

# Application: Harlem Village Academy West 2 Charter School

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Annual Reports

## Summary

**ID:** 0000000190  
**Status:** Annual Report Submission  
**Last submitted:** Oct 30 2020 07:03 PM (EDT)

## Entry 1 School Info and Cover Page

**Completed** Aug 3 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

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**a. SCHOOL NAME**

(Select name from the drop down menu)

HARLEM VILLAGE ACADEMY WEST 2 CHARTER SCHOOL 310500861149

**a1. Popular School Name**

(No response)

**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 # 5 - MANHATTAN

**d. DATE OF INITIAL CHARTER**

8/2018

**e. DATE FIRST OPENED FOR INSTRUCTION**

8/2019

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

<http://harlemvillageacademies.org/>

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

100

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

107

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

Check all that apply

Grades Served

K, 1

**l1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**

No

## **FACILITIES INFORMATION**

## m. FACILITIES

Will the school maintain or operate multiple sites in 2020-2021?

	No, just one site.
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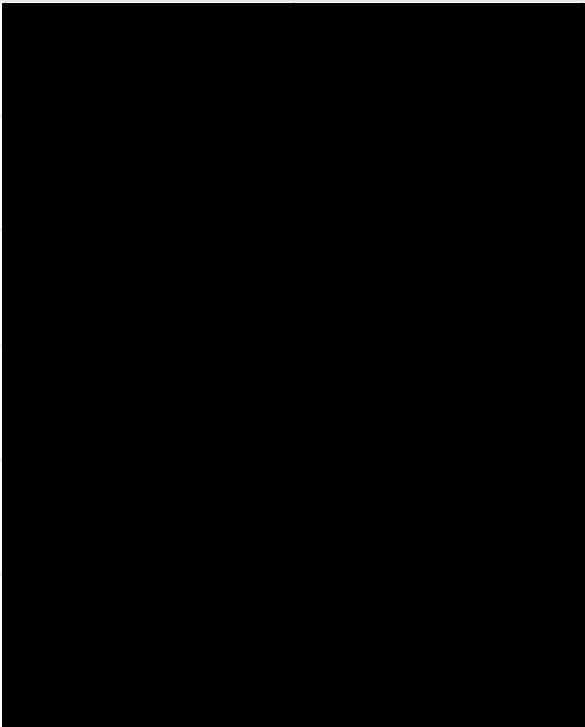
### School Site 1 (Primary)

## 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	74 West 124th Street, New York, NY 10027	646-812-9700	NYC CSD 5	K-2	K-2

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

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Melissa Ortiz			<a href="mailto:mortiz@harlemvillage.org">mortiz@harlemvillage.org</a>
Operational Leader	Erica Newman			<a href="mailto:enewman@harlemvillage.org">enewman@harlemvillage.org</a>
Compliance Contact	Robert Ollwerther			<a href="mailto:rollwerther@harlemvillage.org">rollwerther@harlemvillage.org</a>
Complaint Contact	Justine Neeson			<a href="mailto:ineeson@harlemvillage.org">ineeson@harlemvillage.org</a>
DASA Coordinator	Justine Neeson			<a href="mailto:ineeson@harlemvillage.org">ineeson@harlemvillage.org</a>
Phone Contact for After Hours Emergencies	Erica Newman			<a href="mailto:enewman@harlemvillage.org">enewman@harlemvillage.org</a>

**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)

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

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

### Site 1 Fire Inspection Report

[S28987.pdf](#)

**Filename:** S28987.pdf **Size:** 520.8 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	Robert Ollwerther
Position	Chief Operating Officer
Phone/Extension	646-812-9596
Email	<a href="mailto:rollwerther@harlemvillage.org">rollwerther@harlemvillage.org</a>

**p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that 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**



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



**Date**

Aug 3 2020

**Thank you.**



## **Entry 2 NYS School Report Card**

**Completed** Aug 3 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**



## 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.)

URL is not available

## 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.

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## 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

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	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 Oct 15 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.

### **2019-20-HVA-West2-Accountability-Plan-Progress-Report-FINAL**

**Filename:** 2019 20 HVA West2 Accountability Plan P0EaJwD.pdf **Size:** 254.7 kB

## Entry 7 Disclosure of Financial Interest Form

Completed Aug 3 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.

**School Board Disclosure forms**

**Filename:** School Board Disclosure forms GLEtDAe.pdf **Size:** 3.4 MB

**Entry 8 BOT Membership Table**

**Completed** Aug 3 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.

**HARLEM VILLAGE ACADEMY WEST 2 CHARTER SCHOOL 310500861149**

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

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	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	David Zwiebel [REDACTED]	Chair	N/A	Yes	19	07/01/2020	06/30/2021	5 or less
2	Daniel Pianko [REDACTED]	Treasurer	N/A	Yes	7	07/01/2020	06/30/2021	5 or less
3	Deborah Kenny [REDACTED]	Secretary	N/A	Yes	19	07/01/2020	06/30/2021	5 or less
4	Andrew August [REDACTED]	Trustee/Member	N/A	Yes	19	07/01/2020	06/30/2021	5 or less
5	Aria Gee [REDACTED]	Trustee/Member	N/A	Yes	1	07/01/2020	06/30/2021	5 or less
6	Ronald Sernau [REDACTED]	Trustee/Member	N/A	Yes	2	07/01/2020	06/30/2021	5 or less
7	Erica Newman [REDACTED]	Trustee/M	N/A	Yes	2	07/01/2020	06/30/2020	5 or less

		ember				20	21	
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	7
b.Total Number of Members Added During 2019-2020	1
c. Total Number of Members who Departed during 2019-2020	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	7

**3. Number of Board meetings held during 2019-2020**

4

#### 4. Number of Board meetings scheduled for 2020-2021

TBD

Thank you.

## Entry 9 Board Meeting Minutes

**Incomplete** 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.

## Entry 10 Enrollment & Retention

**Completed** Aug 3 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.

**Recruitment/Attraction Efforts Toward Meeting Targets**

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
Economically Disadvantaged	<p>The school used the following strategies to attract economically disadvantaged students in the 2019-20 school year:</p> <ul style="list-style-type: none"> <li>• Targeting mailings at zip codes with high concentrations of students eligible for free or reduced lunch</li> <li>• Developing relationships with programs such as Head Start, the Children’s Aid Society and other schools and organizations that serve high-needs populations</li> <li>• Attending community fairs that attract high-needs populations</li> <li>• Posting fliers in buildings frequented by economically disadvantaged populations and affordable housing buildings</li> <li>• Posting bus stop advertisements in neighborhoods with high concentrations students eligible for free or reduced lunch. In addition, the school sets aside the first 30% of its seats for students eligible for free or reduced lunch.</li> <li>• Street Teams in neighborhoods with high concentrations of students eligible for free or reduced lunch</li> </ul>	<p>The school anticipates using the following strategies to attract economically disadvantaged students in the 2020-21 school year:</p> <ul style="list-style-type: none"> <li>• Targeting mailings at zip codes with high concentrations of students eligible for free or reduced lunch</li> <li>• Developing relationships with programs such as Head Start, the Children’s Aid Society and other schools and organizations that serve high-needs populations</li> <li>• Attending community fairs that attract high-needs populations</li> <li>• Posting fliers in buildings frequented by economically disadvantaged populations and affordable housing buildings</li> <li>• Posting bus stop advertisements in neighborhoods with high concentrations students eligible for free or reduced lunch. In addition, the school sets aside the first 30% of its seats for students eligible for free or reduced lunch.</li> <li>• Street Teams in neighborhoods with high concentrations of students eligible for free or reduced lunch</li> </ul>
	<p>The school used the following strategies to attract English language learners in the 2019-20</p>	<p>The school anticipates using the following strategies to attract English language learners in the</p>

English Language Learners/Multilingual Learners	<p>school year:</p> <ul style="list-style-type: none"> <li>• Mailing fliers and postcards to prospective parents in languages other than English, particularly Spanish</li> <li>• Targeting mailings at zip codes with high concentrations of English language learners</li> <li>• Conducting open houses in languages other than English and/or providing translation</li> <li>• Posting fliers in buildings frequented by English language learner populations</li> <li>• Posting bus stop advertisements in neighborhoods with high concentrations of English language learners and noting in the advertisements that “se habla español”</li> <li>• Soliciting referrals from parents of English language learners currently enrolled at HVA</li> </ul>	<p>2020-21 school year:</p> <ul style="list-style-type: none"> <li>• Mailing fliers and postcards to prospective parents in languages other than English, particularly Spanish</li> <li>• Targeting mailings at zip codes with high concentrations of English language learners</li> <li>• Conducting open houses in languages other than English and/or providing translation</li> <li>• Posting fliers in buildings frequented by English language learner populations</li> <li>• Posting bus stop advertisements in neighborhoods with high concentrations of English language learners and noting in the advertisements that “se habla español”</li> <li>• Soliciting referrals from parents of English language learners currently enrolled at HVA</li> </ul>
Students with Disabilities	<p>The school used the following strategies to attract students with disabilities in the 2019-20 school year:</p> <ul style="list-style-type: none"> <li>• Developing relationships with programs such as Head Start, the Children’s Aid Society and other schools and organizations that serve high-needs populations</li> <li>• Attending community fairs that attract high-needs populations</li> <li>• Conducting open houses focused on the Special Education services offered by the school</li> <li>• Posting fliers in buildings frequented by high-needs populations</li> </ul>	<p>The school anticipates using the following strategies to attract students with disabilities in the 2020-21 school year:</p> <ul style="list-style-type: none"> <li>• Developing relationships with programs such as Head Start, the Children’s Aid Society and other schools and organizations that serve high-needs populations</li> <li>• Attending community fairs that attract high-needs populations</li> <li>• Conducting open houses focused on the Special Education services offered by the school</li> <li>• Posting fliers in buildings frequented by high-needs populations</li> </ul>

## Retention Efforts Toward Meeting Targets

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	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
	<p>HVA has a preventive and comprehensive approach towards retention. Our teachers and principals developed retention strategies and executed them together. The school used these strategies, including:</p> <ul style="list-style-type: none"> <li>• Overall Family Relationships and Communications. Take steps to further develop positive family relationships, such as</li> <li>• Pot luck dinners during the first week of school</li> <li>• Positive phone calls home during the first week of school</li> <li>• Increased communication with incoming families</li> <li>• Chatting with parents outside during arrival and dismissal even when not officially on duty</li> <li>• When parents become frustrated and want to leave because of how hard it is for their child to adjust to the higher behavioral and/or academic standards, five teachers will call the parent to convince them to stay</li> <li>• Improving the quality and increased the quantity of summer home visits that take place after students are accepted in the lottery but before the school year begins, increasing the specificity of our expectations.</li> <li>• Deans and Social Workers collaborating as the Student and Family Support team to proactively create home-school</li> </ul>	<p>HVA has a preventive and comprehensive approach towards retention. Our teachers and principals develop retention strategies and execute them together. The school anticipates using the same strategies moving forward, including:</p> <ul style="list-style-type: none"> <li>• Overall Family Relationships and Communications. Take steps to further develop positive family relationships, such as</li> <li>• Family engagement events in the first month of school</li> <li>• Positive phone calls home during the first week of school</li> <li>• Increased communication with incoming families</li> <li>• Chatting with parents outside during arrival and dismissal even when not officially on duty</li> <li>• When parents become frustrated and want to leave because of how hard it is for their child to adjust to the higher behavioral and/or academic standards, staff members will meet with and reach out to make sure the person is heard to have an opportunity to reconsider.</li> <li>• Improving the quality and increased the quantity of summer home visits that take place after students are accepted</li> </ul>

## Economically Disadvantaged

partnership opportunities as well as being available to immediately address parent concerns.

- New Student Acclimation.

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

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

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

- Throughout September, teachers observe each other's classrooms during their free periods 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:

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

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

- Principals put students in strategic situations in the first

in the lottery but before the school year begins, increasing the specificity of our expectations.

- Deans and Social Workers collaborating as the Student and Family Support team to proactively create home-school partnership opportunities as well as being available to immediately address parent concerns.

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

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

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

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

- Identify students who will struggle with behavior as follows:

- Teachers intensively co-observe

week of the school year, and observe them closely

- Provide intensive support to students on a daily basis, coaching them in how to change their behavior habits and insisting that they do so
- Increase communication early in the year by teachers and deans with new parents of students who are struggling with behavior. Follow-up calls daily during September regarding student behavior, progress, and to build the relationship with the families so that we're on the same team working together to help the child successfully meet the higher behavior standards
- Provide advice to parents regarding how they can reinforce our behavior expectations at home, e.g. respectful speech, actions and gestures, etc. We do this through a variety of pre-planned workshops.
- Academic Supports. Strategies to maximize the number of students who are promoted to the next each year grade include:
  - Focus the school's staffing, scheduling and budget on our reading program to provide more instructional time and smaller class sizes
  - Conduct running records frequently, so reading teachers get to know each new student individually, early in the year
  - Ensure adequate quantity and quality of tutoring and SGI (Small Group Instruction)
  - Commit to the low as well as the lowest students by spending

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 individually, early in the year
  - Ensure adequate quantity and quality of tutoring and SGI (Small Group Instruction)
  - Support students who are struggling academically by providing SGI, lunch, after school, and Saturday instruction



	<p>more time tutoring both groups during SGI, lunch, after school, and Saturday</p>	
	<p>HVA has a preventive and comprehensive approach towards retention. Our teachers and principals developed retention strategies and executed them together. The school used these strategies, including:</p> <ul style="list-style-type: none"> <li>• Overall Family Relationships and Communications. Take steps to further develop positive family relationships, such as</li> <li>• Pot luck dinners during the first week of school</li> <li>• Positive phone calls home during the first week of school</li> <li>• Chatting with parents outside during arrival and dismissal even when not officially on duty</li> <li>• When parents become frustrated and want to leave because of how hard it is for their child to adjust to the higher behavioral and/or academic standards, five teachers will call the parent to convince them to stay</li> <li>• Improving the quality and increased the quantity of summer home visits that take place after students are accepted in the lottery but before the school year begins, increasing the specificity of our expectations.</li> <li>• Deans and Social Workers collaborating as the Student and Family Support team to proactively create home-school partnership opportunities as well as being available to</li> </ul>	<p>HVA has a preventive and comprehensive approach towards retention. Our teachers and principals develop retention strategies and execute them together. The school anticipates using the same strategies moving forward, including:</p> <ul style="list-style-type: none"> <li>• Overall Family Relationships and Communications. Take steps to further develop positive family relationships, such as</li> <li>• Family Engagement events in the first month of school.</li> <li>• Positive phone calls home during the first week of school</li> <li>• Chatting with parents outside during arrival and dismissal even when not officially on duty</li> <li>• When parents become frustrated and want to leave because of how hard it is for their child to adjust to the higher behavioral and/or academic standards, staff members will meet with and reach out to make sure the person is heard to have an opportunity to reconsider.</li> <li>• Improving the quality and increased the quantity of summer home visits that take place after students are accepted</li> </ul>

English Language  
Learners/Multilingual Learners

immediately address parent concerns.

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

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

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

- Throughout September, teachers observe each other's classrooms during their free periods 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:

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

- 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

in the lottery but before the school year begins, increasing the specificity of our expectations.

- Deans and Social Workers collaborating as the Student and Family Support team to proactively create home-school partnership opportunities as well as being available to immediately address parent concerns.

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

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

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

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

- Increase communication early in the year by teachers and deans with new parents of

- Provide intensive support to students on a daily basis, coaching them in how to change their behavior habits and insisting that they do so
- Increase communication early in the year by teachers and deans with new parents of students who are struggling with behavior. Follow-up calls daily during September regarding student behavior, progress, and to build the relationship with the families so that we're on the same team working together to help the child successfully meet the higher behavior standards
- Provide advice to parents regarding how they can reinforce our behavior expectations at home, e.g. respectful speech, actions and gestures, etc. We do this through a variety of pre-planned workshops.
- Academic Supports. Strategies to maximize the number of students who are promoted to the next each year grade include:
  - Focus the school's staffing, scheduling and budget on our reading program to provide more instructional time and smaller class sizes
  - Conduct running records frequently, so reading teachers get to know each new student individually, early in the year
  - Ensure adequate quantity and quality of tutoring and SGI (Small Group Instruction)
  - Support students who are struggling academically by providing SGI, lunch, after school and Saturday instruction.

	and Saturday	
	<p>HVA has a preventive and comprehensive approach towards retention. Our teachers and principals developed retention strategies and executed them together. The school used these strategies, including:</p> <ul style="list-style-type: none"> <li>• Overall Family Relationships and Communications. Take steps to further develop positive family relationships, such as</li> <li>• Pot luck dinners during the first week of school</li> <li>• Positive phone calls home during the first week of school</li> <li>• Chatting with parents outside during arrival and dismissal even when not officially on duty</li> <li>• When parents become frustrated and want to leave because of how hard it is for their child to adjust to the higher behavioral and/or academic standards, five teachers will call the parent to convince them to stay</li> <li>• Improving the quality and increased the quantity of summer home visits that take place after students are accepted in the lottery but before the school year begins, increasing the specificity of our expectations.</li> <li>• Deans and Social Workers collaborating as the Student and Family Support team to proactively create home-school partnership opportunities as well as being available to immediately address parent concerns.</li> </ul>	<p>HVA has a preventive and comprehensive approach towards retention. Our teachers and principals develop retention strategies and execute them together. The school anticipates using the same strategies moving forward, including:</p> <ul style="list-style-type: none"> <li>• Overall Family Relationships and Communications. Take steps to further develop positive family relationships, such as</li> <li>• Family Engagement events in the first month of school.</li> <li>• Positive phone calls home during the first week of school</li> <li>• Chatting with parents outside during arrival and dismissal even when not officially on duty</li> <li>• When parents become frustrated and want to leave because of how hard it is for their child to adjust to the higher behavioral and/or academic standards, staff members will meet and reach out to make sure the person is heard to have an opportunity to reconsider.</li> <li>• Improving the quality and increased the quantity of summer home visits that take place after students are accepted in the lottery but before the school year begins, increasing the specificity of our expectations.</li> </ul>

## Students with Disabilities

- New Student Acclimation.

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

- Beginning each day with a whole group Morning Meeting where students are greeted respectfully and joyfully by all members of the class. Morning Meeting includes opportunities to discuss feelings and expectations. A portion of Morning Meeting is dedicated to self-reflection and goal setting.
- Ending each day with a Closing Circle which allows students to reflect on their day, acknowledge peers who supported their learning, provide apologies for any harm done to the community and set goals for the following day.
- Throughout September, teachers observe each other's classrooms during their free periods 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:
  - Interview the students during orientation – teachers developed a 20-question interview protocol focused on behavior
  - 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
  - Provide intensive support to students on a daily basis,

- Deans and Social Workers collaborating as the Student and Family Support team to proactively create home-school partnership opportunities as well as being available to immediately address parent concerns.

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

- Beginning each day with a whole group Morning Meeting where students are greeted respectfully and joyfully by all members of the class. Morning Meeting includes opportunities to discuss feelings and expectations. A portion of Morning Meeting is dedicated to self-reflection and goal setting.
- Ending each day with a Closing Circle which allows students to reflect on their day, acknowledge peers who supported their learning, provide apologies for any harm done to the community and set goals for the following day.
- Throughout September, teachers observe each other's classrooms during their free periods 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

coaching them in how to change their behavior habits and insisting that they do so

- Increase communication early in the year by teachers and deans with new parents of students who are struggling with behavior. Follow-up calls daily during September regarding student behavior, progress, and to build the relationship with the families so that we're on the same team working together to help the child successfully meet the higher behavior standards
- Provide advice to parents regarding how they can reinforce our behavior expectations at home, e.g. respectful speech, actions and gestures, etc. We do this through a variety of pre-planned workshops.
- Academic Supports. Strategies to maximize the number of students who are promoted to the next each year grade include:
  - Focus the school's staffing, scheduling and budget on our reading program to provide more instructional time and smaller class sizes
  - Conduct running records frequently, so reading teachers get to know each new student individually, early in the year
  - Ensure adequate quantity and quality of tutoring and SGI (Small Group Instruction)
  - Commit to the low as well as the lowest students by spending more time tutoring both groups during SGI, lunch, after school, and Saturday

deans with new parents of students who are struggling with behavior. Follow-up calls daily during September regarding student behavior, progress, and to build the relationship with the families so that we're on the same team working together to help the child successfully meet the higher behavior standards

- Provide advice to parents regarding how they can reinforce our behavior expectations at home, e.g. respectful speech, actions and gestures, etc. We do this through a variety of pre-planned workshops.
- Academic Supports. Strategies to maximize the number of students who are promoted to the next each year grade include:
  - Focus the school's staffing, scheduling and budget on our reading program to provide more instructional time and smaller class sizes
  - Conduct running records frequently, so reading teachers get to know each new student individually, early in the year
  - Ensure adequate quantity and quality of tutoring and SGI (Small Group Instruction)
  - Support students who are struggling academically by providing SGI, lunch, after school and Saturday instruction.

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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:**   HARLEM VILLAGE ACADEMY WEST 2 CHARTER SCHOOL 310500861149

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## 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** Aug 3 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 3<sup>rd</sup> submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 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.**

### [Calendar\\_2020-21\\_final V5ar](#)

**Filename:** Calendar\_2020\_21\_final\_V5ar\_PvGMQCF.pdf **Size:** 87.5 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:** Harlem Village Academy West 2 Charter School

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**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** Aug 3 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:** Harlem Village Academy West 2 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
	107	79	78

### 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

[illegible]

		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															0
I															

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](#).





**Harlem Village Academy West 2  
Charter School**

**2019-20 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

October 14, 2020

By Robert Ollwerther

35 West 124th Street, New York, NY 10027

(646) 812-9200

## CONTENTS

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## BOARD OF TRUSTEES

Robert Ollwerther, Chief Operating Officer, prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
David Zwiebel	Chair
Daniel Pianko	Treasurer
Dr. Deborah Kenny	Secretary
Dr. Andrew August	Member
Aria Gee	Member
Erica Newman	Member
Ronald Sernau, Esq.	Member

Deborah Kenny has served as the Executive Director since 2019.

## SCHOOL OVERVIEW

It is the mission of Harlem Village Academy West 2 Charter School for our students to become intellectually sophisticated, wholesome in character, avid readers, fiercely independent thinkers and compassionate individuals who make a meaningful contribution to society. In order to accomplish this mission, we have established clear, measurable goals, which are outlined in this document. The school leadership and faculty continually strive to maintain our community's focus on achieving these goals. Harlem Village Academy West 2 opened in the fall of 2019 with Kindergarten and First Grade. The school serves approximately 113 students. The programmatic adjustments the school made as a response to the transition to remote learning in March 2020 include comprehensive deployment of Google Classroom and Zoom web conferencing to deliver instruction and support within adjusted class schedules and normed expectations.

## ENROLLMENT SUMMARY

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

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2017-18	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2018-19	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	60	53	-	-	-	-	-	-	-	-	-	-	-	113

## GOAL 1: ENGLISH LANGUAGE ARTS

### Goal 1: English Language Arts

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

### BACKGROUND

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

### METHOD

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

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

### RESULTS AND EVALUATION

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

### ACTION PLAN

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

## GOAL 2: MATHEMATICS

### Goal 2: Mathematics

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

### BACKGROUND

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

### METHOD

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

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

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

### RESULTS AND EVALUATION

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



### GOAL 3: SCIENCE

#### Goal 3: Science

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

#### BACKGROUND

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

#### METHOD

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

#### RESULTS AND EVALUATION

Students were provided opportunities to engage in science once per week. As students were in Kindergarten and First Grade during the 2019-20 school year, evaluation of student participation was holistic, with teachers supporting their consistent engagement. Due to the nature of the subject and way we were able to teach it in a remote environment we determined no course grade would be given for the year. Additionally, we chose to switch our science curriculum to Amplify for the following year to improve science education in both a remote and in person environment.

#### ACTION PLAN

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

## GOAL 4: ESSA

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 4: ESSA

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

#### Goal 4: Absolute Measure

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

## METHOD

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

## RESULTS AND EVALUATION

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

## ADDITIONAL EVIDENCE

As the 2019-20 accountability status is based on 2018-19 results, this measure does not apply to Harlem Village Academy West 2.

Accountability Status by Year

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

---

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



8. Is Trustee an employee of the education corporation? \_\_\_\_ Yes. 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			

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

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



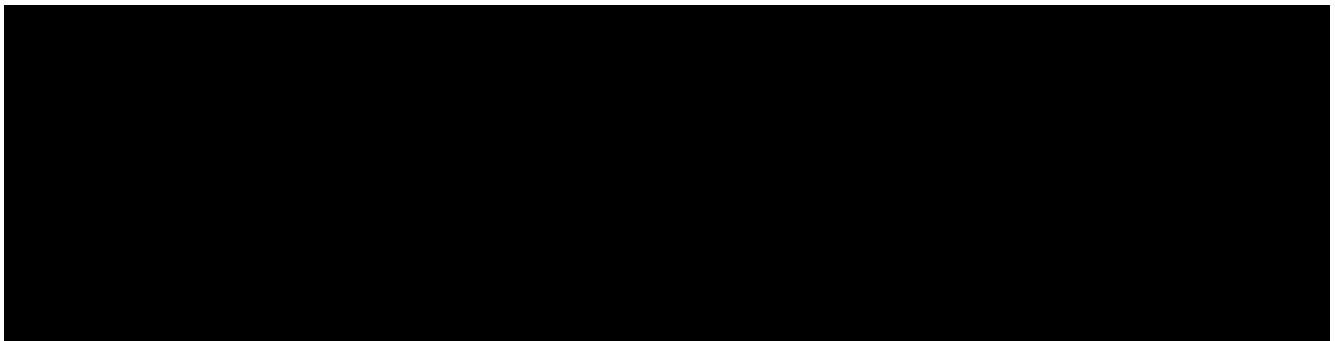
\_\_\_\_\_  
*Signature*

6/8/20

\_\_\_\_\_  
*Date*

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

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



8. Is Trustee an employee of the education corporation? \_\_\_\_ Yes. 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."*

<b>Entity Conducting Business with the Education Corporation</b>	<b>Nature of Business Conducted</b>	<b>Approximate Value of the Business Conducted</b>	<b>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</b>	<b>Steps Taken to Avoid Conflict of Interest</b>
None				

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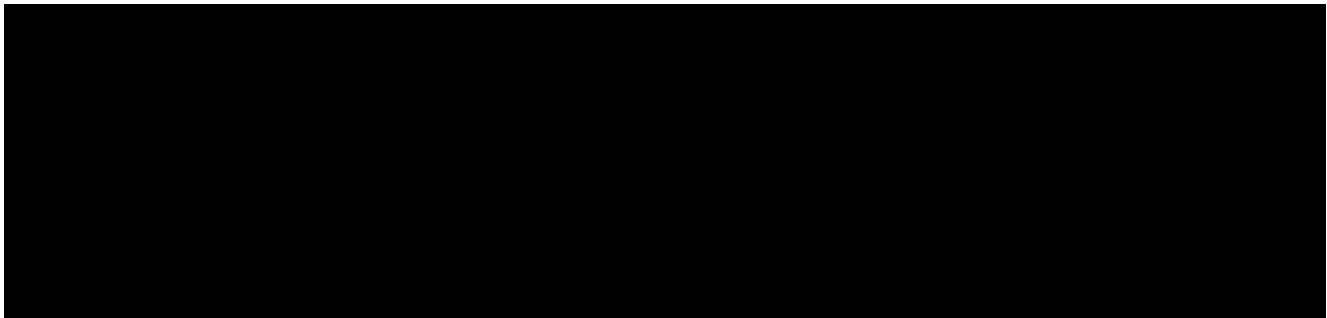
***Signature***

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***Date***

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

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



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

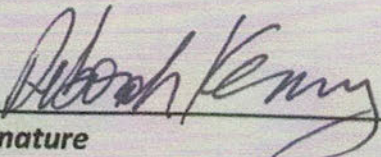
9. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members have held or engaged in with the education corporation during the prior school year. If there has been no such financial interest or transaction, please *write "None."* Please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

Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family member (name))
All year	Employed by not-for-profit, unpaid educational service provider, Village Academies Network, Inc.	Did not vote or participate in discussions involving VAN	Self



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

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

  
 Signature

June 30, 2020  
 Date





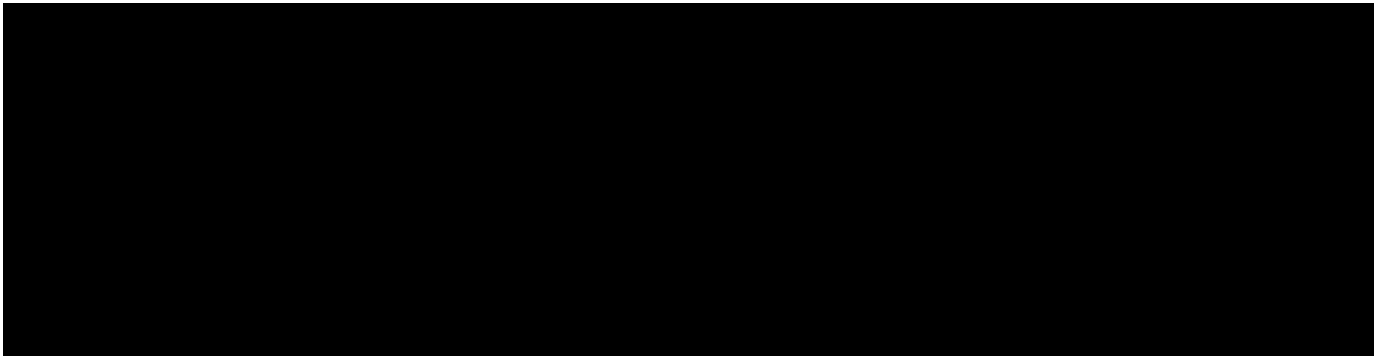
FOR INSTITUTE USE ONLY

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.):



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

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

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

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

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

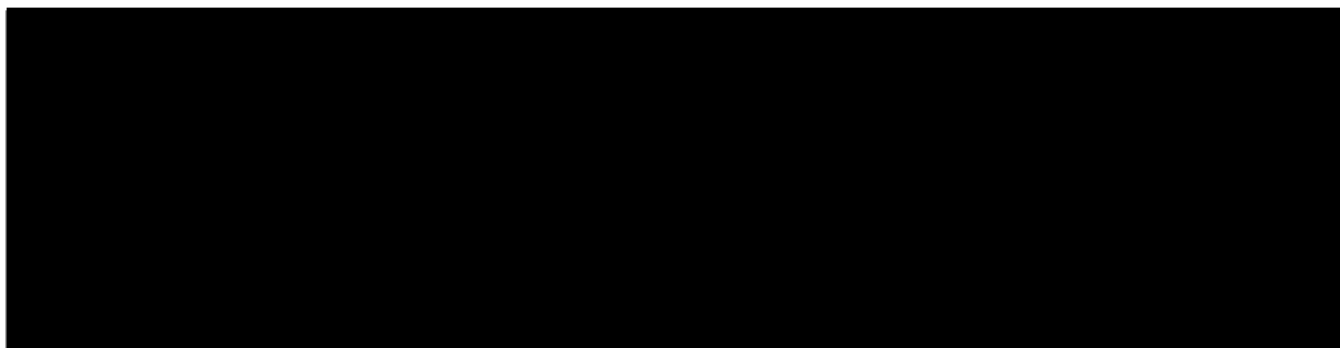
E. A. N.  
Signature

6/10/20  
Date



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

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



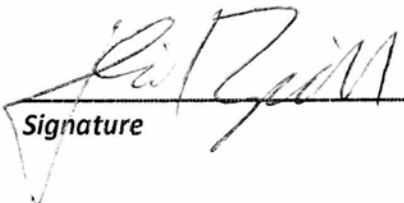
8. Is Trustee an employee of the education corporation? \_\_\_\_ Yes. X No. If you checked yes, please provide a description of the position you hold, your salary and your start date.

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

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

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

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


  
 Signature BOARD CHAIR
  
HVAE & HVAW

6/6/20
  
 Date



**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.):  
\_\_\_\_\_



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.  
\_\_\_\_\_

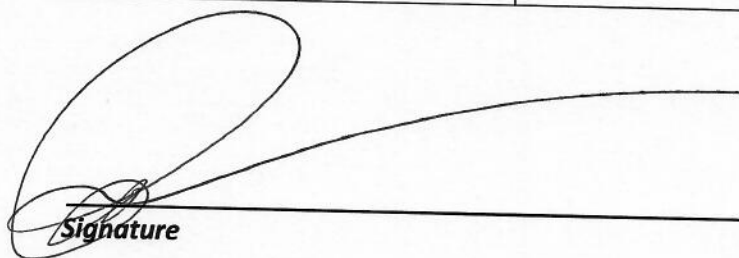
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Date(s)	Nature of Financial Interest/Transaction	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Identity of Person Holding Interest or Engaging in Transaction (e.g., you and/or immediate family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



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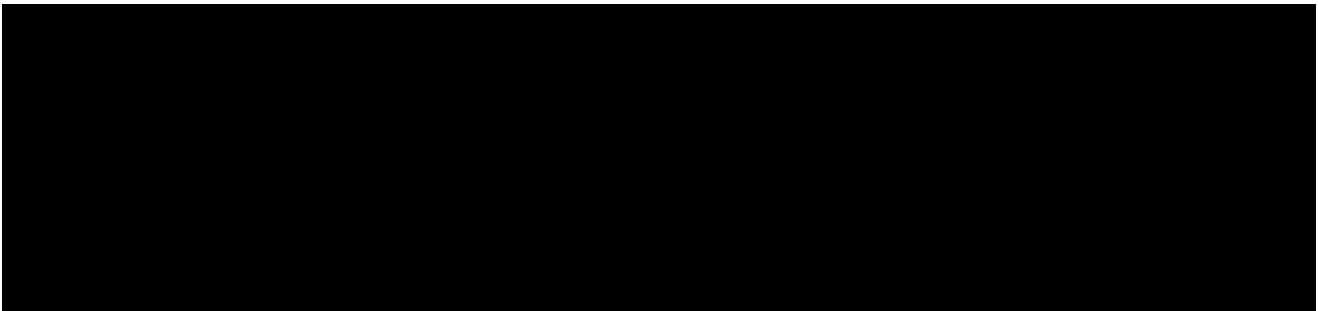
Entity Conducting Business with the Education Corporation	Nature of Business Conducted	Approximate Value of the Business Conducted	Name of Trustee and/or Immediate Family Holding an Interest in the Entity Conducting Business with the Education Corporation and the Nature of the Interest	Steps Taken to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

  
Signature

6/10/2020  
Date

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

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



8. Is Trustee an employee of the education corporation? \_\_\_\_ Yes.   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))

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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

5/18/2020

Date

Form Revised November 16, 2015





## 2020-21 Calendar

### July

Fri 7/17 – School Leader Prep Completed  
Mon 7/27-Fri 7/31 – K-12 Leader PL

### August

Mon 8/3 – Institute Part 1 Begins  
Mon 8/24 – First day of remote learning for Grades K-8  
Mon 8/31-Thr 9/3 – HVAH Freshman Orientation

### September

Wed 9/2- First day of remote learning for Grades 9-12  
Fri 9/4 – K-8 PL - No School  
Fri 9/4 – HVAH 9<sup>th</sup>-12<sup>th</sup> Community Day in Advisories  
Mon 9/7 – Labor Day – No School  
Mon 9/28 - We will assess the current public health situation and whether it makes sense to move toward reopening school buildings. If it does not make sense to move toward reopening buildings, we will remain exclusively remote, and then reassess in another six to eight weeks.

### October

Mon 10/5 - If we are in fact moving toward reopening, our teachers will be asked to come into schools in person for critical preparation. During this period of preparation, we expect remote instruction to continue asynchronously.  
Fri 10/9 – K-8 PL Day – No School  
Mon 10/12 – Indigenous Peoples Day – No School  
Mon 10/19 - If we are in fact moving toward reopening, students will have the option of returning to the building.  
Fri 10/30 – HVAH PL Day – No School

### November

Wed 11/11 – Veterans Day – No School  
Mon 11/16-Fri 11/20 – Book Shopping  
Fri 11/20 – Field Trips & Gratitude Events  
Mon 11/23-Fri 11/27 – Thanksgiving Break

### December

Mon 12/14-Fri 12/18 – Book Shopping  
Mon-Tue 12/21-22 – Field Trips & Performances  
Wed 12/23 – Half day & Celebration  
Thr 12/24-Fri 1/1 – Winter Break

### January

Mon 1/18 – MLK Day – No School  
Tue, 1/26-Fri 1/29 – January Regents (10-12)

### February

Mon 2/8 -Fri 2/12 – Book Shopping  
Fri 2/12 – Field Trips  
Mon 2/15-Fri 2/19 – Mid-Winter Break

### March

Fri 3/26 – HVAH PL Day – No School  
Mon 3/22-Fri 3/26 – Book Shopping  
Thr 3/25-Fri 3/26 – Field Trips  
Mon 3/29-4/2 – Spring Break

### April

Wed 4/21-Thr 4/22 – 3-8 ELA State Test

### May

Tue, 5/4-Wed 5/19 – IB Tests  
Wed 5/5-Thr 5/6 – 3-8 Math State Test  
Fri 5/14 – College Signing Day  
Tues, 5/25-Fri 6/4 – 4<sup>th</sup> & 8<sup>th</sup> Science Performance Test  
Fri 5/28 – No School  
Mon 5/31 – Memorial Day – No School

### June

Mon 6/1-Thr 6/10 – Summer Book Shopping  
Mon, 6/7 – 4<sup>th</sup> & 8<sup>th</sup> Science Written Test  
Wed 6/9-Thr 6/10 – Field Trips & Performances  
Fri 6/11 – K-8 Last Day of School (Half day)  
Tue, 6/15 – HVAH Last Day of School for Students  
Wed 6/16-Thr 6/24 – June Regents  
Thr 6/24 – HVAH Graduation  
Fri 6/25 – Last Day of School for HVAH Teachers

# FIRETRONICS

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

SERVICE REQUEST NO.

S28987

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

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

JOB CONTACT:	TELEPHONE NO.	EXT.
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DESCRIPTION OF PROBLEM: SEMIANNUAL INSPECTION

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

REPAIRS MADE:

SYSTEM WAS TAKEN OFFLINE BEFORE START OF WORK.

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

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

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

SYSTEM RESTORED BACK TO NORMAL

PARTS USED:

SYSTEM BACK ONLINE UPON DEPARTURE OF SITE

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

PARTS/WORK REQUIRED:

ITEMS REQUIRED FOR REPAIR:

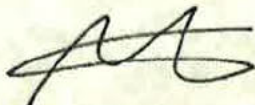
FIELD LABOR - MINIMUM SERVICE CHARGE:				SHOP LABOR:		TOTALS	
Regular Time	Labor Hours	Travel Hours	Total Hours	LABOR HOURS	HR.	LABOR	
Overtime Time	Labor Hours	Travel Hours	Total Hours			PARTS	
Holiday Time	Labor Hours	Travel Hours	Total Hours			TAX	
CUSTOMER SIGNATURE Bryelle M. P.				DATE 02/19/20		TOTAL AMOUNT	

# Certificate of Occupancy

CO Number: **121551114F**

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

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



Borough Commissioner



Commissioner

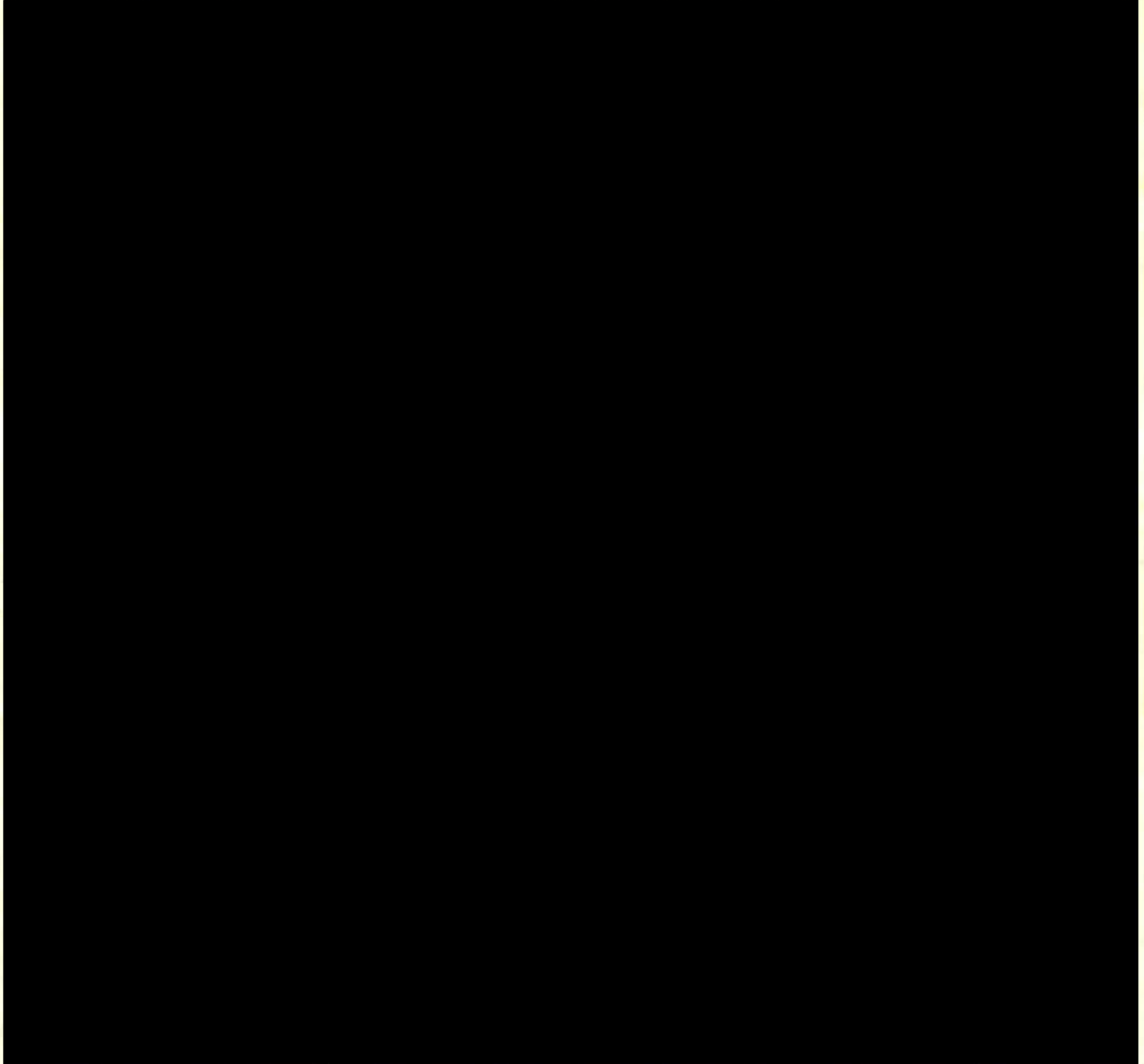
*Certificate of Occupancy*

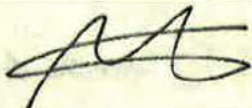
CO Number: 

**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
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Borough Commissioner



Commissioner

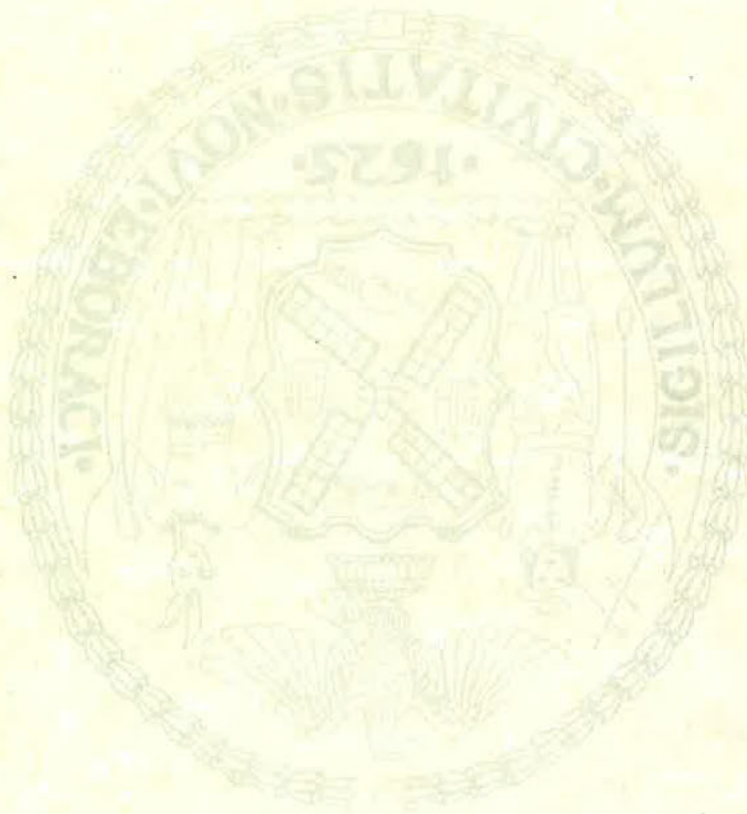


*Certificate of Occupancy*

CO Number:



END OF SECTION

A handwritten signature in black ink, likely belonging to the Borough Commissioner.

Borough Commissioner

A handwritten signature in black ink, likely belonging to the Commissioner.

Commissioner

