Application: Harlem Village Academy East Charter School

Joe Morales - jmorales@harlemvillage.org
2021-2022 Annual Report

Summary

ID: 0000000313
Labels: SUNY Trustees

Entry 1 School Info and Cover Page

Completed Aug 1 2022

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 2021-2022 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, 2022)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

HARLEM VILLAGE ACADEMY EAST CHARTER SCHOOL 800000056181

a1. Popular School Name

HVA East

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

Please select the correct authorizer as of June 30, 2022 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

d. DISTRICT / CSD OF LOCATION

CSD # 4 - MANHATTAN

e. DATE OF INITIAL CHARTER

9/2002

f. DATE FIRST OPENED FOR INSTRUCTION

9/2005

c. School Unionized

Is your charter school unionized?

No

h. SCHOOL WEB ADDRESS (URL)

http://harlemvillageacademies.org/

i. Total Approved Charter Enrollment for 2021-2022 School Year (exclude Pre-K program enrollment)

634

j. Total Enrollment on June 30, 2022 (exclude Pre-K program enrollment)

545

k. Grades Served during the 2021-2022 School Year (exclude Pre-K program students)

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

I1. 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 2022-2023?

	Yes, 3 sites

HARLEM VILLAGE ACADEMY EAST CHARTER SCHOOL 800000056181

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	2351 First Avenue 4th Floor, New York, NY 10035	646-812-9600	NYC CSD 4	6-8	N/A

m1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Tori Noha	Principal	646-812-9200		vnoha@harlemvillage.org
Operational Leader	Garrett Block	Managing Director of School Operations	860-753-1941		gblock@harlemvillage.org
Compliance Contact	Hannah Johns	Chief Operating Officer	201-693-6790		hjohns@harlemvillage.org
Complaint Contact	Nathan Smith	Chief of Diversity, Equity, Inclusion & Culturally Responsive Education	646-812-9242		nsmith@harlemvillage.org
DASA Coordinator	Nathan Smith	Chief of Diversity, Equity, Inclusion & Culturally Responsive Education	646-812-9242		nsmith@harlemvillage.org
Phone Contact for After Hours Emergencies	Garrett Block	Managing Director of School Operations	860-753-1941		gblock@harlemvillage.org

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

Co-located Space

m1c. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1	N/A	No		No		No

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

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

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

- **Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2021.**
- **If the fire inspection certificate is dated after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2022.**

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

HVA East

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	2351 First Avenue 3rd Floor, New York, NY 10035	646-812-9600	NYC CSD 4	K-5	N/A

m2a. Please provide the contact information for Site 2.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Kimberly Clincy	Principal	646-812-9600		kclincy@harlemvillage.org
Operational Leader	Garrett Block	Managing Director of School Operations	860-753-1941		gblock@harlemvillage.org
Compliance Contact	Hannah Johns	Chief Operating Officer	201-693-6790		hjohns@harlemvillage.org
Complaint Contact	Nathan Smith	Chief of Diversity, Equity, Inclusion & Culturally Responsive Education	646-812-9242		nsmith@harlemvillage.org
DASA Coordinator	Nathan Smith	Chief of Diversity, Equity, Inclusion & Culturally Responsive Education	646-812-9242		nsmith@harlemvillage.org
Phone Contact for After Hours Emergencies	Garrett Block	Managing Director of School Operations	860-753-1941		gblock@harlemvillage.org

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

Co-located Space

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

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

HARLEM VILLAGE ACADEMY EAST CHARTER SCHOOL 800000056181

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	35 West 124th Street, New York, NY 10027	646-812-9200	NYC CSD 5	9-12	N/A

m3a. Please provide the contact information for Site 3.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Yohana De Los Santos	Principal	646-812-9200		ydelossantos@harlemvillage.org
Operational Leader	Garrett Block	Managing Director of School Operations	860-753-1941		gblock@harlemvillage.org
Compliance Contact	Hannah Johns	Chief Operating Officer	201-693-6790		hjohns@harlemvillage.org
Complaint Contact	Nathan Smith	Chief of Diversity, Equity, Inclusion & Culturally Responsive Education	646-812-9242		nsmith@harlemvillage.org
DASA Coordinator	Nathan Smith	Chief of Diversity, Equity, Inclusion & Culturally Responsive Education	646-812-9242		nsmith@harlemvillage.org
Phone Contact for After Hours Emergencies	Garrett Block	Managing Director of School Operations	860-753-1941		gblock@harlemvillage.org

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

Private Space

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

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 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, 2022.

- **Fire inspection certificates must be updated annually. For the upcoming school year 2022-2023, the fire inspection certificate must be dated after July 1, 2022.**
- **If the fire inspection certificate expires after the August 1, 2022 submission of the Annual Report, please submit the new certificate with the Annual Report entries due on November 1, 2022. Please note in the portal that this is the case**

Site 1 Certificate of Occupancy (COO)

HVAH Final CofO 3.7.14.pdf

Filename: HVAH Final CofO 3.7.14.pdf **Size:** 42.4 kB

Site 3 Fire Inspection Report

S28986.pdf

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

CHARTER REVISIONS DURING THE 2021-2022 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2021-2022 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Has your school's Board of Trustee's approved a budget for the 2021-2022 FY?

(No response)

ATTESTATIONS

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

Name	Hannah Johns
Position	Chief Operating Officer
Phone/Extension	201-693-6790
Email	hjohns@harlemvillage.org

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

Responses Selected:

Yes

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

Responses Selected:

Yes

Signature, Head of Charter School

Signature, President of the Board of Trustees

Date

Jul 29 2022

Thank you.

Entry 3 Accountability Plan Progress Reports

Incomplete

Instructions

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

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at Accountability Plan Progress Report. After completing, SUNY-authorized charter schools must upload the document into the SUNY Epicenter system by **September 15, 2022**. SUNY CSI will forward to NYSED CSO.

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

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements and related documents in PDF format into the SUNY Epicenter system no later than **November 1, 2022.** SUNY CSI will forward to NYSED CSO. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

ALL Regents, NYCDOE, and Buffalo BOE-authorized charter schools must upload final, audited financial statements to the Annual Report Portal no later than **November 1, 2022**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a PDF file, ensuring that security features such as password protections are removed from all school uploaded documents.

PLEASE NOTE: This task appears as visible and optional task in the online portal until August 1 2022 but will be identified as a required task thereafter and due on November 1, 2022. This is a required task, and it is marked optional for administrative purposes only.

Entry 4a – Audited Financial Report Template (SUNY)

Incomplete

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled “Audited Financial Report Template” at http://www.newyorkcharters.org/fiscal/. After completing, schools must upload the document into the SUNY Epicenter system no later than **November 1, 2022.** SUNY CSI will forward to NYSED CSO.

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

Entry 4c – Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents and submit by **November 1, 2022**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a “federal Single Audit was not required because the school did not expend federal funds of more than the $750,000 Threshold.”

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

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

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

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

Regents, NYCDOE, and Buffalo BOE authorized schools should enter financial contact information directly into the form within the portal by **November 1, 2022**.

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

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

2. Audit Firm Contact Information

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

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 – Fiscal Year 2022-2023 Budget

Incomplete

SUNY-authorized charter schools should download the 2022-23 Budget and Quarterly Report Template and the 2022-23 Budget Narrative Questionnaire from the SUNY website and upload the completed template into Epicenter. SUNY CSI will forward to NYSED CSO. **Due November 1, 2022**.

Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY22 Budget using the 2022-2023 Budget Template in the portal or from the Annual Report website. **Due November 1, 2022**.

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

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

Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed Aug 1 2022

Due on August 1, 2022, 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 2021-2022 school year must complete and sign a Trustee Disclosure of Financial Interest Form. Acceptable signature formats include:

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

All completed forms must be collected and uploaded in .PDF format for each individual member. **The education corporation is responsible for completing the form for trustees who left the board during the reporting year.**

Forms completed from past years will not be accepted. **Only the latest version of the form** (updated in April, 2022) is acceptable.).

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.

Signed Disclosure - August

Filename: Signed Disclosure August OHsL74i.pdf **Size:** 280.6 kB

Signed Disclosure - Sernau

Filename: Signed Disclosure Sernau tSiRXv7.PDF **Size:** 138.2 kB

Signed Disclosure - Gee

Filename: Signed Disclosure Gee 5vb7EZA.pdf **Size:** 86.5 kB

Signed Disclosure - Newman

Filename: Signed Disclosure Newman pcvBrTN.pdf **Size:** 208.8 kB

Signed Disclosure - Kenny

Filename: Signed Disclosure Kenny vRf373Y.pdf **Size:** 1.2 MB

Signed Disclosure - Zwiebel

Filename: Signed Disclosure Zwiebel Zvy1i9a.pdf **Size:** 216.8 kB

Signed Disclosure - Pianko

Filename: Signed Disclosure Pianko ux06OYk.pdf **Size:** 966.8 kB

Entry 7 BOT Membership Table

Completed Aug 1 2022

Instructions

Required of ALL charter schools

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

Entry 7 BOT Table

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

information for all --VOTING and NON-VOTING-- trustees.

HARLEM VILLAGE ACADEMY EAST CHARTER SCHOOL 800000056181

Authorizer:

Who is the authorizer of your charter school?

SUNY

1. 2021-2022 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2021-2022
1	David Zwiebel	[redacted]	Chair	N/A	Yes	21	07/01/2022	06/30/2023	5 or less
2	Daniel Pianko		Treasurer	N/A	Yes	9	07/01/2022	06/30/2023	5 or less
3	Deborah Kenny		Trustee/ Member	N/A	Yes	21	07/01/2022	06/30/2023	5 or less
4	Andrew August		Vice Chair	N/A	Yes	21	07/01/2022	06/30/2023	5 or less

5	Aria Gee	[redacted]	Trustee/ Member	N/A	Yes	3	07/01/2022	06/30/2023	5 or less
6	Ronald Sernau		Trustee/ Member	N/A	Yes	4	07/01/2022	06/30/2023	5 or less
7	Erica Newman		Secretary	N/A	Yes	4	07/01/2022	06/30/2023	5 or less
8									
9									

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

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total Number of BOT Members on June 30, 2022	7
b.Total Number of Members Added During 2021-2022	0
c. Total Number of Members who Departed during 2021-2022	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	7

3. Number of Board meetings held during 2021-2022

3

4. Number of Board meetings scheduled for 2022-2023

4

Total number of Voting Members on June 30, 2022:

7

Total number of Voting Members added during the 2021-2022 school year:

0

Total number of Voting Members who departed during the 2021-2022 school year:

0

Total Maximum Number of Voting members in 2021-2022, as set by the board in bylaws, resolution, or minutes:

9

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

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

Schools must upload a complete set of monthly board meeting minutes (July 2021-June 2022), which should match the number of meetings held during the 2021-2022 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by **August 1, 2022**.

Entry 9 Enrollment & Retention

Completed Sep 14 2022

Instructions for submitting Enrollment and Retention Efforts

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2021-2022 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2022-2023.

Entry 9 Enrollment and Retention of Special Populations

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2021-2022	Describe Recruitment Plans in 2022-2023
	The school used the following strategies to attract economically disadvantaged students in the 2021-22 school year: • Targeting mailings at zip codes with high concentrations of students eligible for free or reduced lunch • Developing relationships with programs such as Head Start, the Children's Aid Society and other schools and organizations, including transitional housing programs that serve high-needs populations • Attending community fairs that	The school anticipates using the following strategies to attract economically disadvantaged students in the 2022-23 school year: • Targeting mailings at zip codes with high concentrations of students eligible for free or reduced lunch • Developing relationships with programs such as Head Start, the Children's Aid Society and other schools and organizations,including transitional housing programs that serve high-needs populations • Attending community fairs that

Economically Disadvantaged	attract high-needs populations • Posting fliers in buildings frequented by economically disadvantaged populations and door-dropping literature in affordable housing complexes • Posting bus stop advertisements in neighborhoods with high concentrations of students eligible for free or reduced lunch. In addition, the school sets aside the first 30% of its seats for students eligible for free or reduced lunch. • Street Teams in neighborhoods with high concentrations of students eligible for free or reduced lunch	attract high-needs populations • Posting fliers in buildings frequented by economically disadvantaged populations and door-dropping literature in affordable housing buildings affordable housing complexes • Posting bus stop advertisements in neighborhoods with high concentrations of students eligible for free or reduced lunch. In addition, the school sets aside the first 30% of its seats for students eligible for free or reduced lunch. • Street Teams in neighborhoods with high concentrations of students eligible for free or reduced lunch
English Language Learners	The school used the following strategies to attract multilingual learners in the 2021-22 school year: • Mailing fliers and postcards to prospective parents in languages other than English, particularly Spanish • Targeting mailings at zip codes with high concentrations of multilingual learners • Conducting open houses in languages other than English and/or providing translation • Posting fliers in buildings frequented by multilingual populations • Posting bus stop advertisements in neighborhoods with high concentrations of multilingual learners and noting in the advertisements that “se habla español” • Posting print advertisements in	The school anticipates using the following strategies to attract multilingual learners in the 2022-23 school year: • Mailing fliers and postcards to prospective parents in languages other than English, particularly Spanish • Targeting mailings at zip codes with high concentrations of multilingual learners • Conducting open houses in languages other than English and/or providing translation • Posting fliers in buildings frequented by multilingual populations • Posting bus stop advertisements in neighborhoods with high concentrations of multilingual learners and noting in the advertisements that “se habla español” • Posting print advertisements in

	bilingual editions of neighborhood newspapers • Soliciting referrals from parents of multilingual learners currently enrolled at HVA	bilingual editions of neighborhood newspapers • Soliciting referrals from parents of multilingual learners currently enrolled at HVA
Students with Disabilities	The school used the following strategies to attract students with disabilities in the 2021-22 school year: • Developing relationships with programs such as Head Start, the Children's Aid Society and other schools and organizations that serve high-needs populations • Attending community fairs that attract high-needs populations • Conducting open houses focused on the Special Education services offered by the school • Posting fliers in buildings frequented by high-needs populations	The school anticipates using the following strategies to attract students with disabilities in the 2022-23 school year: • Developing relationships with programs such as Head Start, the Children's Aid Society and other schools and organizations that serve high-needs populations • Attending community fairs that attract high-needs populations • Conducting open houses focused on the Special Education services offered by the school • Posting fliers in buildings frequented by high-needs populations

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2021-2022	Describe Retention Plans in 2022-2023
	HVA has a preventive and comprehensive approach towards retention. Our teachers and principals developed retention strategies and executed them together. The school used the following strategies: Overall Family Relationships and Communications. Take steps to	HVA has a preventive and comprehensive approach towards retention. Our teachers and principals develop retention strategies and execute them together. The school anticipates using the same strategies moving forward, including: Overall Family Relationships and Communications. Take steps to further develop positive family relationships, such as • Family engagement events in the first month of school

	further develop positive family relationships, such as • Positive phone calls home during the first week of school, and throughout the year • Increased communication with incoming families • Regular Coffee and Conversations hosted by school leaders for families • When parents become frustrated and want to leave because of how hard it is for their child to adjust to the higher behavioral and/or academic standards, staff members will reach out to make sure the person is heard to have an opportunity to reconsider. • Deans and Social Workers collaborating as the Student and Family Support team to proactively create home-school partnership opportunities as well as being available to immediately address parent concerns. New Student Acclimation. Strategies to help students who have a hard time adjusting to our higher behavior standards, include: • Beginning each day with a whole group Morning Meeting, where students are greeted respectfully and joyfully by all members of the class. Morning Meeting includes opportunities to discuss feelings and expectations. A portion of Morning Meeting is dedicated to self-reflection and goal setting. • Ending each day with a Closing Circle, which allows students to reflect on their day, acknowledge	• Each school hosts a potluck dinner during the first week of school • Positive phone calls home during the first week of school and throughout the year • Increased communication with incoming families • Regular Coffee and Conversations hosted by school leaders for families • Chatting with parents outside during arrival and dismissal even when not officially on duty • When parents become frustrated and want to leave because of how hard it is for their child to adjust to the higher behavioral and/or academic standards, staff members will meet with and reach out to make sure the person is heard to have an opportunity to reconsider. • Deans and Social Workers collaborating as the Student and Family Support team to proactively create home-school partnership opportunities as well as being available to immediately address parent concerns. New Student Acclimation. Strategies to help students who have a hard time adjusting to our higher behavior standards, include: • Beginning each day with a whole group Morning Meeting where students are greeted respectfully and joyfully by all members of the class. Morning Meeting includes opportunities to discuss feelings and expectations. A portion of Morning Meeting is dedicated to

Economically Disadvantaged	peers who supported their learning, provide apologies for any harm done to the community and set goals for the following day. • Throughout September, teachers observe each other's classrooms during their free periods all day, then meet every evening to debrief about their students and devise strategies to improve behavior and habits • Identify students who will struggle with behavior as follows: • Teachers intensively co-observe in classrooms throughout the day during the first month of school • Increase communication early in the year by teachers and deans with new parents of students who are struggling with behavior. Follow-up calls daily during September regarding student behavior, progress, and to build the relationship with the families so that we're on the same team, working together to help the child successfully meet the higher behavior standards • Provide advice to parents regarding how they can reinforce our behavior expectations at home, e.g. respectful speech, actions and gestures, etc. We do this through a variety of pre-planned workshops. Academic Supports: Strategies to maximize the number of students who are promoted to the next each year grade include: • Focus the school's staffing, scheduling and budget on our reading program to provide more instructional time and smaller	self-reflection and goal setting. • Ending each day with a Closing Circle which allows students to reflect on their day, acknowledge peers who supported their learning, provide apologies for any harm done to the community and set goals for the following day. • Throughout September, teachers observe each other's classrooms during their free periods, then meet every evening to debrief about their students and devise strategies to improve behavior and habits • Identify students who will struggle with behavior as follows: • Teachers intensively co-observe in classrooms throughout the day during the first month of school • Provide intensive support to students on a daily basis, coaching them in how to change their behavior habits and insisting that they do so • Increase communication early in the year by teachers and deans with new parents of students who are struggling with behavior. Follow-up calls daily during September regarding student behavior, progress, and to build the relationship with the families so that we're on the same team working together to help the child successfully meet the higher behavior standards • Provide advice to parents regarding how they can reinforce our behavior expectations at home, e.g. respectful speech, actions and gestures, etc. We do this through a variety of pre-planned workshops.

	class sizes • Conduct running records frequently, so reading teachers get to know each new student individually, early in the year • Ensure adequate quantity and quality of tutoring and SGI (Small Group Instruction) • Commit to the low-performing as well as the lowest-performing students by spending more time tutoring both groups during SGI, lunch, after school, and on Saturdays • Provide summer school support, including intensive SGI to students who are at-risk of retention	Academic Supports Strategies to maximize the number of students who are promoted to the next each year grade include: • Focus the school's staffing, scheduling and budget on our reading program to provide more instructional time and smaller class sizes • Conduct running records frequently, so reading teachers get to know each new student individually, early in the year • Ensure adequate quantity and quality of tutoring and SGI (Small Group Instruction) • Support students who are struggling academically by providing SGI, lunch, after school, and Saturday instruction
	HVA has a preventive and comprehensive approach towards retention. Our teachers and principals developed retention strategies and executed them together. The school used the following strategies: Overall Family Relationships and Communications. Take steps to further develop positive family relationships, such as • Potluck dinners during the first week of school • Positive phone calls home during the first week of school, and throughout the year • Increased communication with	HVA has a preventive and comprehensive approach towards retention. Our teachers and principals develop retention strategies and execute them together. The school anticipates using the same strategies moving forward, including: Overall Family Relationships and Communications. Take steps to further develop positive family relationships, such as • Family engagement events in the first month of school • Positive phone calls home during the first week of school and throughout the year • Increased communication with incoming families • Regular Coffee and Conversations hosted by school leaders for families • Host regular family

English Language Learners	incoming families • Regular Coffee and Conversations hosted by school leaders for families • Host regular family engagement events, including movie nights and parent support workshops • When parents become frustrated and want to leave because of how hard it is for their child to adjust to the higher behavioral and/or academic standards, staff members will reach out to make sure the person is heard to have an opportunity to reconsider. • Deans and Social Workers collaborating as the Student and Family Support team to proactively create home-school partnership opportunities as well as being available to immediately address parent concerns. New Student Acclimation. Strategies to help students who have a hard time adjusting to our higher behavior standards, include: • Beginning each day with a whole group Morning Meeting, where students are greeted respectfully and joyfully by all members of the class. Morning Meeting includes opportunities to discuss feelings and expectations. A portion of Morning Meeting is dedicated to self-reflection and goal setting. • Ending each day with a Closing Circle, which allows students to reflect on their day, acknowledge peers who supported their learning, provide apologies for	engagement events, including movie nights and parent support workshops • Chatting with parents outside during arrival and dismissal even when not officially on duty • When parents become frustrated and want to leave because of how hard it is for their child to adjust to the higher behavioral and/or academic standards, staff members will meet with and reach out to make sure the person is heard to have an opportunity to reconsider. • Deans and Social Workers collaborating as the Student and Family Support team to proactively create home-school partnership opportunities as well as being available to immediately address parent concerns. New Student Acclimation. Strategies to help students who have a hard time adjusting to our higher behavior standards, include: • Beginning each day with a whole group Morning Meeting where students are greeted respectfully and joyfully by all members of the class. Morning Meeting includes opportunities to discuss feelings and expectations. A portion of Morning Meeting is dedicated to self-reflection and goal setting. • Ending each day with a Closing Circle which allows students to reflect on their day, acknowledge peers who supported their learning, provide apologies for any harm done to the community and set goals for the following

	any harm done to the community and set goals for the following day. • Throughout September, teachers observe each other's (virtual) classrooms during their free periods all day, then meet every evening to debrief about their students and devise strategies to improve behavior and habits • Identify students who will struggle with behavior as follows: • Teachers intensively co-observe in classrooms throughout the day during the first month of school • Increase communication early in the year by teachers and deans with new parents of students who are struggling with behavior. Follow-up calls daily during September regarding student behavior, progress, and to build the relationship with the families so that we're on the same team, working together to help the child successfully meet the higher behavior standards • Provide advice to parents regarding how they can reinforce our behavior expectations at home, e.g. respectful speech, actions and gestures, etc. We do this through a variety of pre-planned workshops. Academic Supports: Strategies to maximize the number of students who are promoted to the next each year grade include: • Focus the school's staffing, scheduling and budget on our reading program to provide more instructional time and smaller class sizes	day. • Throughout September, teachers observe each other's classrooms during their free periods, then meet every evening to debrief about their students and devise strategies to improve behavior and habits • Identify students who will struggle with behavior as follows: • Teachers intensively co-observe in classrooms throughout the day during the first month of school • Principals put students in strategic situations in the first week of the school year, and observe them closely • Interview the students during orientation – teachers developed a 20-question interview protocol focused on behavior • Provide intensive support to students on a daily basis, coaching them in how to change their behavior habits and insisting that they do so • Increase communication early in the year by teachers and deans with new parents of students who are struggling with behavior. Follow-up calls daily during September regarding student behavior, progress, and to build the relationship with the families so that we're on the same team working together to help the child successfully meet the higher behavior standards • Provide advice to parents regarding how they can reinforce our behavior expectations at home, e.g. respectful speech, actions and gestures, etc. We do this through a variety of pre-planned workshops.

	• Conduct running records frequently, so reading teachers get to know each new student individually, early in the year • Ensure adequate quantity and quality of tutoring and SGI (Small Group Instruction) • Commit to the low-performing as well as the lowest-performing students by spending more time tutoring both groups during SGI, lunch, after school, and on Saturdays • Provide summer school support, including intensive SGI to students who are at-risk of retention	Academic Supports: Strategies to maximize the number of students who are promoted to the next each year grade include: • Focus the school's staffing, scheduling and budget on our reading program to provide more instructional time and smaller class sizes • Conduct running records frequently, so reading teachers get to know each new student individually, early in the year • Ensure adequate quantity and quality of tutoring and SGI (Small Group Instruction) • Support students who are struggling academically by providing SGI, lunch, after school, and Saturday instruction
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Students with Disabilities	• Increased communication with incoming families • Regular Coffee and Conversations hosted by school leaders for families • When parents become frustrated and want to leave because of how hard it is for their child to adjust to the higher behavioral and/or academic standards, staff members will reach out to make sure the person is heard to have an opportunity to reconsider. • Deans, Education Support Coordinators and Social Workers collaborating as the Student and Family Support team to proactively create home-school partnership opportunities as well as being available to immediately address parent concerns. New Student Acclimation. Strategies to help students who have a hard time adjusting to our higher behavior standards, include: • Beginning each day with a whole group Morning Meeting, where students are greeted respectfully and joyfully by all members of the class. Morning Meeting includes opportunities to discuss feelings and expectations. A portion of Morning Meeting is dedicated to self-reflection and goal setting. • Ending each day with a Closing Circle, which allows students to reflect on their day, acknowledge peers who supported their learning, provide apologies for any harm done to the community and set goals for the following	• Chatting with parents outside during arrival and dismissal even when not officially on duty • When parents become frustrated and want to leave because of how hard it is for their child to adjust to the higher behavioral and/or academic standards, staff members will meet with and reach out to make sure the person is heard to have an opportunity to reconsider. • Deans, Education Support Coordinators and Social Workers collaborating as the Student and Family Support team to proactively create home-school partnership opportunities as well as being available to immediately address parent concerns. New Student Acclimation. Strategies to help students who have a hard time adjusting to our higher behavior standards, include: • Beginning each day with a whole group Morning Meeting where students are greeted respectfully and joyfully by all members of the class. Morning Meeting includes opportunities to discuss feelings and expectations. A portion of Morning Meeting is dedicated to self-reflection and goal setting. • Ending each day with a Closing Circle which allows students to reflect on their day, acknowledge peers who supported their learning, provide apologies for any harm done to the community and set goals for the following day. • Throughout September,

	day. • Throughout September, teachers observe each other's classrooms during their free periods all day, then meet every evening to debrief about their students and devise strategies to improve behavior and habits • Identify students who will struggle with behavior as follows: • Teachers intensively co-observe in classrooms throughout the day during the first month of school • Increase communication early in the year by teachers and deans with new parents of students who are struggling with behavior. Follow-up calls daily during September regarding student behavior, progress, and to build the relationship with the families so that we're on the same team, working together to help the child successfully meet the higher behavior standards • Provide advice to parents regarding how they can reinforce our behavior expectations at home, e.g. respectful speech, actions and gestures, etc. We do this through a variety of pre-planned workshops. Academic Supports: Strategies to maximize the number of students who are promoted to the next each year grade include: • Focus the school's staffing, scheduling and budget on our reading program to provide more instructional time and smaller class sizes • Conduct running records frequently, so reading teachers get to know each new student	teachers observe each other's classrooms during their free periods, then meet every evening to debrief about their students and devise strategies to improve behavior and habits • Identify students who will struggle with behavior as follows: • Teachers intensively co-observe in classrooms throughout the day during the first month of school • Principals put students in strategic situations in the first week of the school year, and observe them closely • Interview the students during orientation – teachers developed a 20-question interview protocol focused on behavior • Provide intensive support to students on a daily basis, coaching them in how to change their behavior habits and insisting that they do so • Increase communication early in the year by teachers and deans with new parents of students who are struggling with behavior. Follow-up calls daily during September regarding student behavior, progress, and to build the relationship with the families so that we're on the same team working together to help the child successfully meet the higher behavior standards • Provide advice to parents regarding how they can reinforce our behavior expectations at home, e.g. respectful speech, actions and gestures, etc. We do this through a variety of pre-planned workshops. Academic Supports: Strategies to maximize the number of

	individually, early in the year • Ensure adequate quantity and quality of tutoring and SGI (Small Group Instruction) • Commit to the low-performing as well as the lowest-performing students by spending more time tutoring both groups during SGI, lunch, after school, and on Saturdays • Provide summer school support, including intensive SGI to students who are at-risk of retention	students who are promoted to the next each year grade include: • Focus the school's staffing, scheduling and budget on our reading program to provide more instructional time and smaller class sizes • Conduct running records frequently, so reading teachers get to know each new student individually, early in the year • Ensure adequate quantity and quality of tutoring and SGI (Small Group Instruction) • Support students who are struggling academically by providing SGI, lunch, after school, and Saturday instruction

Entry 10 – Teacher and Administrator Attrition

Completed Sep 14 2022

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

A. TEACH System – Employee Clearance

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

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

[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers**. See NYSED memorandum dated October 1, 2019 at http://www.nysed.gov/common/nysed/files/programs/charter-schools/employeefingerprintoct19.pdf or visit the NYSED website at: http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Emergency Conditional Clearances

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

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

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

Attestation

Responses Selected:

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

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

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

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

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

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

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

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, 2022)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	
Total Category A: 5 or 30% whichever is less	0

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

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

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2022)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	
Total Category C: not to exceed 5	0

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

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

	FTE Count
Total	

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	

Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

Instructions

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

Upload the 2021-2022 **Organization Chart.** The organization chart should include position titles and reporting relationships. Employee names should **not** appear on the chart.

Entry 13 School Calendar

Completed Sep 13 2022

Instructions for submitting School Calendar

Required of ALL Charter Schools

If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 1, 2022 submission. Charter schools must upload a final school calendar into the portal and may do so at any time but no later than **September 15, 2022**.

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

Board of Regents-authorized charter schools also are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month. See an example of a calendar showing the requested information. Schools are encouraged to use a calendar template and ensure there is a monthly tally of instructional days.

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

Family Calendar 2022-23 _v3 (002)

Filename: Family Calendar 2022 23 v3 002 R6nsYdz.pdf **Size:** 125.1 kB

Entry 14 Links to Critical Documents on School Website

Completed Sep 15 2022

Instructions

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

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

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

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

Form for Entry 14 Links to Critical Documents on School Website

School Name: Harlem Village Academy East Charter School

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

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

	Link to Documents
1. Current Annual Report (i.e., 2021-2022 Annual Report)	https://harlemvillageacademies.org/wp-content/uploads/2022/09/east-ar2021_redacted.pdf
2. Board meeting notices, agendas and documents	https://harlemvillageacademies.org/wp-content/uploads/2022/09/School-board-agenda-Nov-2021.pdf , https://harlemvillageacademies.org/wp-content/uploads/2022/09/HVA-School-Board-Minutes-11-10-21-FINAL.pdf , https://harlemvillageacademies.org/wp-content/uploads/2022/09/School-board-agenda-April-2022.pdf , https://harlemvillageacademies.org/wp-content/uploads/2022/09/HVA-School-Board-Minutes-04-27-22-FINAL.pdf , https://harlemvillageacademies.org/wp-content/uploads/2022/09/School-board-agenda-June-2022.pdf
3. New York State School Report Card	https://data.nysed.gov/essa.php?year=2021&instid=800000056181
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents,	

NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	https://harlemvillageacademies.org/wp-content/uploads/2019/11/DISTRICT-WIDE-SCHOOL-SAFETY-PLAN.pdf
6. Authorizer-approved FOIL Policy	https://harlemvillageacademies.org/wp-content/uploads/2021/07/Freedom-of-Information-Law-1.pdf
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	https://harlemvillageacademies.org/wp-content/uploads/2021/07/Freedom-of-Information-Law-1.pdf

Thank you.

Entry 15 Staff Roster

Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents and NYCDOE-authorized Charter Schools ONLY

Please click on the MS Excel Faculty/Staff Roster Template and provide the following information for **ANY and ALL** instructional and non-instructional employees.

Use of the 2021-2022 Annual Report Faculty/Staff roster template is required. Each of the data elements, with the exception of the Notes, are required, and use of the drop-down options, when provided, is also required. Reminders: Please use the notes section provided to add any additional information as deemed necessary. Failure to adhere to the guidelines and validations in the Staff Roster Template will result in a resubmission of a fully corrected roster.

Please note the roster should include all staff employed any point from July 1, 2021 to June 30, 2022, including those employed on June 30th.

SUNY Charter Schools Institute
The State University of New York

FOR INSTITUTE USE ONLY

FILING FOR SCHOOL YEAR: _____

DATE RECEIVED: _____

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

1. Name of education corporation: Harlem Village Academy East Charter School and Harlem Village Academy West Charter School

2. Trustee's name (print): Andrew August

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

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))
None			

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

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

__ _____6/23/22_____

Signature ***Date***

Form Revised November 16, 2015

SUNY Charter Schools Institute
The State University of New York

FOR INSTITUTE USE ONLY

FILING FOR SCHOOL YEAR: _____

DATE RECEIVED: _____

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

1. Name of education corporation: Harlem Village Academy East Charter School and Harlem Village Academy West Charter School

2. Trustee's name (print): ARIA GEE

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

   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))
None.			

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

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

Aria Gee

---------- 6/29/2022

Signature ***Date***

Form Revised November 16, 2015

SUNY Charter Schools Institute
The State University of New York

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

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

1. Name of education corporation: Harlem Village Academy West Charter School and Harlem Village Academy East Charter School
2. Trustee's name (print): Deborah Kenny
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Board Member
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))
All year	Employed by not-for-profit, unpaid educational service provider, Village Academies Network, Inc.	Did not vote or participate in discussions involving VAN	Self

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

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

Deborah Kenny
Signature

6/24/2022
Date

Form Revised November 16, 2015

SUNY Charter Schools Institute
The State University of New York

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

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

1. Name of education corporation: Harlem Village Academy East Charter School and Harlem Village Academy West Charter School

2. Trustee's name (print): Erica Newman

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

Home address: [redacted]

4. Business Address: _____

5. Daytime phone: [redacted]

6. Email [redacted]

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

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

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

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

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

Erin A. Norr

_____ 06/24/2022

Signature ***Date***

Form Revised November 16, 2015

SUNY Charter Schools Institute
The State University of New York

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

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

1. Name of education corporation: Harlem Village Academy East Charter School and Harlem Village Academy West Charter School
2. Trustee's name (print): Daniel Pianko
3. Position(s) on board, if any: (e.g., chair, treasurer, committee chair, etc.): Treasurer
4. Home [redacted]
5. Busine [redacted]
6. Daytin [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))
None			

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

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

Signature

8/1/22

Date

Form Revised November 16, 2015

SUNY Charter Schools Institute
The State University of New York

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

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

1. Name of education corporation: Harlem Village Academy East Charter School and Harlem Village Academy West Charter School

2. Trustee's name (print): Ronald Sernau

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

4. [redacted]
5.
6.
7.

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

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

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

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

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

Signature

6/23/22
Date

Form Revised November 16, 2015

SUNY Charter Schools Institute
The State University of New York

FOR INSTITUTE USE ONLY
FILING FOR SCHOOL YEAR: _____
DATE RECEIVED: _____

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

1. Name of education corporation: Harlem Village Academy East Charter School and Harlem Village Academy West Charter School

2. Trustee's name (print): David Zwiebel

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

Type to enter text

[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))
None			

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

Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the	Steps Taken to Avoid Conflict of Interest
HVA Network	Design Consultant for building renovations	$45,000	David Zwiebel	The charter school board does not vote on any building renovation approvals.

David Zwiebel _____ ***30 July 2022*** _____

Signature ***Date***

Form Revised November 16, 2015

FIRETRONICS

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

SERVICE REQUEST NO.
S28986

DATE OF REQUEST	REQUESTED BY	TELEPHONE NO.	PURCHASE ORDER	REQUISITION NO.
02/18/20				M83360

JOB LOCATION:

HVA
35 W 124TH ST.
HARLEM, N.Y

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

JOB CONTACT:

TELEPHONE NO. EXT.

DESCRIPTION OF PROBLEM: SEMI ANNUAL INSPECTION

	WARRANTY		NON WARRANTY		CONTRACT	TECHNICIAN	DATE OF JOB
						FELIPE / EDWIN	02/18/20

CONDITIONS FOUND:

REPAIRS MADE:
SYSTEM WAS TAKEN OFFLINE BEFORE START OF WORK.
WE PROCEED TO VERIFY STATUS OF F.A SYSTEM PROCEED TO TEST; CLEAN AND VERIFY COMMUNICATIONS OF ALL FIRE ALARM DEVICES IN THE PREMISES.
- SMOKE DETECTORS, DUCT DETECTORS, HEAT DETECTORS. CARBON MONOXIDE DETECTORS, MANUAL PULL STATIONS
- OUTPUTS AND NOTIFICATION DEVICES.
ALL RESULTS LOGGED ON F.A MAINTENANCE BOOKS.
SYSTEM RESTORED AND BACK ONLINE

PARTS USED:

	REPAIR INCOMPLETE—DATE(S)		REPAIR COMPLETE DATE

PARTS/WORK REQUIRED:

ITEMS REQUIRED FOR REPAIR:

FIELD LABOR - MINIMUM SERVICE CHARGE:

	Labor Hours	Travel Hours	Total Hours
Regular Time	5	4	1
Overtime Time			
Holiday Time			

SHOP LABOR:
LABOR HOURS @ ____ HR = ____

TOTALS		
LABOR		
PARTS		
TAX		
TOTAL AMOUNT		

CUSTOMER SIGNATURE

DATE

NYC Buildings

Certificate of Occupancy

CO Number: 120051745F

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

A.

Borough: Manhattan	**Block Number:** 01722	**Certificate Type:** Final
Address: 35 WEST 124TH STREET	**Lot Number(s):** 51	**Effective Date:** 03/07/2014
Building Identification Number (BIN): 1053473	**Building Type:** New	

This building is subject to this Building Code: 2008 Code

For zoning lot metes & bounds, please see BISWeb.

B.

Construction classification:	2-A	(2008 Code)
Building Occupancy Group classification:	E	(2008 Code)
Multiple Dwelling Law Classification:	None	

No. of stories: 5	**Height in feet:** 74	**No. of dwelling units:** 0

C. **Fire Protection Equipment:**
Standpipe system, Fire alarm system, Sprinkler system

D. **Type and number of open spaces:**
None associated with this filing.

E. **This Certificate is issued with the following legal limitations:**
None

Borough Comments: None

Borough Commissioner

Acting Commissioner

DOCUMENT CONTINUES ON NEXT PAGE

Certificate of Occupancy

CO Number: 120051745F

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From	To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
CEL				E		3A	[redacted]
001		144		A-3		3A	
001		9		B		3A	
001		201		M M		6A, 6A, 6C	
001	001	156	100	A-3		3A	
002		527		A-3		3A	
002	002	159	100	A-3		3A	
003	003	221	100	E B A-3		3A	
004		146		A-3		3A	
004	004	211	100	F-2 E		3A	
005	005		100	E B		3A	
RO F							

END OF SECTION

Borough Commissioner

Acting Commissioner

END OF DOCUMENT

HARLEM VILLAGE ACADEMIES

2022-23 Family Calendar – Rev. 8/10/22

July

August
Mon 8/22-Thr 8/25 –G1&4 Orientation
Mon 8/22-Wed 8/24 – G1 Orientation
Mon 8/22-Tue 8/23 – West Middle G6 Orientation
Wed 8/24-Thr 8/25 – West Middle G7 Orientation
Thr 8/25-Fri 8/26 – PK-K First Day of School
Fri 8/26 – West Middle G8 Orientation
Mon 8/29 – G1-5, G9-12, West Middle First Day of School
Mon 8/29-Fri 9/2 – PK-8 Half Days
Mon 8/29-Tue 8/30 – East Middle G6 Orientation
Weds 8/31 & Fri, 9/2 – East Middle G7 Orientation

September
Thr 9/1 – Fri 9/2 – East Middle G8 Orientation
Mon 9/5 – Labor Day – No School
Tue 9/6 – East Middle First Day of School
Tue 9/6 – Fri 9/9 – HVAH Half Days

October
Fri 10/7 – PK-8 PL / No School for students
Mon 10/10 – Indigenous Peoples' Day – No School
Mon 10/31 – HVAH PL – No School

November
Mon 11/14- Fri 11/18 – Book Shopping
Fri 11/18 – Field Trips & Gratitude Event
Mon 11/21-Fri 11/25 –Thanksgiving Break - No School

December
Mon 12/19-Tue 12/20 – Arts Exhibition
Tue 12/20 – Elementary Musical Theater Show
Wed 12/21 – Field Trips
Thr 12/22-Mon 1/2 – Winter Break – No School

January
Tue 1/3 – PK-12 PL - No School for students
Mon 1/16 – MLK Day of Service – No School
Tue 1/24-Fri 1/27 – G10-12 January Regents

February
Mon 2/6-Fri 2/10 – Book Shopping
Thr 2/9 – Network Arts Night
Fri 2/10 – Field Trips
Mon 2/13-Fri 2/17 – Mid-Winter Break - No School
Mon 2/20 – Presidents' Day – No School

March
Sat, 3/4, 3/11 – G3-8 ELA Saturday Test Prep
Mon 3/13-Fri 3/17- Book Shopping
Mon 3/20-Fri 3/24 – Spring Break – No School

April
Sat 4/1, 4/8 – G3-8 ELA Saturday Test Prep
Wed 4/19-Thr 4/20 – G3-8 ELA State Test
Fri 4/21- HVAH PL – No School
Sat 4/22, 4/29 – G3-8 Math Saturday Test Prep
Fri 4/24

May
Mon 5/1-Fri 5/19 – HVAH IB Exams
Wed 5/3-Thr 5/4 – G3-8 Math State Test
Tue 5/23-Fri 6/2 – G8 Science State Test
Mon 5/29 – Memorial Day – No School

June
Mon 6/5-Thr 6/15 – Book Shopping
Mon 6/5 – G8 Science Written Test
Mon 6/12-Thr 6/15 – Arts Exhibition
Wed 6/14 – Elementary Musical Theater Show
Tue 6/13-Wed 6/14 – PK – 8 Field Trips
Wed 6/14-Thr 6/22 – G9-12 June Regents
Fri 6/16 – PK-8 Last Day of School (½ Day for students)
Mon 6/19 – Juneteenth – No School
Fri 6/23 – HVAH Last Day of School

Notes
- PL = Professional Learning