

Application: Atmosphere Academy Public Charter School

Gretchen Liga - [REDACTED]
Annual Reports

Summary

ID: 0000000222

Status: Annual Report Submission

Last submitted: Nov 2 2020 11:12 AM (EST)

Entry 1 School Info and Cover Page

Completed Nov 2 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)

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL 321000861075

a1. Popular School Name

Atmosphere Academy

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.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD #10 - BRONX

d. DATE OF INITIAL CHARTER

10/2014

e. DATE FIRST OPENED FOR INSTRUCTION

8/2015

h. SCHOOL WEB ADDRESS (URL)

<https://atmosphere.org/>

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

410

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

411

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

Check all that apply

Grades Served

6, 7, 8

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?

	Yes, 3 sites
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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	22 Marble Hill Avenue, Bronx, NY 10463	718-696-0493	NYC CSD 10	6	6

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Colin Greene	[REDACTED]	[REDACTED]	cgreene@atmosphereacademy.org
Operational Leader	Camila Gonzalez	[REDACTED]	[REDACTED]	cgonzalez@atmosphereacademy.org
Compliance Contact	Colin Greene	[REDACTED]	[REDACTED]	cgreene@atmosphereacademy.org
Complaint Contact	Camila Gonzalez	[REDACTED]	[REDACTED]	cgonzalez@atmosphereacademy.org
DASA Coordinator	Christian Roman	[REDACTED]	[REDACTED]	croman@atmosphereacademy.org
Phone Contact for After Hours Emergencies	Colin Greene	[REDACTED]	[REDACTED]	cgreene@atmosphereacademy.org

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

Private Space

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

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

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

Site 1 Certificate of Occupancy (COO)

[Marble Hill - TCO.pdf](#)

Filename: Marble Hill - TCO.pdf **Size:** 36.8 kB

Site 1 Fire Inspection Report

[Fire Cert Marble Hill.pdf](#)

Filename: Fire Cert Marble Hill.pdf **Size:** 324.1 kB

School Site 2

m2. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	5959 Broadway, Bronx, NY	718-696-0493	NYC CSD 10	7	7

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Colin Greene	[REDACTED]	[REDACTED]	cgreene@atmosphereacademy.org
Operational Leader	Camila Gonzalez	[REDACTED]	[REDACTED]	cgonzalez@atmosphereacademy.org
Compliance Contact	Colin Greene	[REDACTED]	[REDACTED]	cgreene@atmosphereacademy.org
Complaint Contact	Camila Gomzalez	[REDACTED]	[REDACTED]	cgonzalez@atmosphereacademy.org
DASA Coordinator	Christian Roman	[REDACTED]	[REDACTED]	croman@atmosphereacademy.org
Phone Contact for After Hours Emergencies	Colin Greene	[REDACTED]	[REDACTED]	cgreene@atmosphereacademy.org

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

Private Space

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

m2d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 2 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 2 Certificate of Occupancy (COO)

[5959 Broadway final C of O.pdf](#)

Filename: 5959 Broadway final C of O.pdf **Size:** 41.9 kB

Site 2 Fire Inspection Report

[Fire Certificate - 5959 Broadway.pdf](#)

Filename: Fire Certificate - 5959 Broadway.pdf **Size:** 581.5 kB

School Site 3

m3. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 3	3700 Independence Avenue, Bronx, NY 10463	718-696-0493	NYC CSD 10	8	8

m3a. Please provide the contact information for Site 3.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Colin Greene	[REDACTED]	[REDACTED]	cgreene@atmosphereacademy.org
Operational Leader	Camila Gonzalez	[REDACTED]	[REDACTED]	cgonzalez@atmosphereacademy.org
Compliance Contact	Colin Greene	[REDACTED]	[REDACTED]	cgreene@atmosphereacademy.org
Complaint Contact	Camila Gonzalez	[REDACTED]	[REDACTED]	cgonzalez@atmosphereacademy.org
DASA Coordinator	Christian Roman	[REDACTED]	[REDACTED]	croman@atmosphereacademy.org
Phone Contact for After Hours Emergencies	Colin Greene	[REDACTED]	[REDACTED]	cgreene@atmosphereacademy.org

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

Private Space

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

m3d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 3 if located in private space in NYC or located outside of NYC .

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

Site 3 Certificate of Occupancy (COO)

[Certificate of Occupancy - 3700 Independence Ave.pdf](#)

Filename: Certificate of Occupancy - 3700 Independence Ave.pdf **Size:** 126.9 kB

Site 3 Fire Inspection Report

[Fire Certificate - 3700 Independence Ave.pdf](#)

Filename: Fire Certificate - 3700 Independence Ave.pdf **Size:** 564.6 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).

No

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	Colin Greene
Position	Founder and Principal
Phone/Extension	[REDACTED]
Email	cgreene@atmosphereacademy.org

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).**

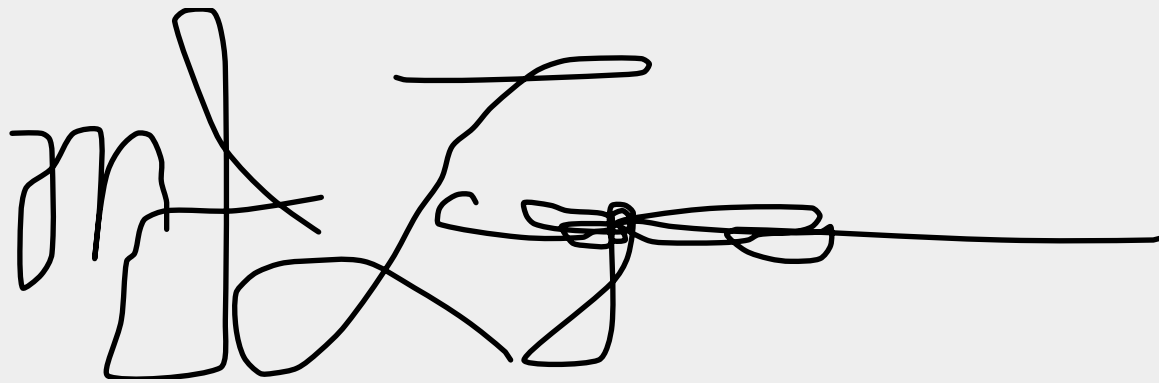
Responses Selected:

Yes

Signature, Head of Charter School

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read "Anthony Leone".

Signature, President of the Board of Trustees

A handwritten signature in black ink on a light gray background. The signature is cursive and appears to read "Michael J. ...".

Date

Jul 31 2020

Thank you.



Entry 2 NYS School Report Card

Completed Nov 2 2020

[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

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL 321000861075

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=800000083985&year=2019&createreport=1&allchecked=1&OverallStatus=1§ion_1003=1&EMStatus=1&EMindicators=1&EMcomposite=1&EMgrowth=1&EMcompgrowth=1&EMelp=1&EMprogress=1&EMchronic=1&EMpart=1&HSindicators=1&HSchronic=1&38ELA=1&38MATH=1&48SCI=1®ents=1&nyseslat=1&naep=1&staffqual=1&feddata=1

Entry 3 Progress Toward Goals

Incomplete Hidden from applicant

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				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

(No response)

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				
Academic Goal 12				
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				
Academic Goal 17				
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				

3. Do have more academic goals to add?

(No response)

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 Meet	If not met, describe efforts the school will take to meet goal. If unable to assess

				goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				

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 response)

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

Completed Nov 2 2020

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.

[AAPCS 2019-20 APPR Final](#)

Filename: AAPCS 2019 20 APPR Final.pdf Size: 895.7 kB

Entry 7 Disclosure of Financial Interest Form

Completed Nov 2 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.

Spitzer, James

Filename: Spitzer James.pdf **Size:** 54.4 kB

Burtin, Mervin

Filename: Burtin Mervin.pdf **Size:** 352.2 kB

Lagas, Michael

Filename: Lagas Michael.pdf **Size:** 104.4 kB

Greene, Jesse

Filename: Greene Jesse.pdf **Size:** 663.4 kB

Dillon, Alan

Filename: Dillon Alan.pdf **Size:** 3.7 MB

Entry 8 BOT Membership Table

Completed Nov 2 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.

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL 321000861075

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	Alan Dillon [REDACTED]	Trustee/Member	Finance; Governance	Yes	2	10/29/2018	10/29/2021	12
2	Dr. Michael Lagas, Ed.D. [REDACTED]	Chair	Accountability	Yes	2	10/16/2017	10/16/2020	12
3	Jesse J. Greene, Jr. [REDACTED]	Secretary	Finance; Governance	Yes	2	10/16/2017	10/16/2020	12
	Mervin Burton, CPA					10/16/20	10/16/20	

4	[REDACTED]	Treasurer	Finance	Yes	2	17	17	11
5	M. James Spitzer, Esq. [REDACTED]	Trustee/Member	Accountability; Governance	Yes	1	04/23/2018	04/23/2021	7
6								
7								
8								
9								

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2020	5
b.Total Number of Members Added During 2019-2020	0
c. Total Number of Members who Departed during 2019-2020	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	9

3. Number of Board meetings held during 2019-2020

12

4. Number of Board meetings scheduled for 2020-2021

12

Thank you.

Entry 9 Board Meeting Minutes

Completed Nov 2 2020 Hidden from applicant

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.

[AAPCS-Board-Meeting-Minutes-012920](#)

Filename: AAPCS Board Meeting Minutes 012920.pdf **Size:** 158.6 kB

[AAPCS-Board-Meeting-Minutes-021320](#)

Filename: AAPCS Board Meeting Minutes 021320.pdf **Size:** 157.4 kB

[AAPCS-Board-Meeting-Minutes-070919](#)

Filename: AAPCS Board Meeting Minutes 070919.pdf **Size:** 159.6 kB

[AAPCS-Board-Meeting-Minutes-081219](#)

Filename: AAPCS Board Meeting Minutes 081219.pdf **Size:** 146.8 kB

[AAPCS-Board-Meeting-Minutes-091819](#)

Filename: AAPCS Board Meeting Minutes 091819.pdf **Size:** 142.4 kB

[AAPCS-Board-Meeting-Minutes-103019](#)

Filename: AAPCS Board Meeting Minutes 103019.pdf **Size:** 163.4 kB

[AAPCS-Board-Meeting-Minutes-122019](#)

Filename: AAPCS Board Meeting Minutes 122019.pdf **Size:** 150.3 kB

[AAPCS-Board-Meeting-Minutes-112019](#)

Filename: AAPCS Board Meeting Minutes 112019.pdf **Size:** 148.0 kB

[AAPCS-Board-Meeting-Minutes-March-25-2020](#)

Filename: AAPCS Board Meeting Minutes March 25 2020.pdf **Size:** 1.2 MB

[AAPCS-Board-Meeting-Minutes-April-29-2020](#)

Filename: AAPCS Board Meeting Minutes April 29 2020.pdf **Size:** 1.2 MB

[AAPCS-Board-Meeting-Minutes-May-27-2020](#)

Filename: AAPCS Board Meeting Minutes May 27 2020.pdf **Size:** 1.2 MB

[AAPCS-Board-Meeting-Minutes-June-24-2020](#)

Filename: AAPCS Board Meeting Minutes June 24 2020.pdf **Size:** 627.5 kB

Entry 10 Enrollment & Retention

Completed Nov 2 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.

ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL 321000861075

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
Economically Disadvantaged	<p>To recruit economically disadvantaged students, outreach was conducted in district public schools, public housing complexes, and buses and subways. Advertising was done in targeted, specific zip codes, and assistance with completion of the free and reduced price lunch applications was offered.</p> <p>In 2019-20, 89.7% of students were Economically Disadvantaged, falling slightly short of the target of 90.1% by 0.4 percentage points.</p>	<p>In the upcoming school year, the school will consider increasing print and online advertisements during the pandemic to reduce our reliance on community outreach. To the extent that we are safely able, however, the school will continue to utilize the same efforts to recruit economically disadvantaged students, focusing on high needs neighborhoods and organizations that serve high numbers of low-income families. If possible, recruitment efforts will once again include information sessions and outreach throughout our target neighborhoods. We will also continue to build new relationships with community-based organizations and local schools in order to maintain the percentage of economically disadvantaged students enrolling in the school.</p>
English Language Learners/Multilingual Learners	<p>To specifically target English Language Learners, all advertising and promotional materials were translated into languages other than English as warranted by our location. All information sessions were offered in Spanish as well as English, and specific organizations that serve high concentrations of immigrant families were targeted in our outreach efforts.</p>	<p>Although we did not meet the enrollment goal for this group of students, we continue to build on our successful programming to meet the needs of English Language Learners. Moving forward, we will update our recruitment materials and presentations to further highlight the school's success in meeting the needs of ELL students and</p>

	In 2019-20, 8% of students were English Language Learners, below the target of 18.3% by 10.3 percentage points.	their families. In addition, we may, if needed, consider adding a preference for ELL students in future lotteries.
Students with Disabilities	<p>To specifically target students with special needs, the school clearly articulated and highlighted the services and supports to be provided to meet the needs of all diverse learners.</p> <p>In 2019-20, 19% of students were Students with Disabilities, falling short of the target of 21.9% by 2.9 percentage points.</p>	As this recruitment goal was almost met, the school does not intend to make any changes to its strategies to attract and enroll Students with Disabilities.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
Economically Disadvantaged	To retain Economically Disadvantaged students, the school strives to provide opportunities for them to participate in enriched, experiential learning at no cost to families. The school also ensures that any families experiencing hardship are supported with resources and supports to the extent possible. Parents are assisted in filling out lunch forms and encouraged to keep the school informed if school or health/hygiene supplies are needed.	Due to a very high level of retention for Economically Disadvantaged students, the school will implement the same strategies in the coming year.
	Over the course of the year, the school retained the vast majority of its English Language Learners	

<p>English Language Learners/Multilingual Learners</p>	<p>and expect that most will return for the upcoming school year. We believe that our high retention rates are due to the extensive and effective programming we provide for ELL students as well as an inclusive school community that fosters engagement for all families regardless of language barriers. These efforts include:</p> <ul style="list-style-type: none"> • English as a New Language classes • Push-in and pull-out ELL services throughout the course of the day and across all content areas • An investment in a co-teaching model that targets and supports at-risk students • A full-time ELL Specialist Ongoing parental communication, translated if needed • Translation services at school events 	<p>As our retention rate for ELL students was almost 100%, Atmosphere Academy anticipates providing the same level of service and support for English Language Learners, leading to another year of high retention rates. Specific program changes may be made based on demonstrated student needs.</p>
	<p>During the school year, the school retained most of its special education students and expects most of return for the 2020-21 school year. These high retention rates are due to the numerous and effective interventions and programs provided, which include:</p> <ul style="list-style-type: none"> • Collaboration with the Committee on Special Education and the SPED collaborative • A Special Education program that offers SETSS, ICT and 12:1:1 classes • A successful modified self-contained program • An investment in a co-teaching model that targets and supports 	

<p>Students with Disabilities</p>	<p>at-risk students</p> <ul style="list-style-type: none"> • Intervention services that provide struggling learners with individualized academic remediation, coaching and tutoring • Additional academic and social emotional support through an afterschool program • Related services provided on site to meet other needs of students, including counseling, speech and language services. • Student support services staff, including Learning Specialists aligned to their content area expertise. • Teaching Assistants to support highest need students in and out of the classroom through classroom stations, co-teaching and class transition support • Engaging and consistent programming for and communication with parents via workshops, meetings and conferences, and a variety of communication streams. 	<p>As our retention rate for Students with Disabilities was almost 100%, the school anticipates providing the same level of service and support for Students with Disabilities leading to another year of high retention rates. Any specific program changes made will be based on demonstrated student needs.</p>
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Entry 12 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

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

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

Entry 12 Uncertified Teachers

School Name: ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL 321000861075

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)	
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)	
Total Category A: 5 or 30% whichever is less	0

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

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 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)	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 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)	
Total Category C: not to exceed 5	0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 13 Organization Chart

Incomplete Hidden from applicant

[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.

Entry 14 School Calendar

Completed Nov 2 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.

[AAPCS 20-21 School Calendar](#)

Filename: AAPCS 20 21 School Calendar.pdf **Size:** 89.1 kB

Entry 15 Links to Critical Documents on School Website

Incomplete Hidden from applicant

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: Atmosphere Academy Public 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)	
2. Most Recent Board Meeting Notice and Related Agenda Item Documents	
2a. Webcast of Board Meetings (per Governor's Executive Order)	
3. Link to NYS School Report Card	
4. Most Recent Lottery Notice Announcing Lottery	
5. Authorizer-Approved DASA Policy	
6. District-wide Safety Plan	
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	
7. Authorizer-Approved FOIL Policy	
8. Subject matter list of FOIL records	
9. Link to School Reopening Plan	

Thank you.



Entry 16 COVID 19 Related Information

Completed Nov 2 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: Atmosphere Academy Public 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
	411	334	365

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 Participants

		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 l															0

Entry 17 Staff Roster - NEW TASK For Regents Schools Only

Incomplete Hidden from applicant

[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](#).



**Atmosphere Academy Public
Charter School**

**2019-20 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

By Colin Greene



2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Colin Greene, Founder and Principal, prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
Dr. Michael Lagas, Ed.D.	Chair
Jesse J. Greene, Esq.	Secretary
Mervin Burton	Treasurer
Alan Dillon, Esq.	Trustee
M. James Spitzer, Esq.	Trustee

Colin Greene has served as the Principal since 2015.

SCHOOL OVERVIEW

Atmosphere Academy Public Charter School opened its doors for its first year of operation on August 25, 2016 serving 140 students in 6th Grade from NYC CSD 10 and surrounding neighborhoods. In 2019-20, the school served 410 6th-8th Grade students. Of these students, 19% were students with IEP's, 8% were English Language Learners, and 88.8% were from economically disadvantaged families. The students were primarily Hispanic/Latino (79%) and African-American (16.3%). The remaining students were Asian (1.2%), White (2.9%), and Multi-racial (0.5%).

Through the creation of a highly engaging school setting, Atmosphere strives to not only prepare students to be ready for college, career, and life, but to succeed once they get there. By actively contributing to the school's shared learning community, Atmosphere students will acquire the character, skills, and knowledge they need to think, collaborate, and lead.

In order to build an engaged and self-directed community of stakeholders, many elements of the school model focus on empowering students to take ownership of the learning process, involving parents in their children's education, and helping faculty and staff continuously improve their professional practice. Further reflecting this foundational belief, Atmosphere Academy has adopted the following key design elements that allow the school to accomplish its mission and remain true to its vision:

- **School Culture:** The school has created an atmosphere that is supportive, innovative, collaborative, inspired, inspiring and rigorous.
- **Atmosphere Academy's Academic Program** is intended to improve student skills, build content knowledge, develop critical and creative thinkers, and achieve mastery of standards. While all students are challenged with rigorous instruction that is on or above grade level, the approach is differentiated based on the needs of the academic team. Atmosphere provides all students with 10 courses per year that are designed to remediate and accelerate students' knowledge and skills in a variety of content areas with a strong emphasis on English and math. Atmosphere scholars are given 500 minutes of English (ten 50 minute class periods), 500 minutes of math (ten 50 minute class periods), 250 minutes of science (five 50 minute class periods), 250 minutes of social studies (five 50 minute class periods), and 480 minutes of test preparation per week (two 50 minute class periods, one 100 minute assembly period, and two 90 minute after school sessions). In addition to physical education (two 50 minutes class periods) and health (one 50 minute class period), students also have electives (one 50 minute class period).
- In addition to our Academic Program, Atmosphere addresses social emotional learning through weekly Advisory and Restorative Justice classes (one 50-minute class period per course). These classes are designed to build students' ability to identify emotions, resolve conflicts, communicate openly, and familiarity with other important life skills. RJ and Advisory meet once per week. Advisory is facilitated by Atmosphere teachers. RJ is facilitated by the Culture Associate and/or Social Worker/Counselor.

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

- **Extended School Day and School Year:** In order to provide the time needed for students to take advantage of all of these unique learning opportunities without cannibalizing core courses to make room for them, Atmosphere employs an extended school day (7:30 am to 4:00 pm), school year (190-day school year), and afterschool achievement classes twice per week until 5:30.
- **21st Century Learning:** Atmosphere students are further prepared for success in college and career through the development of 21st century skills. To this end, all of Atmosphere's classes incorporate practices, assignments, routines, and other structures that ask students to develop 21st century skills, including Creative and Critical Thinking; Innovation and Entrepreneurship; Collaboration and Leadership; Digital Literacy; and College, Career and Life Skills.
- **Key Partners and Supporters:** Atmosphere enjoys close working relationships with the following organizations (among others): Westmoreland Sanctuary; Westchester Land Trust; and Westhab.
- **Student-Centered and Differentiated Instruction:** Atmosphere's instructional philosophy aligns most closely with the Gradual Release of Responsibility (GRR) approach. GRR reflects the importance Atmosphere places on student-led exploration and discovery throughout the proposed school. Atmosphere's instructional philosophy is also informed by the Sheltered Instruction and Observation Protocol (SIOP) model. The decision to use SIOP was made because it incorporates GRR principles, directly addresses the needs of Atmosphere's ELL population, and provides a broad and sound base of pedagogical practice. Within the SIOP model, GRR is often referred to as the "gradual increase in student responsibility."
- **Special Education Program:** Atmosphere offers general education classes, integrated co-teaching (ICT) classes, and self-contained classes that serve students with a range of needs. The self-contained classes are taught by a Learning Specialist and a Teaching Assistant present at all times. The ICT classes include a content area teacher during all classes and a Learning Specialist during math, English instruction, Science and Social Studies. Academic Intervention Services (AIS) provide additional academic support during lunch, electives and after school.
- **English Language Learner Program:** English language learners (ELLs) receive additional support through instruction from ELL Specialists that is provided during the electives period. This structure allows for an additional 100 minutes of targeted intervention per week. Additional intervention time is achieved by pulling students out of Technology class or Spanish class on an as needed basis.
- **Core Values:** All of Atmosphere's stakeholder groups are expected to follow a set of shared core values that help the proposed school realize its mission and vision. Focused on Mindful Leadership, the core values will encourage our students to be:

- Persistent – Atmosphere students will be supported to continue firmly in a course of action despite difficulty or opposition.
 - Curious – Atmosphere students are expected to be eager to know and learn new things in and out of the classroom.
 - Collaborative – Atmosphere students will work with other students and groups to achieve excellence.
 - Ethical – Atmosphere students will be encouraged to be concerned with right and wrong of human character
 - Reflective – Atmosphere students will gain a better grasp of their own identity through prescribed investigation of the stories and histories that define who they are.
 - Multicultural – Atmosphere students will be exposed to and gain an intimate understanding of and appreciation for their own cultures as well as various other cultures both locally and internationally
 - Empathetic – Atmosphere students will learn to leverage peer dynamics and the nested learning that occurs in social circles in order to enhance their academic outcomes.
 - Civic – Atmosphere students will gain greater insight into the structure of the socioeconomic ladder and the tangible steps that most often result in upward movement.
- Rapid Response to Intervention: Atmosphere’s Rapid Response to Intervention (RRTI) system is driven and accelerated by data that help faculty, staff, and school leaders provide targeted and timely academic and behavioral interventions. The goal is to provide such services to the students who most need them and in a time frame that makes those interventions most effective. Atmosphere provides a range of interventions that include emotional, social, behavioral, psychological, physical, intellectual, and academic support and security.
 - Restorative Justice: Atmosphere’s discipline system and policies are rooted in the principles of restorative justice. This philosophy sees behavioral infractions as injurious to the larger school community and seeks to repair them through interventions that involve all relevant stakeholders (students, parents, teachers, and administrators).
 - Data Driven Decision Making: Atmosphere sees real-time data acquisition, warehousing, interpretation, and visualization as the fuel that drives good decision-making. Therefore, Atmosphere implements strong data systems throughout the school (curriculum, assessment, discipline, etc.) that provide staff, students, and parents with actionable results.
 - Distributed Leadership: To increase organizational capacity, Atmosphere has based its instructional leadership structure on a distributed leadership model.

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- **Governance:** Atmosphere is governed by a strong, experienced Board of Trustees that provides scrupulous oversight without micromanaging the organization. The Board sets goals for the proposed school and leadership team that align with the Accountability Plan established in the proposed charter application and expect regular reports of academic, financial and organizational data with which to monitor progress towards goals and achievement of the proposed school's mission.

In Quarter 3 and Quarter 4 of the 2019-2020 school year, remote instruction was implemented with great skill and effort. The school designed three phases of implementation for this instructional plan in order to give all members of our community time to adapt to the expectations. Instructional hours were from 9:00 am - 2:30 pm. In Phase 1 (began March 16th and continued through March 24th), teachers conducted live synchronous classes remotely using Google Classroom for their content according to a team specific schedule. For both English and Math, classes were 50 minutes each, but English and Math Labs were suspended. English and Math Labs were reinstated in Phase 3, which began on April 27th and continued through the end of the year. In this phase, Labs was taught through the live synchronous model. Math Instruction including mathematical modeling and practice was implemented using digital platforms such as GoFormative, Kami, Khan Academy and Delta Math. Feedback was provided in real time as scholars worked on their assignments. As previously determined based on the conclusion of the New York State exams, both English and Math Achievement courses ended.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year

School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2015-16							140	0	0					140
2016-17							128	130	0					258
2017-18							154	142	125					421
2018-19							126	152	127					405
2019-20							137	134	139					410

GOAL 1: ENGLISH LANGUAGE ARTS

ELEMENTARY ENGLISH LANGUAGE ARTS

Summary of changes to the Elementary ELA Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.

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- However, in the absence of state test results, schools should report relevant results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 1: English Language Arts

Students will demonstrate high levels of achievement in English Language Arts.

BACKGROUND

Atmosphere Academy brings a sense of urgency to developing skilled and talented critical thinkers, readers, and writers as well as fluent communicators. This prioritization of and focus on literacy is exemplified by Atmosphere's decision to provide two separate yet synergistic English courses (English and English Lab) that ensures every Atmosphere student receives over 500 minutes of ELA instruction per week in grades 6-8. The gains achieved by this structure are augmented and enhanced by the emphasis on reading, writing, speaking, and listening that exists across the entire curriculum.

Atmosphere ELA teachers plan lessons based on students' reading and writing abilities as measured by quantitative and qualitative data generated by ELA assessments (formative, interim, and summative), ELA coursework, and other sources or observations. During class, ELA teachers use a blend of direct instruction, guided practice, and independent practice. In particular, ELA instruction incorporates review and generation of exemplars and models, Socratic questioning, student-led discussions, reading and writing small group work, and technology-aided editing and annotating that is interactive and engaging. Software applications (for tablets and computers) as well as other technological tools are an integral part of each facet and stage of instruction. ELA classes benefit from the support of the Learning Specialists, ELL Specialists, Instructional Leaders, Directors, Teaching Assistants, and Achievement Coaches, who help teachers to differentiate lessons to meet the needs of all learners. Each of these elements correlates with the Shelter Instruction Observation Protocol (SIOP) model and Gradual Release of Responsibility.

In the summer of 2019, Academy updated the English curriculum to reflect the New York State Next Generation Learning Standards for English Language Arts. Atmosphere adds on to and enhances these standards by extending literacy to the math classroom as well. For instance, in the math classroom, Atmosphere's math teachers work to help students "read" math and "write" math by scaffolding student acquisition of math vocabulary, giving students the tools they need to decode word problems, and mandating that students fully explain and show their work verbally and in writing.

Moreover, Atmosphere seeks to increase the sophistication and rigor of its ELA curriculum beyond what is mandated by state standards. In this manner, Atmosphere's ELA courses not only strive to increase student fluency and facility with reading and writing a variety of texts that span multiple genres and levels of sophistication, but to also engage students in the generation of original work

product that is intended for purposeful publication both within the school and the larger community. Student engagement is maximized by infusing the acquisition of reading, writing, listening, speaking, and language skills with direction and intention. Students are asked to ameliorate deficits and master new skills in order to share their story, engage in the ideation process, and change outcomes.

In order to realize this goal, Atmosphere uses an ELA program that is comprised of research-based curricular choices as well as instructional methods that have been shown to be effective for middle school literacy development.

The English course is designed to improve scholars' ability to effectively read and interpret texts that span a range of Lexile levels and genres. In accordance with the **New York** State Next Generation Learning **Standards** for **English** Language Arts, the content is a mix of fiction and literary texts as well as nonfiction and informational texts. Specific reading domain standards addressed include:

- Key ideas and details
- Craft and structure
- Integration of knowledge and ideas
- Range of reading and level of text complexity

These standards are addressed by providing instruction in and opportunities for:

- Close reading and annotation
- Content comprehension and understanding
- Background knowledge and context
- Literary analysis
- Information interpretation and inference
- Reader response and discussion
- Vocabulary (drawing meaning from context and putting meaning in context)

The English lab courses are assigned by section to address students' needs. The *Remediation Lab* serves students who are not proficient. Here, *READ180* is utilized to assess areas of weakness and provide targeted instruction in deficit areas. The *Enrichment Lab* serves students who are at or above proficiency. These Honors scholars are presented the College Board's Pre-AP Springboard framework to facilitate further advancement. Our goal is for scholars successfully completing this course to be adequately prepared to challenge themselves by enrolling in AP courses in high school.

Beginning March 16, 2020, the school moved to a fully remote instructional model. During this time, virtual English classes were conducted live- synchronously using Google Classroom. The English course was offered four times a week. The English Lab course was suspended in Phase 1 (as discussed earlier in this report), but reinstated on March 25th two times a week. Instruction including reading and text annotation was implemented using digital versions of the text and approved platforms such as the Kami app. Feedback was provided in real time as scholars worked on their assignments.

METHOD

During the school year, Atmosphere administered an internal Midline Exam and Achievement Sprints to assess students’ growth in ELA and allow us to make NYS Exam predictions for each grade level. The midline exam was administered in January to measure student growth and achievement at the mid-point in the year. Following the exam, any deficits are retaught using spiraling and reassessed using additional “sprints” (quizzes) in the time between the midline and the state exam.

As seen below, Atmosphere’s midline exam has been extremely accurate in predicting student outcomes on the state test. There is a direct correlation between increases in a cohort’s percent correct on multiple choice (MC) and constructed response (CR) on the midline and their percent proficient on the state exam. Moreover, there is an even stronger correlation between the percent of students scoring over 60% (>60%) on midline MC and CR and their state exam results.

Below is just an example of 6th grade English scores on the midline and state exam over time. The same trends are present on all grade levels for both math and English. As you can see, 6th grade English is on pace for another record.

MIDLINE ENGLISH EXAM DATA vs. NYS ENGLISH EXAM									
Class	Grade	Year	MIDLINE MC% Correct	MIDLINE MC% >60%	MIDLINE CR% Correct	MIDLINE CR% >60%		NYS % Proficient	Result Type
Class of 2019	6	2017	41.6%	7.3%	45.8%	31.1%		16.1%	Actual
Class of 2020	6	2018	44.8%	18.1%	55.9%	43.1%		35.7%	Actual
Class of 2021	6	2019	48.4%	25.9%	63.6%	56.1%		41.5%	Actual
Class of 2022	6	2020	51.7%	35.7%	65.6%	64.3%		50.0%	Prediction

Atmosphere’s “sprints” are quizzes administered throughout the year that consist of released NYS Exam passages and questions. They are used as practice to help the students actively improve throughout the year. Results of sprints administered after the Midline are used to adjust prior state exam predictions based through a comparison to results from prior years.

The procedure below was used to determine the Predicted NYS ELA Levels for students:

1. Calculated Baseline and Midline Scores
2. Calculated 2019 and 2020 Achieved Potential Growth measured from Baseline to Midline
3. Calculated the Difference between Achieved Baseline to Midline Growth 2019 vs 2020

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4. Calculated 2019 Achieved Potential Growth from Midline to NYS Exam 2019
5. Calculated 2020 Potential Growth Boost Calculated for Midline to NYS Exam
6. Calculated Predicted NYS Score
7. Converted Individual Students' Midline Scores to Predicted NYS Score
8. Incorporated Post Midline English Sprints
9. Assigned Student Predicted NYS Level

In order to calculate each student's 2020 Predicted NYS Levels, student data from completed assessments was used. The student data sets include:

- Baseline and Midline results from the 2018-2019 and 2019-2020 school year
- Achieved Growth measured from Baseline to Midline
- Difference between Baseline to Midline Achieved growth 2018-2019 vs 2019-2020
- NYS results and levels from the 2018-2019 school year
- Growth measured from Midline to NYS Exam during the 2018-2019 school year

RESULTS AND EVALUATION

8th Grade: Based off the Midline results administered on January 27 and 28, the prediction for Class of 2020 NYS Proficiency was 50%. However, after the February Break Intervention program and through the reinforcement of the importance of the Atmosphere Systems in the classroom, assessment results since the Midline Exam increase the Proficiency prediction to be closer to 55%.

Class	English Midline Grade	English Midline Year	English Midline MC %	English Midline MC % >= 60%	English Midline CR %	English Midline CR % >= 60%	NYS English % Proficient	NYS English % Proficient Type
Class of 2018	8	2018	50.4%	29.3%	66.2%	68.1%	50.0%	Actual
Class of 2019	8	2019	52.9%	43.0%	67.6%	60.5%	49.2%	Actual
Class of 2020	8	2020	51.6%	37.5%	69.4%	73.2%	50.0%	Prediction
C2020 vs. C2018			1.2%	8.2%	3.2%	5.1%	0.0%	
C2020 vs. C2019			-1.3%	-5.5%	1.8%	12.7%	0.8%	

As shown in the chart above, the Class of 2020 averaged 51.6% on the English Midline Multiple Choice (MC), which is a 1.3% decrease from the prior year. The Midline MC Proficiency was 37.5%, which is a 5.5% lower from 8th grade last year. The Midline Constructed Response (CR) Average

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was 1.8% higher than 8th grade last year, and the CR Midline Proficiency was 12.7% greater than 8th grade last year.

7th Grade: Based off the Midline results administered on January 27 and 28, the prediction for Class of 2021 NYS Proficiency was 45%. However, after the February Break Intervention program and through the reinforcement of the importance of the Atmosphere Systems in the classroom, assessment results since the Midline Exam increase the Proficiency prediction to be closer to 50%.

Class	English Midline Grade	English Midline Year	English Midline MC %	English Midline MC % >= 60%	English Midline CR %	English Midline CR % >= 60%	NYS English % Proficient	NYS English % Proficient Type
Class of 2018	7	2017	43.0%	9.4%	50.5%	39.8%	28.3%	Actual
Class of 2019	7	2018	48.6%	30.0%	55.4%	43.1%	30.1%	Actual
Class of 2020	7	2019	55.4%	45.8%	72.6%	79.2%	41.0%	Actual
Class of 2021	7	2020	57.6%	51.5%	74.5%	78.20%	45.0%	Prediction
C2021 vs. C2018			14.6%	42.1%	24.0%	38.4%	16.7%	
C2021 vs. C2019			9.0%	21.5%	19.1%	35.1%	14.9%	
C2021 vs. C2020			2.2%	5.7%	1.9%	-1.0%	4.0%	

As shown in the chart above, the Class of 2021 averaged 57.6% on the English Midline Multiple Choice, which is a 2.2% increase from the prior year. Midline MC Proficiency was 51.5%, which is 5.7% higher from 7th grade last year. The Midline Constructed Response Average was 74.5%, which is a 1.9% increase from 7th grade last year. The Midline Proficiency was 78.2%, which is a 1.0% decrease from 7th grade last year.

6th Grade: Based off the Midline results administered on January 27 and 28, the prediction for Class of 2020 NYS Proficiency was 50%.

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Class	English Midline Grade	English Midline Year	English Midline MC %	English Midline MC % >= 60%	English Midline CR %	English Midline CR % >= 60%	NYS English % Proficient	NYS English % Proficient Type
Class of 2018	6	2016	41.4%	8.6%			8.5%	Actual
Class of 2019	6	2017	41.6%	7.3%	45.8%	31.1%	16.1%	Actual
Class of 2020	6	2018	44.8%	18.1%	55.9%	43.1%	35.7%	Actual
Class of 2021	6	2019	48.4%	25.9%	63.6%	56.1%	41.5%	Actual
Class of 2022	6	2020	51.7%	35.7%	65.6%	64.3%	50.0%	Prediction
C2022 vs. C2018			10.3%	27.1%			41.5%	
C2022 vs. C2019			10.1%	28.4%	19.8%	33.2%	33.9%	
C2022 vs. C2020			6.9%	17.6%	9.7%	21.2%	14.3%	
C2022 vs. C2021			3.3%	9.8%	2.0%	8.2%	8.5%	

As shown in the chart above, the Class of 2022 averaged 51.7% on the English Midline Multiple Choice, which is a 3.3% increase from the prior year. Midline MC Proficiency was 35.7%, which is a 9.8% increase from 6th grade last year. The Midline Constructed Response average was 65.7%, which is a 2.0% increase from 6th grade last year. Midline CR Proficiency was 64.3%, which is an 8.2% increase from 6th grade last year.

ADDITIONAL EVIDENCE

Student scores on Atmosphere’s interim assessments were the highest in the school’s history, even outpacing last year’s scores when Atmosphere was one of the fastest growing schools in New York State. The results shown in the previous section were predicting approximately 52% schoolwide proficiency in English for 2020, a projected increase of 8 percentage points over 44% on the 2019 NYS ELA exams and an increase of 43.3 percentage points from 2016. The chart below shows the growth in scores over time by grade level and overall.

Cohort	2020 Projected English % Proficient	2019 Actual English % Proficient	2018 Actual English % Proficient	2017 Actual English % Proficient	2016 Actual English % Proficient
6th Grade	50%	41.5%	35.7%	16.1%	8.7%
7th Grade	50%	41.0%	30.1%	28.3%	N/A
8th Grade	55%	49.2%	50.0%	N/A	N/A
All	52%	43.6%	38.0%	22.3%	8.7%

SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

Based on our projected levels of proficiency on the NYS ELA exams, we believe we have met the overall accountability goal for ELA. While it is unlikely that we would have met the absolute goal of 75 percent of all students in at least their 2nd year at the school reaching proficiency, we do believe we would have met all other Absolute, Comparative, and Growth goals outlined in the Accountability Plan. The data demonstrates that the Class of 2020, Class of 2021, and Class of 2022 had the potential to be the first Atmosphere cohorts to average higher than NYC on the Multiple Choice section of NYS English Exam.

ACTION PLAN

Atmosphere Academy's Leadership Team has continued to make key improvements to the academic program to foster increased student achievement in the upcoming years. These changes are focused on continued professional development of highly qualified practitioners, a consistent use of data and achievement systems to target and remediate student deficiencies, strategic reallocation of staffing to better support students, increased expectations of both students and staff, and continued tight supervision and evaluation of teachers.

- Highly Effective Teachers
 - Staff Selection- In addition to systems previously put in place, the leadership team closely evaluated staff performance data to determine who would be invited to return for the 2020 - 2021 academic year. Staff was evaluated using a portfolio based model that measured performance against a customized rubric created by the school that incorporates school values and systems with the Charlotte Danielson framework. As a result of our comprehensive coaching schedule, all English teachers showed growth in their development and were invited to return. The recruitment and hiring of the staff continues to be a rigorous process, with the competition of multiple high-quality candidates for any given opening. These candidates were filtered according to a strict criteria that aligns with Atmosphere's goals. Demonstration tasks were developed to closely mirror their work responsibilities. Interviews and demonstrations were evaluated against a specific rubric and point system for the position. A number of English teachers were hired for the 2020-2021 school year during the quarantine. The selection process was modified to appropriately adapt to a virtual environment. Additional support for new hires was provided by the Instructional Leader for the department in order to insure the readiness for these new staff members.
 - Professional Development - The school has continued its investment in coaching and professional development. All of these practices are designed to promote professional reflection and growth. This year, the school focused on building Reasoning Across All Content Areas (RAACA). The RAACA initiative promoted the use of reading strategies and the application of logic and evidence to solve a problem. Scholars were taught to closely read the story, build vocabulary and identify the

organization of the text. Once developed, scholars were encouraged to apply these skills when answering multiple choice questions. The RAACA initiative was designed for use in all courses in order to maintain consistent reading expectations across all content areas. Workshops were offered during the winter to teachers in all content areas to create assignments that would effectively develop scholars in this area. The school hopes to further develop teachers during the 2020 - 2021 school year on RAACA instructional strategies. The leadership team has also agreed to send staff for professional learning through the Association for Middle-Level Education, The College Board and Newsela. Although the school moved to a remote model in the spring. Teachers continued to provide targeted instruction through this initiative using digital platforms. This practice will be enhanced in the 2020-2021 school year through the use of additional digital platforms that will enhance student capability to text annotate when close reading and responding to multiple choice questions.

- Peer Coaching - During the 2019-2020 school year, the English Department piloted a peer coaching model. A master teacher who had received distinguished ratings for multiple years coached two novice teachers in the department. The peer coach observed the teachers during lessons and offered non-evaluative feedback. The feedback built the novice teachers repertoire of instructional strategies and strengthened the quality of the critical questions asked of students. These observations were conducted virtually using a Portal device, as the teachers are assigned to different grade levels. The program was successful and thus it has been expanded for the 2020 - 2021 school year. The department now has two master teachers who are mentoring two novice teachers each.
- Curricular and Instructional Systems – In 2020 - 2021, instruction at Atmosphere Academy will continue to focus on growth of students in alignment with the standards and AAPCS systems. Curriculum maps for all courses have been developed to provide adherence to the standards while providing connection to real life situations and adequate time for assessment and revisiting of content. The maps for grade level ELA courses have been aligned to the New York State Next Generation Learning Standards and EngageNY. This work allows us to utilize this resource to measure teacher effectiveness and student growth against a standard on multiple occasions. It also better supports the full instructional cycle (teach, assess, investigate data, identify areas of need, reteach and reassess).
 - In order to support proficiency in the comprehension and analysis of informational text, all content areas will utilize our LUCK reading system when assigning a reading prompt. The system promotes strategic text annotation in order to fully understand key components of what the scholar is reading and better respond to what is being asked. This year, the LUCK system will be conducted digitally using the Kami app in connection with Google Classroom. This change to digital submission will better facilitate this work in a Blended model and also enhance 21st century skills. LUCK in connection with RAACA (discussed above) will be completed in all content areas.
 - The grading policy has been modified for the school's Blended Learning model, prioritizing smaller more frequent formative assessments. This change was made in

order to better address the needs of scholars as they learn remotely, allowing teachers to be able to more closely monitor student performance and reallocate time for reteaching. The policy continues to set a standard for the minimum number of assessments required so that student grades are a compilation of multiple types of tasks. This includes a quarterly assessment developed by the department to measure growth over the course of the year. Entries will be closely monitored by Instructional Leaders to ensure adherence to this policy.

- While in Blended Instruction, all students will receive 700 minutes of Humanities instruction per week plus 700 minutes per week of STEM instruction per week and an additional 140 minutes of Achievement instruction per week. Students will also receive 70 minutes of Advisory instruction and 70 minutes of Restorative Justice Instruction, which focuses on building life skills, study skills, and 21st-century skills. The course also facilitates guided work time. When the school returns to the Full In-Person model, all students will receive 750 minutes of Humanities instruction per week plus 750 minutes per week of STEM instruction per week and an additional 290 minutes of Achievement instruction per week. Students will also receive 50 minutes of Advisory instruction and 50 minutes of Restorative Justice Instruction. Furthermore, special school days have been added to the calendar and during breaks to provide even more time on task related to Achievement instruction. These special days add additional school days.
- Intervention Systems – All special education instruction and academic intervention services is data-driven. Beyond the full group setting, all students who are not performing at grade level in their core academic classes will receive increased supplemental services under the school’s Rapid Response to Intervention framework. Students identified through this process are provided with a variety of supports. These supports include but are not limited to: additional time added to each class period for small group support, Read180/Math Lab curriculum, Behavior Intervention Plans, Academic Intervention Services (after-school - in Full In Person model only). The grade level leaders, in coordination with the Chief Learning Officer, oversee student data and placement in collaboration with an individualized team of teachers and staff members. These decisions are made at RTI team meetings on a cyclic basis to review student progress and determine if goals are being met. The Literacy Specialist works directly with students by collaboratively providing instruction with teachers within the classroom and via small group pull-out sessions for students with deficits in reading and writing. Learning Specialists will continue to work with special education students in ICT, SETSS, and Self-Contained settings. ELL Specialists will work with students via push-in, pull-out, and English as a New Language (ENL) classes. Achievement intervention services are provided in alignment with NYS test data. Student grouping is individualized as determined by identified areas of need, and student growth and placement is progress monitored throughout the year.
- Data and Achievement Systems – As it has since the school’s inception, Atmosphere will continue to enhance its ability to leverage data, target interventions, and develop

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curriculum that helps meet the needs of all students through the identification and remediation of skill and standard deficiencies.

To help maximize student achievement, Atmosphere has:

- allocated even more time to its achievement program and achievement curriculum, which teach students specific systems and strategies they can use to improve
- these systems and strategies are designed and embedded with mnemonic devices, exemplars, rubrics, step-by-step instructions, and countless best practices
- these systems and strategies are taught across all related classrooms on a consistent manner (for example, Atmosphere's English systems are taught in English, English Lab, English Achievement, Social Studies, and Science)

To properly deliver these systems and strategies, Atmosphere will continue to improve, perfect, and expedite its:

- customization of interventions
 - creation student micro-groupings
 - sharing of data with key stakeholders
 - development of new and improved English and math systems and strategies
 - use of a data dashboard to create a central clearing house for student assessment, academic, and behavioral data that inform data-driven decisions and instruction
 - dissemination of itemized data analysis by question type, standard, demographics, and other criteria
 - administration of ongoing progress monitoring through the implementation and timely review of sprints measuring distinct skills and standards
 - creation of curricula and selection of appropriate resources that closely mirror test structures so as to familiarize students with those structures
- Culture - Atmosphere will continue to implement cultural norms and stringent classroom management procedures. Continuing our Merit and Demerit system will support the school's restorative justice framework and adherence to policies. The school will hold a restorative justice council that provides students with opportunities to reflect and address negative behaviors (one day per week). Opportunities to be recognized as STAR students have been created to celebrate exemplary behavior and scholarship. Rewards including field trips and purchases at the school "swag" store will also promote positive school culture. The school life team has been expanded to include grade level deans, a guidance counselor, social worker and school aides. Atmosphere will provide professional development workshops for teachers in Classroom Management and the restorative justice model. Ongoing coaching to further support the proper management techniques and best practices will be given as needed.

GOAL 2: MATHEMATICS

ELEMENTARY MATHEMATICS

Summary of changes to the Elementary Mathematics Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates, PIs, district comparisons, effect sizes, or mean growth scores.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 2: Mathematics

Students will demonstrate high levels of achievement in mathematics.

BACKGROUND

Atmosphere's two course math structure offers students and teachers additional time on task (500 minutes of math instruction per week) and operates in alignment with state standards for Mathematical Practice.

The majority of content for the Mathematics Course is aligned to the grade-level standards. However, the curriculum includes the overlap of multiple related standards. For example, when teaching number sense in 6th grade, teachers will extend the learning to further develop understanding using content later covered in 7th grade. Whenever possible, instruction is spiraled to double back to previous standards. This allows us to measure teacher effectiveness and student growth against a standard on multiple occasions. It also better supports the full instructional cycle. Teachers focus on math literacy by providing multiple representations of a problem to differentiate instruction and build conceptual understanding. In order to increase students' familiarity and proficiency with problem-solving, all Math teachers focus on "Standards for Mathematical Practices" as well as teaching students to respond to questions using Atmosphere's Math Systems. These systems are consistently used in math classes to build students' problem solving and critical thinking and application skills.

Atmosphere scholars model mathematical concepts with manipulatives and participate in activities that lead to the development of skills. We aim for students to communicate their mathematical thinking, reach consensus, and draw conclusions around key ideas together. Teachers follow the developmental learning process through concrete, representational, and abstract (CRA) interventions. This way, scholars develop their mathematical understanding and reasoning abilities. Building both conceptual understanding and procedural fluency are primary goals of instruction while fostering scholars' communication skills, both verbally and in writing, while they employ proper language to describe their thinking processes. Our goal is for these strategies to work in concert to promote multiple literacies (English literacy, math literacy, and visual literacy).

The Mathematics Lab courses are assigned by section to address scholars' needs. The enrichment sections serve scholars whose performance is at or above proficiency. The Enrichment Lab is designed to prepare scholars for the Algebra I Regents Exam in 8th grade. As a result, the curriculum for 6th grade Honors classes has been scaffolded to include 7th-grade content and the 7th grade Honors curriculum includes 8th grade Pre-Algebra content and resources. We have remediation sections that serve scholars whose performance is below proficiency. To best support these students, teachers utilize assessment data to formulate plans for the reinstruction and practice of deficit skill areas. In 2017-2019, the school utilized the Math 180 program to address these needs. However, the leadership team has determined that this resource was not completely effective as teachers were not able to connect content to the math course. As a result, the math lab was restructured. Through station teaching, mini workshops, tiered and differentiated instructional methods and technology based resources, teachers in the lab course provide the support needed to master the content.

In Quarter 3 and Quarter 4 of the 2019-2020 school year, remote instruction was implemented with great skill and effort. The school designed three phases of implementation for this instructional plan in order to give all members of our community time to adapt to the expectations. Instructional hours were from 9:00 am - 2:30 pm. In Phase 1, which began March 16th and continued through March 24th, teachers conducted live synchronous classes remotely using Google Classroom for their content according to a team specific schedule. Math, classes were 50 minutes each. Math Lab was suspended. Math Lab was reinstated in Phase 3, which began on April 27th and continued through the end of the year. In this phase, Math Lab was taught through the live synchronous model. Instruction including mathematical modeling and practice was implemented using digital platforms such as GoFormative, Kami, Khan Academy and Delta Math. Feedback was provided in real time as scholars worked on their assignments. As previously determined based on the conclusion of the New York State exams, Math Achievement courses ended.

METHOD

During the school year, Atmosphere administered an internal Midline Exam and Achievement Sprints to assess students' growth in Math and allow us to make NYS Exam predictions for each grade level. The midline exam was administered in February to measure student growth and achievement at the mid-point in the year. Following the exam, any deficits are retaught using spiraling and reassessed using additional "sprints" (quizzes) in the time between the midline and the state exam.

Atmosphere's midline exam has been extremely accurate in predicting student outcomes on the state test. There is a direct correlation between increases in a cohort's percent correct on multiple choice (MC) and constructed response (CR) on the midline and their percent proficient on the state exam. Moreover, there is an even stronger correlation between the percent of students scoring over 60% (>60%) on midline MC and CR and their state exam results.

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Atmosphere's "sprints" are quizzes administered throughout the year that consist of released NYS Exam passages and questions. They are used as practice to help the students actively improve throughout the year. Results of sprints administered after the Midline are used to adjust prior state exam predictions based through a comparison to results from prior years.

The procedure below was used to determine the Predicted NYS Math Levels for students:

1. Calculated Baseline and Midline Scores
2. Calculated 2019 and 2020 Achieved Potential Growth measured from Baseline to Midline
3. Calculated the Difference between Achieved Baseline to Midline Growth 2019 vs 2020
4. Calculated 2019 Achieved Potential Growth from Midline to NYS Exam 2019
5. Calculated 2020 Potential Growth Boost Calculated for Midline to NYS Exam
6. Calculated Predicted NYS Score
7. Converted Individual Students' Midline Scores to Predicted NYS Score
8. Incorporated Post Midline English Sprints
9. Assigned Student Predicted NYS Level

In order to calculate each student's 2020 Predicted NYS Levels, student data from completed assessments was used. The student data sets include:

- Baseline and Midline results from the 2018-2019 and 2019-2020 school year
- Achieved Growth measured from Baseline to Midline
- Difference between Baseline to Midline Achieved growth 2018-2019 vs 2019-2020
- NYS results and levels from the 2018-2019 school year
- Growth measured from Midline to NYS Exam during the 2018-2019 school year

RESULTS AND EVALUATION

8th Grade: Based off the Midline results administered on February 11 and 12, the prediction for Class of 2020 NYS Proficiency was 65%.

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Class	Math Midline Grade Level	Math Midline Year	Math Midline MC %	Math Midline MC % >= 50%	Math Midline CR %	Math Midline CR % >= 50%	NYS Math % Proficient	NYS Math % Proficient Type
Class of 2018	8	2018	40.8%	24.4%	29.0%	15.4%	22.2%	Actual
Class of 2019	8	2019	51.3%	55.2%	26.9%	13.0%	45.9%	Actual
Class of 2020	8	2020	60.0%	72.0%	44.4%	45.2%	65.0%	Predicted
C2020 vs. C2018			19.2%	47.6%	15.4%	29.8%	42.8%	
C2020 vs. C2019			8.7%	16.8%	17.5%	32.2%	19.1%	

As shown in the chart above, Class of 2020 averaged 60.0% on the Math Midline Multiple Choice, which is a 8.7% increase from the prior year. Midline MC Proficiency was 72.0%, which is a 16.8% higher from 8th grade last year. The CR Midline Average was 17.5% higher than 8th grade last year. 2020 CR Midline Proficiency was 32.2% greater than 8th grade last year.

7th Grade: Based off the Midline results administered on February 11 and 12, the prediction for Class of 2020 NYS Proficiency was 65%.

Class	Math Midline Grade Level	Math Midline Year	Math Midline MC %	Math Midline MC % >= 50%	Math Midline CR %	Math Midline CR % >= 50%	NYS Math % Proficient	NYS Math % Proficient Type
Class of 2018	7	2017	38.4%	20.3%	26.0%	16.3%	20.6%	Actual
Class of 2019	7	2018	35.9%	16.2%	35.3%	23.8%	27.0%	Actual
Class of 2020	7	2019	43.4%	33.7%	32.8%	17.4%	39.6%	Actual
Class of 2021	7	2020	62.4%	68.9%	45.3%	43.2%	65.0%	Predicted
C2021 vs. C2018			24.0%	48.6%	19.3%	26.9%	44.4%	
C2021 vs. C2019			26.5%	52.7%	10.0%	19.4%	38.0%	
C2021 vs. C2020			19.1%	35.3%	12.5%	25.8%	25.4%	

As shown in the table above, the Class of 2021 averaged 62.4% on the Math Midline Multiple Choice, which is a 19.1% increase from the prior year. Midline MC Proficiency was 68.9%, which is a 35.3% increase from 7th grade last year. The CR Midline Average was 12.5% higher than 7th grade last year. CR Midline Proficiency was 25.8% greater than 7th grade last year.

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6th Grade: Based off the Midline results administered on February 11 and 12, the prediction for Class of 2020 NYS Proficiency was 45%.

Class	Math Midline Grade Level	Math Midline Year	Math Midline MC %	Math Midline MC % >= 50%	Math Midline CR %	Math Midline CR % >= 50%	NYS Math % Proficient	NYS Math % Proficient Type
Class of 2018	6	2016	34.0%	7.9%			8.5%	Actual
Class of 2019	6	2017	39.0%	15.3%	18.8%	3.1%	14.5%	Actual
Class of 2020	6	2018	45.7%	36.1%	35.1%	20.8%	24.2%	Actual
Class of 2021	6	2019	57.3%	65.5%	46.6%	51.8%	58.5%	Actual
Class of 2022	6	2020	57.6%	63.6%	38.9%	34.3%	45.0%	Predicted
C2022 vs. C2018			23.6%	55.7%	38.9%	34.3%	36.5%	
C2022 vs. C2019			18.6%	48.3%	20.1%	31.2%	30.5%	
C2022 vs. C2020			11.9%	27.5%	3.8%	13.5%	20.8%	
C2022 vs. C2021			0.3%	-1.9%	-7.7%	-17.5%	-13.5%	

As shown in the table above, the Class of 2022 averaged 57.6% on the Math Midline Multiple Choice, which is a 0.3% increase from the prior year. Midline MC Proficiency was 63.6%, which is a 1.9% decrease from 6th grade last year. The CR Midline Average was 7.7% lower than 6th grade last year. CR Midline Proficiency was 17.5% lower than 6th grade last year.

ADDITIONAL EVIDENCE

The results shown in the previous section were predicting approximately 60% schoolwide proficiency in Math for 2020, a projected increase of 12 percentage points over 48% on the 2019 NYS Math exams and an increase of 52 percentage points from 2016. The chart below shows the growth in scores over time by grade level and overall.

Cohort	2020 Projected Math % Proficient	2019 Actual Math % Proficient	2018 Actual Math % Proficient	2017 Actual Math % Proficient	2016 Actual Math % Proficient
6th Grade	65%	58.5%	24.2%	14.5%	8.0%
7th Grade	65%	39.6%	27.0%	20.6%	N/A
8th Grade	45%	45.9%	22.2%	N/A	N/A
All	60%	47.9%	24.6%	17.6%	8.0%

Algebra Regents: As scholars will not be able to take the NYS Algebra Regents, Atmosphere Academy has utilized a series of internal assessments to illustrate our scholars' preparedness for proficiency. A Baseline exam, which was a replica of the entire January 2017 Regents, was given on

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January 8, 2020. A Final exam was given on June 2, 2020, which is a replica of the Multiple-choice questions from the January 2017 Regents. Please note that while the same Regents exam was used to create assessments, the tests were differentiated. As discussed on previous slides, Atmosphere believes our internal assessments are accurate predictors of student performance on the state exam. The May 2019 Baseline predicted a 92.85% passing rate, and we had 93% on the state exam one month later.

Date Internal Exam was administered	% of scholars passing the internal exam	% passing on Regents	% of scholars with 4s and 5s
May 2019 Baseline (8th graders from 2018-19 class)	93%	93% actual number from the June 2019 Regents	39.5% actual number from the June 2019 Regents
January 2020 Baseline (8th graders from 2019-20 class)	79% <i>It is important to note that at the time of assessment, only 50 - 60% of the content tested was covered.</i>	90 - 95% PREDICTION Exam Cancelled	40 - 45% PREDICTION Exam Cancelled
June 2020 Final Exam (8th graders from 2019-20 class) (Remotely)	82% <i>Given the remote environment, a determination was made to just assess multiple choice only due to students' varied technological capabilities.</i>	90 - 95% PREDICTION Exam Cancelled	50 - 55% PREDICTION Exam Cancelled

SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

Based on our projected levels of proficiency on the NYS ELA exams, we believe we have met the overall accountability goal for ELA. While it is unlikely that we would have met the absolute goal of 75 percent of all students in at least their 2nd year at the school reaching proficiency, we do believe we would have met all other Absolute, Comparative, and Growth goals outlined in the Accountability Plan. The data demonstrates that the Class of 2020 and Class of 2021 were predicted to break Atmosphere's records in NYS Math Exam Multiple Choice Averages and overall NYS Math Exam Proficiency.

ACTION PLAN

Atmosphere Academy's Leadership Team has continued to make key improvements to the academic program to foster increased student achievement in the upcoming years. These changes are focused on continued professional development of highly qualified practitioners, a consistent use of data and achievement systems to target and remediate student deficiencies, strategic reallocation of staffing to better support students, increased expectations of both students and staff, and continued tight supervision and evaluation of teachers.

- Highly Effective Teachers
 - Staff Selection- In addition to systems previously put in place, the leadership team closely evaluated staff performance data to determine who would be invited to return for the 2020 - 2021 academic year. Staff was evaluated using a portfolio based model that measured performance against a customized rubric created by the school that incorporates school values and systems with the Charlotte Danielson framework. As a result of our comprehensive coaching schedule, all but two math teachers that began the 2019-2020 school year showed growth in their development and were invited to return. These teachers were dismissed mid year and replaced with staff members that were invited to return. The recruitment and hiring of the staff continues to be a rigorous process, with the competition of multiple high-quality candidates for any given opening. These candidates were filtered according to a strict criteria that aligns with Atmosphere's goals. Demonstration tasks were developed to closely mirror their work responsibilities. Interviews and demonstrations were evaluated against a specific rubric and point system for the position. A number of Mathematics teachers were hired for the 2020-2021 school year during the quarantine. The selection process was modified to appropriately adapt to a virtual environment. Additional support for new hires was provided by the Instructional Leader for the department in order to insure the readiness for these new staff members.
 - Professional Development - The school has continued its investment in coaching and professional development. All of these practices are designed to promote professional reflection and growth. This year, the school focused on building Reasoning Across All Content Areas (RAACA). The RAACA initiative promoted the use of reading strategies and the application of logic and evidence to solve a problem. Similar to it's application in English, scholars were taught to closely read the math problem, build vocabulary and identify the steps required to answer the question. Once developed, scholars were encouraged to apply these skills when answering multiple choice questions. The RAACA initiative was designed for use in all courses in order to maintain consistent reading expectations across all content areas. Workshops were offered during the winter to teachers in all content areas to create assignments that would effectively develop scholars in this area. The school hopes

to further develop teachers during the 2020 - 2021 school year on RAACA instructional strategies. The leadership team has also agreed to support staff in their professional learning through the National Council of Teachers of Mathematics, the Association for Middle-Level Education, The College Board and Blue Engine. Although the school moved to a remote model in the spring, teachers continued to provide targeted instruction through this initiative using digital platforms. This practice will be enhanced in the 2020-2021 school year through the use of additional digital platforms that will enhance student capability to text annotate when close reading and responding to multiple choice questions.

- Blue Engine Coaching - During the 2019-2020 school year, the Mathematics Department piloted the use of Blue Engine, an outside vendor to coach three 8th grade teachers in the math department. A dedicated Blue Engine coach was assigned to observe and provide support to the teachers through regular weekly meetings. The program specifically focused on data driven instructional interventions. The program was successful and thus it has been expanded for the 2020 - 2021 school year. The department now has math teachers in every grade level involved in the program. In addition to teacher development, Blue Engine will also be coaching two leaders in order to better support the program.
- Curricular and Instructional Systems – In 2020 - 2021, instruction at Atmosphere Academy will continue to focus on growth of students in alignment with the standards and AAPCS systems. Curriculum maps for all courses have been developed to provide adherence to the standards while providing connection to real life situations and adequate time for assessment and revisiting of content. The maps for grade level Math courses have been aligned to the New York State Next Generation Learning Standards. This work allows us to utilize this resource to measure teacher effectiveness and student growth against a standard on multiple occasions. It also better supports the full instructional cycle (teach, assess, investigate data, identify areas of need, reteach and reassess). All Math teachers will address Mathematical Practices and focus on teaching students to respond to questions using the SOLVE method (Study the problem, Organize the information, Line up your plan, Verify your plan, Examine your result). Additional systems (such as SPACE and MATH) are also used to better connect mathematics problem solving strategies to specific question types.
 - In order to improve instructional delivery, the math department has begun creating its own learning packets. Teachers in the department will discontinue use of GoMath by the end of 2021 as these materials are created. This shift allows the mathematics Instructional Leader greater oversight in the quality of the materials. More specifically the team is developing unit based packets that will provide a progression of skills, step by step examples and stronger alignment to our math systems.
 - The grading policy has been modified for the school's Blended Learning model, prioritizing smaller more frequent formative assessments. This change was made in order to better address the needs of scholars as they

learn remotely, allowing teachers to be able to more closely monitor student performance and reallocate time for reteaching. The policy continues to set a standard for the minimum number of assessments required so that student grades are a compilation of multiple types of tasks. This includes a quarterly assessment developed by the department to measure growth over the course of the year. Entries will be closely monitored by Instructional Leaders to ensure adherence to this policy.

- While in Blended Instruction, all students will receive 700 minutes of Humanities instruction per week plus 700 minutes per week of STEM instruction per week and an additional 140 minutes of Achievement instruction per week. Students will also receive 70 minutes of Advisory instruction and 70 minutes of Restorative Justice Instruction which focuses on building life skills, study skills, and 21st-century skills. The course also facilitates guided work time. When the school returns to the Full In-Person model, all students will receive 750 minutes of Humanities instruction per week plus 750 minutes per week of STEM instruction per week and an additional 290 minutes of Achievement instruction per week. Students will also receive 50 minutes of Advisory instruction and 50 minutes of Restorative Justice Instruction. Furthermore, special school days have been added to the calendar and during breaks to provide even more time on task related to Achievement instruction. These special days add additional school days.

- Intervention Systems – All special education instruction and academic intervention services is data-driven. Beyond the full group setting, all students who are not performing at grade level in their core academic classes will receive increased supplemental services under the school’s Rapid Response to Intervention framework. Students identified through this process are provided with a variety of supports. These supports include but are not limited to: additional time added to each class period for small group support, Read180/Math Lab curriculum, Behavior Intervention Plans, Academic Intervention Services (after-school - in Full In Person model only). The grade level leaders, in coordination with the Chief Learning Officer, oversee student data and placement in collaboration with an individualized team of teachers and staff members. These decisions are made at RTI team meetings on a cyclic basis to review student progress and determine if goals are being met. The Literacy Specialist works directly with students by collaboratively providing instruction with teachers within the classroom and via small group pull-out sessions for students with deficits in reading and writing. Learning Specialists will continue to work with special education students in ICT, SETSS, and Self-Contained settings. ELL Specialists will work with students via push-in, pull-out, and English as a New Language (ENL) classes. Achievement intervention services are provided in alignment with NYS test data. Student grouping is individualized as determined by identified areas of need, and student growth and placement is progress monitored throughout the year.

- Data and Achievement Systems– As it has since the school’s inception, Atmosphere will continue to enhance its ability to leverage data, target interventions, and develop

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

curriculum that helps meet the needs of all students through the identification and remediation of skill and standard deficiencies.

To help maximize student achievement, Atmosphere has:

- allocated even more time to its achievement program and achievement curriculum, which teach students specific systems and strategies they can use to improve
- these systems and strategies are designed and embedded with mnemonic devices, exemplars, rubrics, step-by-step instructions, and countless best practices
- these systems and strategies are taught across all related classrooms on a consistent manner (for example, Atmosphere's English systems are taught in English, English Lab, English Achievement, Social Studies, and Science)

To properly deliver these systems and strategies, Atmosphere will continue to improve, perfect, and expedite its:

- customization of interventions
 - creation student micro-groupings
 - sharing of data with key stakeholders
 - development of new and improved English and math systems and strategies
 - use of a data dashboard to create a central clearing house for student assessment, academic, and behavioral data that inform data-driven decisions and instruction
 - dissemination of itemized data analysis by question type, standard, demographics, and other criteria
 - administration of ongoing progress monitoring through the implementation and timely review of sprints measuring distinct skills and standards
 - creation of curricula and selection of appropriate resources that closely mirror test structures so as to familiarize students with those structures
- Culture - Atmosphere will continue to implement cultural norms and stringent classroom management procedures. Continuing our Merit and Demerit system will support the school's restorative justice framework and adherence to policies. The school will hold a restorative justice council that provides students with opportunities to reflect and address negative behaviors (one day per week). Opportunities to be recognized as STAR students have been created to celebrate exemplary behavior and scholarship. Rewards including field trips and purchases at the school "swag" store will also promote positive school culture. The school life team has been expanded to include grade level deans, a guidance counselor, social worker and school aides. Atmosphere will provide professional development workshops for teachers in Classroom Management and the restorative justice model. Ongoing coaching to further support the proper management techniques and best practices will be given as needed.

GOAL 3: SCIENCE

ELEMENTARY SCIENCE

Summary of changes to the Elementary Science Goal due to the Covid-19 school closure:

- Schools will be unable to report state test proficiency rates or a district comparison.
- However, in the absence of state test results, schools should report results from internally developed assessments, national norm-referenced tests, and/or any other evaluation method below. When possible, schools report tabular data aligned to the narrative.

Goal 3: Science

Students will demonstrate high levels of achievement in Science.

BACKGROUND

Since the opening of AAPCS, the Science Department followed a discipline specific model: 6th grade Physical Science, 7th grade Life Science, and 8th grade Earth Science with a heavy spiral review to prepare students for the NYS 8th grade science exam. During the use of this model, NYS was under the old Science Learning Standards. During the 2019-2020 school year, the 6th grade curriculum was adjusted to meet the new New York State P-12 Science Learning Standards.

To address these new standards, Atmosphere has adopted the Amplify curriculum in these new courses. Atmosphere chose these curricula because of their emphasis on inquiry-based learning, multimodal learning, and science application, which helps to facilitate the kind of creative thinking, critical thinking, and collaborative leadership skills that are central to Atmosphere's mission and vision. In keeping with its blended approach to learning, Atmosphere supplements the science curriculum with web-based applications and supplemental resources that give students the chance to engage in inquiry-based scientific discovery.

Our science program also consists of Science Achievement in grade 8. This program is designed to prepare scholars for the NYS exam. The content is spiraled to include the three middle school disciplines (Earth Science, Life Science, and Physical Science) covered as well as some 5th grade content. The program is facilitated several times throughout the year and consists of intensive workshops on labs and performance tasks, reading charts and data, content based vocabulary and critical reading skills, as well as test taking strategies. Whenever possible, the program utilizes Atmosphere's English systems to help scholars respond to multiple choice (RAIN) and constructed response questions (BRACECES). The program begins with a Baseline to assess student needs and revise the program as needed. A Midline exam is given in the spring in order to measure student growth and identify areas that need improvement.

In Quarter 3 and Quarter 4 of the 2019-2020 school year, remote instruction was implemented with great skill and effort. The school designed three phases of implementation for this instructional plan

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

in order to give all members of our community time to adapt to the expectations. Instructional hours were from 9:00 am -2:30 pm. In all phases, science teachers conducted live synchronous classes remotely using Google Classroom according to a team specific schedule. Science classes were 50 minutes each instruction was implemented using digital platforms such as Amplify, GoFormative, Kami, Edpuzzle and Flocabulary. Feedback was provided in real time as scholars worked on their assignments. As previously determined based on the conclusion of the New York State exams, Science Achievement courses ended.

METHOD

As 8th Grade scholars were not able to take the NYS Science Exam, Atmosphere Academy has utilized a series of internal assessments to illustrate our scholars' preparedness for proficiency.

- A Baseline exam constructed of released state exam questions was given October 19, 2019.
 - The proficiency rate was 29%
 - It is important to note that at the time of assessment, only 30% of the content tested was covered.
- Unit exams were later administered remotely when the content was taught. These exams were compared to the specific related questions from the Baseline to measure growth.
 - Proficiency rates grew an average of 32% between the Baseline and Unit Exams.
- The midline exam scheduled for May 2020 was cancelled.

RESULTS AND EVALUATION

Internal Assessment	% of scholars passing	% passing NY State Exam
No Baseline 2018	N/A	37% June 2018
May 2019 (Baseline)	23%	49% June 2019
May 4, 2020 (Midline)	Exam Cancelled	2020 Exam Cancelled
November 2019 - March 2020 Unit Tests	59 - 77%	60% PREDICTION - Exam Cancelled

ADDITIONAL EVIDENCE

The predicted 60% rate for the 2020 NYS Science exam represents an increase of 8.6 percentage points from 2019 and an increase of 23 percentage points from 2018, the first year Atmosphere students took the exam.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

Given the predicted 60% proficiency rate, we most likely not meet the Absolute Goal for Science. In addition, we are unable to determine if the Comparative Goal would have been met, as there are no district scores available for comparison.

ACTION PLAN

Atmosphere has updated its Science program in the summer of 2020 to consist of three integrated grade level courses.

- Integrated Science 6
- Integrated Science 7
- Integrated Science 8 (starting Fall of 2021)

This new course sequence will begin implementation in the fall of 2020 in order to align with the New York State P-12 Science Learning Standards, which requires students to develop a deeper understanding of the three middle school disciplines (Earth Science, Life Science, and Physical Science). Our decision to implement an integrated approach was made in order to better expose students to a combination of the three disciplines at each grade level. We believe this integrated approach will help prepare our students for this new exam (administered in 2022) and is more closely aligned with the English and Mathematics standards for each grade level. Prior to this change, the Science Department followed a discipline specific model to align with the old Science Learning Standards.

The department is also increasing its leadership team by training two apprentice administrators. Two science teachers have been identified for this transitional program, which will prepare them to serve as future leaders of the department in the event of expansion or other strategic changes. The teachers will receive mentoring around special projects such as curriculum updates, the creation of common benchmark assessments and vertical alignment of performance expectations for labs. The Apprentice Administrators also will support the science achievement program and the indoctrination of new teachers in the department.

Additional improvements and revisions made to the school's science program mirror those presented above in the English Language Arts and Mathematics action plan. These changes are focused on continued professional development of highly qualified practitioners, a significant

reallocation of staffing resources to better support students with the greatest level of need, a consistent use of data and achievement systems to target and remediate student deficiencies, increased expectations of both students and staff, and continued tight supervision and evaluation of teachers.

In addition, these improvements, the achievement course scope and sequence was reallocated to provide more time to target areas identified by benchmark assessments as well as provide more time to prepare students for the written and performance sections of the state science exam. The school has continued its investment in coaching and professional development in science. This year, the leadership team has agreed to send staff for professional learning through the Middle School Science Administrator Institute, the Association for Middle-Level Education, Amplify Science, Urban Advantage, and The College Board.

GOAL 4: ESSA

The 2019-20 ESSA Goal remains unchanged due to the Covid-19 school closure. The 2019-20 accountability status based on 2018-19 results and can be found by navigating to the school report card available [here](#).

Goal 7: Absolute Measure

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

METHOD

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

RESULTS AND EVALUATION

Atmosphere Academy has been deemed to be in Good Standing this year.

ADDITIONAL EVIDENCE

AAPCS has maintained an accountability status of Good Standing in all years of operation.

Accountability Status by Year

2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Year	Status
2017-18	Good Standing
2018-19	Good Standing
2019-20	Good Standing



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

1. Name of education corporation: Atmosphere Academy Public Charter School
2. Trustee's name (print): M. James Spitzer
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): N/A

4. Home address: [REDACTED]

5. Business Address: [REDACTED]

6. Daytime phone: [REDACTED]

7. E-mail: [REDACTED]

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

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

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<p><i>Please write "None" if applicable. Do not leave this space blank.</i></p>			

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

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

Signature _____

7/28/2020
Date



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DATE RECEIVED: _____

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

- Name of education corporation: Atmosphere Academy Public Charter Schools__
- Trustee’s name (print):__ Mervin Burton_____
- Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.):_Treasurer_____


- Home address: _____
- Business Address: _____
- Daytime phone: _____
- E-mail: _____
- Is Trustee an employee of the education corporation? ___Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
NONE			

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

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NONE				



Signature

7/28/2020

Date



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DATE RECEIVED: _____

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

1. Name of education corporation: **Atmosphere Academy Public Charter School**
2. Trustee's name (print): **Michael J. Lagas, Ed.D.**
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): **Chair**



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

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

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
none	none		

Please write "None" if applicable. Do not leave this space blank.

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

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

Michael J. Lagas

 Signature

07-20-2020

 Date



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

1. Name of education corporation: Atmosphere Academy Public Charter School
2. Trustee's name (print): Jesse J Greene, Jr
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____
Secretary
4. Home address: _____
5. Business Address: _____
6. Daytime phone: _____
7. E-mail: _____
8. Is Trustee an employee of the education corporation? ___ Yes. No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

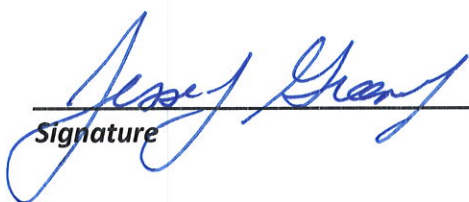
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please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

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
<u>ongoing</u>	<u>Loans to Atmosphere Academy</u>	<u>All components reviewed by full Board. Terms per SUNY guidance.</u>	[REDACTED]

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

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NONE	NONE	NONE	NONE	NA

Please write "None" if applicable. Do not leave this space blank.



 Signature

July 28, 2020
 Date



Charter Schools Institute
The State University of New York

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

1. Name of education corporation: ATMOSPHERE ACADEMY PUBLIC CHARTER SCHOOL

2. Trustee's name (print): ALAN E. DILLON

3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): _____

Trustee

4. Home address: _____
5. Business Address: _____
6. Daytime phone: _____
7. E-mail: _____

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

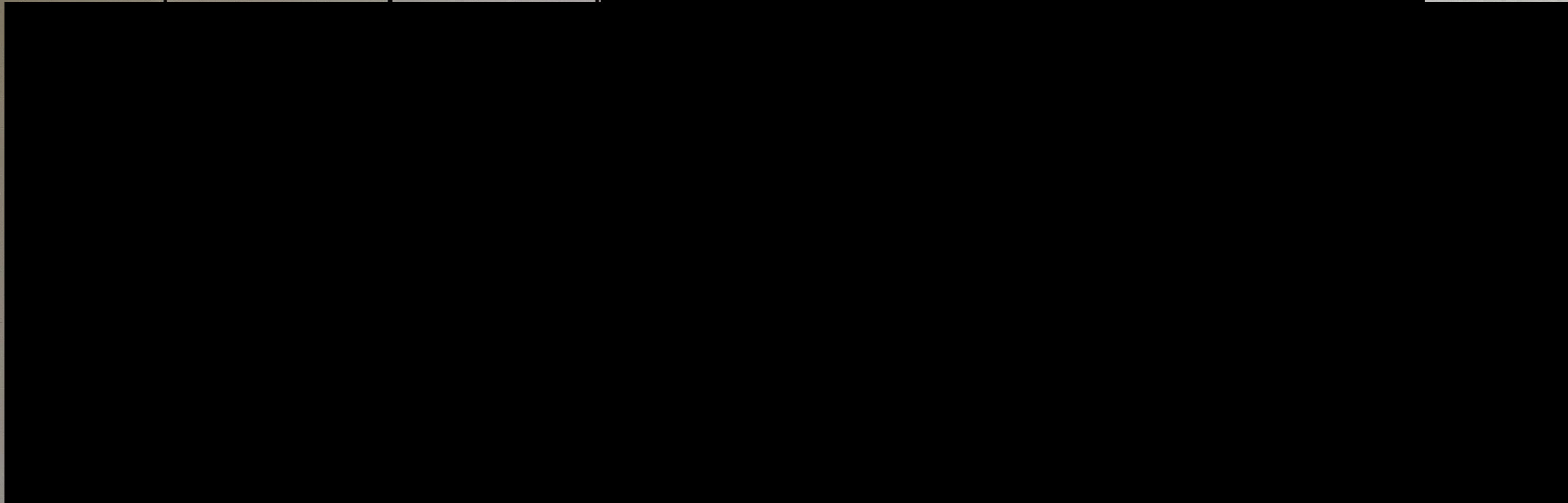
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please write "None." Please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

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	<u>NONE</u>		

10. Identify each individual, business, corporation, union association, firm, partnership, committee proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation and in which such entity, during the preceding school year (July 1 – June 30), you and/or your immediate family member(s) had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the education corporation that is doing business with the education corporation through a management or services agreement, you

need not list every transaction between such entity and the education corporation that is pursuant to such agreement; rather, please identify only the name of the entity, your position in the entity as well as the relationship between such entity and the education corporation. If there was no financial interest, please write "None."

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



Form Revised November 16, 2015

		None	



Atmosphere academy

Atmosphere Academy Public Charter Schools Board of Trustees Meeting Minutes January 29, 2020

Atmosphere Academy Charter School
5959 Broadway
New York, New York 10463

Board Members Attending:

Mr. Alan Dillon
Dr. Michael Lagas (by Phone)
Mr. Jesse J. Greene, Jr.
Mr. Mervin Burton
Mr. James Spitzer

Board Members Absent:

Others in Attendance:

Mr. Colin J. Greene
Mr. Bryan Fryer (by phone)
Mr. Peter Markey
No public in attendance

Agenda Item 1. Call to Order

At approximately 5:05PM Mr. Burton called the meeting to order.

Agenda Item 2. Pledge of Allegiance

Mr. Burton led the pledge of allegiance.

Agenda item 3. Board Reports

Mr. C. Greene noted the upcoming accountability meeting and the need for a governance committee meeting.

Mr. J. Greene noted the January 10, 2020 Finance Committee meeting and commented that Mr. Fryer

would go through the financial information at this meeting.

Agenda Item 4. Comments From the Public

There were no public attendees and therefore no comments.

Agenda Item 5. Revision and Adoption of the Agenda

The board had no objections or additions.

Agenda item 6.1. Finance Update

Mr. Fryer reviewed the financial report package. He reviewed the overview Scorecard (dashboard) and noted that the school was tracking well to the objective surplus for the year.

He gave special attention to the paid days bonus, revenue variance, and, at the request of a board member, Mr. C. Greene covered the expenses for math and Read 180.

Next Mr. Fryer reviewed the need for another short term loan and noted approximate need at the end of February and April. After that, no need for short term loans is foreseen at this time.

The performance bonus estimate was discussed so preparations can be made for payment.

Mr. Spitzer joined the meeting at this time.

Discussion continued about the ability to obtain a bank lending facility, and it was decided to continue to wait until the schools balance sheet improves.

The board then discussed the upcoming school expansion to 600 students, and Mr. C. Greene discussed the very positive revenue impact.

Discussion continued on the need to put aside funds for reserve, for a potential high school, and to hire a CFO. Mr. Fryer was requested to put together a cash plan for the rest of the year.

Agenda Item 6.2. Budget 2020 - 2023

Mr. C. Greene reviewed the 5 year budget and the positive financial outcomes over that period.

He then reviewed hiring plans for the expansion for the fall of 2020 and the real estate plan over the coming year.

The board asked that a contingency line be added to the annual budget to protect the surplus target from costs overruns. The amount decided on was 3% of revenue.

Agenda Item 6.3. Achievement Update

Mr. C. Greene reviewed the English midline tests and multiple choice question results. He noted the indicated need for additional teaching effort in certain grades. School leaders and achievement teachers will focus on this.

He then noted the good performance of the 7th grade with its grades being ahead of prior year's. He went on to review grade by grade where they stand in performance. He noted that mostly the school was ahead of NY State average proficiency and ahead of the local NYC district.

He reviewed the parent participation and noted that generally it was good enough to hold good attendance in the school. Attendance is running 93%, better than last year. Also he noted that very few families were in crisis problems at this time.

Mr. Greene then reviewed the math sprints (short tests). He reviewed this grade by grade and by selected subtopics.

The board was impressed with the ability to target problem areas for attention. The board also noted that they would like to see the graduating class get more help getting into better high schools.

Agenda Item 6.4 Charter Climate Update

Mr. C. Greene and certain board members reviewed the recent call on NYS charter school developments. The governor wants to recycle 15 charters that are not used due to school closures. 11 are spoken for by new entrants that have qualified to run schools so there are 4 charters potentially available. Overall this is a very limited opportunity.

The board also discussed the funding proposed for 2020-2021, what is proposed and the risks to that proposal given the law on the matter.

The board also discussed possibility taking over failing schools at some point as a route to expansion.

Agenda Item 6.5. CFO Job Description

Mr. C. Greene and the board had a rigorous discussion of the skills needed for this position as well as the role, scope and power of the position. After numerous comments the board asked for input on how this position functions and is staffed at other institutions. So, position definitions from other schools will be reviewed. It was also decided that a controller or comptroller type position would be best to start with. Mr. C. Greene pointed the board to an initial draft of the position on "google docs" for the board to review and comment on. Further discussion to occur at future board meetings.

Agenda Item 6.6 Facility Update

Mr. C. Greene reviewed the new space available at 5959 Broadway and the plans the school has for the space.

He then reviewed the additional building available on Sedgewick Avenue that the school is examining as either expansion or alternative to current facilities. More work should be done on this opportunity.

Agenda Item 6.7. Jewish Cultural Exchange Program.

Mr. C. Greene discussed the programs sharing information on the Holocaust and Martin Luther King's legacy. He noted that this will be shared with SUNY.

Agenda Item 6.8. Board Meeting Minutes

The board reviewed and approved the December minutes as written.

Mr. J. Greene moved to adopt the minutes.
Mr. Burton seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. Spitzer, Mr. J. Greene
Vote no: None

Motion adopted.

Agenda Item 7. Consent Agenda

There were no consent agenda items.

Agenda Item 8. Executive Session

The Board moved to enter executive session to discuss medical, financial, credit or employment history of personnel and matters dealing with employment, promotion, demotion, discipline, suspension, dismissal or removal of a person or persons.

Mr. Dillon moved to enter Executive Session at 6:53PM.
Mr. Spitzer seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. Spitzer, Mr. J. Greene
Vote no: None

Atmosphere Academy
January 29, 2020

The motion was adopted.

The board moved to exit Executive Session at 7:20 PM.

Mr. Spitzer moved to exit executive session.
Mr. Dillon seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. Spitzer, Mr. J. Greene
Vote no: None

The motion was adopted.

IN regular session the board moved to adopt the new salary scale for leaders and officers.

Mr. J. Greene moved to adopt the new salary scale.
Mr. Dillon seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. Spitzer, Mr. J. Greene
Vote no: None

Motion adopted.

Agenda Item 9. Unfinished Business

There was no unfinished business.

Agenda Item 10. New Business

There was no new business.

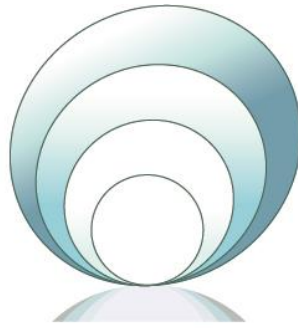
Agenda Item 11. Adjournment

The Board moved to adjourn the meeting.

Mr. Spitzer moved to adjourn.
Mr. Dillon seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. Spitzer, Mr. J. Greene
Vote no: None

Meeting adjourned at approximately 7:21 PM.



Atmosphere academy

Atmosphere Academy Public Charter Schools Board of Trustees Meeting Minutes February 13, 2020

Atmosphere Academy Charter School
5959 Broadway
New York, New York 10463

Board Members Attending:

Mr. Alan Dillon
Dr. Michael Lagas
Mr. Jesse J. Greene, Jr.
Mr. Mervin Burton

Board Members Absent:

Mr. James Spitzer

Others in Attendance:

Mr. Colin J. Greene
Mr. Ben Pah
Ms. Elizabeth Nash
Mrs. Katherine Brennan
Ms. Camila Gonzalez
Ms. Lean Litvak
No public in attendance

Agenda Item 1. Call to Order

At approximately 5:00PM Dr. Lagas called the meeting to order.

Agenda Item 2. Pledge of Allegiance

Dr. Lagas led the pledge of allegiance.

Agenda item 3. Board Reports

Mr. C. Greene reported on the accountability meeting of January 31, 2020. Topics discussed included performance statistics, students in crisis management, teacher retention and grade book management.

Atmosphere Academy
February 13, 2020

It was noted by those present that Mr. Spitzer asked for more information on high school placement of Atmosphere graduates.

Mr. J. Greene noted the upcoming finance committee meeting.

There was no governance committee meeting this cycle.

Agenda Item 4. Comments From the Public

There were no public attendees and therefore no comments.

Agenda Item 5. Revision and Adoption of the Agenda

The board had no objections or additions.

Agenda item 6.1. Finance Update

The board reviewed and approved the December minutes as written.

Mr. J. Greene moved to adopt the minutes.
Mr. Burton seconded the motion.

Vote Aye: Dr. Lagas, Mr. Burton, Mr. Dillon, Mr. J. Greene
Vote no: None

Motion Adopted

Agenda Item 6.2. 2020-2021 Enrollment

Ms. Camila Gonzalez reviewed the application statistics for the upcoming school year. A presentation displayed the statistics discussed.

She opened reviewing the current year population numbers and processes. Current full time equivalent is 409.61 students, very close to the 410 authorized. This has been possible by back filling openings as they occur. She also reviewed the process used with the City of Yonkers for compensation for students from their district. The attendance report process was also reviewed as this is the basis for compensation from the Department of Education. She also covered the transfer in process for new students. Mr. C. Greene explained the grading process for students who joined mid year and late in the year.

Ms. Gonzalez discussed the strong applications for the coming school year. Total applications are 982. The school has 273 from district 10 and 175 from border districts. Many from outside district 10 are from district 11. The school also has 17 applications from Yonkers. By April 1 the school expects 1000 applications. The school will focus on district 10 applicants first, then the rest of new York City

applicants, and then those from outside New York City. The school is aiming fill 310 to 320 positions to move to population of around 600 for the next school year and 720 the year after.

Ms. Gonzalez next explained the enrollment outreach efforts the school applies. These include open house meetings, school visits, mass emails, MTA advertising and other actions. The school also tries to capture data on how applicants learned about the school so these efforts can be more effective.

Agenda Item 6.3. Student Return Update

Mr. C. Greene reviewed the statistics regarding the number of students returning to the school in the recent new school year. Return rate is high at 95%. Of the non- returning student's, family moves are drive 18 to 19 students not to return. Then there are another 19 to 20 students who did not return due to various reasons, including transfers.

The board asked about crisis students and how they are handled. The number is very small. He explained how those are handled and how the school works with the parents. This process is working well.

Agenda Item 6.4 Costa Rica Update

Mrs. Brennan reviewed the travel plans coming up. She gave a detailed review of the visits to schools in Costa Rica, the activities the students will be involved in, the community service they will do, and the oversight that will be in place. She also reviewed the travel plans and the focus on safety of all involved.

Slightly less than half the expense has been covered by fundraising. The parents have been excited by the opportunity for the students, which has helped.

She explained the effort to get documentation in place for the trip, and the projects, reports and activities students are expected to do regarding the trip.

A presentation was shown regarding elements of the trip.

Agenda Item 6.5. Hall of Fame

Mr. Pah explained the upcoming Hall of Fame presentations for February 25, 2020. This covers 10 student graduates of Atmosphere who will return and be recognized for their academic success. This is an effort to reach back and maintain contact with high performing students. The students in this case cover 2 years of graduates. Board members were asked to attend.

Mr. Pah then discussed future vision of alumni participation with Atmosphere.

Agenda Item 6.6. Partnership Update

Mr. Pah led the review of partnerships for Atmosphere. He noted that the school now has 24 active partnerships. He reviewed all major partnerships by vendor and by school. Partnerships include the Island School, Westchester Land Trust, Riverdale School, Bronx River Art Center, Manhattan College, Columbia Business School, Fordham University, Barbara Oakley and many others. He reviewed each partner's capability, what the relationship brings to Atmosphere and what the potential is for the future

Mr. Dillon departed during this discussion at 7:06PM.

Agenda Item 6.7. Achievement Update

Mr. C. Greene and Ms. Litvak reviewed the achievement data in this session and in Agenda Item 6.8. Mr. C. Greene assisted. They reviewed grade by grade performance and comparison to prior years. This was based on multiple choice results. Constructive response results will come later.

Overall the data indicated big improvements year to year. Comments by grade indicate 6th grade performance strong year to year and 7th grade is improving year to year.

The overall outlook is to be over 50% proficiency with math in the 60s and English in the 50s.

Other areas covered were how analytics of data has helped identify specific performance problems and where to attack those problems. Also grade by grade performance analytics have enabled identification of the need for extra classes to help math and English, also the need for Saturday classes in certain cases.

Agenda Item 6.8. Q2 Data Update

Ms. Litvak led the data update. Participating were Mrs. Brennan, Mr. Pah and Ms. Nash. Grades were reviewed by number of students by letter grade and then by class grade level. There is an acceptable spread of performance over the letter grades.

Mr. C. Greene discussed the strategy and opportunity to further improve student performance by helping those that are struggling.

Ms. Nash and Mrs. Brennan explained how data is being used to help deal with performance problems. Mr. C. Greene discussed how teachers are using data to head off problems like missing homework.

Review of 6th grade performance indicated that this class is doing well. The 7th grade has had some growth in number of As but little change in poor performing students. The 8th grade has had strong growth in the number As and Bs and drop in poor performance so this grade is doing better.

Mrs. Brennan then discussed the mid quarter intervention, the efforts to increase the teacher monitoring of students' work, crisis identification and grade book consistency. Also parent intervention to help students and the speed up of instruction cycle to re-teach problem areas.

Agenda Item 7. Consent Agenda

Atmosphere Academy
February 13, 2020

There were no consent agenda items.

Agenda Item 8. Executive Session

There was no executive session.

Agenda Item 9. Unfinished Business

There was no unfinished business.

Agenda Item 10. New Business

There was no new business.

Agenda Item 11. Adjournment

The Board moved to adjourn the meeting.

Mr. J. Greene moved to adjourn.

Mr. Burton seconded the motion.

Vote Aye: Dr. Lagas, Mr. Burton, Mr. Dillon, Mr. J. Greene

Vote no: None

Meeting adjourned at approximately 8:12PM.



Atmosphere academy

Atmosphere Academy Public Charter Schools Board of Trustees Meeting Minutes July 09, 2019

5:00PM to 8:00PM
Atmosphere Academy Charter School
Meeting at 5959 Broadway
New York, New York 10463

Board Members Attending:

Mr. Alan Dillon
Mr. Mervin Burton
Dr. Michael Lagas
Mr. Jesse J. Greene, Jr.

Board Members Absent:

Mr. James Spitzer

Others in Attendance:

Mr. Colin J. Greene
Mrs. Katherine Brennan
Mr. Bryan Fryer
Mr. Christian Roman
Ms. Elizabeth Nash
Mr. Peter Markey
No public in attendance

Agenda Item 1. Call to order

At approximately 5:02 PM the Board Chairman, Dr. Lagas, called the meeting to order.

Agenda Item 2. Pledge of Allegiance

The Pledge of Allegiance was led by Dr. Lagas.

Agenda Item 3. Board Reports

The Finance Committee meeting for July is scheduled after the board meeting so no report was given at this meeting.

There was no Governance Committee meeting this month.

There was no Accountability Committee meeting this monthly cycle. Dr. Lagas commented further on prior discussions that there should be data dashboards for school leaders tied to the Principal's annual targets.

Agenda Item 4. Comments from the Public

There were no public attendees at the general meeting so no comments from the public.

Agenda Item 5. Revision and Adoption of the Agenda

There were no revisions to the agenda.

Agenda Item 6.1. NYS Test Update

Mr. C. Greene handed out a presentation summary of the NYS Test results for the board to review. He then reviewed significant results and trends.

For English the 6 and 7th grades continue to make significant improvements year to year. The school is approaching parity with the overall NY City results. Since the school district is way below the City results Atmosphere is doing significantly better than the district. For multiple choice percent correct are 63%, 61% and 65% for the 6th, 7th and 8th grades respectively. For constructed response percent correct are 68%, 76% and 77% for the three grades respectively.

The data for math was reviewed by class. Similar improvements in Math are happening. Percent correct for multiple choice questions are 68%, 57% and 63% for grades 6, 7 and 8 respectively. For constructed response the percent correct results are 48%, 55% and 49% for the three grades respectively. The Principal noted the team effort that created these very positive results. Mr. Roman explained how the team leads the students to keep up the pressure to perform. Mrs. Brennan discussed how certain teachers are making leadership contributions and are developing into great prospects for future leaders. She also explained how the approach used this year has put the right leaders in place from the start of the school year.

Dr. Lagas asked about when full data for the district will be available. Mr. Dillon asked about how these results would be seen by the authorizer. The board and the principal discussed these matters.

Further discussion followed regarding proficiency, how these results position the school for renewal and expansion.

Agenda Item 6.2. Financial Disclosure Forms

The board then discussed the financial disclosure forms and submitted their forms and signed them for submission by Atmosphere.

Agenda Item 6.3. Cash Management

Mr. C. Greene and Mr. Pah discussed how cash received from student and parents for trips, events and other reasons are managed and deposited in the bank in the school's accounts. Various security and process improvements were noted and others were discussed.

There was also a discussion of whether the school should or could pay for all events and therefore not take in any cash. The board's view was that the school was not in a position financially to take this step at this time.

The board supported continuing current practices and the steps taken for better security.

Agenda Item 6.4. 2019- 2020 Budget

Mr. Fryer reviewed the budget for the coming school year with the board. The board discussed risks and uncertainties. The board then approved the budget.

Mr. Burton moved to approve the budget for 2019 – 2020.
Mr. Dillon seconded the motion.

Vote aye: Mr. Dillon, Mr. J. Greene, Mr. Burton, Dr. Lagas.
Vote no: none.

Agenda Item 6.5. SUNY Renewal/Revision Update and Other Matters

Mr. C. Greene then discussed a request for SUNY that the loan program receive one more board review without Mr. J. Greene participation.

Mr. J. Greene left the room at 6:42PM. The board discussed the loan repayment schedule and structure. Mr. Dillon and Mr. Burton said they were comfortable with it.

Mr. Burton moved to approve the loan structure and repayment schedule.
Mr. Dillon seconded the motion.

Vote aye: Mr. Dillon, Mr. Burton, Dr. Lagas,
Vote no: none.

Mr. J. Greene returned to the room at 6:54PM.

Mr. C. Greene commented on the preparation of the renewal application. He noted the state of preparation of the application, key sections, key points and areas of emphasis. Mr. Roman commented on discipline sections. Mrs. Brennan and Ms. Nash reviewed their sections. The goal is to describe efforts made to constantly improve programs to achieve the success the school has accomplished.

Agenda Item 6.6. Board Meeting Minutes

The June minutes were sent to the board before the meeting. There were no changes to the draft. The board moved to approve the minutes.

Mr. Burton moved to approve the minutes.
Mr. Dillon seconded the motion.

Vote aye: Mr. Dillon, Mr. Greene, Mr. Burton, Dr. Lagas,
Vote no: none

Agenda Item 7. Consent Agenda

There were no consent agenda items.

Agenda Item 8. Executive Session

There was no executive session at this meeting.

Agenda Item 9. Unfinished Business

Mr. C. Greene reviewed the June graduation process at Columbia University and noted possible improvement changes for the future.

Mr. C. Greene discussed staff awards and compensation. He discussed bonus criteria and how that has changed.

He noted that staff return rates for the fall are very high. This is very positive for the school.

There was a discussion of where graduating students went for high school.

Atmosphere Academy
July 9, 2019

Agenda Item 10. New Business

There was no new business.

Agenda Item 11. Adjournment

At 7:55PM the Board moved to adjourn the meeting.

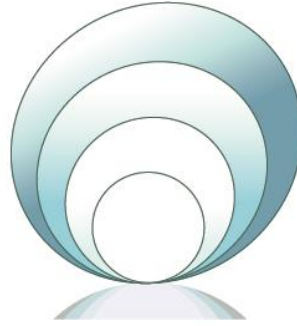
Mr. J. Greene moved to adjourn.

Mr. Burton seconded the motion.

Vote aye: Mr. Dillon, Mr. Greene, Mr. Burton, Dr. Lagas

Vote no: none

Atmosphere Academy
August 12, 2019



Atmosphere
academy

**Atmosphere Academy Public Charter Schools
Board of Trustees Meeting Minutes**
August 12, 2019

5:00PM to 8:00PM
Atmosphere Academy Charter School
5959 Broadway
New York, New York 10463

Meeting Held at 22 Marble Hill Avenue, Bronx, NY 10463

Board Members Attending:

Mr. Alan Dillon
Mr. Mervin Burton
Dr. Michael Lagas
Mr. Jesse J. Greene, Jr.

Board Members Absent:

Mr. James Spitzer

Others in Attendance:

Mr. Colin J. Greene
Mrs. Katherine Brennan
Mr. Bryan Fryer
Mr. Christian Roman
Ms. Elizabeth Nash
Mr. Peter Markey
Mr. Ben Pah
No public in attendance

The Board members toured the building expansion at 22 Marble Hill Avenue prior to the start of the Board Meeting.

Agenda Item 1. Call to Order

At approximately 5:08PM, Dr. Lagas called the meeting to order.

Agenda Item 2. Pledge of Allegiance

Atmosphere Academy
August 12, 2019

Dr. Lagas led the pledge of allegiance.

Agenda item 3. Board Reports

Mr. Greene reported on the finance committee meeting. He noted the financial issues the school is discussing with the DOE and that the full board would review these issues.

There was no governance committee this month.

The accountability meeting was discussed. The committee discussed the upcoming renewal application to SUNY.

Agenda Item 4. Comments From the Public

There were no public attendees and therefore no comments.

Agenda Item 5. Revision and Adoption of the Agenda

The board accepted the agenda as drafted.

Agenda item 6.1. Finance Discussion

Mr. Fryer discussed the two issues Atmosphere is addressing with the DOE. DOE claims certain overpayments and Atmosphere is working to settle the issues promptly. The board was briefed on the opinion of counsel, the accounting implications, the cash implications and settlement possibilities.

Mr. Fryer then discussed, the second issue, the impact of deferred rent adjustments in the final accounting for the year and the impact of the new loan structure.

The final Statement of Activity for the year was discussed including the final financial results, including the latest pledge of contributions. All aspects of this report were reviewed by the Board.

Mr. Fryer reported on the audit for the year. It is progressing well. The auditor visit has been completed, and there have been no adjustments to date.

The board then discussed the data needed for the SUNY renewal application.

Agenda Item 6.2. Custom Ink and Promotion Activities

Mr. Pah demonstrated the Custom Ink commercial featuring the school. The board discussed the intellectual property issues, the product designs provided by custom ink, and the benefits of this to Atmosphere. The school expects more traffic to its website from this visibility. The commercial will run

Atmosphere Academy
August 12, 2019

on selected cable channels.

Mr. C. Greene explained development of the school's website and how that should progress.

Mr. Pah explained efforts to leverage social media and other efforts to get Atmosphere's name greater exposure and drive more views to the school's website. The goal is to drive more financial resources to Atmosphere.

Mr. C. Greene then discussed the strategy to better tell the school story of education and enrichment on the website using selected videos taken at the school.

Mr. Pah noted that social media experts say the school is close to break out on social media volume of readers.

Agenda Item 6.3. Education Program Document Review and Related Matters.

Mr. C. Greene led a discussion of the submission document going to SUNY for renewal soon. He explained the elements while the Board reviewed the 224 page document.

Mr. Burton asked about privacy of some of the contents of the document. Mr. C. Greene explained that confidential data would be redacted on the SUNY website. There was further discussion about the form, signers and other matters.

Mr. C. Greene noted the application check list of items that must be included. H also noted that certain processes and procedures will need formal codification by the Board at the September meeting.

Mr. Roman reviewed the suspension data and noted that there were no problems involved.

Mr. C. Greene reviewed the data from the Parent Satisfaction survey and the Board asked questions about certain charts.

Mr. C. Greene reviewed the building options the school has to support its application for expansion. He also discussed the need for additional space if Atmosphere is approved to form a high school.

Mr. C. Greene discussed the budget to be used in the submission document.

He then reviewed the goals of the school, the measures and numerical achievement sought.

He covered the enrollment and retention document. The school has exceeded most targets on retention.

He summarized the document and noted that this submission is better than the original formation application. High test scores are the strong element of this application.

Mr. Greene then reviewed how the SUNY Board interview process will work to set proper expectations.

Atmosphere Academy
August 12, 2019

After discussing the performance scores in Math and English he turned to the specific requests to SUNY to expand the middle school and open a high school.

Mr. Roman explained how the students understand what they need to do because the school gives them the data on how they are doing.

Mr. Greene explained how the curriculum works and the tool built into it.

Mrs. Brennan and Ms. Nash gave a high level overview of the curriculum charts and how they work.

Mr. Greene discussed his academic standards and how high they are way above local public school standards.

Ms. Nash explained the structure of the Special Education program.

Mr. Greene closed this section with discussions of key processes, core values of the school, discipline processes, social emotional learning and counseling. Final points covered possible SUNY decisions and factors that could drive each possibility.

Agenda Item 6.4. Board Meeting Minutes

The Board reviewed and approved the minutes of the July Board meeting sent to them prior to the meeting.

Mr. Burton moved to approve the minutes from the July Board Meeting.
Dr. Lagas seconded the motion.

Vote Aye: Dr. Lagas, Mr. Burton, Mr. J Greene, Mr. Dillon
Vote No: None

Motion passed. Minutes Approved.

Agenda Item 7. Consent Agenda

There were no consent agenda items.

Agenda Item 8. Executive Session

There was no executive session at this meeting.

Agenda Item 9. Unfinished Business

Mr. J. Greene discussed the need to get an IP lawyer hired and working to protect the school.

Atmosphere Academy
August 12, 2019

Agenda Item 10. New Business

There was no new business.

Agenda Item 11. Adjournment

At 8:21PM the Board moved to adjourn the meeting.

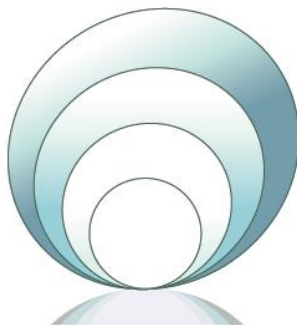
Mr. Burton moved to adjourn.

Dr. Lagas seconded the motion.

Vote aye: Mr. Dillon, Mr. Greene, Mr. Burton, Dr. Lagas

Vote no: none

Meeting adjourned.



Atmosphere academy

Atmosphere Academy Public Charter Schools Board of Trustees Meeting Minutes September 18, 2019

6:47PM to 7:40PM
Atmosphere Academy Charter School
5959 Broadway
New York, New York 10463

Board Members Attending:

Mr. Alan Dillon
Mr. Mervin Burton
Dr. Michael Lagas
Mr. Jesse J. Greene, Jr.
Mr. James Spitzer

Board Members Absent:

Others in Attendance:

Mr. Colin J. Greene
Mrs. Katherine Brennan
Mr. Christian Roman
Ms. Elizabeth Nash
Mr. Ben Pah
No public in attendance

Agenda Item 1. Call to Order

At approximately 6:47PM, Dr. Lagas called the meeting to order.

Agenda Item 2. Pledge of Allegiance

No pledge of allegiance was held at this meeting.

Agenda item 3. Board Reports

There were no Board reports at this meeting.

Agenda Item 4. Comments From the Public

There were no public attendees and therefore no comments.

Agenda Item 5. Revision and Adoption of the Agenda

Mr. C. Greene reviewed the three items for discussion and action. The Board had no changes to the agenda.

Agenda item 6.1. Selected Employee Benefits Review and Decision

Mr. Johnathan Shulman reviewed the benefits offered by two providers, Principal and Guardian. He reviewed the benefit provided to the employee, contributions required by the employee and the employer, the total cost to the employee and Atmosphere, and the quality of the providers. Benefits covered included Group Dental, Group Vision, Group Life, Voluntary Life and Group Short Term Disability programs. Mr. Shulman noted that Guardian was one of the two best carriers, Guardian and Met Life.

Mr. C. Greene asked Mr. Shulman how he was compensated and he explained that the insurance companies paid for his services. He is paid as a percent of premiums.

After discussion between Mr. Shulman, Mr. C. Greene and the Board, the Board supported moving to Guardian as the provider.

Mr. Burton moved to approve the use of Guardian as the provider of the listed benefits for Atmosphere and its employees.

Mr. Spitzer seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. Greene, Dr. Lagas, Mr. Spitzer
Vote no: None.

Mr. C. Greene then discussed how the school could help employees with spikes in health expenses. This will require a modification of one plan. More work is needed on this before decision.

Agenda Item 6.2. Audit Report

The MMB audit report was sent to and reviewed by all board members prior to the meeting. Mr. C. Greene asked for approval of the report from the Board and the Board agreed.

Mr. Dillon moved to approve and accept the Audit report as written.
Mr. J. Greene seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. Greene, Dr. Lagas, Mr. Spitzer
Vote no: None.

The Audit report is approved.

Agenda Item 6.3. Review of the Meeting with Representatives of the State University of New York.

A meeting between a panel of SUNY representatives and the Atmosphere Board regarding Atmosphere's application for renewal and expansion preceded the Board meeting.

The Board briefed Mr. C. Greene and the Atmosphere senior staff about the discussion topics and tones. All Board members participated, explained what they heard and responded to the Principal's and staff questions.

Agenda Item 7. Consent Agenda

There were no consent agenda items.

Agenda Item 8. Executive Session

There was no executive session at this meeting.

Agenda Item 9. Unfinished Business

There was no unfinished business.

Agenda Item 10. New Business

There was no new business.

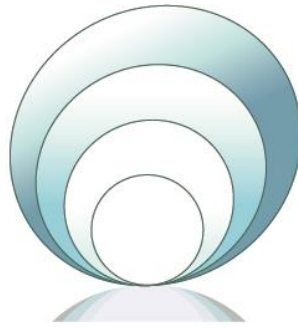
Agenda Item 11. Adjournment

At 7:40PM the Board moved to adjourn the meeting.

Mr. Burton moved to adjourn.
Dr. Lagas seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. Greene, Dr. Lagas, Mr. Spitzer
Vote no: None.

Meeting adjourned.



Atmosphere academy

Atmosphere Academy Public Charter Schools Board of Trustees Meeting Minutes October 30, 2019

Atmosphere Academy Charter School
5959 Broadway
New York, New York 10463

Board Members Attending:

Mr. Alan Dillon
Mr. Mervin Burton
Dr. Michael Lagas
Mr. Jesse J. Greene, Jr.
Mr. James Spitzer

Board Members Absent:

Others in Attendance:

Mr. Colin J. Greene
Mrs. Katherine Brennan
Mr. Christian Roman
Ms. Elizabeth Nash
Mr. Ben Pah
No public in attendance

Agenda Item 1. Call to Order

At approximately 5:10PM Dr. Lagas called the meeting to order.

Agenda Item 2. Pledge of Allegiance

Dr. Lagas led the pledge of allegiance that was held at this meeting.

Agenda item 3. Board Reports

Mr. J. Greene reported on the Accountability Committee meeting, the Governance Committee meeting, and the Finance Committee meetings of September and October.

Agenda Item 4. Comments From the Public

There were no public attendees and therefore no comments.

Agenda Item 5. Revision and Adoption of the Agenda

Mr. C. Greene reviewed the agenda for the meeting and the board had no objections or additions.

Agenda item 6.1. Board and Principal Evaluation

Dr. Lagas discussed the evaluation process for the principal of the school. Timing of information flows to the Board, such as the principal's self-evaluation and test scores, were discussed.

Mr. C. Greene discussed the Board's self-evaluation, and the positive reception the SUNY team gave the evaluation. Mr. Greene and the Board then discussed how to make the self-assessment a more efficient process for the future.

Agenda Item 6.2. Facilities

Mr. C. Greene reviewed recent communications with leaders of the Riverdale Jewish Center (RJC) about the lease amendment being negotiated. The Board then discussed the effort to resolve the dispute, the proposal that was given to RJC and the timing needed to get the DOE to approve the amendment. The Board supported the proposal made to RJC to settle the construction dispute.

He then covered progress of the construction at 22 Marble Hill Avenue. He discussed the stop work order and the resolution of that issue. He informed the Board that the owner has said the building will be closed up in 2 months and work can commence inside for the winter.

Mr. C. Greene then discussed the new real estate opportunity on Sedgwick Avenue to house a high school. The location was identified and distance from current facilities shown to the Board.

Agenda Item 6.3. Apparel Update

Mr. Pah and Mr. Greene reviewed the current spending for apparel used to reward student performance. Due to continuing improving student performance the cost estimate for the year has increased. The leadership and the Board discussed different levels of spending and concluded on 1.5% of budget as the current limit. This is subject to revision at any time after discussion with the Board.

Mr. Spitzer moved to increase the apparel spending cap to 1.5% of budget.
Mr. Mr. Burton seconded the motion.

Vote aye: Mr. Burton, Mr. Dillon, Mr. Greene, Dr. Lagas. Mr. Spitzer
Vote no: none.

Agenda Item 6.4. Finance

Mr. Fryer reviewed the financial reports for the prior period. He is projecting a surplus of \$117,000 for the full school year. He noted that enrollment at this point is a slightly low at 406. SPED students are also slightly low at 22 vs. 29 expected. The facility rental adjustment for over payment by DOE mostly last year is in the current numbers which lowers cash to the school this year.

Ms. Nash explained the student population and the mix of regular and SPED students.

Mr. Spitzer and Mr. Burton asked how Atmosphere could attract more SPED students and a discussion followed.

Mr. Spitzer asked for financial information to be sent to the Board before the Board meeting and the plan is to send the Finance Committee package to the Board before future meetings.

Mr. Fryer stated that he had reviewed the payment reconciliation from the DOE and the school is in agreement with that work.

Agenda Item 6.5. Achievement Update

Mr. C. Greene reviewed the latest sharp increase in student performance and score increases. The Board discussed possible reasons for this improvement.

Agenda Item 6.6. Hiring

Mr. C. Greene reviewed the hiring plans for the school. There have been very few changes so far. Four positions require filling. A mixture of resignations and those asked to leave has driven these openings. There was discussion of certain staff who have left and their performance issues. The Principal said the school is doing well on hiring. Ms. Nash noted that the school is getting good candidates. The leadership and the Board then discussed faculty motivation, backgrounds, the salary scale, and reasons for leaving current jobs to join Atmosphere.

Agenda Item 6.7. SUNY Renewal/Expansion Update

Mr. C. Greene informed the Board of recent requests for information from SUNY and discussed what that may mean. He showed materials that informed the Board on SUNY's thinking and possible direction regarding the requested expansion.

Agenda Item 6.8. Intervention Update

Mr. C. Greene then discussed the school's focus going forward to further improve score performance. The main area is multiple choice questions. Math and English problem interpretation (constructed responses) have been improving rapidly, so focus now has to change to multiple choice problems. There was discussion with the Board about how this can be improved.

Mr. Burton asked about testing to indicate how we are doing. Mr. C. Greene responded by discussing the school's process. Mr. C. Greene noted the high scores are very high and low score are very low. So we have a big spread in performance. Mr. C. Greene noted that the school will need to continue to use sprints (short tests) to prove program success.

Mr. C. Greene also noted that more of the school's programs are integrated so that each program helps others. Siloed teaching was a problem earlier.

Mr. C. Greene covered the data dashboard. Mrs. Brennan and Ms. Nash reviewed issues regarding parental attention. Mr. Greene discussed handling of students in crisis.

All discussed the scalability of the current student support programs.

Agenda Item 6.9. 2018 - 2019 Bonus Update

Mr. C. Greene and the leadership team discussed the bonus program payout timing and process to award bonus amounts. They noted that the jump in scores will drive higher bonus payouts for some faculty. All the leaders commented on how their staffs will be doing in the bonus process given the preliminary analysis.

Agenda Item 6.10. IP Attorney

Mr. C. Greene reviewed how he has enlisted the Lawyers Alliance to help find pro bono help from an IP attorney to guide Atmosphere on how to protect its Intellectual Property such as trade name and copyrightable materials.

Agenda Item 6.11. Atmosphere Foundation and Atmosphere For All

Mr. C. Greene then outlined ideas for new programs the school should consider for the future. These included after school programs and other programs that can be run by Atmosphere Academy or Atmosphere Foundation. There was rigorous discussion of ideas. Further discussion will continue at future meetings.

Agenda Item 6.12. Board Meeting Minutes.

The Board reviewed the minutes from the September 10 and September 18 Board Meetings. The board approved both minutes as drafted.

Atmosphere Academy
October 30, 2019

Mr. Burton moved to approved the September 10, 2019 Board Minutes.
Mr. Spitzer seconded the motion.

Vote aye: Mr. Burton, Mr. Dillon, Mr. Greene, Mr. Spitzer
Vote no: none
Abstained: Dr. Lagas

Mr. Spitzer moved to approve the September 18, 2019 Board Minutes.
Mr. Dillon seconded the motions.

Vote aye: Mr. Burton, Mr. Dillon, Mr. Greene, Dr. Lagas, Mr. Spitzer
Vote no: none

Agenda Item 7. Consent Agenda

There were no consent agenda items.

Agenda Item 8. Executive Session

There was no executive session at this meeting.

Agenda Item 9. Unfinished Business

There was no unfinished business.

Agenda Item 10. New Business

There was no new business.

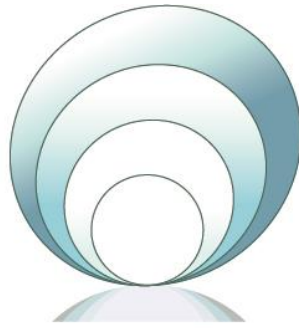
Agenda Item 11. Adjournment

The Board moved to adjourn the meeting.

Mr. Burton moved to adjourn.
Dr. Lagas seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. Greene, Dr. Lagas, Mr. Spitzer
Vote no: None.

Meeting adjourned at approximately 8:00 PM..



Atmosphere
academy

Atmosphere Academy Public Charter Schools
Board of Trustees Meeting Minutes
December 20, 2019

Atmosphere Academy Charter School
5959 Broadway
New York, New York 10463

Board Members Attending:

Mr. Alan Dillon
Dr. Michael Lagas
Mr. Jesse J. Greene, Jr.

Board Members Absent:

Mr. James Spitzer
Mr. Mervin Burton

Others in Attendance:

Mr. Colin J. Greene
Mr. Bryan Fryer (by phone)
No public in attendance

Agenda Item 1. Call to Order

At approximately 10:03 AM Dr. Lagas called the meeting to order. Mr. Greene and Dr. Lagas were present at the start of the meeting.

Agenda Item 2. Pledge of Allegiance

No pledge of Allegiance was held at this meeting.

Agenda item 3. Board Reports

Dr. Lagas reported on the Accountability Committee meeting of November 22, 2019. He noted that the committee discussed updated information from SUNY, school performance reports, hiring actions, evaluation processes, bonus process, achievement programs, math performance and ELA performance.

Mr. J. Greene reviewed the discussions at the Finance Committee meeting of December 13, 2019.

Mr. C. Greene discussed the need for a Governance Committee meeting. A proposal was made to hold a committee meeting before the next board meeting in January.

Mr. Dillon joined the meeting at 10:07 AM.

Agenda Item 4. Comments From the Public

There were no public attendees and therefore no comments.

Agenda Item 5. Revision and Adoption of the Agenda

Mr. C. Greene reviewed the agenda for the meeting, and the board had no objections or additions.

Agenda item 6.1. Finance Update

Mr. Fryer reviewed the financial report package. He went through real estate costs, the recent bonus payment in November and the cash impact of that.

Mr. Fryer focused on the financial dashboard with special attention on trustee loans, budget variances, and student incentive costs. Mr. C. Greene discussed spending patterns for the incentive items.

The board then discussed financial priorities. Mr. J. Greene noted that he preferred the school build cash to reduce the need for short term bridge loans.

Mr. C. Greene discussed his work to get a bank line of credit. He noted that the interest rate would be high at this point and noted that it would be better to improve the school's financial position before signing up for such a loan. He also noted the need for multiyear financials for bank review. So it may take another year to be able to execute this plan.

Mr. C. Greene reviewed the 5 year budget line by line. The board engaged in an intensive discussion of the budget. Some revisions were discussed.

Agenda Item 6.2. Hiring Update

Mr. C. Greene reviewed hiring plans across different positions in the school. These positions cover STEM, SPED, math and science positions. He then reviewed the status of each candidate and their resumes. He noted that the school is generally seeing better candidates as time goes on. The big challenge will come with expansion and the need for 20 more staff.

Agenda Item 6.3. Learning How to Learn/ Coursera Partnership

Mr. C. Greene reviewed with the Board the November 19 presentation of Dr. Barbara Oakley at the school. Mr. Dillon explained her courses and newsletters. He also noted that her presentation was high value. Mr. Dillon went on to explain her pilot program in Spain and how Atmosphere could be linked into that program involving 10 schools. Other structures are possible. Mr. C. Greene explained that the partnership could broaden Atmosphere teacher skills and enhance recognition of Atmosphere Academy.

Agenda Item 6.4 Achievement Update

Mr. C. Greene reviewed student scores by grade. He discussed the “sprints” (tests) and how they tell the management about the success of the achievement program. He reviewed the 8th grade math and English results by team name. He noted strong performance of the 7th grade and need for improvement from the 6th grade. His focus on data and student performance data in particular is getting more focus across the school. There are still improvements that can be made for taking information from data and converting that into action plans. He then reviewed the achievement materials design and theory of teaching used to bring students up to speed.

Agenda Item 6.5. Budget 2020-2025

This was discussed in Agenda Item 6.1. See that section of the minutes.

Agenda Item 6.6 Charter Climate Update

Mr. C. Greene discussed with the board what certain states are doing regarding charter schools. He discussed the support levels and trends in attitudes. The board discussed the possible future comparison of states and city financial support and trends for a better understanding of where charter school environments are headed.

Agenda Item 6.7. Board Meeting Minutes

The Board reviewed the minutes from the November 20, 2019 Board meeting. The board approved the minutes as drafted.

Mr. Dillon moved to approve the November 20, 2019 Board Minutes.
Dr. Lagas seconded the motion.

Vote aye: Mr. Dillon, Mr. Greene, Dr. Lagas
Vote no: none

Agenda Item 7. Consent Agenda

There were no consent agenda items.

Agenda Item 8. Executive Session

The Board moved to enter executive session to discuss medical, financial, credit or employment history of personnel and matters dealing with employment, promotion, demotion, discipline, suspension, dismissal or removal of a person or persons.

Mr. Dillon moved to enter Executive Session.
Mr. J. Greene seconded the motion.

Vote aye: Mr. Dillon, Dr. Lagas, Mr. J. Greene
Vote no: none.

The board moved to exit Executive Session at 1:42 PM.

Mr. Dillon moved to exit executive session.
Mr. J. Greene seconded the motion.

Vote aye: Mr. Dillon, Dr. Lagas, Mr. J. Greene
Vote no: none.

Agenda Item 9. Unfinished Business

There was no unfinished business.

Agenda Item 10. New Business

There was no new business.

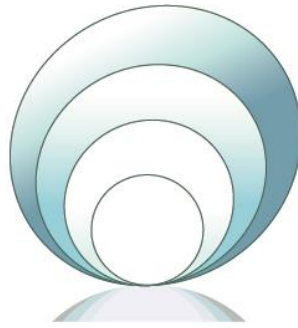
Agenda Item 11. Adjournment

The Board moved to adjourn the meeting.

Mr. J. Greene moved to adjourn.
Mr. Dillon seconded the motion.

Vote aye: Mr. Dillon, Mr. J. Greene, Dr. Lagas
Vote no: none

Meeting adjourned at approximately 1:43 PM.



Atmosphere academy

Atmosphere Academy Public Charter Schools Board of Trustees Meeting Minutes November 20, 2019

Atmosphere Academy Charter School
5959 Broadway
New York, New York 10463

Board Members Attending:

Mr. Alan Dillon
Mr. Mervin Burton
Dr. Michael Lagas
Mr. Jesse J. Greene, Jr.

Board Members Absent:

Mr. James Spitzer

Others in Attendance:

Mr. Colin J. Greene
Mr. Bryan Fryer
Mr. Christian Roman

Mr. Ben Pah
No public in attendance

Agenda Item 1. Call to Order

At approximately 5:08 PM Dr. Lagas called the meeting to order.

Agenda Item 2. Pledge of Allegiance

Dr. Lagas led the pledge of allegiance that was held at this meeting.

Agenda item 3. Board Reports

Mr. J. Greene reported on the Finance Committee call of November 8, 2019 from the minutes of that call.

The Board noted that the Accountability Committee call was due to happen on November 22, 2019, after this meeting and that the Governance Committee could occur before the December Board meeting.

Agenda Item 4. Comments From the Public

There were no public attendees and therefore no comments.

Agenda Item 5. Revision and Adoption of the Agenda

Mr. C. Greene reviewed the agenda for the meeting and the board had no objections or additions.

Agenda item 6.1. Finance Update

Mr. Fryer reviewed the Financial Position report with special focus on the total assets of the school and the trustee loans.

He then reviewed the Statement of Activities and noted the level of surplus expected for the year. He said this was still on track at this time. He discussed the deferred rent entry and noted how he expected this to be treated by the school's authorizer. Real estate leases were discussed next, and Mr. Fryer commented on the new accounting treatment that will apply next year which will result in the lease being treated as an asset and rent commitment as debt. He noted major risks to the projected surplus as travel and debit card purchases.

Discussion of the Scorecard (dashboard) followed. Mr. Fryer noted the low level of accounts payable which is very favorable. He noted the bonus savings the school has put aside and how that can be used to cover short term cash needs at the end of funding cycles.

Mr. Burton asked about the student population which was shown at 406. The school management responded by explaining how it expected this to rise to 410 shortly.

The Board then discussed the bonus process and expected level.

Mr. C. Greene then discussed how the employment levels are expected to grow over the coming years and how the bonus program will evolve over that period.

Agenda Item 6.2. Delores Jordan

Ms. Delores Jordan was introduced to the Board. She has been volunteering at the school and helping some of the female students at the school. She discussed what she has been doing and how much she likes the work. The Board listened to her discussion of her commitment to the school and thanked her for her efforts. Mr. Roman discussed how she is helping with restorative justice work at the school.

The Board then discussed her work and the relationship with the school. Mr. C. Greene then added his comments to the discussion. A number of ideas were discussed about volunteers and how they can help and relate to the school.

Agenda Item 6.3. SUNY Renewal/Expansion Update

Dr. Lagas and Mr. C. Greene reviewed a recent call with SUNY. Dr. Lagas reviewed the timeline for growth discussion, the proficiency levels SUNY is expecting and financial performance expectations. Mr. C. Greene reviewed the items the school must accomplish to proceed with its plans. The view both conveyed to the Board was that SUNY was very supportive of the school.

Agenda Item 6.4. Board Meeting Minutes

The Board reviewed the minutes from the October 30, 2019 Board meetings. The board approved the minutes as drafted.

Mr. Burton moved to approve the October 30, 2019 Board Minutes.
Mr. Dillon seconded the motion.

Vote aye: Mr. Burton, Mr. Dillon, Mr. Greene, Dr. Lagas
Vote no: none

Agenda Item 7. Consent Agenda

There were no consent agenda items.

Agenda Item 8. Executive Session

The Board moved to enter executive session to discuss medical, financial, credit or employment history of personnel and matters dealing with employment, promotion, demotion, discipline, suspension, dismissal or removal of a person or persons.

Mr. Dillon moved to enter executive session.
Mr. Burton seconded the motion.

Vote aye: Mr. Burton, Mr. Dillon, Dr. Lagas
Vote no: none.
Abstain: Mr. J. Greene

Mr. J. Greene did not participate in the executive session.

After the session the Board moved to exit executive session.

Atmosphere Academy
November 20, 2019

Mr. Dillon moved to leave executive session.
Mr. Burton seconded the motion.

Vote aye: Mr. Burton, Mr. Dillon, Dr. Lagas
Vote no: none

Mr. J. Greene rejoined the meeting at this point.

Agenda Item 9. Unfinished Business

There was no unfinished business.

Agenda Item 10. New Business

There was no new business.

Agenda Item 11. Adjournment

The Board moved to adjourn the meeting.

Mr. J. Greene moved to adjourn.
Mr. Dillon seconded the motion.

Vote aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas
Vote no: none

Meeting adjourned at approximately 8:00 PM..



Atmosphere academy

Atmosphere Academy Public Charter Schools Board of Trustees Meeting Minutes March 25, 2020

Conference Call
Atmosphere Academy Charter School
5959 Broadway
New York, New York 10463

Board Members Attending:

Mr. Alan Dillon
Dr. Michael Lagas
Mr. Jesse J. Greene, Jr.
Mr. Mervin Burton
Mr. James Spitzer

Board Members Absent:

Others in Attendance:

Mr. Colin J. Greene
Mr. Ben Pah
Ms. Elizabeth Nash
Mrs. Katherine Brennan
Ms. Camila Gonzalez
Ms. Lean Litvak
Mr. Daryl Jenkins
Mr. Bryan Fryer
Mr. Peter Markey
No public in attendance

Agenda Item 1. Call to Order

At approximately 5:04PM Dr. Lagas opened the conference call and called the Board meeting to order.

Agenda Item 2. Pledge of Allegiance

No Pledge of Allegiance was performed.

Agenda item 3. Board Reports

The Accountability Committee is upcoming on April 17 so no report was given on this committee.

Dr. Lagas and Mr. J. Greene discussed the Finance Committee discussion and reports discussed.

No Governance Committee meeting was held this month so no report was given.

Agenda Item 4. Comments From the Public

There were no public attendees and therefore no comments.

Agenda Item 5. Revision and Adoption of the Agenda

The board had no objections or additions.

Agenda item 6.1. Board Meeting Minutes

The board reviewed and approved the February minutes as written and previously sent to the board.

Mr. Burton moved to adopt the minutes.

Mr. Dillon seconded the motion.

Vote Aye: Dr. Lagas, Mr. Burton, Mr. Dillon, Mr. J. Greene

Abstain: Mr. Spitzer (not present at February meeting)

Vote no: None

Motion Adopted.

Agenda Item 6.2. Finance Update

Mr. Fryer reviewed the financial reports for the month of February and year to date. Included were the Financial Scorecard, Statement of Financial Position, and Statement of Activities. He focused on the projected full year surplus and certain areas of over budget, such as travel. He expected lower costs later in the school year which would add to the projected surplus.

The Board asked about the previous erroneous payments from the city that are being repaid this year. Mr. Fryer noted that a large part had been repaid so far this year.

Mr. Spitzer asked for a reconciliation from the Activity Report to cash so the Board can better understand the cash flow of the school.

Mr. C. Greene then explained the impact of Covid-19 actions and the lower costs in certain areas of school activity, such as no need for security, no travel and lower HVAC usage. He also discussed events that had been cancelled and vendors that are not needed in this environment.

The Board then discussed the school's cash flow and the need to manage cash to avoid the need for a short term loan. Mr. C. Greene and Mr. Fryer were asked to fully develop and execute such a plan.

Ms. Nash noted that billing for special education service provided by Atmosphere was working and revenues have been strong. There was a discussion of attendance at charter schools now that all were operating on line.

Mr. C. Greene commented on NYC budget issues and noted that revenue seemed to be assured through the end of the year but that next year was uncertain.

Agenda Item 6.3. Comptroller Job Update

The Board discussed the draft of the job description. There was concern that there was redundancy in some of the language and that simplification could be useful. The Board asked that the position state that CPA or similar certification be preferred with any candidate. Mr. C. Greene agreed to review it and make necessary changes.

It was agreed that all members of the Finance Committee will interview any final candidates.

Agenda Item 6.4. High School Admissions Update

Mr. Daryl Jenkins reviewed a presentation describing which high schools Atmosphere graduates attended and the quality of those schools.

His review was in detail and went line by line though the multi chart presentation of the schools and how many students got into each.

Mr. Jenkins also described how Atmosphere looks for leverage to get more opportunities for its students, such as the private school fair. By participating in events like this Atmosphere is able to increase private school's knowledge of Atmosphere, what it is accomplishing and the ambitions of its graduates.

The Board focused on how Atmosphere can get more students into top private schools. Mr. Spitzer complimented Atmosphere's success so far, and noted that the school needed to support these students in their new environments, if we can. Mr. C. Greene stated there is no spending on alumni support at this point. Mr. Spitzer discussed the culture of private schools and how he supported efforts to help more students get these opportunities. Mr. Roman added comments on the culture change the students faced at these schools.

Mr. Jenkins continued with discussion of the public high school application process. He went through the top DOE schools and who got into each one.

There was further discussion of how the middle 50% of the graduating student body did in terms of high school opportunities. This is where the biggest opportunity is to make difference.

Also discussed were parochial school processes, NYC department of education processes and criteria, independent school interviews and tests, and charter school lottery processes.

Some of the difficulties families have in utilizing these opportunities also came up. Long travel time, cost, some don't value the better schools as much as we think they should, and the added stress of harder schools, all weigh on the decision.

Mr. Jenkins informed the Board of the communications to the students of the requirements of each school so they can prepare for their opportunities as they go through their school years at Atmosphere.

Mr. Jenkins noted that 2 Atmosphere students got into very exclusive NYC public schools. It was noted for all of NYC only 7 Black and Hispanic students got into Stuyvesant High School and 12 into Bronx Science.

The Atmosphere staff committed to more discussion at future meetings on the quality of high schools for the large proportion of Atmosphere graduates.

Agenda Item 6.5. Carnovirus Update

Mr. C. Greene discussed the school's actions to address this health threat. He noted that one custodial staff member had the disease. He discussed testing of certain students and other programs to work through the risk. There was discussion of the need for future testing if the school were to re-open.

Mr. C. Greene also discussed his budget plans for next year and following years, if NYS and NYC require lower spending.

Agenda Item 6.6. Contingency

Mrs. Brennan reviewed the plans and procedures in place to work through the virus shut down.

Topics covered in her review were:

- Staff and teacher protocols
- Methods for teaching remotely
- Technology needs
- Faculty learning protocols
- Facility cleaning protocols and actions
- Visitor prohibitions

Agenda Item 6.7. Remote Instruction Update

Mrs. Brennan reviewed the remote instruction plans with the Board. Topics covered included:

- How remote instruction differed from remote learning.

- How there would be sufficient inter action with the students
- How student submissions would be monitored
- How students interact and get reviewed
- How attendance is monitored

Mr. Pah noted that on line attendance had been high, running at 99%. He also noted how there would be follow up for those not participating, tech support where needed, and outreach to families where needed.

The Board was impressed with these actions and asked that a summary be sent to SUNY for their information.

Agenda Item 6.75. Sprint Performance Update

Ms. Litvak gave a very positive report on sprint (short test) results.

For example: Current 8th grade outperformed prior 8th grades, and the same for the 7th grade. The Board complimented the staff on the high performance. There was also discussion of how SUNY would react to the performance data we have. There was concern over whether there would be full state standardized tests this year.

Agenda Item 6.8. Hiring Update

Mr. C. Greene gave an overview of the actions and hiring plans for the school's expansion in August. Then Mr. Roman, Mr. Pah, Mrs. Brennan and Ms. Nash discussed the hiring details.

Topics discussed were the use of Indeed, which has not been as productive as first thought. The Zoom interviews were described and the final decision process discussed.

Agenda Item 6.9. Enrollment Update

Mr. C. Greene discussed the applications received, There has been strong application volume so far.
Example: 452 6th grade applications to fill 250 positions.
Overall Atmosphere expects to close in on 1000 applications.

The Atmosphere lottery will take place on April 2, remotely, and then Atmosphere will need to follow up promptly to confirm attendance.

Agenda Item 7.0. New Jersey Charter School Association Idea

The Board discussed the inquiry from New Jersey Charter School Association regarding our interest in setting up a school there. The Board expressed support for having further dialogue on this, provided there was no commitment made.

Agenda Item 7.1. Consent Agenda

There were no consent agenda items.

Agenda Item 8. Executive Session

The Board moved to enter Executive Session to discuss student(s) information that is protected by the Federal Family Educational Rights and Privacy Act ("FERPA") and the regulations promulgated pursuant to FERPA by the U.S. Department of Education.

Mr. J. Greene moved to enter Executive Session.
Mr. Dillon seconded the motion.

Vote Aye: Dr. Lagas, Mr. Spitzer, Mr. Dillon, Mr. Burton, Mr. J. Greene.
Vote no: None

Motion carried.

After discussion the Board moved to return to regular Board session.

Mr. J. Greene moved to exit Executive Session.
Mr. Burton seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. Spitzer, Mr. J. Greene
Vote no: None

Motion carried.

Agenda Item 9. Unfinished Business

There was no unfinished business.

Agenda Item 10. New Business

There was no new business.

Agenda Item 11. Adjournment

At 8:40PM the Board moved to adjourn the meeting.

Mr. J. Greene moved to adjourn.
Mr. Burton seconded the motion.

Atmosphere Academy
March 25, 2020

Vote Aye: Dr. Lagas, Mr. Burton, Mr. Dillon, Mr. J. Greene, Mr. Spitzer
Vote no: None

Meeting adjourned.



Atmosphere academy

Atmosphere Academy Public Charter Schools Board of Trustees Meeting Minutes April 29, 2020

Zoom Conference Call
Atmosphere Academy Charter School
5959 Broadway
New York, New York 10463

Board Members Attending:

Mr. Alan Dillon
Dr. Michael Lagas
Mr. Jesse J. Greene, Jr.
Mr. Mervin Burton
Mr. James Spitzer

Board Members Absent:

Others in Attendance:

Mr. Colin J. Greene
Mr. Ben Pah
Ms. Elizabeth Nash
Mrs. Katherine Brennan
Ms. Camila Gonzalez
Mr. Bryan Fryer
Mr. Christian Roman
No public in attendance

Agenda Item 1. Call to Order

At approximately 5:08PM Dr. Lagas opened the conference call and called the Board meeting to order.

Agenda Item 2. Pledge of Allegiance

No Pledge of Allegiance was performed.

Agenda item 3. Board Reports

The Accountability Committee call was held on April 17, 2020. Mr. Burton, Dr.Lagas and Mr. Spitzer

Atmosphere Academy
April 29, 2020

participated. Mr. C. Greene, Mrs. Brennan, and Ms. Nash reported on the discussion at this committee call.

The Finance Committee call was held on April 24, 2020. Mr. Greene, Dr. Lagas, and Mr. Burton participated. Mr. J. Greene reported on the discussion at this committee call.

The Governance Committee call was held on April 28, 2020. Mr. J. Greene and Mr. Spitzer participated. Mr. J. Greene reported on the discussion at this committee call.

Agenda Item 4. Comments From the Public

There were no public attendees and therefore no comments.

Agenda Item 5. Revision and Adoption of the Agenda

The board had no objections or additions.

Agenda item 6.1. Board Meeting Minutes

The board reviewed and approved the March minutes as written and previously sent to the board.

Mr. Spitzer moved to adopt the minutes.
Dr. Lagas seconded the motion.

Vote Aye:, Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas, Mr. Spitzer
Vote no: None

Motion adopted.

Agenda Item 6.2. Finance Update

Mr. Fryer reviewed the financial reports for the month of March and year to date. He focused first on the Statement of Activities. He presented results year to date compared to prior year and noted that he expected a surplus of \$201,000 at end of the academic year.

On cash flow, he noted that cash was slightly better than prior year with 9 month cash flow at \$293,658. He reviewed the expected May 2020 cash balance, but warned that certain Title grants were the key to a strong cash balance at the end of this payment cycle.

The IRS Form 990 was then discussed. Preliminary approval was requested subject to any later Board member concerns.

A motion was made to approve the 990.

Atmosphere Academy
April 29, 2020

Mr. J. Greene moved to approve the IRS Form 990.
Mr. Spitzer seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas, Mr. Spitzer
Vote no: None

The 990 was approved.

Mr. C. Greene then explained the budget analysis underway for the next fiscal year. He explained that he is modeling many different scenarios given the uncertainty.

Agenda Item 6.3. Erik Joerss NYCCSC Discussion

Mr. Joerss opened with a discussion of his role at the charter center.

He next explained the state of politics and political power in New York State. He explained the views of the Governor, the Assembly and the Senate. He noted changes that have occurred, especially in the Senate.

He explained the attitude toward big charter school chains and how independent schools are gaining influence.

Regarding the Governor, he noted his support for charter schools. Mr. Joerss also discussed the financial stress that NYS and Governor are under, given the Covid-19 impacts. Everyone is saying do not cut us. Charter school per pupil has been set, but if public schools are cut then charters will be cut also, was Mr Joerss view. The key question is whether a federal stimulus package is passed helping the states.

On the issue of recycled charters, this is not expected to happen.

On the question of whether "zoom" meetings can be a permanent option, he did not have an answer.

The Board asked when we would have a better view of the budget for next year. Mr. Joerss said by April 30 we would get the first information on that point. Absent federal help we could expect approximately 20% cut in support.

The Board asked school management to prepare various budget scenarios, which are already underway.

Mr. Joerss closed by noting the clear political lines involved. All states in need, except Louisiana, are blue (Democratic states) and the Senate is in Republican hands. This leaves the outcome uncertain.

Agenda Item 6.4. Spain Partnership

Mr. C. Greene explained conversations he is having with the ESIC University and Sorolla Schools in Spain. He explained that given the current global health issues, this is a future opportunity. Many questions

have been asked of Atmosphere by our potential partners. The dialogue on how Atmosphere operates is ongoing with the Atmosphere Principal. The potential is for a sister school in Spain in 2021-2022 or later. Also possible are professional development conferences and other joint activities. Other ideas include exchange of students and staff. To date no financial commitments have been made.

Agenda Item 6.5. Admission/Enrollment Update

Ms. Gonzalez reviewed total applications to date. Six Hundred and ninety three (693) have been received. For the sixth grade 484, for the seventh 134, and 8th 75. This fits the expansion plans the school has in place for next year. The school will be able to fill all open seats. Processes to assure attendance are now underway. Given the current closed school situation, a virtual open house is planned for the new applicants. Ms. Gonzalez noted that the school's reputation in District 10 is still positively growing which helps filling all open positions.

In response to a Board member question, Mr. C. Greene reviewed the two step process (over 2 school years) to get to the 720 student population authorized.

Agenda Item 6.6. Recognition School Status

Mr. C. Greene reviewed the NYSED list of top schools in New York State. He noted that Atmosphere was high on that list and explained the value of that success. The total list of top schools is 582 in number, and of those 30 are charter schools. Atmosphere is one of those 30. He noted that he will get the word out on this achievement.

Agenda Item 6.7. Coronavirus Response Update

Ms. Nash and Mrs. Brennan reviewed the actions taken to address the new environment. They reviewed the processes applied and the accomplishments achieved. They noted that labs and advisory programs have now been added.

A Board member question asked about the breadth of teacher participation. Ms. Nash explained that all teachers have been active and fully supportive of the new online processes. Collaboration has been strong, everyone has been checking it as they are supposed to and all have been focused on the online work.

The leadership team is tracking the level of difficulty in running the online program and assessing morale. Morale is running high at this point.

The team noted that a survey was taken of students and 395, a very high percentage of those enrolled, participated. 90% are able to keep up with the online work. Only a few need extra help.

Agenda Item 6.8. Facility Update

Atmosphere Academy
April 29, 2020

Mr. C. Greene reported that progress at the Marble Hill construction site has ceased. Apparently the landlord has applied for special permission to proceed with construction while the city and state are in shut-down. Mr. Spitzer noted that the Department of Buildings has issued permits to build charter schools despite the shut-down.

Ms. Gonzalez explained the oversight of the facilities that are not being used. Members of the operations team go into the building and performs a clean up periodically.

Regarding the leasing of the first floor at 5959 Broadway, no word has been received from the Stagg group. The school will engage when the shut-down ends.

Regarding the conversion of the coat room at 3700 Independence Avenue, the floor is going in now and this project is almost done.

Agenda Item 7. Consent Agenda

There were no consent agenda items.

Agenda Item 8. Executive Session

There was no Executive Session.

Agenda Item 9. Unfinished Business

There was no unfinished business.

Agenda Item 10. New Business

There was no new business.

Agenda Item 11. Adjournment

The Board moved to adjourn the meeting.

Mr. J. Greene moved to adjourn.

Mr. Spitzer seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas, Mr. Spitzer

Vote no: None

Meeting adjourned at 7:02 PM.



Atmosphere academy

Atmosphere Academy Public Charter Schools Board of Trustees Meeting Minutes May 27, 2020

Zoom Conference Call
Atmosphere Academy Charter School
5959 Broadway
New York, New York 10463

Board Members Attending:

Mr. Alan Dillon (by phone)
Dr. Michael Lagas
Mr. Jesse J. Greene, Jr.
Mr. Mervin Burton
Mr. James Spitzer

Board Members Absent:

Others in Attendance:

Mr. Colin J. Greene
Mr. Peter Markey
Ms. Elizabeth Nash
Mrs. Katherine Brennan
Ms. Camila Gonzalez
Mr. Bryan Fryer
Mr. Christian Roman
No public in attendance

Agenda Item 1. Call to Order

At approximately 5:08PM Dr. Lagas opened the conference call and called the Board meeting to order.

Agenda Item 2. Pledge of Allegiance

No Pledge of Allegiance was performed.

Agenda item 3. Board Reports

Dr. Lagas reported on the Accountability Committee call. Topics covered were hiring and staffing,

employee morale about working at Atmosphere, high school admissions for Atmosphere students, students in crisis, COVID stress on students, staff evaluations and other matters.

Mr. J. Greene reported on the Finance Committee call. Topics covered there were reported to the full Board at this meeting.

Agenda Item 4. Comments From the Public

There were no public attendees and therefore no comments.

Agenda Item 5. Revision and Adoption of the Agenda

The board had no objections or additions.

Agenda item 6.1. Board Meeting Minutes

The board reviewed and approved the April minutes as written and previously sent to the board.

Mr. Spitzer moved to adopt the minutes.

Mr. Burton seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas, Mr. Spitzer

Vote no: None

Motion adopted.

Agenda Item 6.2. Finance Update

Mr. Fryer reviewed the financial reports for the month of April and year to date. He focused first on the Statement of Activities. He presented results year to date compared to prior year and noted that he expected a surplus of close to \$300,000 at end of the academic year. Refunds of unused program fees and travel money have helped the outlook. April cash outflow is much lower than last year. Financial performance is much better than last year on an operating basis.

He next reviewed the cash flow report. The expectation is for excess cash at year end. No bridge loan is expected to be needed at year end. The long term cash flow outlook sent to the board was reviewed covering loan repayments and bonus payments.

The Board also discussed interest payments on loans and repayments to DOE to repay excess payments by DOE to Atmosphere.

Mr. C. Greene and Board discussed how the new school year will start, and the impact of remote instruction and uncertainty on cash and financial results reported in the statement of activities. Also

covered was the timing of when the per pupil reimbursement number for the new year will be communicated from the State and DOE.

Mr. C. Greene asked Mr. Fryer to prepare a budget for the June Board meeting that can be reviewed and approved at that meeting.

Ms. Nash, Ms. Gonzalez and Mr. C. Greene discussed the enrollment expected for the new year. Current projections are for 652 students with 141 special education students. Mr. Fryer discussed the revenue implications for the larger student population.

Mr. Fryer left the meeting at 5:46PM.

Agenda Item 6.3. High School Placement Update

Mr. Daryl Jenkins and Mr. Christian Roman reported on the placement of Atmosphere students in high schools. Mr. Jenkins led the initial discussion explaining the team's mission, the placement criteria and the various high school's screening processes. He explained the selectivity statistics of placement at some of the best schools, this included admissions data. He showed charts covering the percent of Atmosphere students going to public, charter, parochial and private high schools. He focused on actual attendance and not just admission to these schools.

They then reviewed Atmosphere student's application patterns. For example, how many apply to one school and how many apply to multiple schools (which could be as many as 7). They also ranked the 1200 specialized public and charter schools, and showed data on how many from the 111 Atmosphere scholars went to each.

They next reviewed why students' apply to certain schools. Interest in the school's focus area is a primary reason. They noted that Atmosphere needs to stress applications to top schools in each category.

The Board asked how the school can help the bulk of the Atmosphere graduates in getting into the best schools. Mr. Roman and Mr. Jenkins explained the assistance Atmosphere provides to students and parents. They also explained the factors that drive the final decision on a high school. These include areas of interest and travel distance, for example.

They reviewed the strategic plan for placement which includes: pushing the top 25% of high schools, commitment to Atmosphere alumni contact and support, and focus on college readiness. Also, they will work to expose 6th graders to the high school choices and reach out to parents early.

Agenda Item 6.4. Admissions/Enrollment

Ms. Gonzalez led this discussion. She showed data on the acceptance and commitment to Atmosphere. Demand has been strong, and we still have greater than 150 students on the wait list. There have been a few that have dropped out but overall the school has had a very positive response from applicants. Lottery winners are responding positively as they are approached by the school.

She explained her process to meet one on one in June with incoming students.

The Board complimented the work on admissions and enrollment.

Agenda Item 6.5. Reopening Plan

Mr. C. Greene reviewed work underway to prepare to reopen the school. Actions include “zoom” town hall in June discussing the reopening, a full orientation in July using “zoom”. “Zoom” will now be a primary tool since the security concerns have been addressed.

He then reviewed some of the stresses of not having in-person classes. There has been an emotional toll on students. Q3 student performance will be normal. Q4 results may show the impact of no in-person classes. A few students and families have totally disengaged, and this challenge will need to be addressed. The school is pressing for strong performance to overcome these challenges.

Mrs. Brennan explained how teachers have been impacted and how teachers must keep the pressure on the quality of work.

The school has received no state guidance on reopening so far. Mr. C. Greene discussed a ladder approach to returning to full in-person classes. If supported by state policy, this would mix days of remote and in-person classes. Other elements being planned are mandatory masks, all staff in school buildings during normal hours, school acquiring enough masks and supplies to support the strategy, hand washing protocols, and commercial cleaning protocols and staffing.

Also being reviewed are sick policy, communication policies, needs of high risk individuals, technology levels and readiness, no locker practice, daily personal cell phone storage practice and other matters.

The school leaders discussed how they have learned to use Zoom effectively. They noted the need for careful organization of materials to make this tool most effective. The school expects more use of it avoiding travel and therefore aiding efficiency.

The Board asked about summer school, and the leadership team said yes there will be summer school for English and Math. They expect more students due to the impact of COVID.

Agenda Item 6.6. Hiring Update

Mr. C. Greene reviewed staff departures and changes for the new school year. He listed new hires, open positions, and staffing level plans given the health and economic uncertainty. Some positions will be deferred due to the operating environment and financial uncertainty.

The offers rejected were also reviewed to understand reasoning and to set strategy going forward.

Teacher certification requirements were also discussed.

Agenda Item 6.7. Remote Instruction Update

Mr. C. Greene reviewed the data dashboard material on student performance. He discussed the apparent impact of COVID and remote instruction on student grades. The number of students with performance difficulties has risen, and the school is taking action to reverse the trends.

Ms. Nash outlined the action plan to remedy the trends. These included: small group instruction, greater interaction with the students' families, review of data and assessment of weaknesses. She also noted the criteria for which students will qualify for the revised help and the design of the intervention groups.

Ms. Nash also discussed actions the school will take where attempts at outreach are unsuccessful.

Mr. C. Greene explained that Atmosphere is communicating with SUNY regarding the actions it is taking and the opening plan for the school.

Agenda Item 6.8. Accountability Measures Update

Mr. C. Greene reported on the accountability measures the school is using and developing. These methods and improvements are intended to assess student performance in the absence of statewide standardized tests.

Agenda Item 6.9. Graduation Update

Ms. Gonzalez reviewed the 2020 graduation plans with the Board. Current plans are for a drive through outside the Riverdale Jewish Center facility. The event will run from 9AM to 3PM. Students will get their diploma, have a picture taken and be recognized. All participation will be timed and spaced out so crowding together will be avoided by this technique.

Agenda Item 6.10. Special Updates on Videos: " In the Atmosphere" " Names Not Numbers"

Mr. C. Greene and Mr. Roman updated the Board on videos important to the school and the student development. Mr. Roman presented the important Holocaust film "Names Not Numbers" which has interviews of survivors. He also showed part of the film and explained the story.

The second film reviewed by the Board celebrated the graduation of the Atmosphere students. It showed a student day, demonstrated how students get inspired, how scholars learn, and each student's participation and involvement in the education system at Atmosphere.

Agenda Item 7. Consent Agenda

There were no consent agenda items.

Agenda Item 8. Executive Session

Atmosphere Academy
May 27, 2020

At 8:17 PM a motion was made to enter Executive session to discuss the proposed acquisition, sale or lease of real property or the proposed acquisition, sale or exchange of securities, where publicity would substantially affect the value.

Mr. J. Greene moved to enter Executive Session.
Mr. Burton seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas, Mr. Spitzer
Vote no: None

Motion adopted.

At 8:44 PM a motion was made to exit Executive Session.

Mr. J. Greene moved to adopt the motion.
Mr. Burton seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas, Mr. Spitzer
Vote no: None

Motion adopted

Agenda Item 9. Unfinished Business

There was no unfinished business.

Agenda Item 10. New Business

There was no new business.

Agenda Item 11. Adjournment

At 8:46 PM the Board moved to adjourn the meeting.

Mr. J. Greene moved to adjourn.
Mr. Spitzer seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas, Mr. Spitzer
Vote no: None

Meeting adjourned.



Atmosphere academy

Atmosphere Academy Public Charter Schools Board of Trustees Meeting Minutes June 24, 2020

Zoom Conference Call
Atmosphere Academy Charter School
5959 Broadway
New York, New York 10463

Board Members Attending:

Mr. Alan Dillon
Dr. Michael Lagas
Mr. Jesse J. Greene, Jr.
Mr. Mervin Burton
Mr. James Spitzer

Board Members Absent:

Others in Attendance:

Mr. Colin J. Greene
Mr. Peter Markey
Ms. Elizabeth Nash
Mrs. Katherine Brennan
Ms. Camila Gonzalez
Mr. Bryan Fryer
Mr. Christian Roman
Ms. Lean Litvak
No public in attendance

Agenda Item 1. Call to Order

At approximately 5:05PM Mr. James Spitzer opened the conference call and called the Board meeting to order.

Agenda Item 2. Pledge of Allegiance

No Pledge of Allegiance was performed.

Agenda item 3. Board Reports

Mr. J. Greene reported on the Governance Committee call of June 22nd.

Mr. C. Greene reported on the June 15th Accountability Committee call. The topics included principal evaluation, reopening report, social justice programs, hiring and staffing, SUNY accountability, mid-year evaluation and staff return rates for the new year.

Mr. J. Greene reported on the Finance Committee call of June 19th. Topics discussed there were covered at this board meeting. Mr. C. Greene asked Mr. Fryer to write the Finance Committee minutes. Mr. J. Greene explained how non Finance Committee members can listen in to the Finance Committee call if they desire to do so.

Agenda Item 4. Comments From the Public

There were no public attendees and therefore no comments.

Agenda Item 5. Revision and Adoption of the Agenda

The board had no objections or additions.

Agenda item 6.1. Blue Engine Partnership

Ms. Nash and Mrs. Brennan explained the value of this program to support mathematics and student learning departments. They introduced Blue Engine (BE) staff members Ray Canada and Aisha Chappell. Ms. Chappell presented to the staff and Board. She explained why Blue Engine exists. The goal is to make teachers high functioning. Key areas of proactive work range from work with individual teachers, to differentiated planning, to response to data, to team effectiveness.

Mr. Canada reviewed the last year's work with Atmosphere. His charts showed the rubric used to assist Atmosphere in the classroom. He then showed how they dissected a lesson and make improvements by data review, gap identification and then gap filing changes.

He went on to discuss student practice and small group differentiated instruction.

The BE team then went on to explain how it would take their work to a broader scale across more of Atmosphere's instruction using a year by year chart.

Mr. C. Greene noted how BE added real value to Atmosphere's work and increased professionalization of the staff. The also added to the use of data. He asserted that there is much to be gained by working with BE.

Board members asked about the application to remote learning, support for better scholars, what resources were needed to expand the work, and how long BE will be needed.

Mrs. Brennan spoke to the positive growth of teacher performance.

Atmosphere Academy

June 24, 2020

Ms. Nash spoke to the impact of BE on planning and operations. She noted the growth of teacher performance for those involved with BE. Also the improved student outcomes.

The Board discussed the cost of BE which was \$24,000 last year and that would rise to \$47,000 for the next year.

Agenda Item 6.2. Board Meeting Minutes

Mr. J. Greene presented the draft May Board Meeting Minutes for approval by the Board. These were sent to the Board in advance for their review.

Mr. J. Greene moved to approve the meeting minutes for May

Dr. Lagas seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. Greene, Dr. Lagas, Mr. Spitzer

Vote no: None

Motion adopted.

Agenda Item 6.3. Finance Update

Mr. Fryer reviewed the financial reports for the month of May and year to date. He focused first on the Scorecard. He presented results year to date compared to prior year and noted that he expected a surplus of just under \$261,000 at end of the academic year. He also discussed the Statement of Activities with focus on spending for rent and compensation and Covid-19 costs.

He then reviewed the cash balance and cash flow outlook through year end 2020. The expectation is for excess cash at year end. No bridge loan is expected to be needed at year end. The long term cash flow outlook sent to the board was reviewed covering loan repayments and bonus payments.

The Board discussed the US government Covid-19 financial support programs and whether any of them could help Atmosphere. The Board asked that this be researched.

April cash outflow is much lower than last year. Financial performance is much better than last year on an operating basis.

Agenda Item 6.4. 2020-2021 Budget Approval

Mr. C. Greene and Mr. Fryer presented the school budget for the new year. It relied the latest per pupil payment rate that the school is aware of. It would result in a substantial surplus for the year if student numbers are as planned. The Board was also advised that Mr. C. Greene and Mr. Fryer had reviewed three other budgets with lower revenue estimates based on lower enrollment or lower per pupil payment rates. Sensitivity tests were explained so the Board knew how much loss of revenue had what

impact on surplus.

The board then moved to approve the budget based on known per pupil payment rates.

Mr. J. Greene moved to adopt the budget.
Mr. Burton seconded the motion.

Vote aye: Mr. Burton, Mr. Dillon, Mr. Greene, Dr. Lagas, Mr. Spitzer
Vote no: None

Motion adopted.

Agenda Item 6.5. Read 180 Proposal

Ms. Nash reviewed the value of the Read 180 product/system for the Board. This provided the basis for the Read 180 budget item for the new year.

Agenda Item 6.6. Contract Approvals

Mr. C. Greene and leadership team members reviewed a number of contracts needed in the new school year. Each contract was explained in terms of purpose and cost. The Board then moved to approve the expenditure for the school.

The contracts reviewed and approved by the Board by motion and vote. Read 180 and Amplify were contingent on final per pupil funding being confirmed. Staples, Breffini and Insurance items were not contingent and funding was unconditionally approved.

Read 180	\$ 22,670
Amplify	\$ 56,878
Staple	\$ 21,999
Breffini HVAC	\$ 25,500

Insurance

1. General Liability Package Quote – Renewal - \$36,444.
2. Umbrella Quote – Renewal - \$13,400
3. Student Accident Quote – Renewal - \$1,750
4. Catastrophe Accident Quote – Renewal - \$300.

Mr. J. Greene moved to approve these contracts as described.
Mr. Spitzer seconded the motion.

Vote aye: Mr. Burton, Mr. Dillon, Mr. Greene, Dr. Lagas, Mr. Spitzer
Vote no: None

Agenda Item 6.7. Board Evaluation

Mr. C. Greene proposed that the Board use the same evaluation format used in the prior year, He sent the format and last year's evaluation to the Board for their review. After discussion the board agreed and approved the use of the proposed format.

Mr. J. Greene moved to approve the use of the proposed format for Board evaluation.
Mr. Dillon seconded that motion.

Vote aye: Mr. Burton, Mr. Dillon, Mr. Greene, Dr. Lagas, Mr. Spitzer
Vote no: None

Motion adopted.

Agenda Item 6.8. Board Membership

Mr. C. Greene reviewed current Board membership, discussed changes in assignments and reviewed term lengths and end dates.

Mr. Burton was asked if he would self-nominate for another term on the Board and he agreed. A motion was made to vote him onto the Board for another term.

Mr. Dillion moved to vote Mr. Burton onto the Board for another term.
Mr. J. Greene seconded the motion.

Vote aye: Mr. Burton, Mr. Dillon, Mr. Greene, Dr. Lagas, Mr. Spitzer
Vote no: None

Motion adopted.

Other changes discussed is having Dr. Lagas move to the Secretary of the Board from Chairman, Mr. J. Greene vacate the Secretary position and also become a reviewer for Board minute preparation which will move to an Atmosphere staff assignment.

Agenda Item 6.9. Reopening Update

.Ms. Nash assisted, by Mr. C. Greene, explained the reopening plan for the school under Covid-19 restrictions. The plan is to do a blended operation where only part of the student body is in the buildings at any one time. She showed room layouts and occupancy plans. Adequate spacing and masks will be required. Busing plans remain open until the city gives more information. Leased space building square footage is adequate for this plan.

Mr. C. Greene elaborated further on the growth of student and teacher population and the stresses that puts on the school.

Mrs. Brennan discussed the difficulty of keeping students engaged with a remote learning model. She

explained the orientation plan for the fall and how that will be intensive and interactive to start everyone out highly focused. There will be 8 sessions and students have to “graduate” from the Launch Academy.

Agenda Items 6.10, Social Justice Initiative and 6.11. Remote Instruction Update were deferred until the next meeting.

Agenda Item 6.12 Accountability Measures Update

Mr. C. Greene and Ms. Litvak explained the work underway to predict how the school’s students are performing relative to NY State standard levels. The school runs a “midline” test process that endeavors to predict how students perform. The school believes it is a good predictor and has sent the results to SUNY.

Agenda Item 6.13. Graduation

Mr. C. Greene and Ms. Nash described the drive through graduation process and showed pictures of the event held at the Riverdale facility. He discussed the challenge to make it valuable to the students. A photo process was also implemented so each student has a record of the event. 120 students attended, which is the vast majority of the 8th grade class.

Agenda Item 7. Consent Agenda

There were no consent agenda items.

Agenda Item 8. Executive Session

At 8:24 PM a motion was made to enter Executive session to discuss the proposed acquisition, sale or lease of real property or the proposed acquisition, sale or exchange of securities, where publicity would substantially affect the value.

Mr. J. Greene moved to enter Executive Session.

Mr. Dillon seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas, Mr. Spitzer

Vote no: None

Motion adopted.

At 8:42 PM a motion was made to exit Executive Session.

Mr. J. Greene moved to adopt the motion.

Mr. Spitzer seconded the motion.

Atmosphere Academy
June 24, 2020

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas, Mr. Spitzer
Vote no: None

Motion adopted

Agenda Item 9. Unfinished Business

There was no unfinished business.

Agenda Item 10. New Business

There was no new business.

Agenda Item 11. Adjournment

At 8:44 PM the Board moved to adjourn the meeting.

Mr. J. Greene moved to adjourn.
Mr. Dillon seconded the motion.

Vote Aye: Mr. Burton, Mr. Dillon, Mr. J. Greene, Dr. Lagas, Mr. Spitzer
Vote no: None

Meeting adjourned.

School Days

2019-2020 Year

177 school days.

1. August 23 <i>Friday</i>	61. December 9 <i>Monday</i>	121. March 26 <i>Thursday</i>
2. August 26 <i>Monday</i>	62. December 10 <i>Tuesday</i>	122. March 27 <i>Friday</i>
3. August 27 <i>Tuesday</i>	63. December 11 <i>Wednesday</i>	123. March 30 <i>Monday</i>
4. August 28 <i>Wednesday</i>	64. December 12 <i>Thursday</i>	124. March 31 <i>Tuesday</i>
5. August 29 <i>Thursday</i>	65. December 13 <i>Friday</i>	125. April 1 <i>Wednesday</i>
6. September 4 <i>Wednesday</i>	66. December 16 <i>Monday</i>	126. April 2 <i>Thursday</i>
7. September 5 <i>Thursday</i>	67. December 17 <i>Tuesday</i>	127. April 3 <i>Friday</i>
8. September 6 <i>Friday</i>	68. December 18 <i>Wednesday</i>	128. April 6 <i>Monday</i>
9. September 10 <i>Tuesday</i>	69. January 3 <i>Friday</i>	129. April 7 <i>Tuesday</i>
10. September 11 <i>Wednesday</i>	70. January 6 <i>Monday</i>	130. April 15 <i>Wednesday</i>
11. September 12 <i>Thursday</i>	71. January 7 <i>Tuesday</i>	131. April 16 <i>Thursday</i>
12. September 13 <i>Friday</i>	72. January 8 <i>Wednesday</i>	132. April 17 <i>Friday</i>
13. September 17 <i>Tuesday</i>	73. January 9 <i>Thursday</i>	133. April 20 <i>Monday</i>
14. September 18 <i>Wednesday</i>	74. January 10 <i>Friday</i>	134. April 21 <i>Tuesday</i>
15. September 19 <i>Thursday</i>	75. January 13 <i>Monday</i>	135. April 22 <i>Wednesday</i>
16. September 20 <i>Friday</i>	76. January 14 <i>Tuesday</i>	136. April 23 <i>Thursday</i>
17. September 23 <i>Monday</i>	77. January 15 <i>Wednesday</i>	137. April 24 <i>Friday</i>
18. September 24 <i>Tuesday</i>	78. January 16 <i>Thursday</i>	138. April 27 <i>Monday</i>
19. September 25 <i>Wednesday</i>	79. January 17 <i>Friday</i>	139. April 28 <i>Tuesday</i>
20. September 26 <i>Thursday</i>	80. January 21 <i>Tuesday</i>	140. April 29 <i>Wednesday</i>
21. September 27 <i>Friday</i>	81. January 22 <i>Wednesday</i>	141. April 30 <i>Thursday</i>
22. October 3 <i>Thursday</i>	82. January 23 <i>Thursday</i>	142. May 1 <i>Friday</i>
23. October 4 <i>Friday</i>	83. January 24 <i>Friday</i>	143. May 4 <i>Monday</i>
24. October 7 <i>Monday</i>	84. January 27 <i>Monday</i>	144. May 5 <i>Tuesday</i>
25. October 8 <i>Tuesday</i>	85. January 28 <i>Tuesday</i>	145. May 6 <i>Wednesday</i>
26. October 10 <i>Thursday</i>	86. January 29 <i>Wednesday</i>	146. May 7 <i>Thursday</i>
27. October 11 <i>Friday</i>	87. January 30 <i>Thursday</i>	147. May 8 <i>Friday</i>
28. October 15 <i>Tuesday</i>	88. January 31 <i>Friday</i>	148. May 11 <i>Monday</i>
29. October 16 <i>Wednesday</i>	89. February 3 <i>Monday</i>	149. May 12 <i>Tuesday</i>
30. October 17 <i>Thursday</i>	90. February 4 <i>Tuesday</i>	150. May 13 <i>Wednesday</i>
31. October 18 <i>Friday</i>	91. February 5 <i>Wednesday</i>	151. May 14 <i>Thursday</i>
32. October 22 <i>Tuesday</i>	92. February 6 <i>Thursday</i>	152. May 15 <i>Friday</i>
33. October 23 <i>Wednesday</i>	93. February 7 <i>Friday</i>	153. May 18 <i>Monday</i>
34. October 24 <i>Thursday</i>	94. February 10 <i>Monday</i>	154. May 19 <i>Tuesday</i>
35. October 25 <i>Friday</i>	95. February 11 <i>Tuesday</i>	155. May 20 <i>Wednesday</i>
36. October 28 <i>Monday</i>	96. February 12 <i>Wednesday</i>	156. May 21 <i>Thursday</i>
37. October 29 <i>Tuesday</i>	97. February 13 <i>Thursday</i>	157. May 27 <i>Wednesday</i>
38. October 30 <i>Wednesday</i>	98. February 14 <i>Friday</i>	158. May 28 <i>Thursday</i>
39. October 31 <i>Thursday</i>	99. February 25 <i>Tuesday</i>	159. May 29 <i>Friday</i>
40. November 1 <i>Friday</i>	100. February 26 <i>Wednesday</i>	160. June 1 <i>Monday</i>
41. November 4 <i>Monday</i>	101. February 27 <i>Thursday</i>	161. June 2 <i>Tuesday</i>
42. November 5 <i>Tuesday</i>	102. February 28 <i>Friday</i>	162. June 3 <i>Wednesday</i>
43. November 6 <i>Wednesday</i>	103. March 2 <i>Monday</i>	163. June 4 <i>Thursday</i>
44. November 7 <i>Thursday</i>	104. March 3 <i>Tuesday</i>	164. June 5 <i>Friday</i>
45. November 8 <i>Friday</i>	105. March 4 <i>Wednesday</i>	165. June 8 <i>Monday</i>
46. November 12 <i>Tuesday</i>	106. March 5 <i>Thursday</i>	166. June 9 <i>Tuesday</i>
47. November 13 <i>Wednesday</i>	107. March 6 <i>Friday</i>	167. June 10 <i>Wednesday</i>
48. November 14 <i>Thursday</i>	108. March 9 <i>Monday</i>	168. June 11 <i>Thursday</i>
49. November 15 <i>Friday</i>	109. March 10 <i>Tuesday</i>	169. June 12 <i>Friday</i>
50. November 18 <i>Monday</i>	110. March 11 <i>Wednesday</i>	170. June 15 <i>Monday</i>
51. November 19 <i>Tuesday</i>	111. March 12 <i>Thursday</i>	171. June 16 <i>Tuesday</i>
52. November 20 <i>Wednesday</i>	112. March 13 <i>Friday</i>	172. June 17 <i>Wednesday</i>
53. November 21 <i>Thursday</i>	113. March 16 <i>Monday</i>	173. June 18 <i>Thursday</i>
54. November 22 <i>Friday</i>	114. March 17 <i>Tuesday</i>	174. June 19 <i>Friday</i>
55. November 25 <i>Monday</i>	115. March 18 <i>Wednesday</i>	175. June 22 <i>Monday</i>
56. December 2 <i>Monday</i>	116. March 19 <i>Thursday</i>	176. June 23 <i>Tuesday</i>
57. December 3 <i>Tuesday</i>	117. March 20 <i>Friday</i>	177. June 24 <i>Wednesday</i>
58. December 4 <i>Wednesday</i>	118. March 23 <i>Monday</i>	
59. December 5 <i>Thursday</i>	119. March 24 <i>Tuesday</i>	
60. December 6 <i>Friday</i>	120. March 25 <i>Wednesday</i>	

The City of New York



FIRE DEPARTMENT

BUREAU OF FIRE PREVENTION
9 METRO TECH CENTER 3RD FLOOR BROOKLYN NY 11201-6885



CM WATER GROUP, LLC

PO BOX 9

PURCHASE, NY 105770000

BLDGS DEPT APPL. NO:

ACCOUNT NUMBER:

DATE OF APPROVAL:

DATE OF INSPECTION:

INSPECTOR NAME:

PLAN NUMBER:

FLOOR(S) INSPECTED:



10/31/18

09/11/18

H. NAZAR



PREMISES

BOROUGH

5959 BROADWAY

BRONX

LETTER OF APPROVAL

THIS LETTER OF APPROVAL COVERS THE SYSTEM INDICATED BELOW. IT IS SUBJECT TO ADMINISTRATIVE REVIEW AND AUDIT.

APPROVAL OF THE SYSTEMS(S) IS GRANTED IN ACCORDANCE WITH:

SELF CERTIFICATION INSPECTION PROFESSIONAL CERTIFICATION

GROUP E(EDU.,LO-RI,SPK)FAS*****29 NYC Admin. Code § FC 104.2

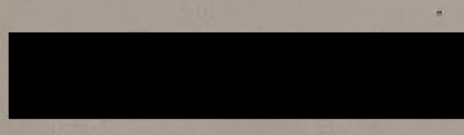
MAN / SSC / SPK / COC*****

CO DETECTION SYSTEM*****

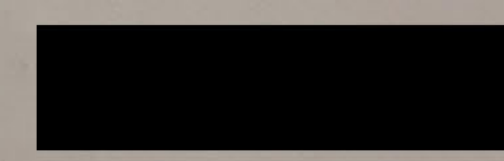
RRM, SYRACUSE/NY*****

Sincerely,

Chief of Fire Prevention
City of New York



11/01/18



Certificate of Occupancy

CO Number: [REDACTED]

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

A.	Borough: Bronx	Block Number: [REDACTED]	Certificate Type: Final
	Address: 3700 INDEPENDENCE AVENUE	Lot Number(s): [REDACTED]	Effective Date: 04/26/2013
	Building Identification Number (BIN): [REDACTED]	Building Type: Altered	
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification: [REDACTED]	[REDACTED]	
	Building Occupancy Group classification: [REDACTED]	[REDACTED]	
	Multiple Dwelling Law Classification: None		
	No. of stories: [REDACTED]	Height in feet: [REDACTED]	No. of dwelling units: [REDACTED]
C.	Fire Protection Equipment: None associated with this filing.		
D.	Type and number of open spaces: None associated with this filing.		
E.	This Certificate is issued with the following legal limitations: None		
Borough Comments: None			



Borough Commissioner



Commissioner

Certificate of Occupancy

CO Number: [REDACTED]

Permissible Use and Occupancy

All Building Code occupancy group designations are 1968 designations, except RES, COM, or PUB which are 1938 Building Code occupancy group designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use



Borough Commissioner



Commissioner

Certificate of Occupancy

CO Number:



END OF SECTION

Handwritten signature of the Borough Commissioner.

Borough Commissioner

Handwritten signature of the Commissioner.

Commissioner

END OF DOCUMENT



FIRE DEPARTMENT

9 METROTECH CENTER BROOKLYN, N.Y. 11201-3857

BUREAU OF FIRE PREVENTION
Fire Alarm Inspection Unit (Electrical)

Owner:

[Riverdale Jewish Center]
[3700 Independence Ave]
[Bronx NY 10463]
ZIP

DATE OF APPROVAL: 2-8-2000
DATE OF INSPECTION: 11/3/99
INSPECTOR: (Print) S. RAFFAELLI
BLDG. DEPT. APPL. NO.: [REDACTED]
PLAN NO.: [REDACTED]
FLOOR(S) INSPECTED: [REDACTED]

PREMISES: 3700 Independence Ave BOROUGH: Bronx

LETTER OF APPROVAL

THIS LETTER OF APPROVAL COVERS THE SYSTEM(S) INDICATED BELOW. IT IS SUBJECT TO ADMINISTRATIVE REVIEW AND AUDIT. APPROVAL OF THE SYSTEM(S) IS GRANTED IN ACCORDANCE WITH: SELF-CERTIFICATION INSPECTION.



Very truly yours,

Frank A. Barbera
Chief of Fire Prevention

Control No. _____



FIRE DEPARTMENT

BUREAU OF FIRE PREVENTION
9 METROTECH CENTER 3RD FLOOR - BROOKLYN, N.Y. 11201-3857



TOWNE PARTNERS LLC

41 CARMINE ST
NEW YORK, NY 10014

BLDGS DEPT APPL. NO:

ACCOUNT NUMBER:

DATE OF APPROVAL:

DATE OF INSPECTION:

INSPECTOR NAME:

PLAN NUMBER:

FLOOR(S) INSPECTED:



10/22/13

10/01/13

J. SZAJBNER



PREMISES

22 MARBLE HILL AVE

BOROUGH

BRONX

LETTER OF APPROVAL

THIS LETTER OF APPROVAL COVERS THE SYSTEM INDICATED BELOW. IT IS SUBJECT TO ADMINISTRATIVE REVIEW AND AUDIT.

APPROVAL OF THE SYSTEMS(S) IS GRANTED IN ACCORDANCE WITH:

SELF CERTIFICATION INSPECTION PROFESSIONAL CERTIFICATION

GROUP E(EDU.,LO-RI,SPK)FAS***** 29 NYC Admin. Code § FC 104.2

MAN / SSC / SPK / COC*****

MDL, HICKSVILLE/NY*****

Sincerely,

Chief of Fire Prevention
City of New York



11/07/13





68 East 131 Street, New York, NY 10037
Phone: 212-534-0915 | Fax: 212-281-2068
L.I.C. # 474B
admin@expertfiresprinkler.com

FIRE SPRINKLER SYSTEM INSPECTIONS REPORT

Building Address: Sarsen Realty- 22 Marble St, Bronx, Ny
Contact person: [REDACTED]

TYPE OF SYSTEM: WET DRY

MONTHLY INSPECTION: YES NO N/A

DATE OF INSPECTION: July 11, 2019

Monthly Inspections:

1. **Control Valves:**

Comment on all "NO" Answers

- Is control valve open? Yes No _____
- Are chains and lock or tamper switch in good condition N/A Yes No _____
- Painted or Corroded sprinkler heads? Yes No _____
- Main Drain? Yes No _____
- Inspectors test valve? Yes No _____
- Siamese connection? Yes No _____
- Drain valve? Yes No _____
- Ball Drip valve? Yes No _____
- Curb Box? Yes No _____

2. OS&Y Valve (Choose One) Tamper Switch Chain and Lock

3. **Gauges:**

- Are gauges showing pressure? Yes No _____
- Do gauges appear to be in good condition? Yes No _____

4. **Spared sprinkler box:**

- Does the box have sprinkler heads in it? Yes No _____
- Does the box have a sprinkler wrench? Yes No _____

5. **Alarm System:**

- Is alarm visible? Yes No _____
- Central Alarm system Local Alarm

6. **Signs**

- Are signs in place? Yes No _____

Witness inspection by:

Print Name: Wilmer Leon Signature: Wilmer Leon

Certificate of Occupancy

CO Number: 220349193F

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

A.	Borough: Bronx	Block Number: [REDACTED]	Certificate Type: Final
	Address: 5959 BROADWAY	Lot Number(s): [REDACTED]	Effective Date: 04/18/2019
	Building Identification Number (BIN): [REDACTED]	Building Type: New	
This building is subject to this Building Code: 2008 Code			
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification: [REDACTED]	[REDACTED])
	Building Occupancy Group classification: [REDACTED]	[REDACTED]	[REDACTED]
	Multiple Dwelling Law Classification: [REDACTED]	[REDACTED]	[REDACTED]
	No. of stories: [REDACTED]	Height in feet: [REDACTED]	No. of dwelling units: [REDACTED]
C.	Fire Protection Equipment: Standpipe system, Fire alarm system, Sprinkler system		
D.	Type and number of open spaces: None associated with this filing.		
E.	This Certificate is issued with the following legal [REDACTED] None		
Borough Comments: None			



Borough Commissioner



Acting

Commissioner

Certificate of Occupancy

CO Number: [REDACTED]

Permissible Use and Occupancy						
All Building Code occupancy group designations below are 2008 designations.						
Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]						
[REDACTED]						

[Handwritten Signature]

[REDACTED]

[Handwritten Signature]
Acting

Commissioner

Certificate of Occupancy

CO Number: [REDACTED]

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

A.	Borough: Manhattan	Block Number: [REDACTED]	Certificate Type: Temporary
	Address: 22 MARBLE HILL AVENUE	Lot Number(s): [REDACTED]	Effective Date: 09/01/2020
	Building Identification Number (BIN): [REDACTED]	Building Type: New	Expiration Date: 11/30/2020
<i>For zoning lot metes & bounds, please see BISWeb.</i>			
B.	Construction classification: [REDACTED]	[REDACTED]	
	Building Occupancy Group classification: [REDACTED]	[REDACTED]	
	Multiple Dwelling Law Classification: [REDACTED]	[REDACTED]	
	No. of stories: [REDACTED]	Height in feet: [REDACTED]	No. of dwelling units: [REDACTED]
C.	Fire Protection Equipment: Standpipe system, Fire alarm system, Sprinkler system		
D.	Type and number of open spaces: [REDACTED]		
E.	This Certificate is issued with the following legal limitations: None		
Outstanding requirements for obtaining Final Certificate of Occupancy: [REDACTED]			
Borough Comments: None			



Borough Commissioner



Commissioner

