth=1&HSelp=1&HSprogress=1&HSchronic=1&HScCCR=1&HSpert=1&38ELA=1&38MATH=1&48SCI=1®ents=1&cohort=1&nyseslat=1&naep=1&staffqual=1&gradrate=1&feddata=1

Entry 3 Progress Toward Goals

Completed Nov 3 2020

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

For the 2019-2020 school year, any academic or organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only.

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2020.

1. ACADEMIC STUDENT PERFORMANCE GOALS

For the 2019-2020 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-20 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1	1ai. ESEA Accountability Designation. Reward, Good Standing, Local Assistance Plan, Focus or Priority School Status	NYSED ESEA accountability report	Met	
	1bi. Comparative Proficiency Comparison of the performance of all schools in NYS with the same grade configuration and similar population of students identified as economically			

Academic Goal 2	<p>disadvantaged, students with disabilities and English language learners. Performance is based on schools' aggregate proficiency compared to the NYS average on 3-8 ELA and mathematics assessments and/or high school cohort ELA and mathematics outcomes.</p>	Provided by NYS	Unable to Assess	na
Academic Goal 3	<p>2ai. Aggregate Standards-Based Trend Toward Proficiency 75% of students in the school maintaining a proficient testing level or trending toward proficiency from one year's test administration to the next. Analysis will examine proficiency maintenance or improvement of all students in the school compared to each student's previous year's test scores.</p>	New York State Math and ELA examination	Unable to Assess	na
	2aii. Subgroup Standards-Based			

Academic Goal 4	<p>Trend Toward Proficiency 75% of students in the school maintaining a proficient testing level or trending toward proficiency from one year's test administration to the next.</p> <p>Analysis will examine proficiency maintenance or improvement of students in the school who are economically disadvantaged, students with disabilities, and English language learners, compared to each student's previous year's test scores.</p>	New York State Math and ELA examination	Unable to Assess	na
Academic Goal 5	<p>2bi. Aggregate School Level Proficiency % of students who score proficiently on 3-8 state assessments for all students at the school level will be greater than that of the community district.</p>	NYSED Data	Unable to Assess	na
	<p>2bii. Subgroup School Level Proficiency % of students who</p>			

Academic Goal 6	score proficiently on 3-8 state assessments by subgroup at the school level compared to the subgroup. Includes students who are economically disadvantaged, students with disabilities and English language learners will be greater than that of the community district.	NYSED Data	Unable to Assess	na
Academic Goal 7	2biii. Grade Level Proficiency % of students who score proficiently on 3-8 state assessments for all students by grade level will be greater than that of the community district.	NYSED Data	Unable to Assess	na
				Though students were unable to take Regents exams in June, Mock Regents exams were administered. 71% of students were proficient in algebra based on the Algebra Mock Regents. 50% of students were proficient in geometry based

Academic Goal 8	3ai. Aggregate Annual Regents Outcomes Annual Regents testing outcomes for every tested subject for all students will be greater than that of the state.	NYSED Data	Unable to Assess	on the Mock Regents. 91% of students were proficient in Algebra II based on the Mock Regents. 87% of students were proficient in ELA based on the Mock Regents. 76% of students were proficient in living environment based on the Mock Regents. 76% of students were proficient in chemistry based on the Mock Regents. 100% of students were proficient in Earth science based on the Mock Regents. 95% of students were proficient in U.S. history based on the Mock Regents. 87% of students were proficient in global history based on the Mock Regents.
Academic Goal 9	3aii. Subgroup Annual Regents Outcomes Annual Regents testing outcomes for every tested subject by subgroup will be greater than that of the state.	NYSED Data	Unable to Assess	na

Academic Goal 10	3aiii. Aggregate Total Cohort Regents Testing Outcomes Cohort Regents testing outcomes for ELA, mathematics, science, Global History and US History for all students will be greater than that of the state.	NYSED Data	Unable to Assess	na
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2. Do have more academic goals to add?

Yes

2019-2020 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure
Academic Goal 11	3aiv. Subgroup Total Cohort Regents Testing Outcomes Cohort Regents testing outcomes for ELA, mathematics, science, Global History and US History by	NYSED Data	Unable to Assess	na

	subgroup will be greater than that of the state.			
Academic Goal 12	3bi. Aggregate Cohort Graduation Rate 4-year and 5-year graduation rate for all students will be 80% or greater.	ATS	Met	
Academic Goal 13	3bii. Subgroup Cohort Graduation Rate 4-year and 5-year graduation rate for students identified as economically disadvantaged, students with disabilities, and English language learners will be 80% or greater.	ATS	Met	
Academic Goal 14	3biii. Aggregate On-Track to Graduate 75% of all students in a cohort that have passed 3 out of 5 Regents exams required for graduation by their 3rd year of high school.	Regents Exams	Unable to Assess	na
Academic Goal 15	3biv. Subgroup On-Track to Graduate 75% of cohort by subgroup that has passed 3 out of 5 Regents exams required for graduation by their	Regents Exams	Unable to Assess	na

	3rd year of high school.			
Academic Goal 16	3bv. Aggregate Student Persistence 85% of students in a 4-year and 5-year cohort that remain enrolled in the school until they graduate from the high school program.	Level 2	Met	
Academic Goal 17	3bvi. Subgroup Student Persistence 85% of students identified as economically disadvantaged, students with disabilities, and English language learners in a 4-year and 5-year cohort that remain enrolled in the school until they graduate from the high school program.	Level 2	Met	
Academic Goal 18	LP1. 90% of graduates will apply to college or university	Staff collected data	Met	
Academic Goal 19	LP2. 90% of graduates will be accepted to college or university	Staff collected data	Met	

3. Do have more academic goals to add?

No

4. ORGANIZATION GOALS

For the 2019-2020 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-2020 Progress Toward Attainment of Organization Goals

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

Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

No

6. FINANCIAL GOALS

2019-2020 Progress Toward Attainment of Financial Goals

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

7. Do have more financial goals to add?

(No response)

2019-2020 Progress Toward Attainment of Financial Goals

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

Thank you.

Entry 3 Accountability Plan Progress Reports

Incomplete Hidden from applicant

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the by September 15, 2020.

Entry 7 Disclosure of Financial Interest Form

Completed Jul 26 2020

Instructions - Multiple Uploads Permitted

Required of ALL Charter Schools by August 3

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 2019-2020 school year must complete a signed:

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

Board Financial Disclosures 19-20

Filename: Board Financial Disclosures 19 20 YkqlRc8.pdf **Size:** 1.7 MB

Entry 8 BOT Membership Table

Completed Jul 31 2020

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 8 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.

JOHN W LAVELLE PREPARATORY CHARTER SCHOOL 353100860959

1. 2019-2020 Board Member Information (Enter info for each BOT member)

	Trustee Name and 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 2019-2020
1	Sheldon Blackman [REDACTED]	Trustee/Member	None	Yes	2	11/1/2019	11/30/2022	9
2	Michael Caridi [REDACTED]	Trustee/Member	Fundraising	Yes	2	11/1/2018	11/30/2021	6
3	Joseph Carroll [REDACTED]	Secretary	Government and Nominating, Finance, Executive	Yes	2	11/1/2019	11/30/2022	9
4	Bonnie Fritz [REDACTED]	Trustee/Member	Education	Yes	1	11/1/2017	11/30/2020	9
5	Denise Henick [REDACTED]	Trustee/Member	Fundraising	Yes	1	10/1/2018	11/30/2021	6
	Robin							

6	Lefkowitz [REDACTED]	Trustee/Member	Governance and Nominating	Yes	2	11/1/2019	11/30/2022	5 or less
7	David Lehr [REDACTED]	Treasurer	Executive, Finance, Governance and Nominating	Yes	2	11/1/2019	11/30/2020	9
8	Deborah Miller [REDACTED]	Chair	Executive, Education, Governance and Nominating	Yes	1	11/1/2017	11/30/2020	8
9	Jill Patel [REDACTED]	Vice Chair	Executive, Finance, Fundraising	Yes	2	11/1/2019	11/30/2021	10

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

Yes

1b. Current Board Member Information

	Trustee Name and 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 2019-2020
10	Doris schueler [REDACTED]	Trustee/Member	Education	Yes	2	11/1/2019	11/30/2022	6
11	John Strand [REDACTED]	Trustee/Member	Education	Yes	1	10/1/2019	11/30/2022	7
12	Dirk Tillotson [REDACTED]	Trustee/Member	Executive, Education	Yes	1	11/1/2017	11/30/2020	6
13	Eleni Tournaki [REDACTED]	Trustee/Member	Education	Yes	2	11/1/2019	11/30/2022	10
14								
15								

1c. Are there more than 15 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, 2020	13
b.Total Number of Members Added During 2019-2020	1
c. Total Number of Members who Departed during 2019-2020	2
d.Total Number of members, as set in Bylaws, Resolution or Minutes	5-25

3. Number of Board meetings held during 2019-2020

10

4. Number of Board meetings scheduled for 2020-2021

12

Thank you.

Entry 9 Board Meeting Minutes

Completed Jul 21 2020

[Instructions](#)

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should match the number of meetings held during the 2019-2020 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 3, 2020.

Board Minutes - ALL 19-20

Filename: Board Minutes ALL 19 20 UJQP2wR.pdf **Size:** 4.0 MB

Entry 10 Enrollment & Retention

Completed Sep 29 2020

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

ALL charter schools must complete this section. Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), 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 2019-2020.

Entry 10 Enrollment and Retention of Special Populations

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

Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual 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 2020-2021.

JOHN W LAVELLE PREPARATORY CHARTER SCHOOL 353100860959

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
		Enhancing all 19-20 efforts and: Scheduled more frequent virtual

open houses tracking participation and including students in the presentations.

For the first time we hosted an open house for our 8th graders matriculating to high school.

Placed advertisements in SI Parent Magazine and used targeted emails advertising. Additionally, placed advertisements in local community businesses.

Revised our brochure and website to better serve as a recruitment tool. Put brochure on website.

We changed the format and content of our brochure to make it more visually appealing and plan to distribute these at more strategic times this year.

Promoting pathways from elementary to high school within the school brochure.

Created relationships with pre-K and day care programs in the zip codes of our current enrollment and those on the North Shore of Staten Island, where the majority of Economically Disadvantaged families reside.

Enhanced the website to target interested parents as opposed to only expecting currently enrolled parents to be the audience.

Established a community relationship with the Kiwanis

Hosted our own open houses and community events as well as attended broader community events including NYCDOE fairs. This was done in person before Covid-19 and virtually since March. In addition, we made use of local advertisements in key locations to enhance our outreach.

Economically Disadvantaged

We created an ICS/community liaison position to specifically reach out to and establish relationships with various Staten Island Communities with particular attention to underserved communities.

Produced promotional films and posted the content on social media and the website.

We created a team of staff members for our community outreach. This will assist us in attending more events and networking with organizations, churches, district schools and families across the district.

We have continued to host our own open houses and community events as well as attend broader community events in order to recruit.

This past year we made use of local advertisements in key locations to enhance our outreach.

Club of Staten Island to provide all students with school supplies. The hope is that this will be an ongoing relationship so that high school students can be more engaged in service and so that Kiwanis can help promote our school

Created programs with the College of Staten Island to provide STEM opportunities for the students identified as economically disadvantaged.

Personally calling and following up with every family that applies or attends an open house.

Increased the ICS Community Liaison's working hours to conduct outreach and make community connections with underserved communities.

Provided each student with technology for the school year.

HS students have the opportunity to choose a pathway of learning; Arts/Media/Marketing Entertainment as well Health Sciences/Medical Technology. Preparing them for college and career readiness.

Increased presence on social media by creating an enhanced recruitment video with parent and student testimonials.

Created morning announcements to increase student and family engagement.

		<p>Participating at the Autism Awareness drive-thru event.</p> <p>Continued outreach and relationship building with religious and community based organizations as well as for-profit business located on Staten Island who we can partner with to attract students.</p> <p>Training teachers in techniques on Trauma Informed Teaching to incorporate in classroom instruction and meet social emotional challenges.</p> <p>All core subject teachers are participating in The Writing Revolution training that will provide multiple writing strategies to all students.</p> <p>Recruit diverse staff members to emulate our student population.</p>
	<p>All of the above, and:</p> <p>Reached out to local religious institutions, community centers and businesses to inform the community of the school's mission and lottery/enrollment process. This was done with specific focus in communities throughout Staten Island that are predominantly composed of foreign language speakers.</p> <p>The brochure and lottery application is available in multiple languages and staff are</p>	<p>All of the above, enhancing and improving all 19-20 efforts and:</p> <p>We will host our own community fairs (virtually) to boost the profile of the school as well as support the community.</p> <p>Translated written materials into languages other than english.</p> <p>Provided language interpretation services at school events.</p> <p>Worked with community based organizations to increase awareness of the school and designated a staff member as a community liaison to visit our</p>

English Language Learners/Multilingual Learners

available to translate in multiple languages.

We also made use of local advertisements in key locations to enhance our outreach. Flyers (mailed, online, and distributed) are translated in Arabic and Spanish. The Google Translate feature is embedded in our website.

Created a partnership with a K-8 ELL New World Prep Charter school.

We participated and took on greater roles in community events, especially with our Arabic program.

Lavelle Prep has successfully expanded our Adult Language Learner class by advertising in the communities. The program is well received and becoming well known.

Efforts to attract more ELLs include translating written materials into languages other than English, providing interpretation services at school events, and working with community-based organizations to increase awareness of the school.

most diverse Staten Island community.

Robo calls have been translated into Spanish enabling families to receive important information.

Created a bilingual survey to determine guardian's preferred language within our community.

Hired bilingual counselors.

Worked with bilingual teachers who were former ELLs to build relationships with their communities to attract additional students.

We are building a stronger relationship with New World Prep, a charter school that targets ELLs and only serves students through grade 8.

Lavelle has also created a new partnership with the Family Life Center located in Stapleton. Lavelle staff, including our bilingual staff, has participated in events hosted by the Family Life Center to promote our school and increase our ELL population.

All core subject teachers will participate in The Writing Revolution training that will provide multiple writing strategies to all students.

Recruit diverse staff members to emulate our student population.

All of the above, enhancing all 19-20 efforts and :

Students with Disabilities

All of the above, and:

Developed excellent working relationships with our local district schools.

Host our own open houses as well as attend community events to recruit.

Made use of local advertisements in key locations to enhance our outreach.

Appointed special education coordinators within each division of Lavelle Prep.

Parent testimonial videos were added to the Lavelle Prep website to provide families with information about our school from a parent's perspective who have a child with a disability. Work with the Committee on Special Education and the NYCDOE enrollment office to locate students that may be a good match for our school.

Streamlined the role of special education coordinators to meet the needs of our students.

Build and maintain relationships with our local district schools and continue to host our own open houses as well as attend community events and recruit. Created relationships with pre-K and day care programs that work with students with disabilities.

Work with school based support teams from district schools who can recommend students that may be a good fit for our program.

More specifically share our abundance of supports for SWDs in our advertisements

Graduate students with disabilities and their families, have shared their testimonials as they were accepted to college and parent testimonial videos were created.

We intend to continue our outreach efforts and are looking for more opportunities to

participate and even take on greater roles in community events.
 Recruit diverse staff members to emulate our student population.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
Economically Disadvantaged	<p>Lavelle provides support systems that include: counselors, staff mentors, peer mentors, and attentive teachers for each student.</p> <p>Lavelle keeps a high level of communication with our families so that they understand their child's educational and social-emotional path. When concerns do arise, they are addressed immediately. We believe this has aided us in our retention efforts.</p>	<p>Enhancing all 19-20 efforts and :</p> <p>Increasing family communication and support in the virtual environment.</p> <p>Ensuring all students have technology.</p> <p>Social workers will provide family outreach and connection to assistance in relation to internet service, food, housing, etc.</p> <p>Teachers incorporate Trauma Informed Teaching techniques in classroom instruction to meet social emotional challenges</p> <p>The McKinney Vento liaison presented to school leadership around additional ways to identify students who are displaced or homeless.</p> <p>Provide parent information about McKinney Vento support via email and connect them with the school liaison.</p> <p>In a distance learning setting, provide school sanctioned social opportunities such as gaming</p>

<p>Our community outreach team ensures networking with organizations, churches, district schools and families. This helps our organization keep close ties with our communities.</p> <p>Behavior Intervention teams meet weekly to discuss how to better support our students both academically and behaviorally.</p>	<p>club, story time and movie night.</p> <p>A support page was created on our school website for economically disadvantaged parents to get further information about support within the community.</p> <p>Provide arts based After School program to offer students engagement in the arts Provide Saturday school to support students academically.</p> <p>Offer an hour a week of technology support to all families during virtual learning.</p> <p>Streamlined the Behavior Intervention meetings to create plans with specific academic and behavioral goals for students to better meet their needs.</p>
<p>Our support systems include counselors, staff mentors, peer mentors, and attentive teachers to each student.</p> <p>We strive to keep a high level of communication with our families so that they understand their child's educational and social-</p>	<p>Enhancing all 19-20 efforts and :</p> <p>Lavelle Prep will continue to analyze our incoming student data home language survey to determine our ELL population.</p> <p>Lavelle Prep will continue to upload parent testimonials in Spanish along with materials that are frequently given out at community events and local businesses.</p> <p>Our African American community advocate and Spanish speaking staff will continue to reach out to our families sharing the benefits of ELL support that we offer at</p>

English Language Learners/Multilingual Learners

emotional path while addressing any immediate concerns.

We have translated written materials into languages other than English and provided interpretation services at school events.

We hired a teacher of ELL with TESOL certification and created a class to support students with language acquisition. This support helped increase students' academics as well as SEL leading to higher retention rates.

Created a Spanish speaking family support group facilitated by bilingual social workers.

School is staffed with a full time bilingual social worker to support students.

Behavior Intervention teams meet weekly to discuss how to better support our students both academically and behaviorally.

Lavelle Prep.

Enhance outreach and communication to families in their native languages.

Bilingual counselors work with school leadership to increase the numbers of parents in the language other than English speaking support groups.

In a distance learning setting, provide school sanctioned social opportunities such as gaming club, story time and movie night.

Specific staff members can communicate with families and students in their native language including Arabic and Spanish.

Provide arts based After School program to offer students engagement in the arts
Provide Saturday school to support students academically.

Offer an hour a week of technology support to all families during virtual learning.

Streamlined the Behavior Intervention meetings to create plans with specific academic and behavioral goals for students to better meet their needs.

Enhancing all 19-20 efforts and : Lavelle's Open House now incorporates videos detailing our programs to understand the integrated setting which includes

Students with Disabilities

Supportive and student centered environment.

Counselors, staff mentors, peer mentors, and attentive teachers work closely with each student each student on a daily basis. This allows any concerns to be addressed immediately.

High level of communication with our families so that they understand their child's educational and social-emotional path.

A focus on SDI (Specially Designed Instruction) and SAS (Supplemental Aids and Services).

A cooperative teaching model for a significant number of our classes. Every core class led by a content specialist now has a special education co-teacher partnered with them to deliver instruction and provide appropriate special education accommodation to our students.

Behavior Intervention teams meet weekly to discuss how to better support our students both academically and behaviorally.

parent testimonials. Families also watched a student performance and met with some upperclassmen and alumni to hear about the impact Lavelle Prep has made on their lives. , including our students with disabilities. Lastly, families engage in discussions and Q & A with our administration and staff to address their needs. Provide arts based After School program to offer students engagement in the arts Provide Saturday school to support students academically.

In addition to providing the full Innovative Charter Model with regards to staffing during remote and blended learning, we are also providing synchronous targeted small group instruction and individual tutoring as needed.

In a distance learning setting, provide school sanctioned social opportunities such as gaming club, story time and movie night.

Work with CSE and agencies to facilitate student services and support while working remotely.

Implement the MAP test as a diagnostic tool to help enhance RTI at our school. Ensuring all staff members are trained in SDI and SAS to implement individual instruction to meet the unique needs of our students.

Offer an hour a week of

technology support to all families during virtual learning.

Streamlined the Behavior Intervention meetings to create plans with specific academic and behavioral goals for students to better meet their needs.

Entry 12 Percent of Uncertified Teachers

Completed Jul 28 2020

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.

Entry 12 Uncertified Teachers

School Name: JOHN W LAVELLE PREPARATORY CHARTER SCHOOL 353100860959

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, 2020)	2
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	3
Total Category A: 5 or 30% whichever is less	5.0

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, 2020)

ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)

iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)

iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020) 3

Total Category B: not to exceed 5 3.0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	2.5
Total Category C: not to exceed 5	2.5

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	0

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	65.5

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	76



Thank you.

Entry 13 Organization Chart

Completed Jul 21 2020

[Instructions](#)

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

Upload the 2019-2020 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

[ICS Organization Chart May 2020](#)

Filename: ICS Organization Chart May 2020 BJgiX3Y.pdf **Size:** 90.8 kB

Entry 14 School Calendar

Completed Sep 15 2020

[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 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3rd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the [minimum instructional requirements](#) adopted by the Board of Regents in 2018.

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.

[Lavelle Prep Calendar # Of Days](#)

Filename: Lavelle Prep Calendar Of Days.pdf **Size:** 423.6 kB

Entry 15 Links to Critical Documents on School Website

Completed Jul 31 2020

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., 2018-19 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 15 Links to Critical Documents on School Website

School Name: **John W. Lavelle Preparatory Charter School**

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:

	Link to Documents
1. Most Recent Annual Report (i.e., 2018-19)	http://lavelleprep.org/wp-content/uploads/2020/07/john-w-lavelle-preparatory-charter-school.pdf
2. Most Recent Board Meeting Notice and Related Agenda Item Documents	http://integrationcharterschools.org/board-documents/
2a. Webcast of Board Meetings (per Governor's Executive Order)	http://integrationcharterschools.org/board-documents/
3. Link to NYS School Report Card	http://lavelleprep.org/parent-resources/
4. Most Recent Lottery Notice Announcing Lottery	http://lavelleprep.org/enrollment/
5. Authorizer-Approved DASA Policy	http://lavelleprep.org/wp-content/uploads/2020/03/LP-Student-Handbook-2019-2020-FINAL-1.pdf
6. District-wide Safety Plan	http://lavelleprep.org/wp-content/uploads/2020/07/Lavelle-Prep-ICS-Plan-SAVE-2019-2020-.docx.pdf
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	http://lavelleprep.org/wp-content/uploads/2020/03/LP-Student-Handbook-2019-2020-FINAL-1.pdf
7. Authorizer-Approved FOIL Policy	http://lavelleprep.org/wp-content/uploads/2020/07/FOIL-Policy-20-21-2.pdf
8. Subject matter list of FOIL records	http://lavelleprep.org/wp-content/uploads/2020/07/FOIL-ICS-Subject-Matter-List-20-21-2.pdf
9. Link to School Reopening Plan	http://lavelleprep.org/wp-content/uploads/2020/07/The-ICS-Reopening-Plan-FINAL-1.pdf

Thank you.



Entry 16 COVID 19 Related Information

Completed Jul 23 2020

Instructions

Required of ALL charter schools

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Entry 16 COVID 19 Related Information

School Name: John W. Lavelle Preparatory Charter School

TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
720	488	647

Table 2: 2019-2020 Assessments and Grade Participation

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Assessment Title	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number of Participating Students
ELA I-Ready by Curriculum Associates	X	X	X	✓	✓	✓	X	X	X	X	X	X	X	220
ELA Math by Curriculum Associates	X	X	X	✓	✓	✓	X	X	X	X	X	X	X	220
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standards aligned assessments for ELA 220

Teacher created standards aligned assessments for Math 220

Teacher created standards aligned culminating projects 220

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X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X
X	X	X	X	X	X	X	X	X	X	X	X	X

Tota

218

Entry 17 Staff Roster - NEW TASK For Regents Schools Only

Completed Aug 3 2020

INSTRUCTIONS - NEW TASK FOR REGENTS-AUTHORIZED CHARTER SCHOOLS

Please provide the full name of **ANY and ALL** instructional and non-instructional employees and their respective positions/titles, and employment start dates in the charter school by clicking on the MS Excel file link to the [Staff Roster](#).

LP Staff List for 19-20

Filename: LP Staff List for 19 20.xlsx **Size:** 17.1 kB

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Sharon DuQoin

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Integrated Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative). Trustee

2. Are you an employee of any school operated by the education corporation?

Yes No

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

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

Yes No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered Yes to Questions 2-3 above, 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)	Name of person holding interest or engaging in transaction and relationship to you
	None		

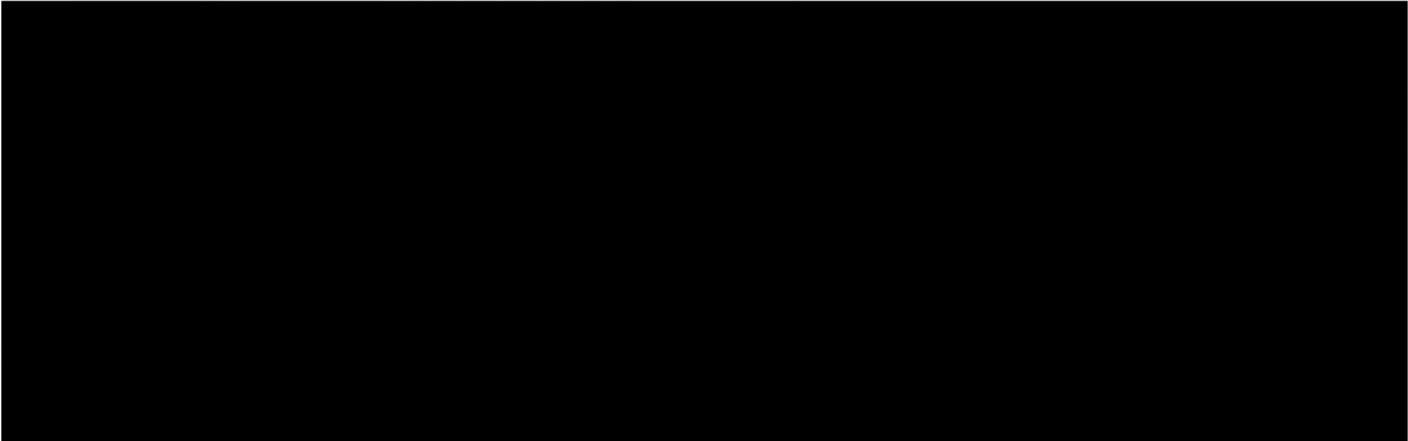
5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

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


Signature

11/20/19
Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Joseph Carrilli

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

INTEGRATION Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative). Trustee

2. Are you an employee of any school operated by the education corporation?
 ___ Yes No

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

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

___ Yes No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, 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)	Name of person holding interest or engaging in transaction and relationship to you
	N/A		

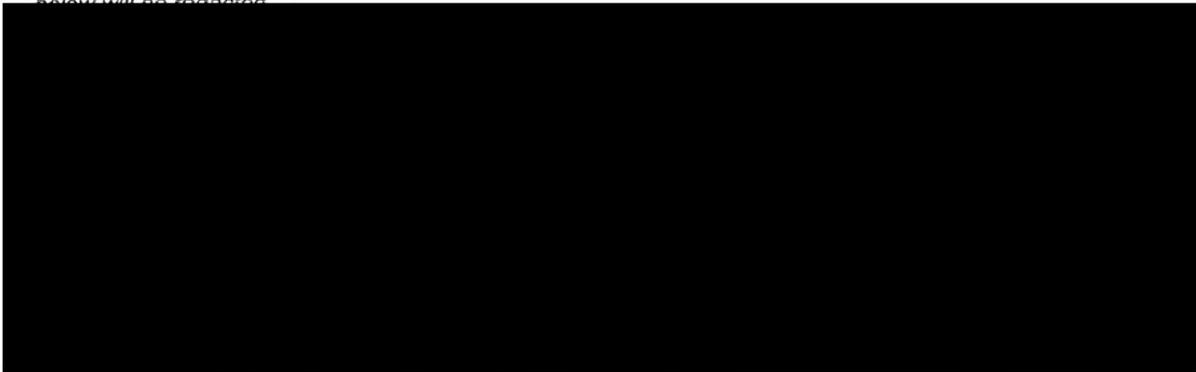
5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

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

Joseph Carroll
Signature

11/20/19
Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: David W. Lehr

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative). Treasurer

2. Are you an employee of any school operated by the education corporation?
 Yes No

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

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?
 Yes No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered Yes to Questions 2-3 above, 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)	Name of person holding interest or engaging in transaction and relationship to you
	None		
	↓		

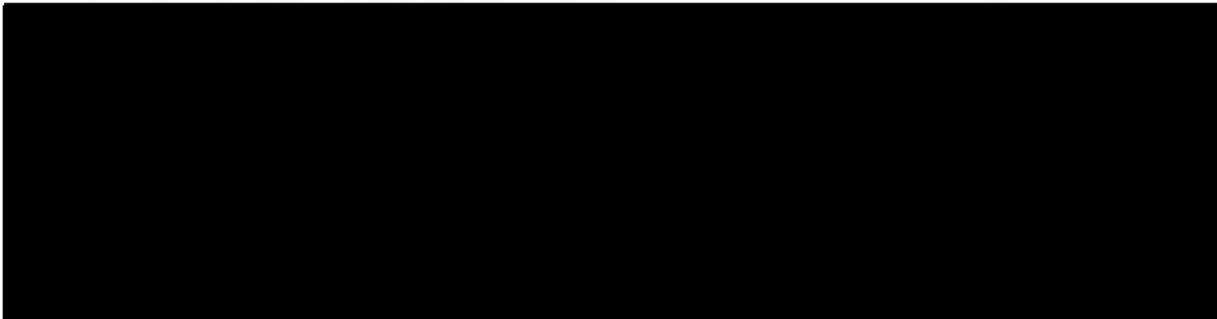
5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None				
↓				

David Lehr
Signature

11/2019
Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Bonnie Johnson Fritz

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative). Trustee

2. Are you an employee of any school operated by the education corporation?

Yes No

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

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

Yes No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

N/A

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None			
None			

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

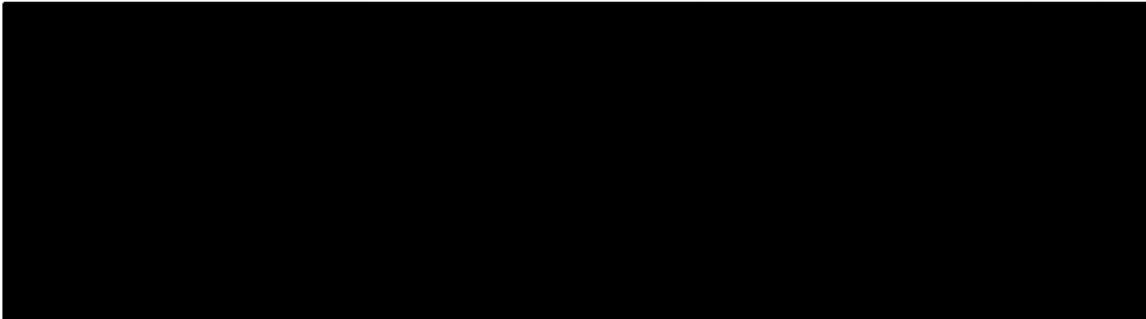
N/A

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None				
None				
None				

Bonnie Johnson Lutz
Signature

11/2019
Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Robin Leftenaday

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):
ICS

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative). Governance chair, Board member

2. Are you an employee of any school operated by the education corporation?
 Yes No

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

3. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?
 Yes No

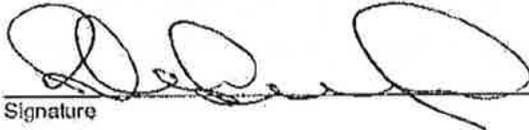
If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write None. Please note that if you answered Yes to Questions 2-3 above, 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)	Name of person holding interest or engaging in transaction and relationship to you

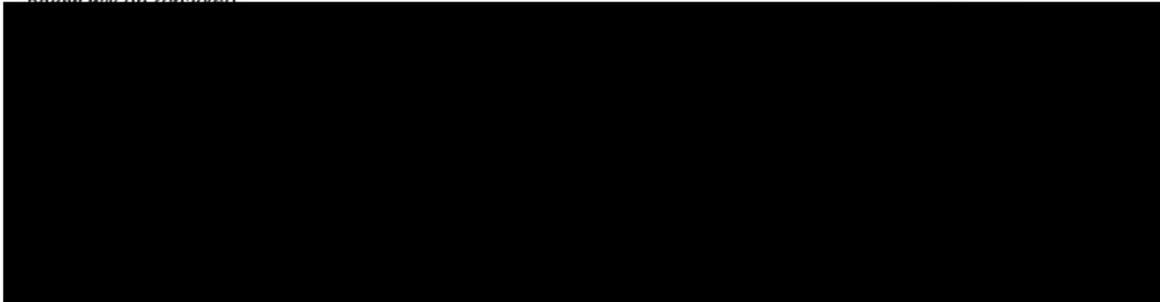
5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Northfield Bank	Banking	Varies	Robin Lefkowitz, EVP of Northfield Bank	Abstain from banking issues


Signature

6/2019
Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Deborah Miller

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative). _____

2. Are you an employee of any school operated by the education corporation?

___ Yes No

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

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

___ Yes No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, 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)	Name of person holding interest or engaging in transaction and relationship to you
	N/A		

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

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

D. Miller
Signature

11/2019
Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Jill H. B. Baker

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Integration Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative) Vice Chair

Chair, Fundraising Committee
Member Finance & Executive Committees

2. Are you an employee of any school operated by the education corporation?

Yes No

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

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

Yes No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, 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)	Name of person holding interest or engaging in transaction and relationship to you
<u>None</u>			

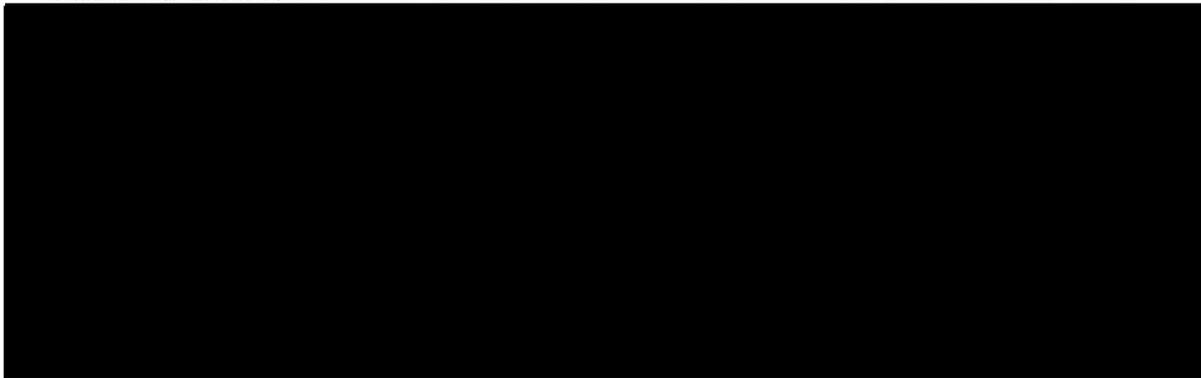
5. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None				

Signature *Justin P. [Signature]*

Date *11/2/19*

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Doris B. Schueler PhD

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Integration Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative). Chair, Educational and Accountability Comm. Hec

2. Are you an employee of any school operated by the education corporation?
 Yes No

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

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

Yes No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, 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)	Name of person holding interest or engaging in transaction and relationship to you
<u>None</u>			

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: John M. Strand, Ed.D.

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Integration Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative). Trustee, Board Secretary

2. Are you an employee of any school operated by the education corporation?

Yes No

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

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

Yes No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction None	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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

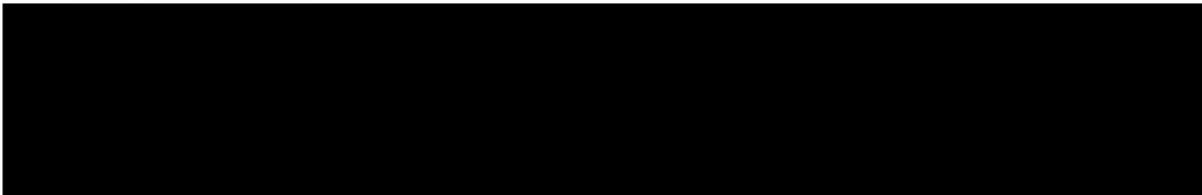
Organization conducting business with the school(s) None	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

John Strönd
Signature

11/2019

Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Eleni Tourmalis

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative). _____

2. Are you an employee of any school operated by the education corporation?

Yes No

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

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

Yes No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, 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)	Name of person holding interest or engaging in transaction and relationship to you

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

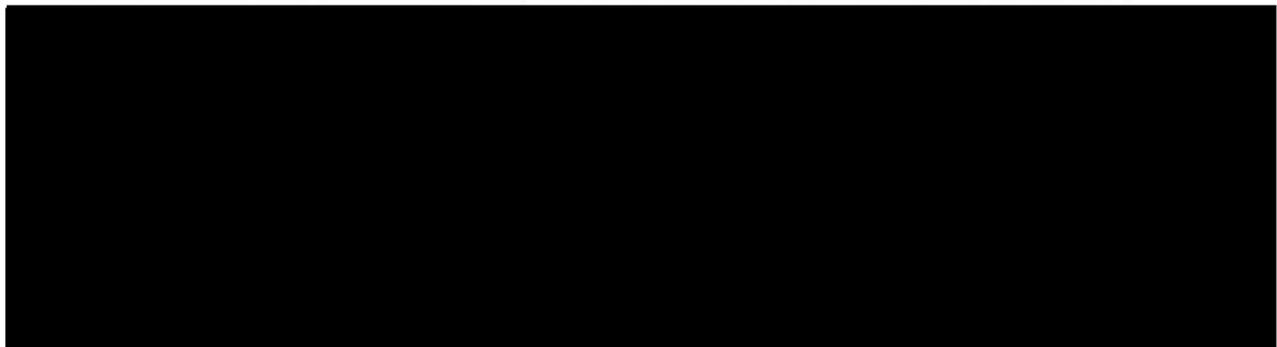
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps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

Signature

Toufexakis

11/9/19
Date

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Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Dirk Tillotson

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Integration Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative). Board

2. Are you an employee of any school operated by the education corporation?

Yes No

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

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

Yes No

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write None. Please note that if you answered Yes to Questions 2-3 above, 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)	Name of person holding interest or engaging in transaction and relationship to you

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

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

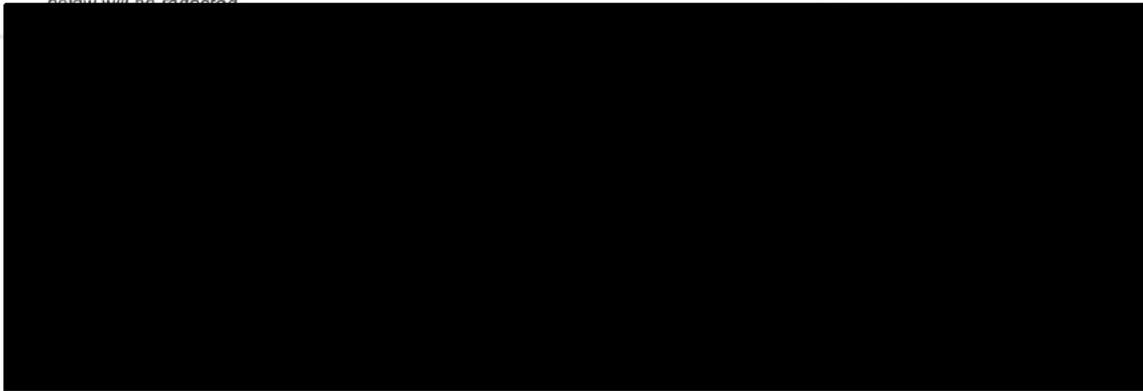


Signature

2/26/20

Date

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Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Michael Caridi

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Integration Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Trustee

2. Are you an employee of any school operated by the education corporation?
 Yes **No**

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

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

Yes **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s)

operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, 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)	Name of person holding interest or engaging in transaction and relationship to you
<i>NONE</i>			

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

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None				

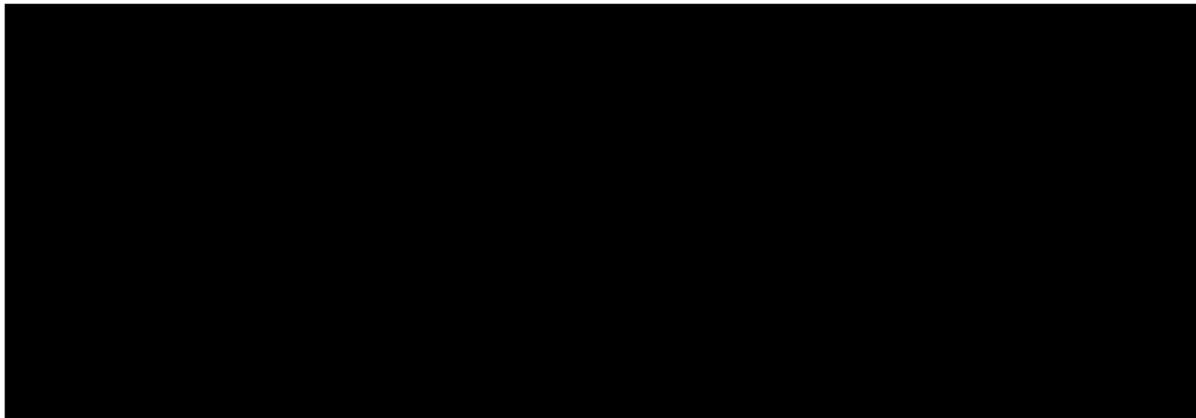
M. Campbell

11/28/19

Signature

Date

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Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Denise Henick

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Integration Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Trustee

2. Are you an employee of any school operated by the education corporation?
 Yes **No**

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

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

Yes **No**

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

4. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s)

operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, 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)	Name of person holding interest or engaging in transaction and relationship to you

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

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

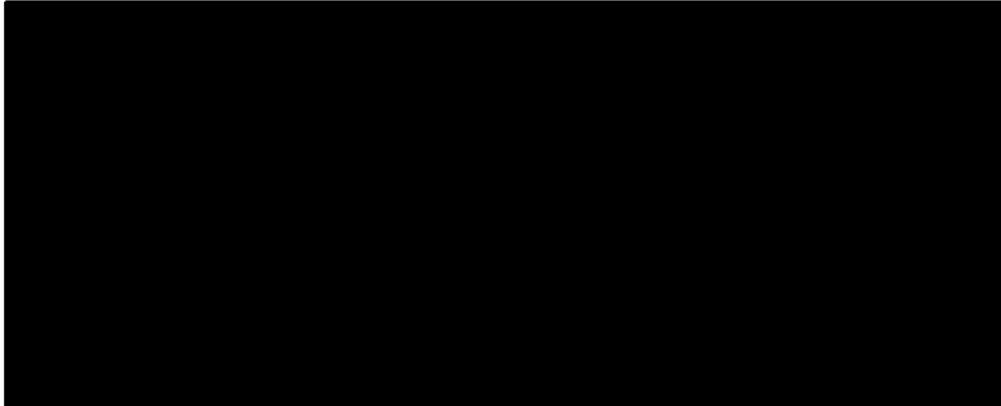
Denise Henicki

Signature

11/2019

Date

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Integration Charter Schools

Board of Trustees Meeting

DRAFT Minutes

June 25, 2020

@ 6:31 PM

Trustees Present (Via Video)	Sheldon Blackman, Joseph Carroll, David Lehr, Jill Patel, John Strand, Dirk Tillotson, Nelly Tournaki, Michael Caridi, Doris Schueler, D. Miller via phone
Trustees Absent	Denise Henick, Bonnie Fritz, Robin Lefowitz,
Staff Present (Via Video)	Ken Byalin, Mary Cottingham, Aimee Horowitz, Ed Fucini, Mariem Elchoum, Pricilla Chen, Kristina Mazza, Danielle Kleese, Diane DiSalvo, Jenna Curran, Dori Rexha, Lee Poe, Theresa Peterford, Dana Volini (via phone)
Parents Present	None
Others Present	None
Adoption of Agenda, Approval of Minutes and Committee Reports	A motion was made by David Lehr seconded by Shelly Blackman and unanimously approved to accept the June 2020 agenda, minutes and committee reports (with the exception of the Governance & Nominating Committee) from the May, 2020 Board meeting.
Governance & Nominating Committee:	<ul style="list-style-type: none">● Governance and Nominating Committee Report: This Committee meet on 6/16/20 Present: R. Lefkowitz, D.Lehr, J.Carroll, D.Miller, M.Cottingham Pending Trustee candidate, Ed Fucini's paperwork has been received and Mary Cottingham will send to the State. Deborah Miller will reach out to Dr. Layne to re-engage and see if her current obligations allow her the ability to join the Board. ' The Committee has recommended that Trustee Joe Carroll join the Finance & Audit Committee and Trustee John Strand take on the role of Secretary effective immediately. Joe Carroll has had conversations with Al Curtis about joining the Board and Mr. Curtis is interested. Joe will reconnect with Mr. Curtis for next steps (i.e. resume collection, schedule interview times with other G&N members & ICS staff).

	<p>The Committee will continue to recruit additional Trustees of color and agree that having active Board members is crucial toward assisting the schools.</p> <p>A motion was made by David Lehr seconded by Nelly Tournaki and unanimously approved to accept the recommendation from the Governance and Nominating committee for John Strand to become the Secretary of the ICS Board effective immediately.</p>
Presentation	<p>The ICS Counseling and Instructional staff presented to the Board how the organization is addressing the impact of George Floyd's death on our students. Staff is connecting with the students to see how they are managing emotionally, providing coping mechanisms and an opportunity to hold discussions during these troubling times.</p>
RESOLUTIONS	<p>A motion was made by Sheldon Blackman seconded by John Strand and unanimously by all to RESOLVED, that the Board of Trustees of Integration Charter Schools approves that ICS will omit the employer match for the 401K plan for employees of ICS for the plan year September 1, 2019 through June 30, 2020.</p> <p><u>Staff conflict of interest for 7/1/20 to 6/30/21:</u></p> <p>Dana Volini, Vice President of Administration for ICS disclosed a potential conflict of interest to the Board regarding her brother, Ryan Melis. Ryan is the Principal for New Ventures. He reports directly to the Vice Presidents of Education. Ryan does not report to Dana in any manner.</p> <p>There was a motion made by Sheldon Blackman seconded by Michael Caridi and unanimous by all to approve the rehiring of Ryan Melis and finding that the related party transaction with Dana Volini is fair, reasonable and in the best interests of the School; and to ratify the transaction by finding in good faith that the transaction was fair, reasonable and in the school's best interest at the time the transaction was entered, as evidenced by Ryan's contributions to the school.</p> <p>Christopher Zilinski, Principal of Richmond Preparatory Charter School, disclosed a potential conflict of interest to the Board regarding his brother, Jeremy Zilinski, who is the Director of Security and Facilities at ICS. Jeremy reports directly to Dana Volini, the VP of Administration, and not to Chris Zilinski in any manner.</p> <p>There was a motion made by David Lehr seconded by Joseph Carroll and unanimous by all to approve the rehiring of Jeremy Zilinski and finding that the related party transaction with Christopher Zilinski is fair, reasonable and in the best interests of the School; and to ratify the transaction by finding in good faith that the transaction was fair, reasonable and in the school's best interest at the time the transaction was entered, as</p>

evidenced by Jeremy's contributions to the school.

Susan Varvara, Director of Operations for ICS disclosed a potential conflict of interest to the Board regarding the rehiring of her daughter, Taylor Varvara. Taylor will be rehired as a teacher's assistant at Lavelle Prep. Taylor will report to the Principal of the school and Susan will report to the VP of Administration. They will not report to each other in any manner.

There was a motion made by Joseph Carroll, seconded by Dirk Tilltson and unanimous by all to approve the rehiring of Taylor Varvara and finding that the related party transaction with Susan Varvara is fair, reasonable and in the best interests of the School; and to ratify the transaction by finding in good faith that the transaction was fair, reasonable and in the school's best interest at the time the transaction was entered, as evidenced by Taylor's contributions to the school.

Priya Iddamalgoda, Controller for ICS disclosed a potential conflict of interest to the Board regarding the rehiring of her daughter, Paba Hewawasam. Paba will be rehired as a receptionist at ICS. Paba will report to the Director of Operations and Priya will report to the Director of Finance. They will not report to each other in any manner.

There was a motion made by Nelly Tournaki, seconded by John Strand, and unanimous by all to approve the rehiring of Paba Hewawasam and finding that the related party transaction with Priya Iddamalgoda is fair, reasonable and in the best interests of the School; and to ratify the transaction by finding in good faith that the transaction was fair, reasonable and in the school's best interest at the time the transaction was entered, as evidenced by Paba's contributions to the school.

Kristina Mazza, Principal for Lavelle Prep Middle School, disclosed a potential conflict of interest to the Board regarding the rehiring of her sister, Samantha Locasto. Samantha will be rehired as a Communications Assistant at ICS and will report to the VP of External Affairs. Kristina will report to the VPs of Education. They will not report to each other in any manner.

There was a motion made by David Lehr, seconded by Joseph Carroll and unanimous by all to approve the rehiring of Samantha Locasto and finding that the related party transaction with Kristina Mazza is fair, reasonable and in the best interests of the School; and to ratify the transaction by finding in good faith that the transaction was fair, reasonable and in the school's best interest at the time the transaction was entered, as evidenced by Samantha's contributions to the school.

Dori Rexha, Principal at Lavelle Prep High School, disclosed a potential conflict of interest to the Board regarding the rehiring of her son, Rei Rexha. Rei will be hired as a technology assistant and will report to the IT Coordinator. Dori will report to the VPs of Education. They will not report to each other in any manner.

	<p>There was a motion made by David Lehr, seconded by Michael Caridi and unanimous by all to approve the rehiring of Rei Rexha and finding that the related party transaction with Dori Rexha is fair, reasonable and in the best interests of the School; and to ratify the transaction by finding in good faith that the transaction was fair, reasonable and in the school's best interest at the time the transaction was entered, as evidenced by Rei's contributions to the school.</p> <p>The President of the school, Dr. Kenneth Byalin, disclosed a potential conflict of interest to the Board regarding the School's employment of his wife, Diane DiSalvo, Director of Counseling. The Board Chair signs her hire letter each year and she is directly supervised by the VPs of Education.</p> <p>There was a motion made by Joseph Carroll, seconded by John Strand, and unanimous by all to approve the rehiring of Diane DiSalvo and finding that the related party transaction with Kenneth Byalin is fair, reasonable and in the best interests of the School; and that to ratify the transaction by finding in good faith that the transaction was fair, reasonable and in the school's best interest at the time the transaction was entered, as evidenced by Diane's contributions to the School.</p>
<p>Committee Meetings/Reports</p>	<ul style="list-style-type: none"> ● Executive Committee Report: <p>The committee met on 6/17/2020</p> <p>Trustees Present: D. Miller, D. Tillotson, D. Lehr, J. Strand ICS Staff Present: K. Byalin, M. Cottingham, S. Tirado</p> <p>1. Update on Facility: CC3 contract is going fast, 5th fl framed and to. Started 3rd floor – up. To do: Negotiate loan from 2 banks 1a. Looking for 3.5 M to purchase Eltingville School property and (2) other buildings in the community which need to be renovated. To do: Waiting on Eltingville case to be settled and the (2) properties in the community need major renovation which would take those properties off the table.</p> <p>2. Update Reopening of schools: Governor Como's answered is expected by June 31, 2020 2a. There are several possible models/or scenarios are being considered by administration, principals and staff. Along with surveys sent to parents for their feedback. To do: Review principal's scenarios and parent feedback to determine most effective model for opening in September 2020. 2b. Possible Complications: IDEA compliance – federal law/guidelines, classroom cleaning, needs of staff, caretakers and pre-existing conditions, busing both yellow/public. To do: Teachers/students must comply with CDC guidelines, June 19th Juneteenth our Governor closed State offices to commemorate the abolishment of slavery in 1895. ICS will close in recognition and support of Juneteenth.</p>

	<p>3. Race Relations: Dialog on Skin Color, White Skin and Privilege, ask school security officers questions about Police/Policing and discuss social and emotional effects. To do: Board of Trustees will hold a discussion.</p> <p>4. 401K Match: 19-20 fiscal year no match.</p> <p>5. Raise for President: Executive Session will be held to discuss items and survey. To do: Make decision.</p> <p>● Finance & Audit Committee Report:</p> <p>This committee met on 6/17/20</p> <p>Present: D. Lehr, J. Carroll, K. Byalin, D. Volini, J. Lipschitz, C. Uttaro.</p> <p>The Committee welcomed Joe Carroll to his first 2020 Finance & Audit meeting. After the passing of Richard Fragiacommo there was a need to fill the role with an additional trustee.</p> <p>Discussed May year to date Budget to Actual file. Noted that the projected year end net income is \$775,018. This amount does not include an accrual for the 401(k) match as the plan is to preserve that spending due to the challenges of the upcoming budget year.</p> <p>Discussed May Cash Flow forecast file. There were no surprise items as the income and expenses on a cash basis came in as expected for May.</p> <p>Discussed the drafts of the new Investment Policy as well as the changes to the updated ICS Fiscal Policies and Procedures document. As the new and updated policies were quite extensive, it was agreed we would allow time for review and approve at the July 2020 Finance and Audit Committee meeting.</p> <p>● Education and Accountability Report This committee met did not meet this month</p> <p>● ICS Board Fund Raising Committee This committee did not meet this month</p>
<p>Presidents Report</p>	<p>ICS has reached the end of the school year, and it has been the strangest school year yet. The challenges we have faced globally, as a country, and as a school have been enormous. We have so far met the challenges of the Corona Virus. We have been very fortunate. Ours adapted with remarkable speed, making the change from brick and mortar schooling to on-line instruction with great facility and are continuing to provide rigorous and engaging instruction. Remarkably, daily attendance has remained above</p>

	<p>95%.</p> <p>However, the pandemic is not over, and we do not know what the future will bring. Will on-line instruction continue into the Fall or even all year? Will we begin a form of blended learning in the Fall (or later) with students spending some days in school in reduced numbers and supplementing this in-person instruction with on-line learning opportunities. Our teams are preparing for both alternatives.</p> <p>And we are doing so without backing off from our commitment to deepen our commitment to the integration of students living with emotional challenges and other disabilities by more fully embodying the spirit of the Individuals with Disabilities Education Act (IDEA).</p> <p>As great as this challenge has been, the killing of George Floyd and the national shock waves which followed have created a second challenge of mammoth proportions. Again our teams have come together remarkably. I am so proud of them and their energy and creativity and compassion. As schools which serve a predominantly black and brown student population, we have been committed to developing a faculty and staff profile which reflects our student body. Several years ago, we began a pathway program to help residents of the same communities from which our students come to work toward and to become teachers and leaders at ICS. Through the current crises, we are continuing these initiatives.</p> <p>And we have done so while sustaining a substantial cut in funding. We have already sustained a 5 ½% cut in this year's funding. And the Governor is warning of additional cuts of as much as 20% if New York State does not receive federal relief.</p> <p>We will continue to reassess our financial situation as information becomes available and keep you updated.</p>
<p>New Business Notes</p>	<p>N/A</p>
<p>Executive Session</p>	<p>The Trustees called for an Executive Session at 7:45PM to discuss the salary of the President of ICS, Ken Byalin for the July 1, 2020 - June 30, 2021 school year. The session ended at 8:13PM and then reconvened the full Board.</p>
<p>Adjournment</p>	<p>A motion was made by John Strand seconded by Nelly Tournaki and unanimous by all to adjourn the meeting at 8:14PM. The next Board of Trustees meeting is scheduled for July 23, 2020.</p>

Integration Charter Schools

Board of Trustees Meeting

Minutes
May 28, 2020
@ 6:31 PM

Trustees Present (Via Video)	Sheldon Blackman, Joseph Carroll, Bonnie Fritz, Denise Henick, David Lehr, Deborah Miller, Jill Patel, John Strand, Dirk Tillotson, Nelly Tournaki, Michael Caridi, Doris Schueler, Robin Lefkowitz
Trustees Absent	
Staff Present	Ken Byalin, Theresa Peterford and Mary Cottingham,
Parents Present	None
Others Present	None
Adoption of Consent Agenda	A motion was made by Bonnie Fritz seconded by Nelly Tournaki and unanimously approved to accept the consent agenda for the May 28, 2020 board meeting.
Committee Meetings/Reports	<ul style="list-style-type: none">● Executive Committee Report: The committee met on 5/13/20 Present: Deborah Miller, Jill Patel, David Lehr, Dirk Tillotson, K. Byalin, M. Cottingham and S. Tirado● ICS Annual Lottery reviewed. Outcome: Event went very well for New Ventures and Nicotra. Action Item: continue to work on increasing #'s at Lavelle elementary/middle school.● SED Desk Review: Renewal review will be conducted before June 30, 2020. Report due from each school in two weeks. Written survey questions due. Action Item: Written response follows after school reports are completed.● Status of Litigation: Lutheran Sinod held an inspection of the building today (May 13, 2020).● Facilities: CC3 is moving forward. A discussion was held concerning construction loan. Action Item: To be held with bank. Negotiate an extension of space at

Eltingville School.

Action Item: Lease on a monthly basis.

- Graduation 2020: Spear headed by Mary Cottingham, Sam Deluca & Elaine Bartley to develop an ICS Website for High School Senior's graduating class. Featured film makers are Orly Wiseman and her husband.

Action Item: Theme – Where are you going after high school?

- ICS Award: Honor Richard Fragiacom.

Action item: Board Vote

• **Finance & Audit Committee Report:**

This committee met on 5/13/20

Present: David Lehr and Jill Patel, as well as President Ken Byalin, staff members Mary Cottingham, Dana Volini, Jonathan Lipschitz, Catherine Uttaro.

Discussed the need for an additional Finance & Audit Committee member due to the passing of Richard Fragiacom. Agreed that this would be addressed at the next Governance & Nominating Committee meeting.

Discussed April year to date Budget to Actual file. Noted that the projected year end net income is \$707,274. This amount includes an accrual for the 401(k) match of approximately \$446 thousand. This amount is discretionary and as we are heading into an extremely difficult 20-21 budget year, the payment and accrual of the match will be further discussed.

Discussed April Cash Flow forecast file. Main items were per pupil funding received in April as planned approximately \$4 million as well as the proceeds of our PPP loan approximately \$3.5 million. The PPP loan proceeds will only be used for expenses allowable under the PPP loan program.

Discussed the 20-21 Budget file. Main items discussed but not limited to the following:

Income items:

PPP loan proceeds included
Conservative enrollment
Fundraising income conservative

Expense items:

Budget largely protects teacher's salaries

Non instructional personnel over \$85 thousand in salary to take a 10% cut in pay and time worked
Cuts to the number of TA's included to reflect teaching model strategy for this difficult year to get through
Reserves of \$2 million included to cover potential per pupil funding cuts as well as \$500 thousand payment due to Nicotra for CC3 construction.
PPP loan payments of \$1.5 million included in expenses. Assumes no forgiveness of the loan.
Assumes we finish the construction at CC3 in September, October, November timeframe one floor each of those months.

Overall this was meant to be a conservative budget that would cover further funding cuts and was mindful of keeping the most positive aspects of our schools intact. For more details on overall direction of organization see Ken Byalin Presidents report dated 5-28-20.

● **Governance and Nominating Committee Report:**

This Committee meet on 5/19/2020

Present: Robin Lefkowitz, David Lehr, Joseph Carroll, Deborah Miller and Mary Cottingham

Deborah Miller will reach out to John Strand by 5/28/20 to see if John would be willing to fill the Secretary role for ICS.

David Lehr will reach out to Denise Henick to see if she would be willing to serve on the Finance & Audit committee.

Mary Cottingham will continue to invite future trustees; Ed Fucini and Kathlyn Layne to Board meetings.

● **Education and Accountability Report**

This committee met on 5/20/20

Present- Doris Schueler, Bonnie Fritz, John Strand, Deborah Miller, Nelly Tournaki

Staff presented data on school lotteries which overall had high numbers, relative to last year, all of the more traditional schools had between 2 and 4.5 applicants per seat. We also reviewed attendance which was roughly on par with pre COVID numbers. Schools discussed their initial learning plans and how they had been revising them to adjust schedules and expectations to better serve students and families. While some students have thrived others have really struggled with distance learning. We also looked at the surveys of families on the experience, which were generally positive, though issues on the parents' ability to support children with the technology arose. Schools discussed how they were still maintaining the more social aspects of school, and then Diane Dislavo, Director of Counseling gave more detail on some of the social emotional challenges

	<p>and how the school was continuing to support families. The Committee recognized the hard work being done by staff and the really amazing transition that folks have made.</p> <p>We then discussed a new approach to the committee work—we will define a standard dashboard with regular reporting on key data points, some of those will be the same across schools (like attendance) others will be developed with the school leaders to key in on what they define as the key levers of success. These measures may take some iteration, but that is the task of the committee. So ultimately this will reflect key aspects of the charter school performance framework as well as individualized measures for the schools or school levels (Lavelle elementary v Lavelle high). The committee meetings will be focused more on a single school or issue and have a greater deliberative character.</p> <ul style="list-style-type: none"> • ICS Board Fund Raising Committee <p>This committee did not meet this month</p>
<p>Presidents Report</p>	<p>Working remotely through the Covid Pandemic has been a challenge to which the ICS team has risen. While life is far from normal, instruction has been proceeding at a very high level in all of our schools. While some students are struggling and many are facing severe challenges outside the classrooms, some are achieving remotely at a higher level than they were in the brick-and-mortar school. Our teams are going beyond expectations to insure as far as possible normalizing experiences. Plans are proceeding for a remote graduation. Lotteries for next year's admissions have been held on line. We are meeting the current instructional challenges and preparing for the challenges to come, summer school, and the uncertainties of the next school year. A very extensive report has been presented to the Education and Accountability Committee.</p> <p>We are also facing severe financial challenges. An austerity budget has been presented to the Finance and Audit Committee and will be presented to the Board. While we have been able to sustain commitments which we made last Fall to enhanced Special Education instruction and to the Teacher Pathway Program, both essential to our future, this has not happened without pain. First of all, it has been necessary to increase class size. It has been necessary to reduce the work week of senior staff by at least 10%. It has been necessary to severely limit salary increases, with the primary exception of increases in compensation of dually-certified, middle and high schools core content teachers, whose increased compensation is helping to motivate others to earn the dual certification. It will likely be necessary to forego the 401k match for at least one and possibly two years. Finally, it is likely that as many as 14 Teacher Assistants will not be offered positions for next year. While most of these positions were eliminated as a result of Special Education staffing restructuring, some positions were reduced as a result of increases in class sizes. These reductions came in addition to the</p>

elimination of four part-time Senior Educator positions which occurred at the end of March.

We are currently optimistic that at least one of the three floors in Corporate Commons 3 will be ready for occupancy for the opening of school.

Although we continue to explore a number of options, we expect that that Nicotra Early College will move in first, followed by the Lavelle Elementary Division, and then New Ventures and the Administrative office. Until the move, the Elementary Division will be divided between the trailers and CC1. We are continuing to work with a number of real estate brokers on possible homes for Richmond Prep for September 2021.

While distance learning is a continuing challenge and a learning opportunity, we are facing now the new and in some ways really wonderful opportunity to plan for a gradual return to normalcy and to show what we as a charter school community can uniquely do that large public bureaucracies can't. Every member of our community is unique. Every family is different. We may have a chance to respond to the uniqueness of our teachers and staff and of our students and their families.

Many of our staff are in the high-risk categories, those most likely to suffer should they contract the virus. We can mitigate the long-term consequences of Covid19 if we minimize the chances that these staff members are exposed to the virus. Some staff members while themselves at lower risk are caretakers for high-risk family members. Can we minimize this risk as well? Each of us needs to assess the risks which we are willing to take. We would like to establish a process and a design for reopening through which these individual decisions can be respected.

The families of our students face these and other challenges. For some, the economic viability of the family depends on parents returning to work. For some, this is impossible unless their children are schooling in a brick-and-mortar building.

This month we are beginning a process of town halls and surveys with staff and parents to assess needs and constraints. Under what conditions are you willing and able to return to work? Under what conditions will you send your student back to the school building? Under what conditions would you opt to continue distance learning?

Although we will begin this process this month, we will resurvey again during the summer. We know that individual decisions are changing as more information becomes available. Our schools will continue to dialogue with families and faculties explore alternatives.

If we are lucky we will be able to match faculty capacity with student need for brick-and-mortar instruction. We will, of course, be constrained by State and City health regulations and by OSHA requirements. We will be constrained by our financial resources. We know that some students are thriving in a remote learning environment. We know that some are

	<p>struggling. We hope that as a charter school we will be able to take these differences into account. We will be attempting to share this information with parents, about how our students in general are responding to this new learning environment, as well as the specific response of each parent's child. The more information they and we have, the better our decisions can be. We are guardedly optimistic that the State Education Department will allow us the flexibility to respond creatively to student and family needs.</p>
<p>New Business Notes</p>	<p>The Board discussed the newly introduced "Action Item" tracking sheet. It was suggested during the March 2020 Board meeting to create a document to help with organizing and tracking actionable items that arise during the monthly Board meetings. Suggestions after reviewing the format was to add a column marked "status" and "due dates".</p> <p>Joe Carroll asked for clarity on who is responsible for monitoring the proposed action times. It was discussed and agreed that the Committee Chairs would be responsible to review and ensure implementation of their respective committees' action items.</p> <p>Edits will be made and an updated document will be circulated via Google docs for the Board to review.</p> <p>There was discussion on possible future expansion plans for ICS. Trustees were enthusiastic about the idea of the possibility of a vocational school. Doris Schuler spoke about a vocational school focusing on the arts.</p> <p>Dirk Tillotson felt ICS has schools that we've already gotten "right". We should be doing more models like Lavelle Prep since the demand is there.</p> <p>John Strand would not want to grow current schools at this time.</p> <p>There was a recommendation to honor the passing of former trustee Richard Fagiaco with a scholarship in his name. Each Trustee agreed to donate \$50 each to go toward the scholarship.</p> <p>A motion was made by Joseph Carroll seconded by Nelly Tournaki and unanimous by all to honor past Trustee Richard Fragiaco with a cash scholarship in his name for one senior from both 2020 graduating classes (LP & NV) who embodied Richard's passion for fairness, community and kindness.</p> <p>Shelly Blackman inquired if the PPE loan is treated as income? ICS has budgeted to repay the loan in this year's budget in case we do not receive the forgiveness loan.</p> <p>Nelly Tournaki wanted to know what the class size in which ICS budgeted for. Ken Byalin replied that the budget is based on 20 students in a classroom. She also had questions on what were some the deciding factors</p>

	<p>for considering NOT matching the 401K. Ken mentioned some factors included in that decision depended on how much NYS will receive from the Federal government and how sever the NYS tax fall will be.</p> <p>Nelly also inquired about the 14 TAs who are being let go. Are they aware and will they receive unemployment benefits? Ken gave an update: yes the TAs are aware and they are eligible for unemployment and will receive health care benefits through the end of August.</p> <p>David Lehr asked the Trustees present if anyone would be available to join the Finance & Audit committee. Joe Carroll will consider it. The Governance and Nominating committee will address recommending Joe as for the Finance Committee and officially nominating John Strand as the next Secretary at the June Governance & Nominating meeting.</p> <p>Doris Schueler suggested a social gathering for Trustees via zoom for the upcoming Saturday at 7PM.</p>
Adjournment	<p>A motion was made by David Lehr seconded by John Strand and unanimous by all to adjourn the meeting at 7:35PM. The next Board of Trustees meeting is scheduled for June 25th, 2020.</p>

Integration Charter Schools

Board of Trustees Meeting

Minutes

April 23, 2020 @ 6:35PM

Trustees Present (via video)	Sheldon Blackman, Joseph Carroll, Bonnie Fritz, Denis Henick, David Lehr, Deborah Miller, Jill Patel, John Strand, Dirk Tillotson, Nelly Tournaki, Michael Caridi, Doris Schueler
Trustees Absent	Richard Fragiacomio, Robin Lefkowitz
Staff Present (via video)	Ken Byalin, Mary Cottingham, Rei Rexha, Jenna Curran, Kristina Mazza, Dori Rehxa, Jonathan Lipschitz
Parents Present	None
Others Present	
Adoption of Agenda, Approval of Minutes and Committee Reports	A motion was made by David Lehr seconded by Joe Carroll and unanimously approved to accept the April 23,2020 agenda, minutes and committee reports from the March 26, 2020 Board meeting.
Resolution: Non-Material Charter Revision Request: to not open k-2 in 17-18 and 18-19 school year	<p>A motion made by Sheldon Blackman, seconded by Joe Carroll and unanimous by all to accept the RESOLUTION WHEREAS, on March 22, 2017, the Board of Trustees of John W. Lavelle Preparatory Charter School ("<u>Lavelle Prep</u>" or the "<u>School</u>") submitted a request for a non-material charter revision to its then charter entity, the New York City Department of Education ("<u>NYCDOE</u>"), seeking to revise the enrollment pattern for the elementary school to reflect the Board's decision not to expand to serve grades K-2 until the School's new facility was ready, which was anticipated to be the 2019-2020 school year (the "<u>March 2017 Request</u>"); and</p> <p>WHEREAS, on March 22, 2017, the March 2017 Request was also sent to the New York State Education Department Charter School Office ("<u>NYSED CSO</u>") because at that time, Lavelle Prep and New Ventures Charter School had already submitted their Application for Merger to NYSED CSO; and</p> <p>WHEREAS, in April 2017, the Board of Regents of the University of the State of New York (the "<u>Board of Regents</u>") approved the Application for Merger of Lavelle Prep with New Ventures Charter School, with New Ventures Charter School as the surviving education corporation renamed Integration Charter Schools ("<u>ICS</u>"); and</p> <p>WHEREAS, in August 2017, as part of its renewal application, Lavelle Prep submitted a projected enrollment table</p>

	<p>(Attachment L) to NYSED CSO which showed that Lavelle Prep would not serve students in grades K-2 until the 2019-2020 school year; and</p> <p>WHEREAS, Lavelle Prep did not serve students in grades K-2 during the 2017-2018 school year; and</p> <p>WHEREAS, in March 2018, the Board of Regents granted Lavelle Prep a 5-year full-term renewal; however, the Regents Item for the renewal, which included a chart correctly showing that Lavelle Prep, as requested, served students in grades 3-12, and not K-2, during the 2017-2018 school year, also included a chart showing that Lavelle Prep would be serving students in grades K-12 starting in the 2018-2019 school year; and</p> <p>WHEREAS, as outlined in Attachment L of the School’s 2017 renewal application, Lavelle Prep did not serve students in grades K-2 during the 2018-2019 school year (and also is not serving students in grades K-2 during the current, 2019-2020 school year based upon a separate approval from NYSED CSO); and</p> <p>WHEREAS, the Board of Trustees of ICS seeks clarification from NYSED CSO that Lavelle Prep’s revised enrollment pattern for the elementary school reflecting the Board’s decision not to expand to serve grades K-2 during the 2018-2019 school year, was approved by NYSED CSO as a non-material revision.</p> <p>NOW, THEREFORE, BE IT RESOLVED, that that the Trustees and Officers of ICS are and each of them hereby is, individually or together, authorized and directed, in the name and on behalf of ICS, to do all such things and take all such acts for and on behalf of Lavelle Prep as may be necessary or advisable in order to obtain clarification from NYSED CSO that Lavelle Prep’s revised enrollment pattern for the elementary school, reflecting the Board’s decision not to expand to serve grades K-2 during the 2018-2019 school year, was approved by NYSED CSO as a non-material revision including, without limitation, to execute and deliver any documents as may be required by NYSED CSO.</p>
<p>Presentation</p>	<p>The Lavelle Prep Principals: Jenna Curran, Kristina Mazza & Dori Rexha. Conducted a brief presentation for their respective schools on “what success looks like for their students”.</p>
<p>Committee Meetings/Reports</p>	<p>● Executive Committee Report: The committee met on April 7, 2020. Present via video (Trustees): Deborah Miller, Jill Patel, David Lehr and Dirk Tillotson.</p> <p>ICS Staff Present: Ken Byalin, Mary Cottingham, Jonathan Lipschitz and Sharena Tirado (tech support).</p> <p>The President’s Report submitted by Dr. Ken Byalin explains in detail the conclusion to many of the topics discussed during our Executive Meeting. Below is a synopsis of topics discussed:</p>

- . Projection of NYS Revenue proposed a 10% - 15% cut by Governor's Budget (3M to 4.5M)
- . 5.5% cut per pupil – presented to committee a 3M dollar surplus
- . ICS will save 1.5M by increasing class size
- . Support staff to move towards 4/5th work week; save 1/2M and No 401K match
- . Payout to Nicotra
- . 1.7M reserve in ICS Budget
- . Apply for Federal payroll funds (Small Business)
- . Continue to pursue teachers dual certification and No cuts to Teachers salary; possible cuts to elementary school interns'.

We discussed and salute the outstanding work and dedication displayed under the leadership of Dr. Ken Byalin, President, administrators, principals, clinical staff, teachers, teacher assistance/interns, tech staff; all of our students and their parents/family members during this unpredictable time. We thank you and continue to support your extraordinary commitment to Integration Charter School. Cordially submitted: Deborah Miller.

- **Finance & Audit Committee Report:**

This committee did not meet this month.

- **Governance and Nominating Committee Report:**

This committee did not meet this month.

- **Education and Accountability Report**

This committee met on 4/7/2020.

Present via video: Bonnie Fritz, Deborah Miller, Doris Schueler, John Strand, Nelly Tournaki

Staff and faculty: Aimee Horowitz, Ryan Melis, Yelena Osoros, Theresa Peterford, Dori Rexha, Chris Zilinski, Jenna Curran, Joe Zaza,

Meeting started with a presentation of **Distance Learning Highlights**

- **LP Elementary**

- Lesson on “volume”: A 5th grade student with an IEP scored a 50% on a volume skill in iReady. The teacher, Rawan Husein, connected the topic to a real life experience which she presented to her class in a video she created. The video was very engaging and received great feedback.

- **LP Middle**

- 7th grade teachers shared their pets on video during Bring Your Pet to Class day.
- For Spirit Week students and staff dressed in blue to support Autism awareness; wore crazy socks and hair styles; represented their culture by dressing in special clothing from their countries, and students dressed up like their favorite teachers.

- **LP High**

- The first online project for the Pre-Calculus class was a great success. The performance task was introduced in class and students were informed via a google hangout chat to break into groups. They used the chat to collaborate outside of class and calculators were not to be used. One of the groups group coordinated a zoom meeting, so the teacher requested that they record it. The task of analyzing the sinusoid was not an easy one. They did a great job!

- **New Ventures**

- Mr. Melis sent a video to all parents, students, and staff to update them on distance learning, as well as answer some questions that may be weighing on their minds.
- Spirit week included stingray colors (sport's mascot), blue for Autism awareness, tie dye Tuesday, PJ day, and more.

- **Nicotra**

- Created an inspirational video to keep the spirit of Nicotra high.

Distance Learning Attendance was presented.

Distance learning has been well attended. For the first two weeks of distance learning:

- LP EM has a 93% attendance rate
- LP MS has 97% attendance rate
- LP HS has a 95% attendance rate
- New Ventures has a 65% attendance rate (a little lower than usual which around 80%)
- Nicotra has a 94% attendance rate

General comments on **Continuity of Learning Plan**

- Submitted to NYSED by Theresa Peterford and Aimee Horowitz.
- ICS staff continue to utilize online platforms and resources including Google Classroom, Zoom, NearPod, and Test Wizard. Staff are available to assist families with technology questions and needs.
- Attendance is monitored through live classes and assignment completion. School staff continue to regularly communicate with families.
- Teachers and support staff continue to provide appropriate accommodations for students with disabilities. Related services take place via google classroom. ICS teachers who service ELL students continue to work collaboratively with ENL teachers to individualize and tailor instruction to student's needs.
- Counselors are available for all students and families and will remain available during Spring Break. Counselors have remote sessions with students receiving on-going counseling.

- LP Elementary:* Teaching teams have been developed to support teachers and students. Teacher teams deliver instruction via Google Classroom from 9 am through 4 pm. Instruction is delivered in whole class, small group, or individual sessions. Teachers continue to differentiate instruction to meet the needs of their students. Students also complete work using online adaptive programs, such as iReady at their own pace. The leadership team tracks the quality of instruction by examining and assessing teacher teams, daily lessons and assignments; while also ensuring that adaptive programs are being incorporated throughout the week to allow students the time needed to work at their differentiated levels. Leadership works with teachers to provide feedback on lessons, pacing, and standard alignment. Teachers check student work daily and provide students with feedback.
- LP Middle:* Teaching teams have been developed to support teachers and students. Teacher teams deliver instruction via Google Classroom from 9 am through 2 pm. Instruction is delivered in whole class, small group, or individual sessions. Teachers continue to differentiate instruction to meet the needs of their students. Students also complete work on online adaptive programs, such as iReady and ImagineMath, at their own pace. The Middle School leadership team tracks the quality of instruction by examining and assessing teacher teams 'daily lessons and assignments; while also ensuring that adaptive programs are being incorporated throughout the week to allow students the time needed to work at their differentiated levels. Leadership works with teachers to provide feedback on lessons, pacing, and standard alignment. Teachers check student work daily and provide students with feedback. In response to family requests, a virtual after school and Saturday school program has been implemented.
- LP High and Nicotra:* Teaching teams provide live 30-minute classes delivered through Zoom and Google classroom to include student participation, small group instruction, collaboration, and assessment. Students follow adapted versions of their regular schedule. Wellness, electives, guidance, movement, and arts classes are currently primarily delivered as independent study courses with teacher support. Nearpod subscriptions were provided, allowing discussion and real time assessment. The leadership team regularly provides actionable feedback to teachers.
- New Ventures:* All students participate in live classes for all courses utilizing a modified version of their daily schedules Monday through Thursday. In lieu of in-person internships, students earn Internship credits through online assignments,

research projects, profession exploration and career skills development courses. Teachers utilize Zoom, Google classroom and Nearpod for instruction, discussion, and assessment. Students and families are regularly provided feedback. In an effort to relieve and reduce stress, “Mindful Mondays” and “Staff/Student Family Time” continue, offering time to breathe, reflect, share concerns, and support one another.

Respectfully submitted by Nelly Tournaki

• **ICS Board Fund Raising Committee**

This committee met on April 9, 2020

Present via video: Mike Caridi, Denise Henick, David Lehr, Ken Byalin, Mary Cottingham, Jill Patel

2020 Board Fundraising

The group met by conference call to discuss fundraising during the pandemic. It was agreed to send a “state of the school” summary to constituents in the next couple of months, outlining how this year is ending and our financial concerns for September. Based on developments with the state budget and other funding sources, this group will reconvene and may shift our fundraising priorities.

Next meeting

To be scheduled later.

Submitted,
Jill H.B. Patel

Presidents Report

Already in the Summer of 2019, we knew that the 2020-21 budget process would be difficult.

Our schools are organized around the mission of fully integrating students living with emotional challenges and other disabilities. More than one third of our students are classified for Special Education.

In the Summer, we knew that our efforts to staff our classrooms with a teacher certified both in the course content and special education supported by a teacher assistant was lagging in middle and high school grades. We were evolving a two-pronged strategy to address this challenge. A long-term prong, to dramatically increase compensation for dually certified teachers, would stimulate teacher motivation to obtain the second certification but would take time to bear fruit. In the meantime, a second, short-term prong would require us to replace teacher assistants in many core classes with SPED-certified co- teachers. This second prong would come at a substantial cost.

While some first steps were practicable during the 2019-20 academic year through short-term reorganization of instruction as vacancies occurred, the big reorganization would occur in 2020-21. We knew it would cost a lot of money and we acknowledged that it might force us to terminate some long-serving teacher assistants. This would be wrenching. By announcing this prospect at the Future of ICS luncheon last October, we hoped to communicate the urgency of moving toward a teaching credential to our TAs.

Around that time, we were also recognizing that our growth, -- we had opened with 75 students in our first year to over 1,000 in year 11, -- had brought us to a place where we were due for a revamping of our budget process.

When we were smaller, with fewer students, fewer schools, and fewer principals, our budget process had been a rather informal system. In the earliest years, I created the budget, beginning with the 16 alternative scenarios required by the NYC Department of Education before their approval of our first charter.

As we grew, our Vice President for Administration, Dana Volini, joined me in the budgeting process with informal consultation with the principals. This Fall, we realized that we were overdue for some changes. We need to structure the budget process in such a way that principals were really engaged in the budgeting decision process.

Like most organizations, we are working with projections of future resources. From our earliest days, at the urging of our founding treasurer, Shelly Blackman, we have adopted the discipline only on the basis of secure funding streams, primarily the per pupil funding determined legislatively in the annual NYS budget. We have never relied in our expenditure projections on, for instance, the hoped-for fruits of fund-raising efforts.

This year, we wanted all principals to be directly and actively involved in decisions for their division. This meant that they would be involved in the trade-offs involved in every budget. For most of them, this was a very new process. There would be a learning curve. So we got started on the 2020-21 budget earlier than we ever had before.

The lessons emerging were fascinating. Part of the nature of the principal's responsibility in our system biases them toward a very short-term perspective. They are hyper focused on the current academic year because they are accountable for student scores on this year's Statewide exams.

At the same time, we know that our long-term success, academically and economically, depends on our human resource strategy of moving teacher assistants and other ancillary instructional personnel toward

full accreditation as dually-certified teachers.

In evaluating our instructional personnel, we needed to be paying attention both to short-term instructional results (*which have a significant impact in the charter school renewal process*) and to each person's likely long-term contribution to our schools. We had to ask not just who will be the best teacher next September but also who is most likely to be the most valuable teacher in five or ten years.

The budget work was challenging and slow, but we were making progress. We had developed a template for the minimal instructional staff which we would need in order to insure regulatory compliance. We created a zero-base, *pro forma* using this template, and we were already facing heavy spending deficits in every division. We made the decision to increase maximum class size from 17 to 18 in order to comply with the spirit of IDEA. With this adjustment in place, we were in a livable budget area, although many difficult decisions remained. We already knew that we would not have jobs in 2020-21 for all TAs and maybe not for all teachers. We were meeting with small groups of staff to make sure they were aware that their chances of having positions for next year might depend on the progress which they were making this year toward dual certification.

And then **COVID-19** hit.

As the economic impact on New York State was recognized, the governor announced stark projections. He anticipated revenue falling 10-15%. He declared his intention to maintain a balanced budget. As a result, we could anticipate a comparable reduction in state spending, including education.

Facing up to this, we began immediately to prepare an austerity budget. There was push back. *Aren't we being too pessimistic? Maybe COVID-19 won't be so bad. Maybe education won't be effected.*

No one likes budget cuts. They are always painful. This was shaping up to be our most painful budget.

Maybe. But for us, the consequences of running out of money in the middle of the school year could mean the shutdown of our schools. Planning for survival became priority number one.

How do we cut 10-15% from a budget which was already going to involve considerable pain?

We considered back-pedaling from efforts to upgrade special education delivery in our schools. We considered back-pedaling from the teacher pathway program which we considered crucial to our long-term operational success. We concluded that we were better handling the short-term crisis **without jeopardizing the future.**

We would not risk cutting teacher salaries. Not just because they work really hard and we love them. Not just because they are our most valuable resource. We also exist in a highly competitive job market. The NYC Department of Education offers attractions with which we cannot compete, in particular an excellent pension. We cannot fail to compete on salaries and hope to keep our teachers.

We could risk cuts in non-direct-service personnel. We could reduce the full-time management and administrative staff to an 80% work week. We could limit raises for direct-service staff other than teachers. We could reduce or suspend entirely our employer 401(k) match. We were still far short of a balanced budget.

We could increase class size further, from 18 to 20. Now the gap is beginning to close. But in the midst of this, the bank with whom we had been about to close on a \$3.5 million construction loan for the completion of the Corporate Commons 3 build out decided to stop lending money due to the great Covid uncertainty. This had nothing to do with us, they told us. The loan officers were very supportive. The decision came from much higher up.

Fortunately, it has not all been bad news. The State budget was approved. It included a 5.5% cut in education funding. But it also included a mechanism for additional cuts later in the year if revenue falls below anticipated levels of revenue anticipated in the budget. We will not make cuts later in the year. We need to be prepared to continue to educate the students in our schools. We need to build a cushion into our budgets to absorb mid-year revenue reductions.

Fortunately for us, most of the cuts came out of legislatively anticipated increases in revenue. Fortunately, in our conservative budgeting approach, we never anticipate revenue increases until the State budget is approved. We were able to absorb the first cut. We still needed to anticipate another 10% cut in revenue occurring over the course of the year.

Then, in early April, it became clear that two of our still growing divisions, Lavelle Prep Elementary and Nicotra Early College, had fallen short of enrollment application targets. The COVID-19 pandemic had first limited participation in direct outreach programs and then, in the final weeks pre-lottery, shut them down entirely. Conservative budgeting required us to reduce enrollment projections by 60 students, resulting in a 5% reduction in projected revenue, \$1.5 million.

At this point, **there is some good news.** We have been approved for a \$3.5 million loan through the Small Business Administration, part of the federal CARES response to COVID-19. We will not know for several months how much of that loan will be forgiven. So at this point, we are budgeting on the assumption that we will be paying it

	<p>back.</p> <p>Also, we have successfully resolved some open questions, impacting the build-out of Corporate Commons 3 which has removed a significant financial uncertainty.</p> <p>And there is hope that NYS will receive \$164 million of Governors Emergency Education Relief funding. The New York Charter Schools Association is hopeful that this will obviate the need for further cuts in State education funding and that our funding will remain at our current levels.</p> <p>Hopefully, the uncertainties will decrease as we move forward with the budget process. We expect to present our proposed budget to the Finance and Audit Committee on May 7. We will continue to refine cost estimates in the coming weeks as we work through the difficult decisions which are necessary. We are all indebted Dana Volini, Jon Lipschitz and to our whole leadership team for their efforts through this very difficult process.</p> <p>Ken thanked the Board and stated it was one of the best Charter School Boards out there.</p>
<p>New Business Notes</p>	<p>David Lehr wanted to “Thank” all the senior educators, who were recently laid-off from ICS due to COVID-19 budget cuts. David remarked that they did ICS a great service and the Board is grateful for their time and contributions.</p> <p>Deborah Miller has been in contact with Shereen Williams, and will reconnect with her in May 2020 regarding holding a Board retreat.</p> <p>Deborah would like to create and manage a document which will track <i>action items</i> generated from committee and board meetings.</p> <p>On May 7th ICS will present budget to the Finance and Audit Committee.</p> <p>Dirk Tillotson spoke briefly about the New Dashboard project. He will work with the Education & Accountability Committee to identify some of the key indicators that can measure student success.</p> <p>Nelly Tournaki wanted to know if there was a possibility of the number of students per class increasing past 20. At this time there is no plan to increase the number of students above 20.</p>

Adjournment

A motion was made by Michael Caridi seconded by Joe Carroll and unanimous by all to adjourn the meeting at 7:39 PM. The next Board of Trustees meeting is scheduled for May 28, 2020.

Integration Charter Schools

Board of Trustees Meeting

Minutes

March 26th @ 6:30PM

Trustees Present	Via video conference: Bonnie Fritz, Jill Patel, Dirk Tillotson, Michael Caridi, Nelly Tournaki, John Strand, Sheldon Blackman, Richard Fragacom, Denise Henick, David Lehr and via conference call: Joseph Carroll, Deborah Miller
Trustees Absent	Doris Schueler, Robin Lefkowitz,
Staff Present	Ken Byalin and Mary Cottingham, Aimee Horowitz, Theresa Peterford, Jonathan Lipschitz
Parents Present	None
Others Present	Dr. Kathlyn Layne
Approval of Agenda, Minutes and Committee Reports	A motion was made by Michael Cardi seconded by Sheldon Blackman and unanimously approved to accept the March 26, 2020 agenda, committee reports and the February 26, 2020 Board minutes.
Presentation	None
Committee Meetings/Reports	<ul style="list-style-type: none">● Executive Committee Report: The committee met on 3/11/2020 Present: Deborah Miller, Richard Fragiacom, Dirk Tillotson, Jill Patel, Ken Byalin, Mary Cottingham, Dana Volini, and Susan Briggs (for CMO discussion only). <u>Charter Management Organization</u> Phone call with attorney Susan Briggs to discuss pros and cons of establishing a CMO. Agreed to discuss further after Board deliberations on the ICS plan for growth. To do: Discussion of the ICS strategy for growth will be the major discussion item at the April Board meeting.<u>Board Retreat</u> John Gustafsson's presentation to the Board was not a substitute for a full Board retreat. To do: The current and future strategic plan will be a major topic at the Board retreat. The retreat committee will update the full Board on plans.

What is success?

To do: For the March Board meeting, the three Lavelle principals will be invited to lead a discussion on “what does success look like for your students?”

Facilities

The status of several possible properties was reviewed.

Coronavirus

The schools are preparing for a possible temporary closure. Working from home is a major problem for students without internet access.

A decision was reached to cancel an in-person gala and to request stay-at-home donations instead.

To do: The Gala committee will be asked to change the focus to a non-event but a request for donations.

Board dashboard

A prototype dashboard of key indicators was discussed.

To do: A second draft dashboard will be presented at the March Board meeting.

● **Finance & Audit Committee Report:**

This committee met on 3/11/2020

Present: Jill Patel, David Lehr, Richard Fragiacommo, Ken Bylain, Dana Volini, Jonathan Lipschitz

- 1) Students at 86% of budget mainly due to lower than budgeted Nicotra School
- 2) Grants are under budget by \$2.1 million directly related to headcount
- 3) Contributions are up 17% over budget
- 4) Income in total under by approximately \$2.1 million related to headcount above
- 5) Expenses down \$2.3 million or 12% under budget - suggests good management of costs
- 6) Robust cash balance of \$7.5 million going into March
- 7) Our actuals show sound correlation as compared to Net Income projections
- 8) During the meeting we discussed cost effective strategies of cash management

● **Governance and Nominating Committee Report:**

This committee did not meet this month

● **Education and Accountability Report**

The committee met on 3/11/2020.

Trustees present - Doris Schueler, Bonnie Fritz, John Strand, David Lehr, Dirk Tillotson.

The committee received reports on the progress and highlights of the schools—overall schools are making strong progress with some identifiable pain points.

New Ventures earned a full 5 year renewal and was recognized for having the highest graduation rate of any charter transfer high school in the state. Strong survey data was also noted in the renewal decision. That said, the school is taking the issues raised by SED seriously, including the more robust use of formative data to inform and adjust instruction as well as having more student centered and differentiated teaching. Staff will demonstrate some of these “grows” when the state visits later in the year. New Ventures showed pretty much across the board regents growth s well, including a 93% pass rate on ELA and a 22% increase in US history (77% pass rate).

Lavelle- again showed strong results on the regents—96% passed ELA, 73% passed math (an increase of 37%) and some other impressive gains and a few dips. It should be noted that this is the January regents, where outside of ELA, it is for students who already failed the regents, so it is a different subset of students. We discussed how the staff addresses students who fail and the strategies around reteaching and targeting areas of group or individual needs.

Nicotra had an 87% ELA pass rate, and a 6% pass rate for algebra, and 73% of students were deemed college ready.

Richmond Prep was officially delayed a year for opening, families have been made aware.

We had three students win scholarships for academic excellence.

We discussed some of the strategies staff were employing—pairing ELA teachers with content teachers at high school, to tie writing to the content area, like history, doing test prep in “colleges” for the elementary school, and pushing living environment to middle school. Next meeting is scheduled for 4/29/20.

- **ICS Board Fund Raising Committee**
- This committee did not meet this month**

Presidents Report

We are in the midst of an extremely challenging crisis, and I am proud to report that our ICS team is performing at a very high level. Our schools have been closed to students since March 16 and to faculty and staff since March 18. All schools will receive a deep cleaning now and will be re-cleaned before re-opening. Our administrative office will remain open so that a few critical functions can be completed in a timely way.

Each of our schools is providing students with distance based learning experiences aligned to the New York State Learning Standards and the school's curriculum. Learning is differentiated to meet students' needs, and in accordance with our charters, all classes are staffed with either a dual certified teacher and teaching assistant or a special educator and content specialist working as a team. Through our distance learning model, we are continuing to provide support and Specially Designed Instruction for all students including

	<p>our students with disabilities and 504's to the greatest extent possible.</p> <p>Further, to ensure that all students have access to instruction, all students and staff have been provided with the needed technology and technology support. And to ensure that our students and families receive any social emotional, mental health and/or crisis support they need, our counselors are available to all students and families. They are also continuing to meet virtually with groups of students and individual students on a case by case basis. We have updated each school's website with information and schedules for distance learning and other supports for families and will continue to do as we learn more about our families' needs.</p> <p>Our support teams are all prepared to carry on vital functions including technology, communications, financial and human resource functions.</p> <p>At the same time, we face a great deal of uncertainty. While we have been assured that we will receive scheduled per pupil funding in May (the final payment of this school year) as well as they July payment (to begin the 20-21 school) year, as of this writing, a number of rules remain in effect. Two are particularly critical. There has been no waiver of the 180-day, instructional-year requirement. And there has been no general approval for remote learning (which is not specifically authorized in our charters). There is still no complete guidance on what will happen regarding Statewide tests, including Regents exams. This question is critical for us: many of our seniors still need to pass a Regents exam in order to graduate.</p> <p>On the facility front, construction at CC3 continues to lag. And it is possible that the current crisis may result in additional delays. We are developing plans to begin the year in multiple temporary facilities. Finally, we continue to explore facility options for RPCS for September 2021.</p> <p>Despite the stress, or because of it, our teams are learning valuable lessons. For instance, remote learning skills will likely be important additions to our instructional repertoire. Together, we will get through this.</p>
New Business	<p>Aimee Horowitz, VP of Academic Excellence, provided an update of each school's successful experience with distance based learning since the Covid pandemic mandated the closure of our school's facilities (effective 3/16/20). She also reported on the strong student attendance percentages during the first few weeks of virtual learning.</p>
Adjournment	<p>A motion was made by Richard Fragiacommo seconded by David Lehr and unanimous by all to adjourn the meeting at 6:52 PM. The next Board of Trustees meeting is scheduled for April 23, 2020.</p>

Integration Charter Schools

Board of Trustees Meeting

Minutes

February 26, 2020 @ 6:30PM

Trustees Present	Jill Patel, Joesph Caroll, Sheldon Blackman, David Lehr, Bonnie Fritz, Denise Henick. The following trustees participated via video conference call: Dirk Tilloton, Deborah Miller, Richard Fragiaco, John Strand, Nelly Tournaki
Trustees Absent	Mike Caridi, Robin Lefkowitz, Doris Schueler,
Staff Present	Ken Byalin and Mary Cottingham,
Parents Present	None
Others Present	John Gustaffson
Adoption of Agenda	A motion was made by Denise Henick seconded by Bonnie Fritz and unanimously approved to accept the agenda for the February 26, 2020.
Approval of Minutes	A motion was made by David Lehr seconded by Bonnie Fritz and unanimously approved to accept the minutes from the January 23, 2020 Board meeting.
Presentation	John Gustaffson –Board Training
Committee Meetings/Reports	<ul style="list-style-type: none">● Executive Committee Report: <p>The Committee met on February 12th, 2020</p> <p>Present: David Lehr, Richard Fragiaco, Dirk Tillotson, Ken Byalin, Mary Cottingham, Dana Volini, Jill Patel and Deborah Miller (via conference call).</p> <p>The executive committee recommends that the ICS Board adopt the same <i>Code of Conduct</i> for Lavelle Prep and Nicotra which was approved during the New Ventures renewal in 2019. As well, the committee recommends approving the updated language in all three student and family handbooks.</p> <p>It was brought to the executive committee’s attention that ICS/Lavelle Prep received a letter of concern from the State Education Department on 2/4/2020. The letter highlights concerns which Ken & Dana had discussed with State Ed on a conference call on 12/5/2019. The two main items of concern are:</p>

- Completing operational & financial reports on-time (audit, annual report, CSP Grant).
- Lavelle Prep's state exam scores for grades 3 through 8. The numbers are below state averages.

ICS is crafting a response to State Ed with the changes we have already made.

ICS has hired a new Director of Finance, former trustee Jonathan Lipschitz. Our Human Resources department vetted and scheduled 5 candidates to be interviewed. This was after receiving several resumes for the position. Two of those candidates declined an interview after an initial phone conversation. Jon will start on 3/2/2020.

Facilities update: CC3 lease is being reviewed by our real estate attorney and he will propose changes to the lease.

Ken spoke about the possibilities of ICS becoming a Charter Management Organization (CMO). A request was made for Susan Briggs (Attorney) to create a pros and cons list for the next executive meeting to review.

Jill Patel spoke about the idea of moving toward a "consent agenda" style of reporting for our monthly board meetings.

A motion was made by Sheldon Blackman seconded by Joe Carroll and unanimous by all to accept the Executive Committee report and recommendations.

- **Finance & Audit Committee Report:**

This committee did not meet this month.

- **Governance and Nominating Committee Report:**

This Committee meet on February 18, 2020

Present: David Lehr, Joe Carroll, Robin Lefkowitz and Mary Cottingham

The Governance & Nominating committee recommends to the ICS Board that the following two candidates join the ICS Board of Trustees: Eddie Fucini & Kathryn Barrett-Layne, PhD.

The Committee has requested a complete list of all trustees' attendance at Board meetings as well as their respective committee meetings for the last 12 months. Mary will provide this information at the next Governance & Nominating on Monday, 3/23.

The Committee will continue their efforts sourcing additional Board members who possess the skills and knowledge needed to best support ICS.

Joe Carroll will have a conversation with Al Curtis to gauge his interest in joining the Board.

Sheldon Blackman made a motion for the Board to accept the recommendations from the Governance & Nominating committee to have Eddie Fucini & Kathlyn Barrett-Layne, PhD join the Board.

Mary Cottingham will reach out to both candidates for next steps.

Martin Krongold has resigned from the Board effective February 26, 2020.

A motion was made by Sheldon Blackman seconded by Bonnie Fritz and unanimous by all to accept the Governance & Nominating Committee Report

- **Education and Accountability Report**
This Committee did not meet this month

- **ICS Board Fund Raising Committee**

This Committee met on February 20, 2020

Present: Mike Caridi, Denise Henick, David Lehr, Mary Cottingham, Jill Patel

2020 Board Fundraising

The Fundraising Committee members are reaching out to all the trustees to ask for their personal and significant cash contribution to the school in 2020. About 25% of the trustees have already pledged.

Fundraising Focus

The Committee decided to focus on our DBT (Dialectical Behavioral Therapy) counseling program as the goal of our 2020 fundraising efforts. DBT was chosen since it is used in all our schools and with all our students and is really at the heart of how ICS helps students succeed. It should also have broad appeal to donors - who doesn't understand the need for kids to learn to control their emotions and behaviors! Theresa Peterford will be asked to develop a one-page summary we can use in preparation for meeting with potential donors and we will also develop a hand-out and website page to highlight this program.

Potential donors

The Committee reviewed the master list of potential donors. Further discussion and research will be scheduled for the March meetings.

Next meeting

The next ICS Fundraising Committee will be held at 8:00 am on Thursday, March 12, 2020.

A motion was made by Joe Carroll seconded by Denis Henick and unanimous by all to accept ICS Fundraising Committee report.

Presidents Report

IDEA Center of Excellence

Theresa Peterford, our Vice President of Education, *Integration Excellence*, has been taking the lead in fleshing out our vision for the IDEA Center of Excellence. The mission of our proposed IDEA Center of Excellence is to actualize the spirit of IDEA and to create a center of excellence in which exemplary practices are developed and shared with the educational community through schools tours, publications, presentations at conferences and to utilize the internet to share best practices. Today, otherwise worthwhile compliance requirements threaten to drown teachers and school leaders in paperwork, detracting from the instruction for all students. Too often compliance becomes an exercise in box-checking which undermines teacher morale without actually improving services or outcomes for students. The IDEA Center of Excellence will provide an alternative, developing processes and models which enable compliance to be accomplished in a way which actually enhances teaching and learning in our schools.

In this undertaking, we will build on the accomplishments of our first decade. We have established three charter schools on Staten Island with a fourth to open in 2021. Our mission inherited from The Verrazano Foundation, to level the playing field for students living with emotional and other challenges has underpinned our strategy and school design. Recognizing that segregated special education too frequently prepared too students to fail in the transition to higher education, to employment, and to productive engagement in community life, we committed ourselves from the outset to fully-integrated, non-stigmatizing schooling. Thus, from our beginning we have anchored our work in one of the six major principles of the IDEA, a commitment to the Least Restrictive Environment (LRE), educating students with disabilities with their non-disabled peers to the maximum extent possible. Our schools are fully integrated. All classes. All students. Principles of Universal Design guide our planning and decision making. Small classes for all. Instruction provided by teachers qualified in special education as well as content for all students.

In the next year, we will focus on significantly improving instruction within our integrated setting as a priority target area. In order to exemplify the spirit of IDEA, we need to help teachers improve in the area of planning and delivery to ensure that rigorous individualized planning and specially designed instruction is being implemented every day and in all classes. Having teachers who are qualified in special education is not enough. To do this, we will build on our Danielson Peer Observation Process. This higher level of instructional planning and delivery is largely ignored for general education students who often receive minimal

differentiation at best. As part of our ten year plan, we hope to improve instruction for all students by utilizing best special education practices, such as specially designed instruction, for all students in all classes.

We plan to start with improving lesson planning and delivery. What does a great lesson plan look like for a student with a disability? In the same way that a great lesson plan reflects teacher understanding of the State instructional standards, it must reflect an understanding of each student's IEP. Can this plan be any better than the Individualized Education Plans on which it relies? If the IEP's themselves fail to delineate the skills in which each student is struggling or deficient as well as an understanding of the learning challenges which stand in each student's way, great planning is impossible.

Over our first decade, ICS has developed a Peer Observation process providing the tools for continuous improvement of instructional planning and delivery. In this process teachers were prepared for two formal observations a year. Moving forward, we will be working to ensure that this high quality instruction is carried out consistently throughout the school year, every day, every period. To achieve this consistency, we will need to develop a streamlined approach to lesson planning if we are to.

Highlights

New Ventures graduated 9 students since the first of the year and enrolled 24 new students from all around Staten Island. Students passed their Regents at record rates: ELA 92% (all who passed above a score of 65), Global History 75%, Algebra 70%, Living Environment 69%, US History 85%. At **Nicotra Early College**, 87% of students passed the ELA Regents with 53% scoring at the college ready level, 22% passing with mastery (85 and up), and 73% of Students With Disabilities earning passing scores (65 and up). The Elementary division began a "Student of the Month" initiative. One student from each class was nominated for student of the month based on the Lavelle Prep core values and participated in a Principal luncheon with Ms. Curran. Students received a laminated certificate that included a personalized statement explaining why they were chosen and which core value they embodied.

The **Lavelle Prep Elementary Division** kicked off a number of new initiatives: an interdisciplinary approach in the afterschool program, infusing Literacy within the drama courses and Math within the art curriculum; and Video Morning Announcements highlighting important school information, student achievement and celebrations school spirit. Since the morning announcements began the elementary division has had an increase in school attendance and a decrease in school lateness.

On January 23rd, the Elementary Division held our first open house for Grades K-2. Pedro Gonzalez created a new promotional video to share with the attendees showcasing our small class sizes, specially designed instruction for students with IEPs, parent/student testimonials and the

	<p>school's community outreach efforts. In addition, the video highlighted Middle and High school students and our high school graduation rates. 22 families attended and filled out applications.</p> <p>Jonathan Lipschitz, former Chair of the New Ventures Board of Trustees and then of the ICS Board, is joining our management team as Director of Finance. Jon will be overseeing both the Finance and the IT teams. Paul Morgan is returning to ICS as IT Coordinator.</p>
<p>New Business Notes</p>	<p>The Board has collectively agreed to move toward a consent agenda; <i>A consent agenda is a board meeting practice that groups routine business and reports into one agenda item. The consent agenda can be approved in one action, rather than filing motions on each item separately.</i></p> <p>Committee Chairs will have to have their reports prepared and sent to Mary Cottingham on the Friday before the Board meetings in order for Mary to send out to the entire Board on the Monday before the scheduled Board meetings. This will give trustees amply time to read and digest the information.</p> <p>Denise Henick suggested it would be helpful if we could inform the Board of upcoming student performances and events, allowing trustees the options to participate if available & interested.</p> <p>Mary to schedule a lunch with Denise, Jeff, Ken & Mary to discuss the pathway project.</p>
<p>Adjournment</p>	<p>A motion was made by David Lehr seconded by Bonnie Fritz and unanimous by all to adjourn the meeting at 8:40 PM. The next Board of Trustees meeting is scheduled for March 26, 2020.</p>

Integration Charter Schools

Board of Trustees Meeting

Minutes

January 23, 2020 @ 6:30PM

Trustees Present	Jill Patel, Nelly Tournaki, Joesph Carroll, Richard Fragiaco, Sheldon Blackman, David Lehr, Bonnie Fritz, Dirk Tilloton, Martin Krongold (via conference call)
Trustees Absent	Mike Caridi, Denise Henick, Robin Lefkowitz, John Strand, Doris Schueler, Deborah Miller
Staff Present	Ken Byalin, Mary Cottingham, Christopher Zilinski
Parents Present	None
Others Present	None
Adoption of Agenda	A motion was made by David Lehr seconded by Sheldon Blackman and unanimously approved to accept the agenda for the January 23, 2020.
Approval of Minutes	A motion was made by Bonnie Fritz seconded by Joseph Carroll and unanimously approved to accept the minutes from the November 2019 Board meeting.
Presentation	Principal Christopher Zilinski conducted a brief presentation on Richmond Prep. An edited version of the "Ride the Wave" video, which highlights the DBT program, was also shown.

Resolutions

There was a motion made by Jill Patel, seconded by Richard Fragicomo and unanimous by all **BE IT FURTHER RESOLVED** that the Board of Trustees of Integration Charter Schools approves an additional planning year to be taken for Richmond Preparatory Charter School. The school will open in September 2021 instead of September 2020. The additional planning year will allow ample time to secure a safe and appropriate facility to house the school.

There was a motion made by Sheldon Blackman, seconded by David Lehr and unanimous by all **BE IT FURTHER RESOLVED**, that the Board of Trustees of Integration Charter Schools approves that the Lois & Richard Nicotra Early College Charter School amend their enrollment pattern due to the delayed opening at Corporate Commons Three. Approved and proposed enrollment charts below.

Approved Enrollment Chart

<u>Grade</u>	<u>Approved 19-20 Enrollment</u>	<u>Approved 20-21 Enrollment</u>	<u>Approved 21-22 Enrollment</u>
<u>8</u>	144	144	144
<u>9</u>	45	84	90
<u>10</u>	42	41	75
<u>11</u>	0	41	39
<u>12</u>	0	0	37
TOTAL	231	309	385

Proposed Enrollment Chart

<u>Grade</u>	<u>Proposed 19-20 Enrollment</u>	<u>Proposed 20-21 Enrollment</u>	<u>Proposed 21-22 Enrollment</u>
<u>8</u>	54	54	90
<u>9</u>	54	72	108
<u>10</u>	25	50	66
<u>11</u>	0	22	44
<u>12</u>	0	0	15
TOTAL	132	198	323

There was a motion made by Sheldon Blackman, seconded by David Lehr and unanimous by all **BE IT FURTHER RESOLVED**, that the Board of Trustees (the “**Board**”) of Integration Charter Schools (the “**Schools**”) do hereby adopt the following resolutions at a duly held and noticed meeting on January 23, 2020.

WHEREAS, On August 1, 2019, the ICS Foundation, Inc. (the “**Foundation**”) entered into a certain lease agreement (the “**Lease**”) with Eltingville Lutheran Church (the “**Landlord**”) for the Property located at 300 Genesee Avenue, Staten Island, NY 10312 (the “**Premises**”) with the intention of subleasing the Premises pursuant to a sublease (the “**Sublease**”) to Integration Charter Schools (“**ICS**”) for use by its Nicotra Early College school (the “**School**”); and

WHEREAS, while the terms (the “**Terms**”) of the Sublease were agreed upon between the Foundation and ICS as of August 1, 2019, the Sublease itself was not completed and signed until November 6, 2019 but when signed incorporated all of the previously-agreed upon Terms with an effective date of August 1, 2019; and

WHEREAS, in order to begin operations and ensure the Premises would be ready for the School’s occupancy by the beginning of the current school year while the Sublease was being drafted, ICS and the Foundation performed consistent with the Terms, including without limitation the Foundation performing certain work required to prepare the Premises for the School’s occupancy and ICS paying the Foundation rent as set forth in the Sublease; and

WHEREAS, ICS wishes to affirm its performance consistent with the Terms of the Sublease prior to its execution and memorialize in writing as support for ICS’ corporate records the payment in the amount of \$325,000 (the “**Payments**”) made to ICS between August 1, 2019 and the date of the Sublease which were intended at the time Payments were made to be payments of rent due under the Sublease;

NOW THEREFORE, BE IT RESOLVED, that the Board hereby ratifies and approves the Sublease and affirms that the Payments that were made prior to November 6, 2019 as payments of rent due under the Sublease;

BE IT FURTHER RESOLVED, that all actions heretofore taken by any Trustee or member of School Leadership, for and on behalf of the School in connection with the Sublease Agreement including, but not limited to, the execution of the Sublease Agreement shall be and hereby are ratified and approved, and that the authority given hereunder shall be retroactive and any and all acts hereunder performed prior to the passage of these resolutions are hereby ratified and approved.

Committee Meetings/Reports

● **Executive Committee Report:**

The Committee met on January 15, 2020

Present: David Lehr, Richard Fragiacom, Dirk Tillotson, Jill Patel, Ken Byalin, Mary Cottingham, and Dana Volini,

Board Resolutions

The Executive Committee recommends Board approval of three resolutions; requesting an additional planning year for Richmond Prep, amending the number of students at Nicotra, and approving the ICS Foundation sublease for the Eltingville Lutheran school building.

Governance and Nominating Committee

The Committee discussed concerns about the Governance and Nominating Committee including the lack of an evaluation process for how the Board is functioning and for the contributions of individual Board members. To address these the by-laws will be redistributed highlighted the job description of the Board committees, John Gustafsson will be asked to conduct Board training on roles and responsibilities, and the Governance and Nominating Committee will schedule their next meeting in February.

Leadership changes and new table of organization

Ken Byalin reviewed the leadership changes discussed in his January 2, 2020 letter to the Board and staff. The table of organization has been revised to reflect these changes.

Facility possibilities

Ken Byalin reviewed the 3 major facilities proposals now under consideration. See his President's Report.

"Getting to know you" for Board members

Jill Patel suggested Board members get to know each other better through small and informal lunches and breakfasts. She will suggest dates and places for Board members to meet.

A motion was made by Joseph Carroll seconded by David Lehr and unanimous by all to accept the Executive Committee Report.

● Finance & Audit Committee Report:**The Committee met on January 15, 2020**

Present: David Lehr, Richard Fragiacomio, Jill Patel, Ken Byalin, Mary Cottingham, Dana Volini.

David Lehr reported it was a robust financial meeting. Including discussions requesting that the ICS Finance team simplifies some of the spread sheets to make it user friendly. There were no unusual occurrences. Fiscally, the organization is solid. There will be some personnel additions to the team; ICS is currently looking for a CFO.

A request was made to remove Sheldon Blackman (former ICS Treasurer) and add David Lehr (current ICS Treasurer) as signatory for the Northfield Bank.

A motion was made by Joseph Carroll seconded by David Lehr and unanimous by all to accept the Finance & Audit Committee Report.

● Governance and Nominating Committee Report:

This Committee did not meet.

- **Education and Accountability Report**

This Committee met on 12/18/2019 but did not have quorum

Present: Dirk Tillotson, Nelly Tournaki, Bonnie Fritz, & Doris Schueler

The committee reviewed attendance data from the schools and also initiatives to increase attendance, largely through culture building. While New Ventures' attendance is relatively low, compared to the City and very low compared to other schools, it is actually very high for a transfer school. Where students were previously out of school.

We also reviewed data provided by staff around academic performance. Two written reports were provided to the committee, the first detailed the attendance data and actions, and the second looked at academic progress across the different schools.

A motion was made by Joseph Carroll seconded by David Lehr and unanimous by all to accept Education and Accountability Committee report.

- **ICS Board Fund Raising Committee – Notes from November 14, 2019**

Present: Mike Caridi, Denise Henick, David Lehr, Ken Byalin, Mary Cottingham, Elaine Bartley, Catherine Uttaro, and Jill Patel

Committee members

David Lehr and Robin Lefkowitz have both agreed to join this committee. Catherine Uttaro attended the meeting to learn more for her involvement with the Fund EZ donor system.

Long-term fundraising plan

By the end of 2022, our goal is to have all Board members actively involved in fundraising for the schools. Not everyone has to personally ask for money, but we expect everyone to identify prospects, learn about the programs we want to develop, and participate in solicitations in some manner.

Short-term fundraising plan

Our goal for 2020 is:

To raise \$50,000

To target contributions of \$2,500, \$5,000 or \$10,000

To solicit contributions to develop the Wellness DBT counseling program and the music program.

Immediate action

Jill will email the Board members asking each to identify 3 potential donors who could give at least \$2500 next year, who would be sympathetic to the ICS mission, and to whom we can find a personal connection.

The lead staff member for the DBT counseling program and the music program will be invited to the next fundraising committee meeting to begin to develop our case in support of asking for money.

ICS Awareness

It was agreed that Mary would ask the communications people to use the free SIEDC email opportunity and the Chamber's newsletter for greater awareness. We would also like to host a Chamber event at the school to include small group tours.

Status of 2019 Board Pledges

Elaine will send Jill a list of outstanding Board 2019 pledges for follow up. We need to collect all pledge money by the end of the year.

Next Board meeting

The Committee report at the next Board meeting will outline our plan and emphasize the importance of everyone identifying potential donors.

ICS Board Fund Raising Committee – Notes from December 12, 2019

Present: Mike Caridi, David Lehr, Mary Cottingham, Elaine Bartley, Catherine Uttaro, and Jill Patel

The ICS music program

Jessica Bruschi and Steve DiSalvo presented the current music program at Lavelle Prep and some of their ideas for expansion. They outlined the curriculum for high school, the middle school (including the after school program), and elementary 3, 4, and 5th grades. The committee is considering the music program as a possible focus of the fundraising efforts in 2020.

2020 fundraising plan

The group reviewed the suggested names for potential donors and added several. At the January meeting, we will prioritize these names and develop a plan for approaching the high priority individuals.

In addition to the music program, the committee is considering the DBT counseling program as a focus for fundraising. The January committee meeting will include a presentation from the DBT lead faculty.

2019 Board giving

Follow-up with Board members for their 2019 giving is still pending an accurate list of who has paid what.

A motion was made by Joseph Carroll seconded by David Lehr and unanimous by all to accept ICS Fundraising Committee report.

<p>President's Report</p>	<p>Ken spoke briefly on the difference between non-material & material changes to a charter. Material revisions are significant changes to a school's mission structure or design. Non-material changes make minor revisions to the current charter. Adjusting enrollment numbers is considered a non-material change.</p> <p>Ken also mentioned our fiscal auditors have agreed to complete a draft of our financial statements by 10/15/2020. They are currently on the premises today and will be back in March.</p> <p>ICS is interviewing two candidates for the CFO position and we are optimistic we will have this person on board by March.</p>
<p>New Business Notes</p>	<p>"Getting to know you" for Board members Jill Patel suggested Board members get to know each other better through small and informal lunches and breakfasts. She will suggest dates and places for Board members to meet.</p> <p>Dirk Tillotson suggested we post the shorter version of "Riding the Wave" on the website as well as the schools' social media. He also encourages us to use our social media more and is happy to see the progress ICS is making in this forum.</p> <p>Nelly Tournaki recommended to Chris Zilinski to reach out to Bertram Ploog, CSI Professor who is a licensed psychologist and a Specialist in ASD. He could be a resource when considering the social thinking curriculum. Nelly had questions regarding the recruitment strategy for Computer Science Teachers. Chris Zilinski addressed her question and explained that we have a couple of options in house and it will be part of our targeted recruitment plan.</p>
<p>Adjournment</p>	<p>A motion was made by Richard Fragiacommo seconded by Bonnie Fritz and unanimous by all to adjourn the meeting at 8:10 PM. The next Board of Trustees meeting is scheduled for February 26, 2020.</p>



The ICS Board of Trustees did not meet in
December 2019.

Integration Charter Schools

Board of Trustees Meeting

Minutes

November 21, 2019 @ 6:30PM

Trustees Present	Jill Patel, Nelly Tournaki, Joe Carroll, Richard Fragiacom, Doris Schueler, Robin Lefkowitz, Sheldon Blackman, Deborah Miller, David Lehr, Martin Krongold, Bonnie Fritz Via teleconference: John Strand
Trustees Absent	Dirk Tilloton, Mike Caridi, Denise Henick
Staff Present	Joe Zaza, Ken Byalin, Mary Cottingham, Christopher Zilinski
Parents Present	None
Others Present	None
Adoption of Agenda	A motion was made by Doris Schueler seconded by Jill Patel and unanimously approved to accept the agenda for the November 21, 2019, 2019 meeting date.
Approval of Minutes	A motion was made by David Lehr, seconded by Shelly Blackman and unanimously approved to accept the minutes from the September and October 2019 Board meetings.
Presentation	Principal Joseph Zaza conducted a brief presentation on the Nicotra School
Committee Meetings/Reports	<ul style="list-style-type: none">● Executive Committee Report: This Committee did not meet. ● Finance & Audit Committee Report: This Committee did not meet. ● Governance and Nominating Committee Report: The Committee met on 11/18/2019. Present: David Lehr, Joe Carroll, Deborah Miller, Mary Cottingham Tom Scarangelo resigned from the ICS Board effective 11/20/2019.

New Venturestures Site Visit

Three representatives, Paolo Fiovine, Adam Abraman and Anna Nam observed classes and fieldwork, interviewed focus groups, and met with the board of trustees.

Anna visited field' work and met with general and special education co-teachers who spoke to the needs of their students and had lesson plans designed to incorporate students' IEP needs. She also observed evening classes, all staffed with general and special educators and met with teachers and school leadership.

Indicated areas for improvement: system for BIP progress monitoring and awareness. The state representative suggested recommendations beyond our approved plan for the oversight of testing accommodations.

Feedback and renewal determination will be given between January and March of 2020.

Overall, the visit went well.

Nicotra Incident Update

Two Nicotra students were assaulted outside of school by students from a neighboring school.

Following a well-attended PTA meeting, a special bus was assigned to Nicotra. Additionally, the NYPD is present at dismissal and provides an escort for the bus.

Present were representatives from the following elected: Max Rose, Andrew Lanza, Diane Savino, Nicole Malliotakis, Michael Cusick, Steven Matteo, and DA Michael McMahon

Review of Lavelle Prep ELA and Math Exams

The data displayed on the ELA and math state exam tables show how students performed by grade. They do not compare the performance of the same students.

ELA Proficiency: A higher percentage of students in grades 4, 7, and 8 scored at proficient (level 3 or 4) on the ELA state exam in 18-19 than students in those grades in 17-18.

Math Proficiency: A higher percentage of students in grade 8 scored at proficient (level 3 or 4) on the math state exam in 18-19 than students in that grade in 17-18.

Lavelle Elementary has implemented the following

Third and fourth grade teachers are now teaching ELA, math, social studies, and science. The decision was made to change instruction from subject specific teachers. On Course data shows that this is leading to a decrease in behavior incidents.

The Core Collaborative is working with ELA teams from grades 3-5 to strengthen student performance on the Reading for Information standard on main idea. Action plans were created for individual students based on a pre-assessment and their performance is being monitored.

	<p><u>Immediate action</u> Jill will email the Board members asking each to identify 3 potential donors who could give at least \$2500 next year, who would be sympathetic to the ICS mission, and to whom we can find a personal connection.</p> <p>The lead staff member for the DBT counseling program and the music program will be invited to the next fundraising committee meeting to begin to develop our case in support of asking for money.</p> <p><u>ICS Awareness</u> It was agreed that Mary would ask the communications people to use the free SIEDC email opportunity and the Chamber's newsletter for greater awareness. We would also like to host a Chamber event at the school to include small group tours.</p> <p><u>Status of 2019 Board Pledges</u> Elaine will send Jill a list of outstanding Board 2019 pledges for follow up. We need to collect all pledge money by the end of the year.</p> <p><u>Next Board meeting</u> The Committee report at the next Board meeting will outline our plan and emphasize the importance of everyone identifying potential donors.</p> <p>NEXT MEETING 8:00 am on Thursday, December 12, 2019.</p> <p>A motion was made by David Lehr seconded by Richard Fragiacomio and unanimous by all to accept ICS Fundraising Committee report.</p>
<p>President's Report</p>	<p>Last month, I reported on the heightened scrutiny of special education services which we were anticipating. Evidence appeared sooner than we had anticipated. This month we had our site visit as part of the New Ventures charter renewal process. (Thank you to the Trustees who participated in the visit). For the first time in our ten years, the site visit team included a State Education Department compliance officer.</p> <p>Overall, the visit went well. The visitors seemed very impressed with the New Ventures graduation and attendance rates. The initial academic feedback from the visitors was very positive. They enjoyed seeing Fieldwork classes at the Conference House and at the Above Catering Hall. In the evening, they observed Arabic studies and Personal Financial Management.</p> <p>The Special Education compliance review was intensive. We weren't perfect, but guided by Vice President Theresa Peterford, Principal Ryan Melis and his team they have already taken steps to address deficiencies which were identified.</p>

	<p>escorts along the bus route, and the NYPD has made arrests in both cases. Our counselor is providing additional targeted bullying prevention lessons to help students understand how to proactively respond. Students attending the class, "Make a Better Staten Island", were impressed that elected officials responded to their concerns and are writing thank you letters! In addition, Nicotra student government leaders will be meeting with their counterparts from the school attended by the perpetrators to improve the relationship between all of our students and prevent future incidents.</p> <p>In anticipation of our finally opening grades K through 2 in September 2020, the Lavelle Elementary staff has started reaching out to local Preschools. Visits including performances by our chorus are already scheduled with Castle Day Care, Richmond Pre-K Center, and Heads up Pre-K.</p> <p>In December, Lavelle Elementary will hold its first annual Math Parent workshop. Building on last year's successful ELA parent workshops, we are extending this year's workshops to include Math. These workshops, held monthly after school, empower parents with the tools necessary to assist their children with their learning.</p> <p>Lavelle Prep Upper held student council campaigns and elections. Students cast their votes the day before Election Day. High School students participated in the SIEDC Health & Wellness Expo. The 7th grade Through Kids Eyes history through video project has expanded this year to include Fort Wadsworth as well as Richmond Town. For Thanksgiving, students have decorated the school with a "Thank you for Lavelle" Cornucopia where they declare what they are thankful for about Lavelle, and the High School Seniors are organizing our annual High School Thanksgiving Dinner.</p>
<p>New Business</p>	
<p>Adjournment</p>	<p>A motion was made by Doris Schueler seconded by David Lehr and unanimous by all to adjourn the meeting at 8:PM. The next Board of Trustees meeting is scheduled for December 19, 2019</p>

Integration Charter Schools

Board of Trustees Meeting

Minutes

October 24, 2019 @ 6:30PM

Trustees Present	Jill Patel, Bonnie Fritz, Nelly Tournaki, Mike Caridi, Joe Carroll, Denise Henick, Richard Fragiacomio, Doris Schueler, Robin Lefkowitz, Via teleconference: Dirk Tilloton, Bonnie Fritz, John Strand
Trustees Absent	Sheldon Blackman, Deborah Miller, David Lehr, Tom Scarangelo, Martin Krongold
Staff Present	Theresa Peterford, Ken Byalin, Mary Cottingham
Parents Present	None
Others Present	
Adoption of Agenda	A motion was made by Michael Cardi, seconded by Bonnie Fritz and unanimously approved to accept the agenda for the October 24, 2019 meeting date.
Approval of Minutes	Pending approval until after the 11/20/2019 Education & Accountability meeting.
Adoption of Minutes	Questions arose regarding proficiency in the Middle & Elementary Schools during the September Education & Accountability Committee report at the Board meeting. The following information clarifies the misunderstanding. <ul style="list-style-type: none">• ELA Proficiency: A higher percentage of students in grades 4, 7, and 8 scored at proficient (level 3 or 4) on the ELA state exam in 18-19 than students in those grades in 17-18.• Math Proficiency: A higher percentage of students in grade 8 scored at proficient (level 3 or 4) on the math state exam in 18-19 than students in that grade in 17-18.
Committee Meetings/Reports	<ul style="list-style-type: none">• Executive Committee Report: The Committee met on 10/16/2019 Present: Deborah Miller, Shelly Blackman, Dirk Tillotson, Ken Byalin, Mary Cottingham, and Jill Patel

Corporate Commons 3

The cost has been reduced by eliminating the culinary kitchen and by eliminating all the high-end finishes. The culinary program in New Ventures is no longer a career track but is a very success method of teaching chemistry and other subjects. As a result, the specialized kitchen is no longer required. New Ventures will now have two tracks – the original high school diploma focused field-based curriculum for those 16 and over who are under-credited, and a new, also high school diploma focused daytime track for those over 14 who are already under-credited and struggling in the public schools.

The preliminary cost for CC3 is about \$10M; \$2M of ICS funds, \$4M from Nicotra, and about \$4M to be borrowed from Peoples United Bank. The space is expected to be ready by September 2020.

Eltingville Lutheran

The Nicotra Early College School is now occupying this space and the kids and teachers are extremely pleased to be housed in a proper school. We are involved in two legal actions; the Synod is suing the church in Staten Island Court, and the Synod is suing us in Manhattan Court. We have put October rent in escrow and are awaiting the Court's decision about whether the money can be paid to Eltingville Lutheran for their operating expenses. The Nicotra School will move to CC3 next September.

Richmond Prep

Richmond Prep will open in September 2020 and it is unlikely we will a permanent home for it by then. Options for the first school year include Eltingville Lutheran, our current trailers, and St. Joseph's School. Permanent locations under consideration include an empty lot on Bay and Hannah and another vacant lot below Hylan Boulevard. Richmond Prep needs to be sited away from our current campus at Corporate Commons in order to serve other parts of the Island.

The Future of Education Luncheon

The annual event will be held on Friday, October 18, 2019 and will feature a video on DBT skills called "Riding the Wave".

New Ventures Charter Renewal

The Board prep session for the New Ventures site visit will be held on Friday, October 18, 2019.

ICS Annual Board Meeting

The annual Board meeting will be held Thursday, November 21 and all are encouraged to attend and vote for the proposed slate of officers.

A motion was made by Michael Caridi, seconded by Richard Fragiacommo, and unanimous by all to accept the Executive Committee Report.

- **Finance & Audit Committee Report:** The Committee met on 10/16/2019.

Present were Shelly Blackman, Richard Fragiaco, Jill Patel, Ken Byalin, Dana Volini, and Catherine Uttaro.

Operating results

The September operating results show a lower net income than budgeted for the month and a year-end projection of slightly lower net income. Revenue is down significantly because of the shortfall in enrollment in Nicotra Early College and in New Ventures. There are offsetting reductions in expenses because of savings in salaries and rent. The Committee may revise this year's budget if these changes continue for the next couple of months.

Cash flow

September showed a negative cash balance, as was predicted for alternate months. Year-end projections show a very modest cash balance of \$646,000.

2017 – 2018 Audit

Last year's financial audit resulted in a number of recommendations. In response, ICS hired a consultant and developed a prioritized list of corrective actions to be taken. All the high priority items have been completed, the medium priority recommendations have either been completed, are in progress, or are not applicable yet. Most of the low priority items have still to be addressed. The audit conference for the 2018 – 2019 audit will take place shortly.

A motion was made by Robin Lefkowitz, seconded by Richard Fragiaco, and unanimous by all to accept the Finance & Audit Committee Report.

- **Governance and Nominating Committee Report:** The Committee met on 10/21/2019

Present: David Lehr, Robin Lefkowitz, Joe Carroll, Mary Cottingham

Slate of Proposed Officers up for election (1 year term)

Chair: Deborah Miller

Vice Chair: Jill Patel

Treasurer: David Lehr

Secretary: Richard Fragiaco

At Large: Dirk Tillotson

Slate of Proposed Trustees up for re-election (3 year term)

Sheldon Blackman

Joseph Carroll

Robin Lefkowitz

Doris Schueler

Thomas Scarangelo
Nelly Tournaki

Next Steps: Rev. Maggie Howard & Dr. Kathy Layne to meet with Ken and Mary to help answer questions about the school. Elaine will coordinate.

Prepare the slate for Committees.

Invite new Trustees to the retreat.

It was recommended that ICS organize another Board Mixer to welcome the new trustees. Similar to the Blue event we ran a few years back.

Ken suggests the Governance & Nominating committee give a closer look at the age and skillsets of potential new trustees..

A motion was made by Nelly Tournaki, seconded by Richard Fragiacommo, and unanimous by all to accept the Governance and Nominating Committee Report.

- **Education and Accountability Report:** The committee met on 10/23/2019

The Committee went through the New Ventures data for the renewal. The 5 and 6 year graduation rates far exceed the averages for other NYS transfer schools. Our 6 year graduation rate, at 74%, far exceeds the state's transfer school graduation rate of 47%. It's important to note that it does not mean our students graduate 6 years after joining us – rather it is cumulative amount of time it takes our students to graduate since enrolling in the 9th grade elsewhere.

We have also consistently outperformed the average NYS transfer school graduation rate for students with disabilities, for which we are especially proud of.

Our persistence rate (*a measurement of students that are either still enrolled with us OR have graduated and have not withdrawn from school*) is also something to be incredibly proud of, as it has averaged to 91% over the past 5 years.

New Ventures acknowledged areas of improvement, of which we have already begun addressing with various interventions aimed at improving our Regents outcomes. Though we have shown an increase, our Regents scores still do not exceed New York State. As part of these initiatives, NV switched from semesters to trimesters, and began offering complementary English courses for US History Regents and Global History Regents that focus specifically on the DBQ (a lengthy, data based question on the Regent exam) and Thematic Essay (the significant writing task.) NV also hired a fulltime secondary math teacher, now has an instructional coach working with all teachers, and students are now required to sit for a preparatory course before taking a Regents exam.

School Quality Survey: Select Student Responses

In evaluating the 2018-2019 student survey responses, it was noticed that student responses, in certain situations, contradicted themselves. In an effort to examine how and why, it was determined that perhaps students did not read the survey correctly or perhaps did not take it as seriously as we had hoped.

New Ventures

46% of students say they are challenged in most or all of their classes

- Is being addressed by:
 - Danielson PDs focusing on rigor
 - Instructional coach meets with each department weekly

* *Other questions to consider:*

- 92% of students felt they are learning a lot in their classes to prepare them for the next level
- 86% of students said that their classes make them think critically

Lavelle Prep

56% of students say that their teachers support them when they are upset

- Is being addressed by:
 - Plan to make better use of our period 8 "Cohort" meetings to address the students who may not get the attention that others do
 - Use the new co teaching model as a way to engage students who are withdrawn or disengaged from instruction

62% of students say that their teachers always do what they say they will do

- Is being addressed by:
 - Plan to work with teachers to build classroom structures that allow students to earn positive recognition and working with teachers to understand the importance of follow-through.
 - With the new leadership structure in place, LP will follow up on the goals and structures teachers are building during 1:1 teacher meetings. These meetings emphasize the importance of being consistent and doing what they said they would do with their class.

* *Other questions to consider:*

- 87% of students say that there is at least one adult in the school that they can confide in

Nicotra

57% of students say that students say that students rarely or never

harass, bully, or intimidate other students at their school

- Is being addressed by:
 - Creating a culture of respect for all
 - Developing a student government
 - Upstander contest
 - Anti-Bullying assembly and pledge
 - Use of Restorative Justice

* *Other questions to consider:*

- 80% of students say they feel safe in the hallways, bathrooms, locker rooms, and cafeteria
- 89% of students say they feel safe in their classroom

Trustee Nelly Tournaki mentioned the recent publication of the 2nd article, "Predicting GPAs with Executive Functioning Assessed by Teachers and by Adolescents Themselves" written by William Ellery Samuels, Nelly Tournaki, Stanley Sacks, JoAnn Sacks, Sheldon Blackman, Kenneth Byalin & Christopher Zilinski.

Dirk Tillotson thought we should add the DBT Video, *Riding the Wave* to the schools' social media as a tool to show the work happening at ICS.

A motion was made by Joe Carroll seconded by Doris Schueler and unanimous by all to accept Education and Accountability Committee report.

● **ICS Fundraising/Development Committee Report:** The committee met on 10/16/2019

Present: Mike Caridi, Denise Henick, Mary Cottingham, Elaine Bartley, and Jill Patel

Board pledges for 2019 – Board members will be reminded at the October Board Meeting to send their checks with their 2019 commitment. Most Board members have yet to make their pledge.

Board fund-raising plan – building on the Asking Matters Board training in September, the Fundraising Committee will develop a plan for Board fundraising for 2010. This will include

Programs for which money is being raised - a list of 4 or 5 major programs (music program, after school expansion, sports program) to be compiled by staff). The Fundraising Committee will prioritize programs and amounts for 2010

Plan to target individual donors who are able to contribute at least \$2,500, who are interested in the prioritized program, and with whom a Board member has a connection

All Board members will be invited to a school tour to become more

familiar with the specifics of our programs

Fundraising Committee – The Committee is looking for additional members both from the Board and outside. A standing meeting time of 8:00 am on the 2nd Thursday of the month has been adopted.

Next meeting – The next ICS Fundraising Committee will be held at 8:00 am on Thursday, November 14, 2019.

A motion was made by Michael Caridi, seconded by Denise Henick and unanimous by all to accept ICS Fundraising Committee report.

**President's
Report**

The Spirit of IDEA

One of the biggest challenges facing us this year is to bring our Special Education services in close alignment with the Individuals with Disabilities Education Act (IDEA).

We have been and remain committed to a primary instructional model in which all of our teachers will be dually certified in special education as well as highly qualified (if not certified) in the content area in which they are teaching. That was always our plan but before we opened, before we even started recruiting for founding faculty members, Michael Duffy, then head of the DOE Charter School Office, asked what we were going to do if we were unable to find enough dually-certified teachers.

The alternative plan we developed was to have two teachers in the room, one with the content expertise and the other with SPED certification. In our first year, we implemented this alternative in one of two ways. During their prep periods, our dually certified teachers pushed in with content specialists and were paid extra for having to do more of their prep on their own time at home. When we didn't have enough dually certified teachers in the building, we hired a retired special ed teacher as a push-in specialist.

What started as an emergency, short-term solution has morphed over the years. We began hiring Teacher Assistants with SPED certifications to be the second adult in the room. They might be teachers who lacked the content to be the lead teacher in middle or high school. For a number of years, many elementary teachers couldn't find jobs on Staten Island. Or they could be people who planned in college to become teachers but found, when they faced the children, that taking the responsibility of the lead teacher was not for them. Or they could be teachers whose skills had not been honed sufficiently to take the lead, who were able to benefit from some experience in the classroom at a lower level of responsibility. Many of the people who began their ICS careers as Teacher Assistants are now teachers and leaders in our

schools.

But without realizing it, we were drifting away from the spirit of ICS. A SPED certified person was in the room with all of our students for at least 60% of the regular school week, they were helping out but they were not always co-teaching. It may not have been obvious, but our students were not necessarily getting the quality of instruction which they deserved and which we were committed to providing.

We are committed to fixing this. Both because it is absolutely the right thing to do, the thing we have been committed to from the outset, to levelling the playing field for students living with emotional and other challenges, but it is also something which we must do quickly. In the current political environment, to fail to move rapidly to actualize the spirit of IDEA is to put all our good work in jeopardy. We are committed to achieving this objective by September 2020. We are already making some adjustments. Some of you have felt the burden and challenge of change. We will make more changes in February as we move toward full compliance next September.

Theresa will be sharing more details. The point I want to emphasize is this: That having recognized the drift, we need to rectify it. And we need to do this quickly. We owe it to ourselves and most of all we owe it to our students. And even while we take these steps, we will continue to work toward the 100% dually certified faculty that we have always envisioned. But we are still very far from achieving that goal, and in the interim, we need to strengthen the alternative.

Facilities Update

Corporate Commons 3: It now appears that April 1 is the earliest that we could possibly be in CC3, although next September seems much more likely. As reported last month, our earliest occupancy date is January 1, although at the moment there are few encouraging signs. We are working with the Construction management team to bring the cost of the build-out down to close to \$9.7 million. This week the revised construction specifications will be sent to the architects. By the beginning of next week, we expect to move forward with investment bankers, DA Davidson, to finalize financing.

Genesee Avenue: Nicotra Early College is operating happily in the former Eltingville Lutheran facility. We have engaged attorneys to represent us in two separate legal actions arising from the dispute over ownership between Eltingville Lutheran and the Metropolitan Synod.

Future Homes for Richmond Prep: Efforts to find a long-term home for RPCS continue. We have meetings scheduled this week with several developers who are presenting alternatives proposals for permanent (as well as temporary) facilities for RP. In addition, if legal issues resolve

themselves, it is possible that we could open at the Eltingville Lutheran site. Finally, although it is a less desirable alternative, it might be possible to open RP in the trailers on the Teleport site.

Enrollment Update

Currently, **Lavelle Prep Upper and Elementary** have reached its enrollment targets. **New Ventures** began the year slightly below target but will likely approach target during the year despite ongoing graduations. **Nicotra Early College** again fell substantially short of its enrollment target. There is still reason to hope that with the collaboration of St. Johns and the move to CC3, that new student enrollment targets will be reached in 2020-21. Nevertheless, it is likely that a material amendment to the charter will be necessary this year.

Highlights

All schools are off to an exciting start. **Lavelle Prep** seniors attended the SUNY College Fair, and some participated in the NYC Conference on Careers in Natural Resources and the Environment at Snug Harbor. 7th graders visited Fort Wadsworth for their Through Kids Eyes project. Students completed and displayed projects for Hispanic Heritage month. **Elementary Division** teachers and teacher assistants participated in “The Power of Two” professional development that engages them in how co-teaching models can meet the diverse needs of learners in inclusion and bilingual classrooms. As part of Respect for All and our Anti-bullying campaign, **Nicotra Early College** held an assembly where students signed a pledge to promote good relationships and not to bully. **New Ventures** submitted their charter renewal application!!! The public hearing was a huge success and filmed by Moving Pictures. We hope to have an edited version to screen at a board meeting in the near future. Potential new fieldwork and internship sites include Gotham Trinity Productions and Adapt Community Network. Another 5 students graduated!

A motion was made by Doris Schueler, seconded by Nelly Tournaki, and unanimous by all to adjourn the meeting at 8:10PM the next Board of Trustees meeting is scheduled for October 24th, 2019

New Business

The ICS Staff Holiday party will be held on December 13th. Invite to follow.

Adjournment

A motion was made by Doris Schueler seconded by Michael Caridi and unanimous by all to adjourn the meeting at 8:05PM. The next Board of Trustees meeting is scheduled for November 21, 2019

Integration Charter Schools

Board of Trustees Meeting

Minutes

September 26, 2019 @ 6:35PM

Trustees Present	Jill Patel, Deborah Miller, David Lehr, Martin Krongold, John Strand, Bonnie Fritz, Nelly Tournaki, Tom Scarangelo, Mike Caridi, Joe Carroll, Sheldon Blackman, Via teleconference: N/A
Trustees Absent	Denise Henick, Richard Fragiaco, Doris Schueler, Robin Lefkowitz,
Staff Present	Theresa Peterford, Ken Byalin
Parents Present	None
Others Present	Brian Saber
Adoption of Agenda	A motion was made by Bonnie Fritz, seconded by David Lehr and unanimously approved to accept the agenda for the August 22, 2019 meeting date.
Approval of Minutes	----
President's Highlights	----
Committee Meetings/Reports	<ul style="list-style-type: none">• Executive Report Executive Committee did not meet. <p>A motion was made by Joe Carroll, seconded by Bonnie Fritz and unanimous by all to make Lily McNair an Emeritus Trustee</p> <p>New Ventures renewal site visit will be taking place on November 6, 2019 at 10:00AM with a pre-visit preparatory meeting taking place on October 18th, 2019 at 10:00AM. Trustees who wish to be a part of this must commit to attend the site visit, read the renewal documents and attend the pre-meeting.</p> <p>All renewal documents available will be sent out tomorrow. Benchmark 1 will be sent around October 15, 2019</p> <p>Nelly Tournaki, Deborah Miller, John Strand, David Lehr, Bonnie Fritz</p>

	<p>and Martin Krongold have volunteered to participate.</p> <ul style="list-style-type: none"> ● Finance & Audit Report <p>The Finance and Audit Committee did not meet.</p> <ul style="list-style-type: none"> ● Governance and Nominating Report <p>The committee met on October 23, 2019 and are in the process of reviewing resumes and having breakfast meetings with several candidates in the coming weeks.</p> <p>Tom will be resigning as Secretary.</p> <p>A motion was made by David Lehr, seconded by Joe Carroll, and unanimous by all to appoint Richard Fragiacomoto the new Secretary.</p> <p>A motion was made by Tom Scarangelo, seconded by Jill Patel, and unanimous by all to accept the Governance and Nominating Committee Report.</p> <ul style="list-style-type: none"> ● Education and Accountability Report <p>The committee met on 9/25.</p> <p>The regents scores are looking good. ELA and Math State Exam scores went down on average in all grades. The educational staff recognizes that this is concerning and reviewing ways to improve scores next year.</p> <p>Lavelle Prep Elementary will begin recruiting students and teachers for next year's expansion to grades K-2</p> <p>A motion was made by David Lehr, seconded by Tom Scarangelo and unanimous by all to accept Education and Accountability Committee report.</p> <ul style="list-style-type: none"> ● ICS Fundraising/Development Committee <p>Fundraising Committee did not meet.</p>
<p>President's Report</p>	<ul style="list-style-type: none"> ● ICS is being sued in reference to our lease with Eltingville Lutheran School by the Lutheran Synod and are being cited as an "interested party" in the lawsuit between Eltingville and the Synod. ● There is a shortage of Special Education Teachers and we have

	<p>not currently filled all vacancies. We hired two Special Education teachers today. Moving forward, we recognize that in order to get quality candidates, Special Education Co-Teachers will need to be hired in certain circumstances instead of Special Education TAs and their starting salary will be increased to better align with starting teacher salaries.</p>
New Business	
Adjournment	<p>A motion was made by David Lehr, seconded by Mike Caridi, and unanimous by all to adjourn the meeting at 4:39PM. The next Board of Trustees meeting is scheduled for October 24th, 2019</p>

Integration Charter Schools

Board of Trustees Meeting

Minutes

August 22, 2019 @ 6:35PM

Trustees Present	Sheldon Blackman, Denise Henick, Jill Patel, Richard Fragiacom, Deborah Miller, David Lehr, Doris Schueler Robin Lefkowitz, Martin Krongold Via teleconference: Bonnie Fritz, Nelly Tournaki,
Trustees Absent	Dirk Tilloston, Joseph Carroll, Michael Caridi, Tom Scarangelo
Staff Present	Dana Volini
Parents Present	None
Others Present	None
Adoption of Agenda	A motion was made by David Lehr, seconded by Sheldon Blackman and unanimously approved to accept the agenda for the August 22, 2019 meeting date.
Approval of Minutes	A motion was made by David Lehr, seconded by Martin Krongold and unanimously approved to accept the minutes from the June 27, 2019 meeting.
President's Highlights	
Committee Meetings/Reports	<ul style="list-style-type: none">• Executive Report Executive Committee met on 8/14/19<ul style="list-style-type: none">. Discussed questions on an e-mail from David Frank and Dana will respond to the e-mail with the Correct responses.. Questions on the By-laws were discussed and the By-laws were recommended to be voted on by the ICS Board of Trustees on Thursday, 8/22/2019.. Grievance Policy – Staff was discussed and voted upon in order for the policy to be submitted with New Ventures Renewal on 8/15/2019.. Conflict of Interest Policy was reviewed and includes utilizing the ICS's Chief of Staff and H.R. Director. They will work to resolve the issues before the issue is elevated to the Board of Trustees. Facilities Update: Update was discussed with Dr. Byalin who reported the status of the conflict between the Synod and the Church. We also discussed a proposal for Bay Street Apartments. A motion was made by David Lehr, seconded by Robin Lefkowitz, and

unanimous by all to accept the ICE Policy for ICS.

A motion was made by Robin Lefkowitz, seconded by Jill Patel, and unanimous by all to accept the ICS Personnel Grievance Policy.

A motion was made by Jill Patel, seconded by Sheldon Blackman, and unanimous by all to accept the ICS 6th Amended and Restated Bylaws.

A motion was made by Robin Lefkowitz, seconded by Sheldon Blackman, and unanimous by all to accept the ICS Conflict of Resolution Policy

A motion was made by Doris Schueler, seconded by Jill Patel and unanimous by all to accept the Executive Committee Report.

- **Finance & Audit Report**

The July 2019 Financials showed one month into the FY20 budget. Income shows about \$29 million with an end of year surplus of \$800k. The cash flow at the end of the year shows a positive balance of \$1.7 million.

A motion was made by David Lehr, seconded by Robin Lefkowitz, and unanimous by all to accept the Finance and Audit Committee Report.

- **Governance and Nominating Report**

No meeting in August

- **Education and Accountability Report**

The summer music course was introduced and the survey results were presented from the 18-19 school year. The students reported lower numbers than parents and teachers in many categories. Lavelle Prep scores slightly dropped in the trust of teachers, personal support and preventing bullying. Parents scored Lavelle Prep high in school leadership, collaboration and trust of teachers

The Committee recommended getting more data on this and will work on what that will look like.

Lavelle elementary reported 6 more suspensions then last year.

A motion was made by Sheldon Blackman, seconded by Joe Carroll and unanimous by all to accept Education and Accountability Committee report.

- **ICS Fundraising/Development Committee**

	<p>The next meeting is August 29th.</p> <p>A reminder to the Board that the September board meeting will take place at 4 pm so Brian Saber, President of Asking Matters, will be presenting to the Board.</p> <p>A motion was made by David Lehr, seconded by Doris Schueler, and unanimous by all to accept the Fundraising and Development Committee report.</p>
New Business	<p>The ICS Retreat Group selected Shereen Williams from Education Board Partners for Board Development. The proposal was just received and will be discussed at the next Board meeting.</p>
Adjournment	<p>A motion was made by Denise Henick, seconded by Robin Lefkowitz, and unanimous by all to adjourn the meeting at 7:25 PM. The next Board of Trustees meeting is scheduled for September 26, 2019.</p>

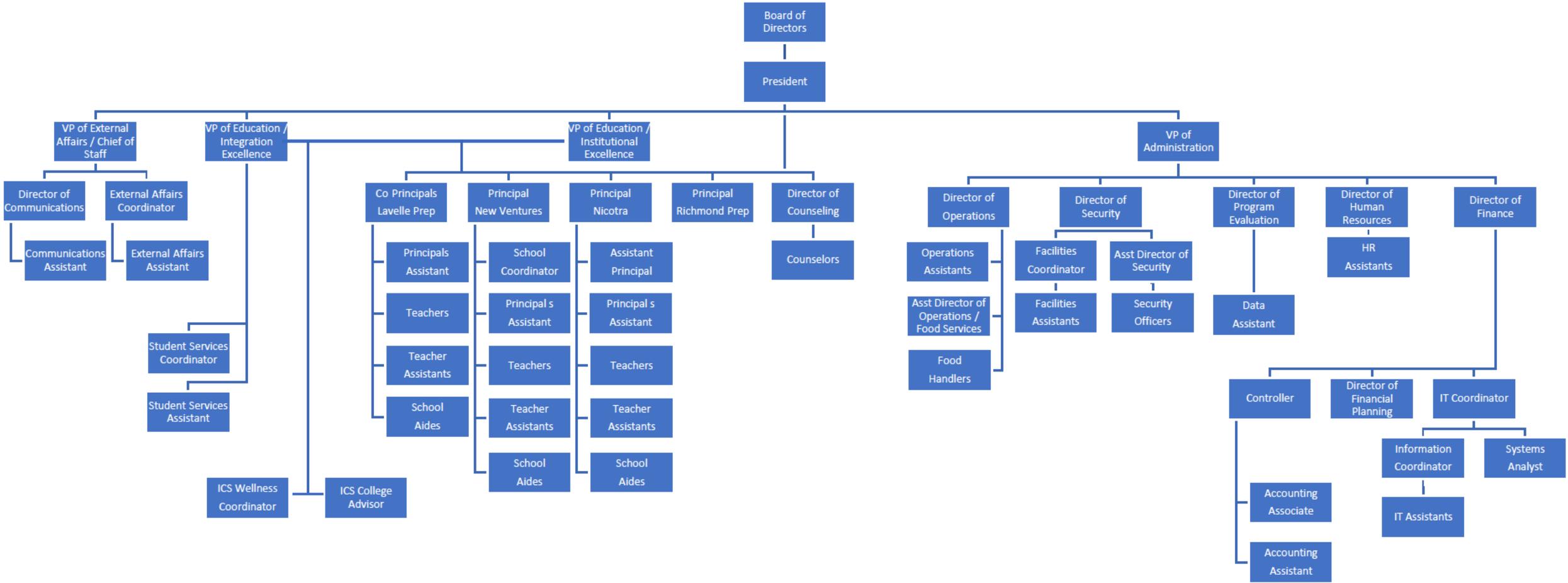


GREAT SCHOOLS FOR STUDENTS AND TEACHERS

The ICS Board of Trustees did not meet in July 2019

Integration Charter Schools

May 2020



Lavelle Preparatory Charter School 2020 202 Calendar



September 2020	February 202
Sept 1 - All Staff Returns	Feb 4- Half Day/ Virtual Parent-Teacher Conference
Sept 7- Schools Closed - Labor Day	Feb 5- NO STUDENTS Full Day PD
Sept 10- First Day of School	Feb 15- Schools Closed - Presidents' Day
Sept 18- Schools Closed - Rosh Hashanah	Feb 15-19-Schools Closed- Mid-Winter Break
Sept 21- 9th/10th grade Virtual Parent Orientations 6:00 PM	Feb 25- Open House
Sept 22- Elementary Virtual Parent Orientations 6:00 PM	
Sept 23- 11/12 grade Virtual Parent Orientations 6:00 PM	
Sept 24- Middle School Virtual Parent Orientations 6:00 PM	
Sept 28- Schools Closed - Yom Kippur	March 202
	Mar 3- SAT Exam (High School Students Only)
October 2020	Mar 11- Open House
Oct 12- Schools Closed - Columbus Day]	Mar 18- Open House
Oct 14- PSAT Exam (High School Students Only)	Mar 29-31- Schools Closed- Spring Break
November 2020	
Nov 3- No School for Students - Election Day/ Full Day PD	April 202
Nov 11- Schools Closed - Veterans Day	Apr 1-2- Schools Closed - Spring Break
Nov 13- 1st Marking Period Ends	Apr 9- NO STUDENTS Full Day PD
Nov 19- Half Day/ Virtual Parent-Teacher Conference	Apr 14- Elementary Lottery 4:30 PM
Nov 26- Schools Closed - Thanksgiving Day	Apr 19- Middle School Lottery 4:30 PM
Nov 27- Schools Closed	Apr 20-22- ELA State Exams
	Apr 23- 3rd Marking Period Ends
	Apr 29- Half Day/ Virtual Parent-Teacher Conference
December 2020	
Dec 25- Schools Closed - Christmas Day	
Dec 24-31- Schools Closed -Winter Recess	May 202
	May 4-6- Math State Exams
	May 13- School Closed - Eid al Fitr
	May 31- Schools Closed - Memorial Day
January 202	
Jan 1- Schools Closed - New Year's Day	
Jan 18- Schools Closed - M.L King Day	June 202
Jan 26-29- Regents	June 2- Regents US History & Government
Jan 29- 2nd Marking Period Ends	June 3- NO STUDENTS Full Day PD
	June 7- Science State Exams (Grades 4 & 8)
	June 15 - 17- Regents Exams
	June 21 - 24- Regents Exams
	June 25- 4th Marking Period Ends
	June 25- Last Day of School

181 Days Total

*Dates highlighted in orange apply to all ICS students and employees

CONSTRUCTION STANDARDS & INSPECTION - QAD - ENGINEERING DEPARTMENT

Facility TP	Building # TP1	Occupant MULTIPLE TENANTS	Date 12-20-19
Use Group B	General Information: OFFICE		Building Height (Stories/Feet) 3 STORIES
Contact Information (Name/Title/Phone):			

Fire Alarm System <input type="checkbox"/> N/A <input checked="" type="checkbox"/> Smoke Detector <input checked="" type="checkbox"/> Heat Detectors <input checked="" type="checkbox"/> Manual Pull <input type="checkbox"/> Other:	Test Records <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No	Reviewed <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Yes <input type="checkbox"/> No	Standpipe System System Class: <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> III Test Records Reviewed: <input type="checkbox"/> Yes <input type="checkbox"/> No Fire Department Connection: <input type="checkbox"/> Yes <input type="checkbox"/> No 5 Year Hydro: <input type="checkbox"/> Yes <input type="checkbox"/> No Last Test Date:
Alarms: <input checked="" type="checkbox"/> Local <input type="checkbox"/> Other <input checked="" type="checkbox"/> Central Station Location of Main Alarm Panel: MULTIPLE MAIN COLOMBY Manufacturer: EDWARDS Model: EST 2 Exit Signs: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Emergency Lights: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Emergency Power: <input type="checkbox"/> Yes <input type="checkbox"/> No Fire Extinguishers: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Records: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Fire Pumps: <input type="checkbox"/> Yes <input type="checkbox"/> No Records: <input type="checkbox"/> Yes <input type="checkbox"/> No Other Fire Suppression Systems: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No Location/Room Protected:	Sprinkler System <input type="checkbox"/> N/A Test Records <input checked="" type="checkbox"/> Wet <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Dry <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Pre-Action <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Deluge <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Other: <input type="checkbox"/> Yes <input type="checkbox"/> No Waterflow Alarms: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Control Valves: <input type="checkbox"/> Yes <input type="checkbox"/> No Tamper Switches: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Sealed: <input type="checkbox"/> Yes <input type="checkbox"/> No Locked: <input type="checkbox"/> Yes <input type="checkbox"/> No Records: <input type="checkbox"/> Yes <input type="checkbox"/> No Fire Department Connection: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Sprinklers Over 50 years Old: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		

REMARKS - REFER TO ITEM BY NUMBER

1. Combustible Waste Material - Inside / Outside
2. Clearance from Ignition sources
3. Smoking in Prohibited Areas
4. Other Deficiencies in Material Storage
5. Fire Hydrants
6. a. Clearance - 3 foot circumference
7. b. Inspection, Testing and Maintenance
8. Fire Protection Equipment - Equipment & Room Identification
9. BUILDING SERVICES AND SYSTEMS
10. Emergency and Standby Power - Inspect, Test & Maintain
11. Electrical Equipment - Clearance, Open Junction Boxes/Panels
 - a. Multiplying Adapters: Extension Cords, Temporary Wiring
12. Portable Heaters Used - Type - Listed
13. Elevators & Escalators - Pits - Debris
14. Commercial Cooking Hoods - Maintenance, Cleaning Schedule
15. FIRE RESISTANCE RATED CONSTRUCTION
16. Opening Protectives - Fire Doors, etc. - Operating Condition
 - a. Blocked, Wedged, or Tied
17. FIRE PROTECTION SYSTEMS
18. Inspection, Testing and Maintenance
19. System(s) Out of Service
20. Sprinkler Head - Clearance, Obstructions
21. Valves Electronically Supervised
22. Hydraulically Calculated Sprinkler Systems Placarded
23. Alternative Fire Extinguishing Systems
24. Standpipe System - Condition - Accessible
25. Fire Extinguisher Location Well Marked & Accessible
 - a. Suitable for Occupancy - Class A, B, C, D, K
 - b. Annual Inspection & Servicing
26. Fire Alarm System - Manual Pull Stations Marked & Accessible
27. Fire Department Connection - Signs, Accessible
28. MEANS OF EGRESS
29. Posted Occupant Load
30. Door Hardware - Locks, Panic Bars
31. Exits - Signed, Unobstructed
32. OCCUPANCY HAZARDS
33. High-Piled Storage, including Idle Pallets - Aisles / Clearance
34. Cutting, Welding & Hot Work
35. Flammable Liquids & Gases
36. LP Gas Cylinder - Storage, Use
37. Other Fire or Life Safety Items

The following comments
 See ABOVE! TPI-15-03, TPI-17-03
 The following comments are
 Open: TPI-11-03, TPI-12-05, TPI-12-07
 TPI-12-10, TPI-16-05, TPI-16-07,
 TPI-16-08, TPI-16-10, TPI-16-15,
 TPI-17-01, TPI-17-02, TPI-17-04,
 TPI-17-05
 Repair doors stair B (1st)
 Repair/Replace Exit Sign stair
 B 2nd floor
 Repair Repair Emergency light
 WPP Traffic lobby
 Repair Pre-Action system in
 Stairside alarm space
 Add 2 Exit signs lavells
 School 3rd FL Water Room 336

Inspected By: [Signature] Date: 12-20-19

Received By: Krista Montuore Date: 12-20-19

Inspections are conducted for general conformance with applicable codes, standards, and policies and do not imply that every deficiency was identified. The information provided shall not be construed as acceptance of non-conformant construction or systems unless specifically acknowledged.

THE PORT AUTHORITY OF NEW YORK AND NEW JERSEY
ENGINEERING DEPARTMENT – CSIU/QAD
100 MULBERRY STREET – GATEWAY 3
NEWARK, NJ 07102

To: Richard Codd, Facility Manager, Real Estate Services Department

TEMPORARY PERMIT TO OCCUPY OR USE
OF
TAA TP-0232
CORPORATE COMMONS ONE
3RD FLOOR
FIT-OUT FOR LAVELLE CHARTER SCHOOL

In accordance with your request dated September 12, 2011, and based on the Report on Audit Conformance issued by G. Slattery, Engineer of Construction which states that the work described above has been substantially completed in accordance with the approved Drawings and Specifications and requirements of the Port Authority and my applicable audits, I hereby issue a Temporary Permit to Occupy or Use commencing from the date of this Temporary Permit until the issuance of a Permit to Occupy or Use signed by the Chief Engineer after all work required by the subject TAA is substantially completed.



Ali Fadavi, P.E.
Manager
Construction Standards & Inspection
Quality Assurance Division

Dated: September 13, 2011
Newark, N.J.

cc: W. Caban, H. Cho, J. Curley, P. Dunne, C. J. Lin, J. McAuley, N. Minassian,
R. Ruff, G. Slattery, K. Tomko, P. Zipf: File