



Entry 1 School Information and Cover Page

Created: 07/09/2018 • Last updated: 08/21/2018

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 authorizer are visible on your task page. While completing this task, please ensure that you select the correct authorizer (**as of June 30, 2018**) or you may not be assigned the correct tasks.

a. SCHOOL NAME JOHN W LAVELLE PREP CS (REGENTS)

(Select name from the drop down menu)

b. CHARTER AUTHORIZER (As of June 30th, 2018) Regents-Authorized Charter School

(For technical reasons, please re-select authorizer name from the drop down menu).

c. DISTRICT / CSD OF LOCATION NYC CSD 31

d1. SCHOOL INFORMATION

	PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
	Corporate Commons One at 1 Teleport Drive, 3rd floor Staten Island, NY 10311			

d2. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

Contact Name	Dana Volini
Title	Vice President of Operations
Emergency Phone Number (###-###-####)	

e. SCHOOL WEB ADDRESS (URL) www.lavelleprep.org

f. DATE OF INITIAL CHARTER 07/2009

g. DATE FIRST OPENED FOR INSTRUCTION

09/2009

h1. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)

MISSION STATEMENT

The John W. Lavelle Preparatory Charter School provides a rigorous college preparatory education that equips and empowers students to go to college and succeed in life. Lavelle Prep welcomes and fully integrates all students, including those living with emotional challenges.

h2. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)

KEY DESIGN ELEMENTS (Brief heading followed by a description of each Key Design Elements (KDE). KDEs are those general aspects of the school that are innovative or unique to the school’s mission and goals, are core to the school’s overall design, and are critical to its success. The design elements may include a specific content area focus; unique student populations to be served; specific educational programs or pedagogical approaches; unique calendar, schedule, or configurations of students and staff; and/or innovative organizational structures and systems.

Variable 1

Inclusion - All class lessons are fully integrated. Approximately 40% of our students have IEPs. Students receive differentiated instruction based on specific needs. We welcome all students including those with learning, emotional and social struggles. Our Special Education dept. works closely with parents and the CSE to ensure each students needs are being met within our unique setting. Within our integrated classrooms there is daily differentiated instruction, progress monitoring, and teacher assistant support. Dually Certified Teachers are at the forefront of our mission, as we believe teachers certified in both special education as well as a content area of specialization are at the heart of our successful, integrated classrooms. While Lavelle Prep also offers employment to singly credited teachers, through our “Pipeline” we have many active teachers obtaining the second certification with financial support from the organization. Fully trained Teacher Assistants are often referred to as “the second teacher in the room,” and are an integral part of our curricula; helping to facilitate daily instruction, differentiation, routines, and in helping to meet student’s individual needs. Many of our teaching assistants are also part of our “Pipeline” where they receive financial support in completing the requirements for them to become fully certified teachers, so that we may hire them as

	<p>teachers once all requirements are met. We are consistently growing and promoting our staff members as they grow with the organization.</p>
<p>Variable 2</p>	<p>Small Classes - Lavelle Prep ensures consistent small class sizes, no larger than 18 students per cohort/class, through our lottery system. Each spring at our annual lottery we draw numbers for each application and fill our classes in succession. With our weighted lottery to ensure our targeted 40% of Special Education students with IEPs, we further ensure our classes are balanced and at capacity. In our elementary and middle school, the classes of 18 and under stay together for the full day, as their subjects and teachers change. In our High School students are provided with individual academic schedules, still only filling classes up to 18 students. Through the small class sizes, students experience more personalized, targeted and meaningful learning while building positive interpersonal relationships with their teachers, TAs and classmates.</p>
<p>Variable 3</p>	<p>College Focus - LP provides information about colleges, courses & admission requirements. We provide awareness of the rigor needed in their daily learning as we enable students for college & career readiness. We employ a college counselor to assist students to navigate & explore college options. LP facilitates college visits & invites admissions representatives to our building. Students have taken the CUNY admissions exam. Our learning opportunities include College Now, Advanced Placement classes, and classes at St. Paul's Nursing School and St. John's University.</p>
<p>Variable 4</p>	<p>Challenging Academic Curricula and High Expectations: All LP curricula is carefully aligned to the Common Core Standards, with the ultimate goal of graduating all high school seniors with Regents Diplomas. Beginning in the third grade and following the Backwards Design model, all curricula is curated with the basis of understanding of what is needed to get to college and career readiness. In each grade through eighth, students track and maintain their own I-Can statement portfolios, where they monitor their personal mastery of each CCSS skill on their own, along with guidance from their teacher. Via differentiated instruction, each student is provided instruction based on their unique needs and levels, with the understanding that work is to be rigorous at all times. Through our targeted interventions called Advancements, students are presented with additional work on the CCSS standards, split into homogenous groups based on specific skill and standard, that cycles biweekly with a culminating assessment to track progress. The LP Targeted Literacy Program rooted in the Orton Gillingham method is used for ELA. Programs such as iReady accelerate the development of struggling Math and English students. These employ the sheltered instruction pedagogy. Advanced</p>

	<p>students are provided with enrichment activities and leveled instruction/assignments to maintain engagement and achievement. In the classroom, teachers strive to teach to each student’s levels, and employ a multitude of strategies to ensure that each student is growing at an appropriate pace. In alignment with our high expectations, our standard promotional policy requires students to demonstrate mastery of 65% of all course content (as measured by I-Can statements) as well as uphold satisfactory attendance requirements in order to be promoted to the next grade. By focusing on academic promotion as opposed to social or modified promotion, we further ensure our students graduate from Lavelle Prep not only ready for their own unique college and career pathways, but also by having met our challenging and rigorous criteria.</p>
<p>Variable 5</p>	<p>Constructivist Teaching - Through our academic planning sessions that take place each summer and throughout the school year, teachers and coaches plan units of instruction with a focus on “big picture concepts” with an experiential learning focus. By consistently planning with the constructivist method in mind, teachers embrace the concept that our students learn best by constructing their own knowledge, and use metacognition as a means to provide students time to not only acquire new knowledge and information, but to also process it in their personal way as they identify their role as learners and students. A prime example of Constructivist Teaching at Lavelle Prep can be found within our 7th grade partnership with Historic Richmond Town. Through this, students independently investigate actual court cases that happened at the historic town in our borough. They then use skill acquired in drama, social studies, and ELA classes to construct their own scripts and reenactments of the court cases, making meaning of the event through a dramatic lens. These dramas are filmed and edited by our high school students under supervision from their visual arts teacher, and are showcased at an annual film festival at a local movie theater. It is through hands on, experiential projects like these that our students are their own creators of knowledge.</p>
<p>Variable 6</p>	<p>Data-Driven Instruction - Our data is drawn from a variety of assessments and is utilized to guide instruction, measure student performance, and monitor staff performance. Student performance data are used as feedback to teachers and administrators on the effectiveness of curriculum and instruction in individual classrooms and across grade levels; and to identify students in need of additional instructional support within classrooms and beyond—e.g. tutoring, afterschool program, Saturday and Career School. In order to ensure that we are using the data productively, we created the full-time, year-round position of Director of Program Evaluation beginning in the 2016-2017 academic</p>

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

Variable 7

Wellness Curriculum - Our Wellness program continues to be at the heart of our mission, daily. Through this growing program, students participate in Wellness class under the direction of a trained Wellness teacher, who also takes on the role of mentor, confidant and guide whenever needed. The curriculum is scaffold, and begins in grade three where students learn how to best express their feelings and resolve conflict, and works up through twelfth grade where students face and discuss adolescent issues, practice mindfulness and meditation, self-regulation and processes for goal achievement. Regardless of age or grade, through Wellness all students gain the skills and knowledge to make their goals a reality, manage their own personal challenges and struggles, and learn communication skills to help them become well rounded and of a sound mind, further enhancing their academic experience. As the program has grown, Wellness teachers now implement researched based practices of DBT - Dialectical Behavioral Therapy (upper grades) as well as the Sanford Harmony Program (lower grades) for a program grounded in demonstrated efficacy and success.

Variable 8

Behavioral Management System - Our Positive Behavioral Supports system is evident throughout each school day in a multitude of ways. Through our Daily Points System,

students have the opportunity to earn points for demonstrating behaviors aligned with our code of conduct split into 5 categories – On Task, On Time, In Seat, Prepared, and Listening and Considerate. These points are awarded each period, each day. In earning “Prep Points,” this incentive based system helps to motivate student behavior, and encourage/support students to continue to demonstrate such behaviors so that they become a constant presence not only within our building, but within their daily lives as well. Prep Points are redeemable at our school Points Store for anything from healthy snacks, to brand name headphones that students can save points for months, and even years to redeem. By offering an array of incentives, students stay engaged and motivated as they “save up” to earn what they’d like. In addition to Prep Points, our guidance department also works with teachers and the Behavioral Intervention Team when necessary, to develop individualized behavior plans and reward systems for struggling students. For students struggling with in class behaviors such as preparedness, calling out, attentiveness, etc. they are provided with goal charts that are monitored and sent home daily, ultimately leading up to achieving a goal or positive reward. This system helps bridge the gap between home and school communication, as well as offers a positive channel for students to measure their own growth and success.

Variable 9

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

Variable 10

(No response)

i. TOTAL ENROLLMENT ON JUNE 30, 2018 668

j. GRADES SERVED IN SCHOOL YEAR 2017-18

Check all that apply

Grades Served	3, 4, 5, 6, 7, 8, 9, 10, 11, 12
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k1. DOES THE SCHOOL

No

CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?**I1. FACILITIES**

Does the school maintain or operate multiple sites?

	Yes, 2 sites
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I2. SCHOOL SITES

Please list the sites where the school will operate for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades Served at Site (K-5, 6-9, etc.)	Receives Rental Assistance	Rental Assistance for Which Grades (write N/A if applicable)
Site 1 (same as primary site)	1 Teleport Drive Staten Island NY 10311		NYC CSD 31	6-12	Yes	11-12
Site 2	1 Teleport Drive Annex Staten island NY 10311		NYC CSD 31	3-5	Yes	3-5
Site 3						

I2a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Christopher Zilinski			
Operational Leader	Dana Volini			
Compliance Contact	Dana Volini			
Complaint Contact	Dana Volini			
DASA Coordinator	Lee Poerio			

I3. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Anthony Faiella			
Operational Leader	Dana Volini			
Compliance Contact	Dana Volini			
Complaint Contact	Dana Volini			
DASA Coordinator	Lorenza Mandile			

m1. Are any sites in co-located space? If yes, please proceed to the next question. No

IF LOCATED IN PRIVATE SPACE IN NYC OR DISTRICTS OUTSIDE NYC

m3. Upload a current Certificate of Occupancy (COO) for each school site that is located in private space in NYC or located outside of NYC. Except for schools in district space (co-location space), school must provide a copy of the annual fire inspection report.

Site 1 Certificate of Occupancy (COO)

<https://nysed-cso-reports.fluidreview.com/resp/17496038/yFPTXS6fVy/>

Site 1 Fire Inspection Report

<https://nysed-cso-reports.fluidreview.com/resp/17496038/nBjtmqxAKU/>

Site 2 Certificate of Occupancy

<https://nysed-cso-reports.fluidreview.com/resp/17496038/v5TvJTPScU/>

Site 2 Fire Inspection Report

(No response)

Site 3 Certificate of Occupancy

(No response)

Site 3 Fire Inspection Report

(No response)

n1. Were there any revisions to the school’s charter during the 2017-18 school year? (Please include approved or pending material and non-material charter revisions). Yes

n2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
		Lavelle Prep is		

1

Change in
schedule/calendar

proposing shifting a period a day, from Monday through Thursday, from instructional time to staff planning time in order to better serve our students (Friday's schedule already includes this planning time). The resulting shift would shorten the day from its current 8 periods (7 hours and 45 minutes), to 7 periods (6 hours 60 minutes) Monday through Friday. The periods that are intended to be removed would be the "Academic Intervention" periods in elementary school, the "Advancement" periods in middle school, and an "Elective" period in high school. In order for this shift to be of value to our students we are proposing that these periods be dedicated to specific tasks so that our teachers can better plan for the individual needs of our students. In order to maximize the impact of these periods, they will be devoted to the following tasks: Behavior Intervention Team Meetings, Teacher and Teacher Assistant Co-Planning Meetings, Cohort Planning Meetings, and Grade Level Cross Curriculum

03/22/2018

emailed to authorizer
4/30

Planning Periods. Each of these periods will result in the creation of actionable items and will be monitored by administration to ensure their effectiveness.

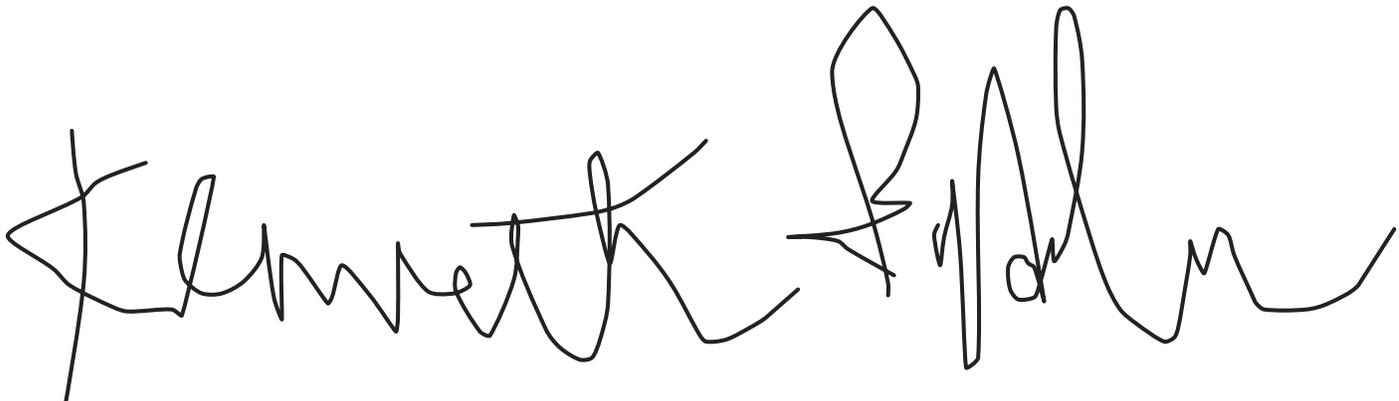
2				
3				
4				
5				

o. Name and Position of Individual(s) Who Completed this Annual Report. dana volini (VP of Operations), Mary Cottingham (Chief of Staff) and Yelena Osoreo (Director of Program Development)

p. Our signatures (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 stylist on your mobile device to sign your name).

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees

A handwritten signature in black ink, appearing to read "Kenneth L. ...". The signature is fluid and cursive, with a large initial 'K' and a distinct 'L'.

Date

2018/08/06

Thank you.

CC#1

INSPECTION REPORT TA 559/08-10

CONSTRUCTION STANDARDS & INSPECTION - Q.A.D - ENGINEERING DEPARTMENT

Facility TP	Building # 1	Occupant CROP. COMMONS - NICORTA GROUP, LLC	Date 11/13/2017
Use Group	General Information: MULT. TENENT OFFICES/SCHOOL		Building Height (Stories/Feet) 3 STORIES
Contact Information (Name/Title/Phone): VINNY MARTIMUCCI - FACILITY MANAGER CELL [REDACTED]			

Fire Alarm System <input type="checkbox"/> N/A <input checked="" type="checkbox"/> Smoke Detector <input checked="" type="checkbox"/> Heat Detectors <input checked="" type="checkbox"/> Manual Pull <input type="checkbox"/> Other _____ Alarms: <input type="checkbox"/> Local <input type="checkbox"/> Other _____ <input type="checkbox"/> Central Station <u>MUTUAL</u> Location of Main Alarm Panel: <u>MAIN LOBBY</u> Manufacturer: EDWARDS Model: EST-2		Standpipe System <input checked="" type="checkbox"/> N/A System Class: <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> III Test Records Reviewed: <input type="checkbox"/> yes <input type="checkbox"/> no Fire Department Connection: <input type="checkbox"/> yes <input type="checkbox"/> no # _____ 5 Year Hydro: <input type="checkbox"/> yes <input type="checkbox"/> no Last Test Date: _____	
Test Records Reviewed <input type="checkbox"/> yes <input checked="" type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input checked="" type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no		Sprinkler System <input type="checkbox"/> N/A Test Records Reviewed <input checked="" type="checkbox"/> Wet <input type="checkbox"/> yes <input checked="" type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> Dry <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input checked="" type="checkbox"/> Pre-Action <input type="checkbox"/> yes <input checked="" type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> Deluge <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> Other _____ <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no Waterflow Alarms: <input type="checkbox"/> yes <input type="checkbox"/> no Control Valves: Tamper Switches <input checked="" type="checkbox"/> yes <input type="checkbox"/> no Sealed <input type="checkbox"/> yes <input type="checkbox"/> no Locked <input type="checkbox"/> yes <input type="checkbox"/> no Records: <input type="checkbox"/> yes <input type="checkbox"/> no Fire Department Connection: <input checked="" type="checkbox"/> yes <input type="checkbox"/> no # 3 Sprinklers Over 50 years Old: <input type="checkbox"/> yes <input type="checkbox"/> no	
Exit Signs <input checked="" type="checkbox"/> yes <input type="checkbox"/> no Emergency Lights <input checked="" type="checkbox"/> yes <input type="checkbox"/> no Emergency Power <input checked="" type="checkbox"/> yes <input type="checkbox"/> no Type: <u>BATTERY & GEN</u> Fire Extinguishers <input checked="" type="checkbox"/> yes <input type="checkbox"/> no Records: <input type="checkbox"/> yes <input checked="" type="checkbox"/> no Fire Pumps <input type="checkbox"/> yes <input checked="" type="checkbox"/> no Records: <input type="checkbox"/> yes <input type="checkbox"/> no Other Fire Suppression Systems _____ Location/Room Protected _____ Records: <input type="checkbox"/> yes <input checked="" type="checkbox"/> no <input type="checkbox"/> yes <input checked="" type="checkbox"/> no			

GENERAL PRECAUTIONS	REMARKS - REFER TO ITEM BY NUMBER
1. Combustible waste material - Inside / Outside	The following comments are open and unabated: TP1-11-03, TP1-12-05, TP1-12-07, TP1-12-08, TP1-12-10, TP1-15-03, TP1-16-01, TP1-16-02, TP1-16-03, TP1-16-04, TP1-16-05, TP1-16-06, TP1-16-07, TP1-16-08, TP1-16-10, TP1-16-11
2. Clearance from ignition sources	
3. Smoking in Prohibited Areas	
4. Other Deficiencies in Material Storage	
FIRE SERVICE FEATURES	
5. Fire Hydrants a. Clearance - 3 foot circumference b. Inspection, Testing and Maintenance	The following comments are abated: TP1-16-09
6. Fire Protection Equipment - Equipment & Room Identification	
BUILDING SERVICES AND SYSTEMS	
7. Emergency and Standby Power - Inspect, Test & Maintain	New Comments: 1. Repair and fire stop holes in rated walls in first floor electrical room. 2. Remove storage stacked closer than 18" from ceiling in first floor storage room. 3. Lavelle School has undergone a renovation without an approved Tenant Alteration Application on the third floor for rooms 501, 502, 503 and 315. Submit and obtain TAA for this renovation. 4. Document all inspecting, testing and maintenance on emergency lighting. 5. Document all inspecting, testing and maintenance for the fire alarm system.
8. Electrical Equipment - Clearance, Open junction boxes/panels a. Multiplug Adapters, Extension Cords, Temporary Wiring	
9. Portable Heaters Used - Type - Listed	
10. Elevators & Escalators - Pits - Debris	
11. Commercial Cooking Hoods - Maintenance, Cleaning Schedule	
FIRE-RESISTANCE-RATED CONSTRUCTION	
12. Opening Protectives - Fire Doors, etc. - Operating Condition a. Blocked, Wedged, or Tied	
FIRE PROTECTION SYSTEMS	
13. Inspection, Testing and Maintenance	
14. System(s) Out of Service	
15. Sprinkler Head - Clearance, Obstructions	
16. Valves Electronically Supervised	
17. Hydraulically Calculated Sprinkler Systems Piacarded	
18. Alternative Fire Extinguishing Systems	
19. Standpipe System - Condition - Accessible	
20. Fire Extinguisher Location Well Marked & Accessible a. Suitable for Occupancy - Class A, B, C, D, K b. Annual Inspection & Servicing	
21. Fire Alarm System - Boxes Well Marked & Accessible	
22. Fire Department Connection - Signs, Accessible	
MEANS OF EGRESS	
23. Posted Occupant Load	
24. Door Hardware - Locks, Panic Bars	
25. Exits - Signed, Unobstructed	
OCCUPANCY HAZARDS	
26. High-Piled Storage, including Idle Pallets - Aisles / Clearance	
27. Cutting, Welding & Hot Work	
28. Flammable Liquids & Gases	
29. LP Gas Cylinder - Storage, Use	
30. Other Fire or Life Safety Items	

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

Inspected By: [Signature]
 Received By: [Signature]

Date: 3/22/2018
 Date: 3/27/18

CONSTRUCTION STANDARDS & INSPECTION – QAD – ENGINEERING DEPARTMENT

Facility TP	Building # 2	Occupant CROF COMMONS - NICORTA GROUP, LLC	Date 11/13/2017
Use Group	General Information: MULT. TENENT OFFICE/SCHOOLS		Building Height (Stories/Feet) 3 STORIES
Contact Information (Name/Title/Phone): VINNY MARTIMUCCI - FACILITY MANAGER CELL [REDACTED]			

Fire Alarm System <input type="checkbox"/> N/A <input checked="" type="checkbox"/> Smoke Detector <input type="checkbox"/> yes <input checked="" type="checkbox"/> no <input type="checkbox"/> yes <input checked="" type="checkbox"/> no <input checked="" type="checkbox"/> Heat Detectors <input type="checkbox"/> yes <input checked="" type="checkbox"/> no <input type="checkbox"/> yes <input checked="" type="checkbox"/> no <input checked="" type="checkbox"/> Manual Pull <input type="checkbox"/> yes <input checked="" type="checkbox"/> no <input type="checkbox"/> yes <input checked="" type="checkbox"/> no <input type="checkbox"/> Other _____ <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no Alarms: <input type="checkbox"/> Local <input type="checkbox"/> Other _____ <input checked="" type="checkbox"/> Central Station <u>MUTAL</u> Location of Main Alarm Panel: <u>MAIN LOBBY</u> Manufacturer: EDWARDS Model: 580		Standpipe System <input checked="" type="checkbox"/> N/A System Class: <input type="checkbox"/> I <input type="checkbox"/> II <input type="checkbox"/> III Test Records Reviewed: <input type="checkbox"/> yes <input type="checkbox"/> no Fire Department Connection: <input type="checkbox"/> yes <input type="checkbox"/> no # _____ 5 Year Hydro: <input type="checkbox"/> yes <input type="checkbox"/> no Last Test Date: _____	
Exit Signs <input checked="" type="checkbox"/> yes <input type="checkbox"/> no Emergency Lights <input checked="" type="checkbox"/> yes <input type="checkbox"/> no Emergency Power <input checked="" type="checkbox"/> yes <input type="checkbox"/> no Fire Extinguishers <input checked="" type="checkbox"/> yes <input type="checkbox"/> no Records: <input type="checkbox"/> yes <input checked="" type="checkbox"/> no Fire Pumps <input type="checkbox"/> yes <input checked="" type="checkbox"/> no Records: <input type="checkbox"/> yes <input type="checkbox"/> no Other Fire Suppression Systems _____ <input type="checkbox"/> yes <input type="checkbox"/> no Records: <input type="checkbox"/> yes <input type="checkbox"/> no		Sprinkler System <input type="checkbox"/> N/A Test Records Reviewed <input checked="" type="checkbox"/> Wet <input type="checkbox"/> yes <input checked="" type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> Dry <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> Pre-Action <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> Deluge <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> Other _____ <input type="checkbox"/> yes <input type="checkbox"/> no <input type="checkbox"/> yes <input type="checkbox"/> no Waterflow Alarms: <input type="checkbox"/> yes <input checked="" type="checkbox"/> no Control Valves: Tamper Switches <input checked="" type="checkbox"/> yes <input type="checkbox"/> no Sealed <input type="checkbox"/> yes <input type="checkbox"/> no Locked <input type="checkbox"/> yes <input type="checkbox"/> no Records: <input type="checkbox"/> yes <input checked="" type="checkbox"/> no Fire Department Connection: <input checked="" type="checkbox"/> yes <input type="checkbox"/> no # 3 Sprinklers Over 50 years Old: <input type="checkbox"/> yes <input checked="" type="checkbox"/> no	

GENERAL PRECAUTIONS	REMARKS - REFER TO ITEM BY NUMBER
1. Combustible waste material - inside / Outside	The following comments are open and unabated: TP2-09-10, TP2-12-03, TP2-12-07, TP2-12-08, TP2-12-10, TP2-16-01, TP2-16-02, TP2-16-03, TP2-16-05, TP2-16-06, TP2-16-07, TP2-16-08, TP2-16-09, TP2-16-10, TP2-16-11
2. Clearance from ignition sources	
3. Smoking in Prohibited Areas	
4. Other Deficiencies in Material Storage	
FIRE SERVICE FEATURES	
5. Fire Hydrants a. Clearance - 3 foot circumference b. Inspection, Testing and Maintenance	The following comments were abated: TP2-16-04, TP2-16-12
6. Fire Protection Equipment - Equipment & Room Identification	
BUILDING SERVICES AND SYSTEMS	
7. Emergency and Standby Power - Inspect, Test & Maintain	New Comments: 1. Remove all storage from the 2 nd floor Telephone closet. 2. Document all inspecting, testing and maintenance on wet sprinkler system. 3. Document all inspecting, testing and maintenance on emergency lighting. 4. Document all inspecting, testing and maintenance for the fire alarm system.
8. Electrical Equipment - Clearance, Open junction boxes/panels a. Multiplug Adapters, Extension Cords, Temporary Wiring	
9. Portable Heaters Used - Type - Listed	
10. Elevators & Escalators - Pits - Debris	
FIRE RESISTANCE RATED CONSTRUCTION	
11. Commercial Cooking Hoods - Maintenance, Cleaning Schedule	
FIRE PROTECTION SYSTEMS	
12. Opening Protectives - Fire Doors, etc. - Operating Condition a. Blocked, Wedged, or Tied	
13. Inspection, Testing and Maintenance	
14. System(s) Out of Service	
15. Sprinkler Head - Clearance, Obstructions	
16. Valves Electronically Supervised	
17. Hydraulically Calculated Sprinkler Systems Flashed	
18. Alternative Fire Extinguishing Systems	
19. Standpipe System - Condition - Accessible	
20. Fire Extinguisher Location Well Marked & Accessible a. Suitable for Occupancy - Class A, B, C, D, K b. Annual Inspection & Servicing	
21. Fire Alarm System - Boxes Well Marked & Accessible	
22. Fire Department Connection - Signs, Accessible	
MEANS OF EGRESS	
23. Posted Occupant Load	
24. Door Hardware - Locks, Panic Bars	
25. Exits - Signed, Unobstructed	
OCCUPANCY HAZARDS	
26. High-Piled Storage, including Idle Pallets - Aisle / Clearance	
27. Cutting, Welding & Hot Work	
28. Flammable Liquids & Gases	
29. LP Gas Cylinder - Storage, Use	
30. Other Fire or Life Safety Items	

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

Inspected By: [Signature] Date: 11/14/2017
 Received By: [Signature] Date: 12/18/2017

THE PORT AUTHORITY OF NEW YORK AND NEW JERSEY

REPORT ON AUDIT CONFORMANCE
FOR
TEMPORARY PERMIT TO OCCUPY OR USE

PARTIAL

TO: James Starace, P.E., Chief Engineer

FROM: Ronald Shaw, P.E. Sr. Engineer of Construction

DATE: September 16, 2016

SUBJECT: TAA No.: TP-0263

TAA Title: Teleport – Lavelle Charter School – Teleport/Overflow
Parking Lot – Temporary Classroom

Contractor: Fichera Electric Inc

COPY TO: A. Fadavi, W. Caban, T. Mohammed, J. Abu-Ghallow, H. Riaz, File

Based on the Certification issued by the Architect/Engineer of Record and field audits conducted by my staff, to the best of my knowledge and belief, the subject Tenant Alteration Application has been substantially completed in accordance with the Drawings and Specifications approved by the Port Authority. Also, all Special Inspections reports and the reports for testing of life safety systems were satisfactorily completed. Except for minor punch list items, no other audit deficiencies were noted nor were any brought to my attention, which remain unresolved. Therefore, the Line Department may request a Temporary Permit to Occupy or Use.



Ronald Shaw, P.E.
Sr. Engineer of Construction
PATH/Port Commerce

Date: 9/16/16

Based on the statement of substantial completion, issued by the Engineer of Construction, it is requested that a Permit to Occupy or Use be issued for the referenced work.



Robert King
Facility Manager
Teleport

Date: 9-16-16

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

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

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

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



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

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

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



Entry 2 NYS School Report Card Link

Last updated: 07/19/2018

JOHN W LAVELLE PREP CS (REGENTS)

1. CHARTER AUTHORIZER (As of June 30th, 2018) REGENTS-Authorized Charter School

(For technical reasons, please re-select authorizer name from the drop down menu).

2. NEW YORK STATE REPORT CARD

<https://data.nysed.gov/reportcard.php?year=2017&instid=800000064491>

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).



Entry 3 Progress Toward Goals

Last updated: 11/08/2018

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 by November 1st.

1. ACADEMIC STUDENT PERFORMANCE GOALS

If performance data is not available by August 1st, please state this in the last column and update by November 1st.

2017-18 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	Indicate if data is not available. If/when available, Describe Efforts School Will Take If Goal Is Not Met
Academic Goal 1	1ai. ESEA Accountability Designation. Reward, Good Standing, Local Assistance Plan, Focus or Priority School Status	NYSED ESEA accountability report	Met	
Academic Goal 2	1bi. Comparative Proficiency Comparison of the performance of all schools in NYS with the same grade configuration and similar population of students identified as economically disadvantaged, students with disabilities and English language learners. Performance is based on schools’ aggregate proficiency compared	Provided by NYS		Data has not been provided yet

to the NYS average on 3-8 ELA and mathematics assessments and/or high school cohort ELA and mathematics outcomes.

2ai. Aggregate Standards-Based Trend Toward Proficiency
75% of students in the school maintaining a proficient testing level or trending toward proficiency

Academ

As the majority of our students are considered “at risk” and come to us significantly below grade level, our students take longer closing the achievement gap than some of their peers. As a result, we did not meet expectations with respect to trending towards proficiency, but did have 59% of our students grow in ELA with an average growth rate of 0.43 and 58% of our students grow in math with an average growth rate of 0.30. Both numbers are significant. We are committed to improving our instruction and after an analysis of all available data, a series of adjustments were made that includes the following:

- Period 8 was shifted from instructional time to meeting time. This time is used to allow staff to discuss the individual needs of students and formulate plans to address them.

<p>ic Goal 3</p>	<p>from one year’s test administration to the next. Analysis will examine proficiency maintenance or improvement of all students in the school compared to each student’s previous year’s test scores.</p>	<p>New York State Math and ELA examination</p>	<p>Not Met</p>	<ul style="list-style-type: none"> • A writing rubric, backwards designed from the college level, was created for all grades and will be implemented. • Elementary introduced “AI” (Academic Intervention) periods that will meet four times a week to provide targeted assistance, altered the behavior management approach to be more preventative and therapeutic, teacher co-planning periods, increasing the number of Orton-Gillingham teachers, introduced Summer School, and made personnel changes to best serve our students. • Middle School introduced sweeping changes to curriculums that include “on demand units” that are chosen based on student data as opposed to a predetermined curriculum path, refocusing our student success criteria, and personnel shifts on the coaching and instructional levels.
				<p>As the majority of our students are considered “at risk” and come to us significantly below grade level, our</p>

Academic Goal 4

2a.ii. Subgroup Standards-Based Trend Toward Proficiency
75% of students in the school maintaining a proficient testing level or trending toward proficiency from one year's test administration to the next. Analysis will examine proficiency maintenance or improvement of students in the school who are economically disadvantaged, students with disabilities, and English language learners, compared to each student's previous year's test scores.

New York State Math and ELA examination

Not Met

students take longer closing the achievement gap than some of their peers. As a result, we did not meet expectations with respect to trending towards proficiency, but did have 59% of our students grow in ELA with an average growth rate of 0.43 and 58% of our students grow in math with an average growth rate of 0.30. Both numbers are significant. We are committed to improving our instruction and after an analysis of all available data, a series of adjustments were made that includes the following:

- Period 8 was shifted from instructional time to meeting time. This time is used to allow staff to discuss the individual needs of students and formulate plans to address them.
- A writing rubric, backwards designed from the college level, was created for all grades and will be implemented.
- Elementary introduced "AI" (Academic Intervention) periods that will meet four times a week to provide targeted assistance, altered the behavior

management approach to be more preventative and therapeutic, teacher co-planning periods, increasing the number of Orton-Gillingham teachers, introduced Summer School, and made personnel changes to best serve our students.

- Middle School introduced sweeping changes to curriculums that include “on demand units” that are chosen based on student data as opposed to a predetermined curriculum path, refocusing our student success criteria, and personnel shifts on the coaching and instructional levels.

Lavelle Prep is located in District 31, which is the largest geographical district (and second largest student population wise) in New York City and encompasses the entire borough of Staten Island. If we compare Lavelle’s enrollment to the District’s enrollment, we remain 17% above enrollment for Economically Disadvantaged students, 10% above for Students with Disabilities, and 1% below for English

Academic Goal 5

2bi. Aggregate School Level Proficiency
% of students who score proficiently on 3-8 state assessments for all students at the school level will be greater than that of the community district.

NYSED Data

Not Met

Language Learners. It is important to consider that these numbers include grades K-2 which Lavelle does not currently offer so it is not an exact comparison. It is also important to consider that due to location of Lavelle Prep on the Western Shore of Staten Island, and the public transportation challenges that Staten Island presents, Lavelle Prep is not a viable option for a vast number of students and as a result we tend to pull from specific neighborhoods. We have identified that a statistically significant number of students ($n > 10\%$) come from 6 elementary schools out of the 51, and 5 middle schools out of 15. After an analysis of all available data, a series of adjustments were made that includes the following:

- Period 8 was shifted from instructional time to meeting time. This time is used to allow staff to discuss the individual needs of students and formulate plans to address them.
- A writing rubric, backwards designed from the college

level, was created for all grades and will be implemented.

- Elementary introduced “AI” (Academic Intervention) periods that will meet four times a week to provide targeted assistance, altered the behavior management approach to be more preventative and therapeutic, teacher co-planning periods, increasing the number of Orton-Gillingham teachers, introduced Summer School, and made personnel changes to best serve our students.
- Middle School introduced sweeping changes to curriculums that include “on demand units” that are chosen based on student data as opposed to a predetermined curriculum path, refocusing our student success criteria, and personnel shifts on the coaching and instructional levels.

Lavelle Prep is located in District 31, which is the largest geographical district (and second largest student population wise) in New York City and encompasses the entire borough of

Academic Goal 6

2bii. Subgroup School Level Proficiency % of students who score proficiently on 3-8 state assessments by subgroup at the school level compared to the subgroup. Includes students who are economically disadvantaged, students with disabilities and

NYSED Data

Not Met

Staten Island. If we compare Lavelle's enrollment to the District's enrollment, we remain 17% above enrollment for Economically Disadvantaged students, 10% above for Students with Disabilities, and 1% below for English Language Learners. It is important to consider that these numbers include grades K-2 which Lavelle does not currently offer so it is not an exact comparison. It is also important to consider that due to location of Lavelle Prep on the Western Shore of Staten Island, and the public transportation challenges that Staten Island presents, Lavelle Prep is not a viable option for a vast number of students and as a result we tend to pull from specific neighborhoods. We have identified that a statistically significant number of students ($n > 10\%$) come from 6 elementary schools out of the 51, and 5 middle schools out of 15. After an analysis of all available data, a series of adjustments were made that includes the following:

English language learners will be greater than that of the community district.

- Period 8 was shifted from instructional time to meeting time. This time is used to allow staff to discuss the individual needs of students and formulate plans to address them.
- A writing rubric, backwards designed from the college level, was created for all grades and will be implemented.
- Elementary introduced “AI” (Academic Intervention) periods that will meet four times a week to provide targeted assistance, altered the behavior management approach to be more preventative and therapeutic, teacher co-planning periods, increasing the number of Orton-Gillingham teachers, introduced Summer School, and made personnel changes to best serve our students.
- Middle School introduced sweeping changes to curriculums that include “on demand units” that are chosen based on student data as opposed to a predetermined curriculum path, refocusing our student success criteria, and personnel shifts on the coaching and

				instructional levels.
Academic Goal 7	2biii. Grade Level Proficiency % of students who score proficiently on 3-8 state assessments for all students by grade level will be greater than that of the community district.	NYSED Data	Not Met	<p>When analyzing grade bands, District 31 outperforms the State and Lavelle Prep. The trend shows that our students improve over time, and upon leaving middle school, Lavelle Prep is within 8% of the State in ELA and at 48% proficiency in Math if you include the Common Core Algebra Regents result. There were some dips in grade bands, and we identified those issues as personnel related and made appropriate changes. In addition, the following changes were made:</p> <ul style="list-style-type: none"> • Period 8 was shifted from instructional time to meeting time. This time is used to allow staff to discuss the individual needs of students and formulate plans to address them. • A writing rubric, backwards designed from the college level, was created for all grades and will be implemented. • Elementary introduced "AI" (Academic Intervention) periods that will meet four times a week to provide targeted assistance, altered the behavior management

				<p>approach to be more preventative and therapeutic, teacher co-planning periods, increasing the number of Orton-Gillingham teachers, introduced Summer School, and made personnel changes to best serve our students.</p> <ul style="list-style-type: none"> • Middle School introduced sweeping changes to curriculums that include “on demand units” that are chosen based on student data as opposed to a predetermined curriculum path, refocusing our student success criteria, and personnel shifts on the coaching and instructional levels.
Academic Goal 8	3ai. Aggregate Annual Regents Outcomes Annual Regents testing outcomes for every tested subject for all students will be greater than that of the state.	NYSED Data		Data is not yet available for State

2. Do have more academic goals to add? Yes

2017-18 Progress Toward Attainment of Academic Goals

Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
3a. Subgroup			

Academic Goal 9	Annual Regents Outcomes Annual Regents testing outcomes for every tested subject by subgroup will be greater than that of the state.	NYSED Data		Data is not yet available for State
Academic Goal 10	3a.iii. Aggregate Total Cohort Regents Testing Outcomes Cohort Regents testing outcomes for ELA, mathematics, science, Global History and US History for all students will be greater than that of the state.	NYSED Data		Data is not yet available for State
Academic Goal 11	3a.iv. Subgroup Total Cohort Regents Testing Outcomes Cohort Regents testing outcomes for ELA, mathematics, science, Global History and US History by subgroup will be greater than that of the state.	NYSED Data		Data is not yet available for State
Academic Goal 12	3b.i. Aggregate Cohort Graduation Rate 4-year and 5-year graduation rate for all students will be 80% or greater.	ATS	Met	
Academic Goal 13	3b.ii. Subgroup Cohort Graduation Rate 4-year and 5-year graduation rate for students identified as economically disadvantaged, students with disabilities, and	ATS	Met	

	English language learners will be 80% or greater.			
Academic Goal 14	3biii. Aggregate On-Track to Graduate 75% of all students in a cohort that have passed 3 out of 5 Regents exams required for graduation by their 3rd year of high school.	Regents Exams	Met	
Academic Goal 15	3biv. Subgroup On-Track to Graduate 75% of cohort by subgroup that has passed 3 out of 5 Regents exams required for graduation by their 3rd year of high school.	Regents Exams	Met	
Academic Goal 16	3bv. Aggregate Student Persistence 85% of students in a 4-year and 5-year cohort that remain enrolled in the school until they graduate from the high school program.	School Quality Guide	Met	

3. Do have more academic goals to add? Yes

2017-18 Progress Toward Attainment of Academic Goals

Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Partially Met, or Not Met	If Not Met, Describe Efforts School Will Take
3bvi. Subgroup Student Persistence 85% of students identified as economically disadvantaged,			

Academic Goal 17	students with disabilities, and English language learners in a 4-year and 5-year cohort that remain enrolled in the school until they graduate from the high school program.	School Quality Guide	Met	
Academic Goal 18	LP1. 90% of graduates will apply to college or university	Staff collected data	Met	
Academic Goal 19	LP2. 90% of graduates will be accepted to college or university	Staff collected data	Met	
Academic Goal 20				
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
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Academ ic Goal 44				
Academ ic Goal 45				

4. ORGANIZATIONAL GOALS

2017-18 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				

5. Do you have more organizational goals to add? (No response)

2017-18 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
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				

6. FINANCIAL GOALS

2017-18 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met or Not Met	If Not Met, Describe Efforts School Will Take
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				



Entry 4 Expenditures per Child

Created: 08/02/2018 • Last updated: 08/07/2018

JOHN W LAVELLE PREP CS (REGENTS)Section Heading

Financial Information

This information is required of ALL charter schools. Provide the following measures of fiscal performance of the charter school in Appendix B (Total Expenditures and Administrative Expenditures Per Child):

1. Total Expenditures Per Child

To calculate '**Total Expenditures per Child**' take total expenditures (from the unaudited 2017-18 Schedule of Functional Expenses) and divide by the year end FTE student enrollment. (Integers Only. No dollar signs or commas).

Note: *The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:* <http://www.p12.nysed.gov/psc/AuditGuide.html>

Line 1: Total Expenditures	15804580
Line 2: Year End FTE student enrollment	683
Line 3: Divide Line 1 by Line 2	23139

2. Administrative Expenditures per Child

To calculate **'Administrative Expenditures per Child'** To calculate "Administrative Expenditures per Child" first *add* together the following:

1. Take the relevant portion from the 'personnel services cost' row and the 'management and general' column (from the unaudited 2017-18 Schedule of Functional Expenses)
2. Any contracted administrative/management fee paid to other organizations or corporations
3. Take the total from above and divide it by the year-end FTE enrollment. The relevant portion that must be included in this calculation is defined as follows:

Administrative Expenditures: Administration and management of the charter school includes the activities and personnel of the offices of the chief school officer, the finance or business offices, school operations personnel, data management and reporting, human resources, technology, etc. It also includes those administrative and management services provided by other organizations or corporations on behalf of the charter school for which the charter school pays a fee or other compensation. Do not include the FTE of personnel whose role is to directly support the instructional program.

Notes:
The information on the Schedule of Functional Expenses on pages 41-43 of the Audit Guide can help schools locate the amounts to use in the two per pupil calculations:
<http://www.p12.nysed.gov/psc/AuditGuide.html>.
Employee benefit costs or expenditures should not be reported in the above calculations.

Line 1: Relevant Personnel Services Cost (Row)	1063125
Line 2: Management and General Cost (Column)	8667805
Line 3: Sum of Line 1 and Line 2	9730930
Line 5: Divide Line 3 by the Year End FTE student enrollment	14247

Thank you.

INTEGRATION CHARTER SCHOOLS
(formerly New Ventures Charter School)

Audited Financial Statements In Accordance
With Government Auditing Standards

June 30, 2018

**INTEGRATION CHARTER SCHOOLS
(formerly New Ventures Charter School)**

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Independent Auditor's Report

To the Board of Trustees of
Integration Charter Schools (formerly New Ventures Charter School)

Report on the Financial Statements

We have audited the accompanying financial statements of Integration Charter Schools (formerly New Ventures Charter School) ("ICS"), which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the organization's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the organization's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

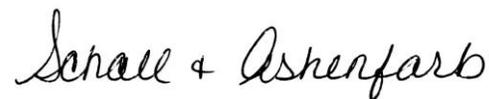
In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Integration Charter Schools as of June 30, 2018, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Report on Supplementary Information

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The combining schedule of activities on page 15 is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied to in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated in all material respects in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 29, 2018 on our consideration of ICS' internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the ICS' internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the ICS' internal control over financial reporting and compliance.



Schall & Ashenfarb
Certified Public Accountants, LLC

October 29, 2018

**INTEGRATION CHARTER SCHOOLS
(formerly New Ventures Charter School)
STATEMENT OF FINANCIAL POSITION
AT JUNE 30, 2018**

Assets

Cash and cash equivalents	\$4,921,356
Restricted cash (Note 3)	120,509
Grants and pledges receivable (Note 4)	1,048,380
Prepaid expenses	427,515
Fixed assets, net (Note 6)	2,402,082
Lease acquisition costs (Note 7)	283,280
Security deposits	<u>110,426</u>
Total assets	<u><u>\$9,313,548</u></u>

Liabilities and Net Assets

Liabilities:

Accounts payable and accrued expenses	\$2,050,636
Grant advance - New York City Department of Education (Note 5)	255,877
Loans payable (Note 8)	817,291
Deferred rent	<u>2,018,104</u>
Total liabilities	<u><u>5,141,908</u></u>

Net Assets:

Unrestricted	3,746,494
Temporarily restricted (Note 9)	<u>425,146</u>
Total net assets	<u><u>4,171,640</u></u>

Total liabilities and net assets	<u><u>\$9,313,548</u></u>
----------------------------------	---------------------------

*The attached notes and auditor's report
are an integral part of these financial statements.*

INTEGRATION CHARTER SCHOOLS
(formerly New Ventures Charter School)
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2018

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
Public Support and Revenue:			
Public school district: (Note 5)			
Revenue - resident student enrollment	\$11,564,480		\$11,564,480
Revenue - students with special education services	5,088,444		5,088,444
Total public school district revenue	<u>16,652,924</u>	<u>0</u>	<u>16,652,924</u>
Government grants	3,496,324		3,496,324
Contributions	44,214	\$30,316	74,530
Benefit income (net of expenses with a direct benefit to donors) (Note 12)	30,019		30,019
Other income	18,037		18,037
Net assets released from restrictions	27,959	(27,959)	0
Total public support and revenue	<u>20,269,477</u>	<u>2,357</u>	<u>20,271,834</u>
Expenses:			
Program services:			
Regular education	10,675,770		10,675,770
Special education	6,236,948		6,236,948
Total program services	<u>16,912,718</u>	<u>0</u>	<u>16,912,718</u>
Supporting services:			
Management and general	2,093,809		2,093,809
Fundraising	184,494		184,494
Total expenses	<u>19,191,021</u>	<u>0</u>	<u>19,191,021</u>
Change in net assets from operations	1,078,456	2,357	1,080,813
Non-operating income:			
Inherent contribution received in acquisition of John W. Lavelle Preparatory Charter School (Note 13)	1,851,493	175,272	2,026,765
Total change in net assets	2,929,949	177,629	3,107,578
Net assets - beginning of year	816,545	247,517	1,064,062
Net assets - ending of year	<u>\$3,746,494</u>	<u>\$425,146</u>	<u>\$4,171,640</u>

*The attached notes and auditor's report
are an integral part of these financial statements.*

**INTEGRATION CHARTER SCHOOLS
(formerly New Ventures Charter School)
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2018**

	Program Services			Supporting Services		Total Expenses
	Regular Education	Special Education	Total Program Services	Management and General	Fundraising	
Personnel services:						
Administrative staff personnel	\$476,556	\$248,019	\$724,575			\$724,575
Instructional staff personnel	5,505,546	3,127,838	8,633,384			8,633,384
Non-instructional staff personnel	232,804	132,262	365,066	\$1,257,168	\$92,272	1,714,506
Total personnel services	<u>6,214,906</u>	<u>3,508,119</u>	<u>9,723,025</u>	<u>1,257,168</u>	<u>92,272</u>	<u>11,072,465</u>
Fringe benefits and payroll taxes	1,641,749	926,714	2,568,463	332,100	24,372	2,924,935
Retirement	215,145	121,443	336,588	43,521	3,194	383,303
Supplies and materials	318,760	181,095	499,855			499,855
Legal services			0	56,000		56,000
Accounting and audit services			0	50,063		50,063
Other purchased professional and consulting services	95,790	55,294	151,084	80,921	378	232,383
Occupancy and facility costs	1,226,245	818,064	2,044,309	78,294	15,659	2,138,262
Repairs and maintenance	133,643	94,764	228,407	12,147	2,431	242,985
Insurance	76,641	54,345	130,986	6,966	1,394	139,346
Utilities	123,972	87,908	211,880	11,269	2,255	225,404
Equipment and furnishings	20,979	11,919	32,898	473		33,371
Staff development	88,479	50,267	138,746	615		139,361
Marketing and recruitment			0	42,822		42,822
Technology	11,175	7,924	19,099	1,015	203	20,317
Food services	201,263	114,342	315,605			315,605
Student services	91,906	52,214	144,120			144,120
Office expense	32,912	23,337	56,249	2,993	598	59,840
Bad debt			0	19,456		19,456
Depreciation and amortization	182,205	129,199	311,404	16,564	3,313	331,281
Other			0	81,422	38,425	119,847
Total expenses	<u>\$10,675,770</u>	<u>\$6,236,948</u>	<u>\$16,912,718</u>	<u>\$2,093,809</u>	<u>\$184,494</u>	<u>\$19,191,021</u>

*The attached notes and auditor's report
are an integral part of these financial statements.*

INTEGRATION CHARTER SCHOOLS
(formerly New Ventures Charter School)
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2018

Cash Flows from Operating Activities:

Change in net assets	\$3,107,578
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Inherent contribution from John W. Lavelle Preparatory Charter School	(2,026,765)
Depreciation and amortization	331,281
Changes in assets and liabilities:	
Restricted cash	(70,454)
Grants and pledges receivable	444,602
Prepaid expenses	(354,491)
Lease acquisition costs	0
Security deposits	0
Accounts payable and accrued expenses	309,873
Grant receivable/advance - New York City Department of Education	254,898
Due to related party	(314,120)
Deferred rent	(48,547)
Total adjustments	<u>(1,473,723)</u>
Net cash provided by operating activities	<u>1,633,855</u>

Cash Flows from Investing Activities:

Fixed asset acquisitions	(200,282)
Cash from acquisition of John W. Lavelle Preparatory Charter School	2,847,854
Net cash used for investing activities	<u>2,647,572</u>

Cash Flows from Financing Activities:

Repayment of loans	(2,709)
Net cash provided by financing activities	<u>(2,709)</u>

Net increase in cash and cash equivalents	4,278,718
Cash and cash equivalents - beginning of year	<u>642,638</u>
Cash and cash equivalents - end of year	<u><u>\$4,921,356</u></u>
Supplemental disclosures:	
Interest paid	<u>\$73,663</u>
Taxes paid	<u><u>\$0</u></u>

*The attached notes and auditor's report
are an integral part of these financial statements.*

**INTEGRATION CHARTER SCHOOLS
(formerly New Ventures Charter School)
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2018**

Note 1 - Organization and Nature of Activities

Integration Charter Schools (“ICS”), located in Staten Island, New York, is a not-for-profit corporation which administers several schools which are chartered by the Board of Regents of the State of New York. ICS is dedicated to providing innovative pathways to college that fully integrate students living with emotional challenges and others with special needs. In fostering both the academic and emotional growth of all students, ICS serves as an innovative, holistic educational model for other high-performing schools.

John W. Lavelle Preparatory Charter School (“LPCS”) was established in 2009 and is a not-for-profit educational corporation chartered by the Board of Regents of the State of New York. LPCS provides a college preparatory education curriculum that equips and empowers students for success. During the year ended June 30, 2018, the Board of Regents of the State of New York approved the charter renewal for LPCS for a term of five years, expiring on June 30, 2023.

New Ventures Charter School (“NVCS”) was established in 2015 and is a not-for-profit educational corporation chartered by the Board of Regents of the State of New York. NVCS is a transfer high school which promotes college and career readiness for over age and under-credited, at risk youth, aged 16-21 living on Staten Island, enabling them to graduate from high school prepared to excel in their academic, professional, and personal lives. On November 18, 2014, NVCS was granted a provisional charter by the Board of Regents of the University of the State of New York for a term of five years, expiring on June 30, 2020. Such provisional charter may be extended upon application for a term of up to five years in accordance with the provisions of Article 56 of the Education law.

On July 1, 2017, LPCS merged into and with NVCS, that created a surviving entity, Integration Charter School. Each school continues to operate based on their own charter. Activity for all schools have been combined into the accompanying financial statements ICS.

The Lois and Richard Nicotra Early College Charter School (“NECCS”) is the most recent development from ICS. NECCS is designed to provide an innovative pathway to college graduation for all students including those living with emotional challenges as well as those with other disabilities in all classes and activities. NECCS is currently in the pre-opening period and was granted a provisional charter by the Board of Regents of the University of the State of New York for a term of five years, expiring June 30, 2023. Such provisional charter may be extended upon application for a term of up to five years in accordance with the provisions of Article 56 of the Education law.

Richmond Preparatory Charter School (“RPCS”) is the fourth school under the Integration Charter Schools umbrella. RPCS is designed to fully integrate students from grades 6 to 12, on the autism spectrum as well as those living with other disabilities in all classes and activities. RPCS was granted a provisional charter by the Board of Regents of the University of the State of New York in June 2018 and is expected to open in September 2020.

Note 2 - Significant Accounting Policies

a. Basis of Presentation

The accompanying financial statements have been prepared using the accrual basis of accounting, which is the process of recognizing revenue and expenses when earned or incurred rather than received or paid.

The net assets of ICS are classified based upon the existence or absence of donor-imposed restrictions as follows:

- *Unrestricted* – represent those resources for which there are no restrictions by donors as to their use.
- *Temporarily restricted* – represent those resources, the uses of which have been restricted by donors to specific purposes or the passage of time. The release from restrictions results from the satisfaction of the restricted purposes specified by the donor. Temporarily restricted contributions, the requirements of which are met in the year of donation, are reported as unrestricted. (See Note 9 for more details.)

b. Cash and Cash Equivalents

ICS considers all liquid investments with an initial maturity of three months or less to be cash and cash equivalents.

c. Concentration of Credit

Financial instruments, which potentially subject ICS to concentration of credit risk, consist of cash accounts, which have been placed with financial institutions that management deems to be creditworthy. At times, balances may exceed federally insured limits. ICS has not experienced any losses due to failure of any financial institution.

d. Grants and Pledges Receivables

Grants and pledges that are expected to be received in less than one year are recorded at net realizable value. Those that are due in greater than one year are recorded at fair value which is calculated using risk-adjusted present value techniques.

ICS reviews receivables for collectability using factors such as historical experience and a review of activity subsequent to the balance sheet date. Based on this review, no allowance for doubtful accounts was deemed necessary as of June 30, 2018. Write-offs will be made directly to operations in the period a receivable is deemed to be uncollectable.

e. Capitalization Policy

Leasehold improvements, as well as equipment and furniture that exceed pre-determined amounts and that have a useful life of greater than one year are recorded at cost or at fair value at the date of gift. Depreciation is computed using the straight-line method over the estimated useful lives of the respective assets, as follows:

Furniture and fixtures – 7 years

Computer hardware and software – 3 years

Office equipment – 5 years

Leasehold improvements – Life of lease

- f. Deferred Rent
Rent expense is recognized evenly over the life of the lease using the straight-line method. In the earlier years of the lease, as rent expense exceeds amounts paid, a deferred rent liability is created. In later years, as payments exceed the amount of expense recognized, deferred rent will be reduced until it is zero at the end of the lease.
- g. Contributions
Contributions are recorded as revenue at the earlier of the receipt of cash or when pledges are considered unconditional in nature. Contributions are available for unrestricted use, unless specifically restricted by the donor, in which case they are recorded in one of the restricted classes of net assets, depending on the nature of the restriction. Conditional contributions are recognized as income when the conditions have been substantially met.
- h. Revenue – Public School District
ICS receives grants from the New York City, Department of Education (“NYCDOE”) to carry out its operations. Program revenues are recognized based on rates established by the School’s funding sources and the amount realizable on the accrual basis in the period during which services are provided.
- i. Government Grants
Government grants are recognized as income when a reimbursable expense is incurred. The difference between revenue recognized and cash received is reflected as government grants receivable or refundable advances.
- j. Donated Services
Donated services are recognized in circumstances where those services create or enhance non-financial assets or require specialized skills, are provided by individuals possessing those skills and would typically need to be purchased if not provided in-kind.

Board members and other individuals volunteer their time and perform a variety of tasks that assist ICS. These services do not meet the criteria outlined above and have not been recorded in the financial statements.
- k. Functional Allocation of Expenses
The costs of providing various programs and other activities have been summarized on a functional basis in the accompanying financial statements. Accordingly, certain costs have been allocated among the programs and supporting services benefited.
- l. Use of Estimates
The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, and disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

m. Contingencies

Government contracts are subject to audit by the grantor. Management does not believe that any audits, if they were to occur, would result in material disallowed costs, and has not established any reserves. Any disallowed costs would be recorded in the period notified.

n. Taxes

ICS has been notified by the Internal Revenue Service that they are exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code and has not been determined to be a private foundation as defined in Section 509(a).

ICS does not believe its financial statements include any material, uncertain tax positions. Tax returns for periods ending June 30, 2015 and later are subject to examination by applicable taxing authorities.

o. Subsequent Events

Management has evaluated for potential recognition and disclosure events subsequent to the date of the statement of financial position through October 29, 2018, the date the financial statements were available to be issued. All events that have occurred subsequent to the statement of financial position date through our evaluation date that would require adjustment to or further disclosure in the financial statements have been made.

p. New Accounting Pronouncement

The Financial Accounting Standards Board (FASB) issued ASU No. 2016-14, *Presentation of Financial Statements of Not-for-Profit Entities*. The ASU, which becomes effective for the June 30, 2019 year, focuses on improving the current net asset classification requirements and information presented in the financial statements and notes that is useful in assessing a not-for-profit's liquidity, financial performance and cash flows.

FASB issued an Accounting Standards Update (ASU) No. 2018-08, *Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*. The ASU which becomes effective for the June 30, 2020 year, provides guidance on whether a receipt from a third-party resource provider should be accounted for as contributions (nonreciprocal transactions) within the scope of Topic 958, Not-for-Profit Entities, or as exchange (reciprocal) transactions.

In addition, FASB issued ASU No. 2014-09, *Revenue from Contracts with Customers*. The ASU, which becomes effective for the June 30, 2020 year, focuses on a principle-based model. It highlights the identification of performance obligations of the contract, determining the price and allocating that price to the performance obligation so that revenue is recognized as each performance obligation is satisfied.

Lastly, FASB issued ASU No. 2016-02, *Leases*. The ASU which becomes effective for the June 30, 2021 year, requires the full obligation of long-term leases to be recorded as a liability with a corresponding "right to use asset" on the statement of financial position.

ICS is in the process of evaluating the impact these standards will have on future financial statements.

Note 3 - Restricted Cash

An escrow account has been established to meet the requirement of NYCDOE. The purpose of this account is to ensure sufficient funds are available for an orderly dissolution or transition process in the event of termination of the charter or school closure.

Note 4 - Grants and Pledges Receivable

Grants and pledges receivable are anticipated to be collected in the following periods:

Year ending:	June 30, 2019	\$953,205
	June 30, 2020	50,000
	June 30, 2021	<u>50,000</u>
		1,053,205
Less: present value discount (2%)		<u>(4,825)</u>
Total		<u>\$1,048,380</u>

Note 5 - Grant Receivable/Advance Payable – New York City Department of Education

Grants receivable/advances on the contract with NYCDOE at June 30, 2018 can be summarized as follows:

	<u>LPCS</u>	<u>NVCS</u>	<u>Total</u>
Beginning grant advance payable	(\$54,087)	(\$979)	(\$55,066)
Funding based on allowable FTE's	14,279,019	2,373,905	16,652,924
Advances received	<u>(14,263,589)</u>	<u>(2,590,146)</u>	<u>(16,853,735)</u>
Ending grant payable	<u>(\$38,657)</u>	<u>(\$217,220)</u>	<u>(\$255,877)</u>

Note 6 - Fixed Assets

Fixed assets consisted of the following:

Furniture and fixtures	\$296,295
Computer hardware and software	59,907
Office equipment	135,093
Leasehold improvements	<u>2,281,082</u>
	2,772,377
Less: accumulated depreciation	<u>(370,295)</u>
Total fixed assets, net	<u>\$2,402,082</u>

Note 7 - Lease Commitments

ICS occupies space in Staten Island under a lease agreement that expires on August 31, 2031. The lease agreement contains two phases, and consists of the following:

Phase One

Phase one is for the third floor of the space, which commenced on May 1, 2011 and terminates on August 31, 2031.

Phase Two

Phase two was an option that the School exercised for additional space in the same facility. A non-refundable reservation fee of \$412,060 is reflected as an asset (lease acquisition costs) and is amortized over the life of the phase two portion of the lease on a straight-line basis. The balance is \$283,280 for the year ended June 30, 2018.

The phase two space also requires a security deposit of \$500,000. As of June 30, 2018, total security deposits made are \$100,000. Remaining payments are due as follows:

Year ending:	June 30, 2019	\$100,000
	June 30, 2020	100,000
	June 30, 2021	100,000
	June 30, 2022	<u>100,000</u>
Total		<u>\$400,000</u>

On August 31, 2016, ICS entered into a lease agreement with the landlord to rent additional land where ICS will place trailers for temporary classrooms, while the landlord is in process of construction of a new building for ICS. This lease expires on July 31, 2019. A security deposit of \$10,046 was paid to the landlord.

On March 16, 2018, ICS entered into an additional lease agreement with the landlord to rent the space that is currently under construction. The lease does not commence until the first day of the month after the issuance of the temporary or permanent Certificate of Occupancy and expires on the last day of the month twenty years thereafter. Future minimum rental payments on this lease will total \$119,179,638 over the twenty years. In addition to the rental payments, ICS is required to make payments for the initial improvements totaling \$3,000,000 making annual payments of \$231,480 each September 1st starting in 2021.

Future minimum rental payments for both phases and the additional trailers are due as follows:

		Phase One <u>and Two</u>	Trailer <u>Land</u>	<u>Total</u>
Year ending:	June 30, 2019	\$1,466,397	62,340	1,528,737
	June 30, 2020	1,466,397	5,213	1,471,610
	June 30, 2021	1,466,397	0	1,466,397
	June 30, 2022	1,466,397	0	1,466,397
	June 30, 2023	1,466,397	0	1,466,397
	Thereafter	<u>13,116,112</u>	<u>0</u>	<u>13,116,112</u>
Total		<u>\$20,448,097</u>	<u>\$67,553</u>	<u>\$20,515,650</u>

Note 8 - Loans Payable

ICS has entered into several loans with its landlord for the renovation of the School's space. All of the loans are secured by the ICS' property and are cross-collateralized with phases one and two of the lease.

A summary of the loans is as follows:

First loan from landlord – due 8/31/31 at 8.75%	\$413,697
Second loan from landlord – due 8/31/31 at 8.9%	220,639
Third loan from landlord – due 8/31/31 at 8.9%	<u>182,955</u>
Total	<u>\$817,291</u>

As of June 30, 2018, future minimum principal payments on the loans payable are as follows:

Year ending:	June 30, 2019	\$34,418
	June 30, 2020	37,581
	June 30, 2021	41,035
	June 30, 2022	44,806
	June 30, 2023	48,923
Thereafter		<u>610,528</u>
Total		<u>\$817,291</u>

Note 9 - Temporarily Restricted Net Assets

Activity in the temporarily restricted class of net assets can be summarized as follows:

	Balance <u>7/1/17</u>	Additions	Released from Restrictions	Balance <u>6/30/18</u>
Mala - School Expansion	\$6,150	\$81,580	\$0	\$87,730
Culinary program	241,367	3,808	(307)	244,868
Scholarships	0	1,500	0	1,500
Community Performing Arts Space	0	7,600	0	7,600
Early Intervention Mental Health Practices	0	100,000	(23,242)	76,758
Other programs	<u>0</u>	<u>11,100</u>	<u>(4,410)</u>	<u>6,690</u>
Total	<u>\$247,517</u>	<u>\$205,588</u>	<u>(\$27,959)</u>	<u>\$425,146</u>

Note 10 - Significant Concentrations

ICS is dependent upon grants from NYCDOE to carry out its operations. Approximately 78% of the total public support and revenue was received from NYCDOE. If NYCDOE were to discontinue funding, it would have a severe economic impact on the ability to operate.

Note 11 - Retirement Plan

ICS adopted a 401(k) profit sharing plan (the “Plan”), which covers most of the employees. The Plan is a defined contribution plan. Employees are eligible to enroll in the Plan on the first day of employment. Those employees who have completed at least one full day of service are also eligible for employer contribution. The Plan provides for ICS to contribute up to 5% of the participating employee’s salary. ICS contribution becomes fully vested after the employee completes two years of service. Amounts accrued for the employer portion of matching contribution was \$377,000 for the year ended June 30, 2018.

Note 12 - Fundraising Event

The School's Gala benefit proceeds are summarized as follows:

Gross revenue	\$50,566
Less: expenses with a direct benefit to donors	<u>(20,547)</u>
	30,019
Less: other event expenses	<u>(12,478)</u>
Total	<u>\$17,541</u>

Note 13 - Acquisition of John W. Lavelle Preparatory Charter School

The acquisition of LPCS was accounted for under Financial Accounting Standard Board ("FASB") guidance for recording acquisitions by not-for-profit entities. This guidance requires that the acquisition method be used when one not-for-profit entity acquires another not-for-profit entity. The acquisition method requires the acquirer to measure and recognize the identifiable assets acquired, liabilities assumed, and any non-controlling ownership interests in the acquiree at acquisition-date fair values, with certain exceptions. The acquisition method also requires the not-for-profit acquirer to recognize either goodwill or an inherent contribution received in the acquisition. With respect to the LPCS acquisition, the fair value of the assets acquired exceeded the fair value of the liabilities assumed, so an inherent contribution has been recorded in the accompanying statement of activities and net asset surplus during the year ended June 30, 2018.

The following table summarizes the final allocation of the fair value of assets acquired and liabilities assumed at the date of the acquisition:

	LPCS <u>Acquisition</u>
Cash	\$2,847,854
Government grants and other receivable	929,046
Prepaid expenses	72,028
Fixed assets	2,159,413
Lease acquisition costs	303,883
Security deposits	<u>110,426</u>
Total assets	<u>\$6,422,650</u>
Total liabilities	\$4,395,885
Net assets, unrestricted	\$1,851,493
Net assets, temporarily restricted	<u>175,272</u>
Inherent contribution	<u>2,026,765</u>
Total liabilities and net assets	<u>\$6,422,650</u>

**INTEGRATION CHARTER SCHOOLS
(formerly New Ventures Charter School)
COMBINING SCHEDULE OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2018**

	Integration Charter School	John W Lavelle Preparatory	Nicotra Early College	New Ventures	Total
Public Support and Revenue:					
Public school district: (Note 4)					
Revenue - resident student enrollment		\$9,931,122		\$1,633,358	\$11,564,480
Revenue - students with special education services		4,347,897		740,547	5,088,444
Total public school district revenue	0	14,279,019	0	2,373,905	16,652,924
Government grants		2,741,523	279,208	475,593	3,496,324
Contributions	18,852	49,955		5,723	74,530
Benefit income (net of expenses with a direct benefit to donors) (Note 12)	30,019				30,019
Other income		17,615		422	18,037
Total public support and revenue	48,871	17,088,112	279,208	2,855,643	20,271,834
Expenses:					
Personnel services:					
Administrative staff personnel		431,606	61,364	231,605	724,575
Instructional staff personnel		7,593,797	1,290	1,038,297	8,633,384
Non-instructional staff personnel		1,236,872	170,652	306,982	1,714,506
Total personnel services	0	9,262,275	233,306	1,576,884	11,072,465
Fringe benefits and payroll taxes		2,699,395	27,828	197,712	2,924,935
Retirement		311,780		71,523	383,303
Supplies and materials		497,182	203	2,470	499,855
Legal services	6,854	40,733	2,400	6,013	56,000
Accounting and audit services		32,363	6,000	11,700	50,063
Other purchased professional and consulting services		188,740	18,830	24,813	232,383
Occupancy and facility costs		1,845,284		292,978	2,138,262
Repairs and maintenance		205,468		37,517	242,985
Insurance		117,747	1,500	20,099	139,346
Utilities		186,139		39,265	225,404
Equipment and furnishings		24,568	6,021	2,782	33,371
Staff development		125,063	148	14,150	139,361
Marketing and recruitment	1,758	19,473	12,647	8,944	42,822
Technology		17,774	65	2,478	20,317
Food services		290,969		24,636	315,605
Student services	1,000	60,171		82,949	144,120
Office expense		47,919	2,979	8,942	59,840
Bad debt		11,253		8,203	19,456
Depreciation and amortization	310,678	20,603			331,281
Other	12,428	100,257		7,162	119,847
Total expenses	332,718	16,105,156	311,927	2,441,220	19,191,021
Change in net assets from operations	(283,847)	982,956	(32,719)	414,423	1,080,813
Non-operating income:					
Inherent contribution received in acquisition of John W. Lavelle Preparatory Charter School	2,026,765				2,026,765
Change in net assets	\$1,742,918	\$982,956	(\$32,719)	\$414,423	\$3,107,578

The attached notes and auditor's report are an integral part of these financial statements.

**REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN
AUDIT OF FINANCIAL STATEMENTS PERFORMED IN
ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS***

To the Board of Trustees of
Integration Charter Schools (formerly New Ventures Charter School)

Report on the Financial Statements

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Integration Charter Schools (formerly New Ventures Charter School) ("ICS"), which comprise the statement of financial position as of June 30, 2018, and the related statements of activities, functional expenses, and cash flows for the year then ended and the related notes to the financial statements, and have issued our report thereon dated October 29, 2018.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered ICS' internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of ICS' internal control. Accordingly, we do not express an opinion on the effectiveness of ICS' internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that have not been identified. We did identify certain deficiencies in internal control, described in the accompanying schedule of findings and responses that we consider to be material weaknesses as items 2018-001 through 2018-003.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether ICS' financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*. The results of our tests disclosed instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards* and which are described in the accompanying schedule of findings and questioned costs as items 2018-002 and 2018-003.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



Schall & Ashenfarb
Certified Public Accountants, LLC

October 29, 2018

**INTEGRATION CHARTER SCHOOLS
(formerly New Ventures Charter School)
SCHEDULE OF FINDINGS AND RESPONSES
JUNE 30, 2018**

Current Year:

2018-001 – Significant Adjustments and Account Analysis

Criteria: The books should be maintained to permit the preparation of financial statements in accordance with accounting principles generally accepted in the U.S.

Condition: Adjustments were identified during the audit, that management agreed to, so that the financial statements would not be materially misstated.

Cause: There were errors made during the set up of the new accounting software and opening balances were input incorrectly. In addition, the fiscal management team did not perform useful analysis on a regular basis, therefore the books contained errors that required adjustments.

Effect: The financial statements that would have been prepared based on the information in the books were not free of material error.

Recommendation: Ongoing account analysis should be performed that identifies and corrects errors in the books so that accurate financial statements could be prepared.

Views of Responsible Officials: See Corrective Action Plan attached.

2018-002 – Expense Allocations

Criteria: Expenses that are charged to specific government grants and restricted contributions should be recorded in the proper cost center that relates to the grant. The expenses recorded in the cost center should be used as the basis for claiming funds for government grants and reporting back to grantors and donors.

Condition: Expenses incurred during the year were not consistently allocated to the appropriate cost center in their entirety. That makes it difficult for management to monitor that the spending for these grants is in accordance with the claims made or to calculate the correct amount of revenue earned in the current period.

Cause: Certain accounts and cost centers were not set-up properly within the new accounting system.

Effect: The financial statements that would have been prepared based on the information in the books were not free of material error.

Recommendation: Management should implement a process whereby claims for reimbursement of expenses be made for actual expenses only and those expenses be recorded in a separate cost center to provide a clean audit trail. Prior to the submission of

the claim, the amount per the claim request should be reconciled to the expenses contained in the separate cost center on the books.

Views of Responsible Officials: See Corrective Action Plan attached.

2018-003 –Allocating Salary Expense

Criteria: Charges to Federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:

- (i) Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- (ii) Be incorporated into the official records of the non-Federal entity;
- (iii) Reasonably reflect the total activity for which the employee is compensated by the non-Federal entity, not exceeding 100% of compensated activities
- (iv) Encompass both federally assisted and all other activities compensated by the non-Federal entity on an integrated basis
- (v) Comply with the established accounting policies and practices of the non-Federal entity
- (vii) Support the distribution of the employee's salary or wages among specific activities or cost objectives if the employee works on more than one Federal award; a Federal award and non-Federal award; an indirect cost activity and a direct cost activity; two or more indirect activities which are allocated using different allocation bases; or an unallowable activity and a direct or indirect cost activity.

Condition: There was no system of internal control to support the salary expense charged to grants. This contributed to expenses not being consistently recorded in the correct cost centers within the books.

Recommendation: Management should adopt written accounting policies that establish a system for allocating salary expense in the books. The finance team could use timesheets as the basis for recording salaries to the various funding sources on a monthly basis.

Views of Responsible Officials: See Corrective Action Plan attached.

Prior-Year Follow-Up:

None



October 29, 2018
Integration Charter Schools
Schedule of Finding and Responses
FY 17-18 Annual Audit

Corrective Action Plan

2018-001- Significant Adjustment and Account Analysis

Response

Many of the adjustments were related to the specific set up of a new entity and the books to incorporate activity that did not exist previously. The School has hired a consultant who is helping the senior management team on the number of and experience level of new accounting staff that should be hired. The consultants are also developing a comprehensive list of ongoing account analysis that should be performed and the recommended frequency that the procedures should be performed.

2018-002 – Expense Allocation

Response

The new accounting consultants that have been hired are helping is to revise the chart of accounts and departmental structure so that we can capture expenses by grant.

2018-003 – Allocating Salary Expense

Response

The new accountings consultants that have been hired are in the process of helping out finance team develop a time and effort reporting system that meets the criteria of federal cost principles.

Kenneth Byalin
President
Integration Charter Schools



Annual Financial Statement Audit Report

School Name:	Integration Charter Schools
Date (Report is due Nov. 1):	November 1, 2018
Primary District of Location (If NYC select NYC DOE):	New York City Department of Education
If located in NYC DOE select CSD:	NYCSD #31
School Fiscal Contact Name:	Priya Iddamalgoda
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Schall and Ashenfarb
School Audit Contact Name:	David Ashenfarb
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]
Audit Period:	2017-18
Prior Year:	2016-17

The following items are required to be included:

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

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

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	
Management Letter Response	
Federal Single Audit (A-133)	Extension Filed
Corrective Action Plan	

**Integration Charter Schools
Statement of Financial Position
as of June 30**

	<u>2018</u>	<u>2017</u>
<u>CURRENT ASSETS</u>		
Cash and cash equivalents	\$ 4,921,356	\$ -
Grants and contracts receivable	1,005,879	-
Accounts receivables	-	-
Prepaid Expenses	427,515	-
Contributions and other receivables	42,501	-
Other current assets	-	-
TOTAL CURRENT ASSETS	6,397,251	-
<u>NON-CURRENT ASSETS</u>		
Property, Building and Equipment, net	\$ 2,402,082	\$ -
Restricted Cash	120,509	-
Security Deposits	110,426	-
Other Non-Current Assets	<u>283,280</u>	-
TOTAL NON-CURRENT	2,916,297	-
TOTAL ASSETS	<u>9,313,548</u>	<u>-</u>
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 602,974	\$ -
Accrued payroll, payroll taxes and benefits	1,447,662	-
Current Portion of Loan Payable	-	-
Due to Related Parties	-	-
Refundable Advances	-	-
Deferred Revenue	-	-
Other Current Liabilities	<u>255,877</u>	-
TOTAL CURRENT	2,306,513	-
<u>LONG-TERM LIABILITIES</u>		
Loan Payable; Due in More than One Year	\$ 817,291	\$ -
Deferred Rent	2,018,104	-
Due to Related Party	-	-
Other Long-Term Liabilities	-	-
TOTAL LONG-TERM	2,835,395	-
TOTAL LIABILITIES	<u>5,141,908</u>	<u>-</u>

NET ASSETS

Unrestricted	\$ 3,746,494	\$ -
Temporarily restricted	425,146	-
Permanently restricted	-	-
TOTAL NET ASSETS	<u>4,171,640</u>	-
TOTAL LIABILITIES AND NET ASSETS	<u><u>9,313,548</u></u>	<u><u>-</u></u>

**Integration Charter Schools
Statement of Activities
as of June 30**

	2018			2017
	Unrestricted	Temporarily Restricted	Total	Total
OPERATING REVENUE				
State and Local Per Pupil Revenue - Reg. Ed	\$ 11,564,480	\$ -	\$ 11,564,480	\$ -
State and Local Per Pupil Revenue - SPED	5,088,444	-	5,088,444	-
State and Local Per Pupil Facilities Revenue	1,448,293	-	1,448,293	-
Federal Grants	744,433	-	744,433	-
State and City Grants	946,783	-	946,783	-
Other Operating Income	27,959	2,357	30,316	-
Food Service/Child Nutrition Program	<u>356,815</u>	-	<u>356,815</u>	-
TOTAL OPERATING REVENUE	20,177,207	2,357	20,179,564	-
EXPENSES				
Program Services				
Regular Education	\$ 10,675,770	\$ -	\$ 10,675,770	\$ -
Special Education	6,236,948	-	6,236,948	-
Other Programs	-	-	-	-
Total Program Services	16,912,718	-	16,912,718	-
Management and general	2,093,809	-	2,093,809	-
Fundraising	<u>184,494</u>	-	<u>184,494</u>	-
TOTAL EXPENSES	19,191,021	-	19,191,021	-
SURPLUS / (DEFICIT) FROM OPERATIONS	986,186	2,357	988,543	-
SUPPORT AND OTHER REVENUE				
Interest and Other Income	\$ 18,037	\$ -	\$ 18,037	\$ -
Contributions and Grants	44,214	-	44,214	-
Fundraising Support	30,019	-	30,019	-
Investments	-	-	-	-
Donated Services	-	-	-	-
Other Support and Revenue	-	-	-	-
TOTAL SUPPORT AND OTHER REVENUE	92,270	-	92,270	-
Net Assets Released from Restrictions / Loss on Disposal	\$ -	\$ -	-	\$ -
CHANGE IN NET ASSETS	1,078,456	2,357	1,080,813	-
NET ASSETS - BEGINNING OF YEAR	\$ 2,668,038	\$ 422,789	\$ 3,090,827	\$ -
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-

NET ASSETS - END OF YEAR

\$ 3,746,494 \$ 425,146 \$ 4,171,640 \$ -

**Integration Charter Schools
Statement of Cash Flows**

as of June 30

	<u>2018</u>	<u>2017</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 3,107,578	\$ -
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	331,281	-
Grants Receivable	444,602	-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(354,491)	-
Accounts Payable	309,873	-
Accrued Expenses	-	-
Accrued Liabilities	254,898	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	(73,663)	-
Other	-	-
Other	(2,459,886)	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 1,560,192	\$ -
CASH FLOWS - INVESTING ACTIVITIES	\$	\$
Purchase of equipment	(200,282)	-
Other	2,847,854	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ 2,647,572	\$ -
CASH FLOWS - FINANCING ACTIVITIES	\$	\$
Principal payments on long-term debt	(2,709)	-
Other	-	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ (2,709)	\$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ 4,205,055	\$ -
Cash at beginning of year	642,638	-
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 4,847,693	\$ -

**Integration Charter Schools
Statement of Functional Expenses
as of June 30**

		2018						
		Program Services				Supporting Services		
	No. of Positions	Regular	Special	Other	Total	Fundraising	Management and General	Total
		Education	Education	Education		Education		
Personnel Services Costs		\$	\$	\$	\$	\$	\$	\$
Administrative Staff Personnel	9.00	476,556	248,019	-	724,575	-	-	-
Instructional Personnel	169.00	5,505,546	3,127,838	-	8,633,384	-	-	-
Non-Instructional Personnel	65.00	232,804	132,262	-	365,066	92,272	1,257,168	1,349,440
Total Salaries and Staff	243.00	6,214,906	3,508,119	-	9,723,025	92,272	1,257,168	1,349,440
Fringe Benefits & Payroll Taxes		1,641,749	926,714	-	2,568,463	24,372	332,100	356,472
Retirement		215,145	121,443	-	336,588	3,194	43,521	46,715
Management Company Fees		-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	56,000	56,000
Accounting / Audit Services		-	-	-	-	-	50,063	50,063
Other Purchased / Professional / Consulting Services		95,790	55,294	-	151,084	378	80,921	81,299
Building and Land Rent / Lease		1,226,245	818,064	-	2,044,309	15,659	78,294	93,953
Repairs & Maintenance		133,643	94,764	-	228,407	2,431	12,147	14,578
Insurance		76,641	54,345	-	130,986	1,394	6,966	8,360
Utilities		123,972	87,908	-	211,880	2,255	11,269	13,524
Supplies / Materials		318,760	181,095	-	499,855	-	-	-
Equipment / Furnishings		20,979	11,919	-	32,898	-	473	473
Staff Development		88,479	50,267	-	138,746	-	615	615
Marketing / Recruitment		-	-	-	-	-	42,822	42,822
Technology		11,175	7,924	-	19,099	203	1,015	1,218
Food Service		201,263	114,342	-	315,605	-	-	-
Student Services		91,906	52,214	-	144,120	-	-	-
Office Expense		32,912	23,337	-	56,249	598	2,993	3,591
Depreciation		182,205	129,199	-	311,404	3,313	16,564	19,877
OTHER		-	-	-	-	38,425	100,878	139,303
Total Expenses		\$ 10,675,770	\$ 6,236,948	\$ -	\$ 16,912,718	\$ 184,494	\$ 2,093,809	\$ 2,278,303

	2017
Total	
\$	\$
724,575	-
8,633,384	-
1,714,506	-
11,072,465	-
2,924,935	-
383,303	-
-	-
56,000	-
50,063	-
232,383	-
2,138,262	-
242,985	-
139,346	-
225,404	-
499,855	-
33,371	-
139,361	-
42,822	-
20,317	-
315,605	-
144,120	-
59,840	-
331,281	-
139,303	-
<u>\$ 19,191,021</u>	<u>\$ -</u>



Entry 5c Additional Financial Docs

Last updated: 11/05/2018

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

Section Heading

1. Management Letter

<https://nysed-cso-reports.fluidreview.com/resp/20402064/8mMlunnVv3/>

Explanation for not uploading the Management Letter. (No response)

2. Form 990

(No response)

Explanation for not uploading the Form 990. filed for extension

3. Federal Single Audit

Note: A copy of the Federal Single Audit must be filed with the Federal Audit Clearinghouse. Please refer to OMB Uniform Guidelines for the federal filing requirements.

(No response)

Explanation for not uploading the Federal Single Audit. filed for extension

4. CSP Agreed Upon Procedure Report

(No response)

Explanation for not uploading the procedure report. n.a.

5. Evidence of Required Escrow Account

<https://nysed-cso-reports.fluidreview.com/resp/20402064/pN6H0Nalce/>

Explanation for not uploading the Escrow evidence. (No response)

6. Corrective Action Plan

A **Corrective Action Plan** for Audit Findings and Management Letter Recommendations, which must include:

- a. The person responsible
- b. The date action was taken, or will be taken
- c. Description of the action taken
- d. Evidence of implementation (if available)

<https://nysed-cso-reports.fluidreview.com/resp/20402064/JDKdnGTC4H/>

Explanation for not uploading the Corrective Action Plan. (No response)

MANAGEMENT LETTER

To the Management of
Integration Charter Schools

In planning and performing our audit of the financial statements of Integration Charter Schools ("ICS"), as of and for the year ended June 30, 2018, in accordance with auditing standards generally accepted in the United States of America, we considered ICS's internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of ICS's internal control. Accordingly, we do not express an opinion on the effectiveness of ICS's internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies, or material weaknesses, and therefore, there can be no assurance that all deficiencies, significant deficiencies, or material weaknesses have been identified. However, as discussed below, we identified certain deficiencies in internal control that we consider to be material weaknesses.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. The matters below are considered to be material weaknesses.

I – Material Weaknesses

Significant Adjustments

The entity is responsible for the books and records all the way through the preparation of the financial statements. Certain adjustments were identified during the audit process that were not detected or corrected by the finance team or others within the organization during the performance of their regularly assigned duties.

Effective July 1, 2017, a new accounting system, Fund EZ, was established to account for the effects of the merger between John W. Lavelle Preparatory Charter School and New Ventures Charter School, as it rebranded as Integration Charter School. Upon establishing the new accounting system, opening balances were entered incorrectly which required large audit adjustments (7,453,088) to properly account for the starting balances due to the merger.

We proposed several other material adjustments, which could be summarized as follows:

- Adjustments to increase cash balances totaling \$628,290 were required to remove double posting of checks.

-
- Adjustments totaling \$574,516 were required to reduce government grant receivable due to incorrect posting of cash receipts as revenue.
- Adjustments to correct the balances in accounts payable and accrued expenses were made in the amount of \$895,982.

Management agreed to all the above entries and they have been posted to the books and included in the accompanying financial statements to prevent them from being materially misstated in accordance with generally accepted accounting principles (GAAP).

We recommend that the books be reviewed on a regular basis and all necessary adjustments get posted so that the financial statements can be prepared in accordance with GAAP prior to the start of the audit.

In addition, we recommend that account analyses of material balance sheet and income statement accounts be performed throughout the year in order to ensure the accuracy of the books. We recommend that the following procedures be performed on a monthly basis:

- Government grants receivable and related revenue – At the time a voucher is submitted to a government funding agency for payment, an entry should be made to reflect the income and set up a receivable from the government. Once the funds have been received, the receivable should be offset and any adjustments to income to recognize disallowed costs, if applicable, should be recorded at that time. Each government grant should have its own general ledger account and/or cost center within the books.
- Expense classification – The accounting software is designed for not-for profits with a cost center feature that can keep track of how restricted contributions and government grants are spent in satisfaction of the donor or grantor’s intentions. Each restricted contribution and government grant should have its own cost center established within the accounting software. In addition, on a monthly basis, expenses should be charged or allocated to the cost center that corresponds to the grant that it relates to. This will ensure that revenue gets recognized in the proper period, and will reduce the risk that an expense gets charged to more than one funding source. The amount of expenses for each class should be matched to the claim report to grantors at the time the reports are submitted.
- Temporarily restricted net assets – A schedule of contributions restricted for specific purposes should be maintained and updated to reflect spending on such funds.
- Other balance sheet accounts – All accounts should be monitored and adjusted throughout the year to ensure that internal reports that the board reviews to make decisions about ICS are accurate.

We also recommend that the procedures outlined above be used to create a formal accounting procedures manual that provides details about the types of procedures and which personnel should be performing them. This accounting procedures manual should include information related to critical areas such as cash receipts, cash disbursements, payroll, allocation methodology and general ledger maintenance.

Bank Reconciliation Process

We noted that bank reconciliations contained significant items that were incorrect due to mis-postings to the books, some of which were in excess of \$500,000. As a result, additional analysis was required during the audit to identify several additional adjustments.

We recommend that the President or Treasurer review monthly bank reconciliations and verify that the book balance and bank statement balance on the bank reconciliation matches the trial balance and actual bank statement. This procedure should be documented by having the reviewer initial the bank reconciliation to indicate this has been performed.

Expense Allocations and Monitoring of Government Grants

Under terms of cost reimbursement grants, claims are submitted for reimbursement of expenses. Similarly, contributions that are received and contain restrictions for specific purposes are released based on expenses. While the books and records have been set up to identify the income and expenses for government grants and contributions in separate cost centers, expenses incurred during the year were not consistently allocated to the appropriate cost center in their entirety. That makes it difficult for management to monitor that the spending for these grants is in accordance with the claims made or to calculate the correct amount of revenue earned in the current period. If the system is properly set up, management should be able to produce revenue and expense reports directly from the accounting software to match claims and provide reports to donors that require them.

We recommend that management implement a process whereby claims for reimbursement of expenses be made for actual expenses only and those expenses be recorded in a separate cost center to provide a clean audit trail. Prior to the submission of the claim, the amount per the claim request should be reconciled to the expenses contained in the separate cost center on the books. This will help ensure that only proper expenses are claimed for reimbursement.

Allocating Salary Expense

Entities that receive federal funds are required to follow specific cost principles for charging salary expense to the federal grants. Salary expense charged to grants needs to be supported by a system of internal control, be part of official records and comply with written accounting policies of the entity. We noted that salaries were not completely allocated to the proper cost centers and after the fact allocation adjustments were required.

We recommend adopting written accounting policies that establish a system for allocating salary expense in the books. The finance team could use timesheets as the basis for recording salaries to the various funding sources on a monthly basis. This will ensure that expenses charged to each grant are adequately documented and help monitor the expenses that are being covered by each cash drawdown.

II – Board Governance and Other Matters

Dissolution of Acquired Entity

On July 1, 2017, John W. Lavelle Preparator Charter School (LPCS) merged into New Ventures Charter School (NVCS) and the legal entity of LPCS will no longer operate. When a corporation ceases operations, or dissolves, it must undergo a process to terminate its independent legal status. Since corporations are regulated under state law, management should seek legal assistance to guide them through the dissolution process with the Department of State.

Cash Management

We noted that during periods throughout the year and at year end, total cash in the bank exceeded FDIC insurance levels by material amounts. This subjects ICS to a concentration of credit risk if the bank were to fail. We recommend management review the cash flow needs and create an investment

policy that details the board's risk tolerance, goals, and broad objectives as well as reduces risk and maximize investment earnings.

Procurement policy

During the year under audit, ICS received grants that contained federal funding. Entities that receive federal funds are required to follow specific cost principles and regulations that are detailed in the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards ("UG"). The UG recently made substantial changes to the cost principles related to procurement. Under the UG, there are several new methods that must be followed:

- Micro purchases, which apply to goods and services less than \$3,500, do not require competitive quotes but does require attempts at equitable distribution to avoid all purchases from the same vendor.
- Small purchases, which apply to goods and services directly charged to federal awards that are more than \$3,500 but below the Simplified Acquisition Threshold (\$150,000), require multiple rate quotes from qualified sources.
- Sealed bids when services are above the \$150,000 level and which are most applicable for construction.
- Competitive proposals to be used when sealed bids are not practical.

There are 5 standards that an organization must comply with regardless of which procurement method is used:

- Written procedures,
- Expenses must be necessary and reasonable,
- Subject to open competition,
- Code of conduct and conflict of interest policies must be adhered to, and
- Contain proper documentation including the detail of the purchase transaction, support of the procurement method used and the basis of the award and price.

We recommend that ICS adopt written procurement procedures to comply with these regulations.

Executive Compensation

The form 990 contains questions about whether there is a formal process in place to determine compensation of the President and top financial official. Specifically, the question asks whether there is a review and approval by independent persons, comparability data and contemporaneous substantiation of the deliberation and decision. We recommend that the process for evaluating the performance and compensation of the President and top financial official be formalized and the policy be approved and followed by the board of trustees each year.

Disaster Recovery Policy

All organizations should have plans to reduce the risk of data loss due to a fire, flood, terrorist attack or other natural disaster. This would include hard copy records as well as the backup of computer files.

We recommend that a comprehensive plan be created that includes not only the backup of computer files, but a testing of the restoring of computer files. In addition, because in today's environment many documents are stored via electronic means (computers, hard drives and other electronic media), software upgrades are often made that make it impossible to read files that have been created on older versions of the software. As part of a disaster recovery plan, ICS should ensure that they can read all older, stored files.

Best Practices – Other Policies & Procedures

During our audit, we noted that there were some policies and procedures that the board and management should discuss and implement as they are viewed as best practices in the non-profit industry. We recommend that the board and management consider implementing or updating the following policies and procedures.

- Fundraising policy – outlines the ICS’s policy for fundraising activities to ensure responsible use of funds and open, transparent communication with contributors.
- Social media policy – outlines how ICS and its employees will represent itself in a virtual social world.
- Gift acceptance policy – outlines how potential gifts should be screened to determine whether ethics, financial circumstances, or other interests are compromised by the acceptance of the gift. A best practice is to liquidate gifts of securities immediately to avoid losing a portion of the donation if the value of the securities suddenly drops.
- Operating reserve policy - The New York State Education Department has recently indicated that schools should have a viable operating reserve with a board approved policy about the purpose and use of operating reserves. The purpose of the policy is to define and set goals for reserve funds, clearly describe authorization for use of reserves and outline requirements for reporting and monitoring.

This report is intended solely for the information and use of the audit committee, the board of directors and management and others within ICS and is not intended to be and should not be used by anyone other than these specified parties.



Schall & Ashenfarb
Certified Public Accountants, LLC

October 29, 2018



October 30, 2018
Integration Charter Schools
Schedule of Finding and Responses
FY 17-18 Annual Audit

Corrective Action Plan

2018-001- Significant Adjustment and Account Analysis

Response

Many of the adjustments were related to the specific set up of a new entity and the books to incorporate activity that did not exist previously. The School has hired a consultant who is helping the senior management team on the number of and experience level of new accounting staff that should be hired. The consultants are also developing a comprehensive list of ongoing account analysis that should be performed and the recommended frequency that the procedures should be performed.

2018-002 – Expense Allocation

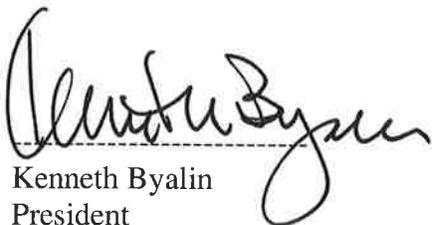
Response

The new accounting consultants that have been hired are helping is to revise the chart of accounts and departmental structure so that we can capture expenses by grant.

2018-003 – Allocating Salary Expense

Response

The new accountings consultants that have been hired are in the process of helping out finance team develop a time and effort reporting system that meets the criteria of federal cost principles.



Kenneth Byalin
President
Integration Charter Schools

VICTORY STATE BANK
755 FOREST AVENUE
STATEN ISLAND NY 10310

192



JOHN W LAVELLE PREPARATORY
CHARTER SCHOOL
ONE CORPORATE COMMONS
1 TELEPORT DR
STATEN ISLAND NY 10311-1007

Account No.: [REDACTED] Enclosures: (0)

Statement Date: 09/28/2018 Page: 1

INTEREST CHECKING ORG SUMMARY

Type : REG Status : Active

Category	Number	Amount
Balance Forward From 08/31/18		70,416.04
Debits		0.00
Interest Added This Statement		5.40+
Ending Balance On 09/28/18		70,421.44
Annual Percentage Yield Earned	0.10%	
Interest Paid This Year	52.26	
Interest Paid Last Year	70.33	
Average Balance (Ledger)	70,416.04+	

This Statement Cycle Reflects 28 Days

STATEMENT PERIOD ACTIVITY

Date	Check/Description	Amount	Balance
09/28/18	INTEREST PAID	5.40+	70,421.44

DAILY BALANCE SUMMARY

Beginning Ledger Balance on 08/31/18 was 70,416.04

Date	Balance	Date	Balance
09/28/18	70,421.44		

Direct Inquiries About Electronic Entries To:
Phone: (718) 815 - 1100

Entered

*Received
10/10/18
LC*

*Made
10/16*

End Statement 02/1265/1E





Entry 5d Financial Services Contact Information

Last updated: 11/02/2018

Regents, NYCDOE and Buffalo BOE authorized schools should enter the financial contact information requested and upload the independent auditor's report and internal controls reports as one combined file.

JOHN W LAVELLE PREP CS (REGENTS)Section Heading

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Priya Iddamalgoda	[REDACTED]	[REDACTED]

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	David Ashenfarb	[REDACTED]	[REDACTED]	4

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years with Firm

Integration Charter Schools Budget
Fiscal Year 2018 - 2019

Account	Mid-High School (49%)	Elem. School (25%)	NVCS (16%)	NECCS (10%)	FY 18-19 Total Budget
Student Population					
Total Student Population	510	255	162	108	1035
Special Education (Sub) Population	194	79	49	32	354
Teachers	45	26	16	11	98
Asst. Teachers	33	18	11	7	69
Social Workers					8
Income					
4100 State Grants					
4101 Per Pupil Allocations	7,416,726	3,708,363	2,231,906	1,570,601	14,927,596
4101.b Rental Assistance	359,305	1,145,285	689,299	485,062	2,678,951
4102 Per Pupil Allocations for SPED	3,505,270	1,429,781	832,766	586,020	6,353,838
4301 - PP Revenue (Additional)	230,010	115,005	73,062	48,708	466,785
4103 NYSTL	42,000	22,000.00	15,000.00	10,000	89,000
DYCD Grant	293,000				293,000
4105 - Other (Spe.Leg. Grant/other)	50,000	-	-	166,666	216,666
4106 - Dissimination Grant	176,550				176,550
4109 State Meal Reimbursement	8,000	7,000.00	7,000.00	7,000	29,000.0
Total 4100 State Grants	12,080,861	6,427,435	3,849,033	2,874,057	25,231,386
4200 Federal Grants					
4201 IDEA for SPED	163,800.00	61,200.00	38,700.00	10,000	273,700
4203 E-Rate for Tech/Comm	4,000.00	2,300.00	2,000.00	2,000	10,300
4204 Title I	158,000.00	50,000.00	35,000.00	20,000	263,000
4206 Title IIA	50,000.00	20,000.00	5,000.00	6,000	81,000
4208 Federal Meal Reimbursement	161,420.00	72,000.00	25,000.00	25,000	283,420
Total 4200 Federal Grants	537,220.00	205,500.00	105,700.00	63,000	911,420
4300 Contributions					
4302 In-Kind Legal Support	-	-	-		
4303 Restricted Contributions	-	-	50,000		50,000
4304 Unrestricted Contributions	-	-	-		
4305 Fundraising Events-Gala	14,700	7,500	4,800	3,000	30,000
4307 Annual Appeal	-	-	-		
Total 4300 Contributions	14,700	7,500	54,800	3,000	80,000
4400 Miscellaneous Income					
4401 Interest Income	4,900	2,500	1,600	1,000	10,000
4403 Rental Income			-		
4404 Student Meal Fees			-		
Transfer from Reserve			-		\$ 2,000,000
Total 4400 Miscellaneous Income	4,900	2,500	1,600	1,000	2,010,000
Total Income	12,637,681	6,642,935	4,011,133	2,941,057	28,232,806

Account	Mid-High School (49%)	Elem. School (25%)	NVCS (16%)	NECCS (10%)	FY 18-19 Total Budget
Expenses					
5000 Compensation					
5100 Instructional Staff					
5101 Senior Management (Inst.I)	238,875	121,875	78,000	48,750	487,500
5101.1 Principals	157,500	135,000	135,000	150,000	577,500
5101.2 Asst. Principals	94,807	115,000		92,840	302,647
5101.3 Leadership	260,000	51,000	50,000		361,000
5102 Classroom Teachers	3,060,000	1,530,000	918,000	612,000	6,120,000
5104 ELL teachers	55,000	55,000			110,000
5105 Psychologist	9,800	5,000	3,200	2,000	20,000
5107 Substitutes	75,000	30,000	2,500	2,000	109,500
5108 Assistant Teachers	1,336,552	668,276	400,966	267,310	2,673,103
5110 Startup Instructional-Teachers	65,000	25,000	20,000	30,000	140,000
5111 Startup Instru.I-Assist. Teachers	25,000	15,000	12,500	12,500	65,000
5113 Sat. Tutoring & Summer School	80,000	20,000	32,000	30,000	162,000
5114 Principal Assistant	46,350	35,000	46,350	42,000	169,700
5115 Social Workers	365,059	186,255	119,203	74,502	745,019
5116 College Guidance Advisor	36,387		24,258		60,645
5118 School Aides	175,000	75,000.00	12,500	25,000	287,500
Total 5100 Instructional Staff	6,080,330	3,067,406	1,854,476.56	1,388,902	12,391,114
5200 Non-Instructional Staff					
5201 Senior Management	790,125	403,125	258,000	161,250	1,612,500
5204 Administrative Support	234,220	119,500	76,480	47,800	478,000
5207 Finance Support	52,969	27,025	17,296	10,810	108,100
5208 Safety Officer	164,028	83,688	53,560	33,475	334,750
5209 Cafeteria	51,450	26,250	16,800	10,500	105,000
Total 5200 Non-Instructional Staff	1,292,792	659,588	422,136	263,835	2,638,350
5300 Incentives					
5302 Incentive Bonus	20,000	20,000	10,000	-	50,000
5304 Stipends	50,000	7,500			
Total 5300 Incentives	70,000	27,500	10,000	-	
Total 5000 Compensation	7,443,122	3,754,493	2,286,613	1,652,737	15,029,464
5400 Benefits					
5402 NY State Unemployment Insurance					
5403 Social Security - ER Expenses					
5405 Medicare - EmployER Expenses					
5408 Worker's Compensation Expense					
5409 NY Disability					
5410 Medical Insurance					
5411 Dental Insurance					
5412 Vision Insurance					
5413 STD, LTD and Life Insurance					
5414 Retirement 401(k) Fees					
5415 Retirement 401(k) Match					

Account	Mid-High School (49%)	Elem. School (25%)	NVCS (16%)	NECCS (10%)	FY 18-19 Total Budget
Total 5400 Benefits	2,009,643	1,013,713	358,887	358,887	4,208,250.05
6100 Administrative Expenses					
6101 Office Supplies	8,820	4,500	2,880	1,800	18,000.00
6102 Office Furniture (Non-Asset)	2,940	1,500	960	600	6,000
6103 Office Equipment (Non-Asset)	2,940	1,500	960	600	6,000
6104 Copier & Printer	2,940	1,500	960	600	6,000
6106 Equipment Rental/Lease & Maint.	7,350	3,750	2,400	1,500	15,000
6107 Postage & Delivery	1,960	1,000	640	400	4,000
6108 Insurance - General	25,480	13,000	8,320	5,200	52,000
6109 Insurance - ERISA	1,715	875	560	350	3,500
6110 Membership Dues & Subscription	2,940	1,500	960	600	6,000
Total 6100 Administrative Expenses	57,085	29,125	18,640	11,650	116,500
6200 Professional Services					
6202 Audit Fees	36,750	18,750	12,000	7,500	75,000
6203 Payroll Services	29,400	15,000	9,600	6,000	60,000
6205 Legal Services	29,400	15,000	9,600	6,000	60,000
Consultants	9,401	4,781	37,346	4,392	55,920
6209 Curriculum Consulting Services	74,823	38,175	24,432	15,270	152,700
Total 6200 Professional Services	179,774	91,706	92,978	39,162	403,620
6300 Professional Development					
6301 Instructional Staff PD	3,920	2,000	1,280	800	8,000
6301.1 Staff Lunch/Retreat	7,595	3,875	2,480	1,550	15,500
6302 Non-instructional staff PD	723	369	236	148	1,475
6304 Travel for PD	980	500	320	200	2,000
6305 Tuition Reimbursement	73,500	37,500	24,000	15,000	150,000
6306 Board Development	4,410	2,250	1,440	900	9,000
Total 6300 Professional Development	91,128	46,494	29,756	18,598	185,975
6400 Staff/Student Recruitment					
6401 Staff Recruitment	1,960	1,000	640	400	4,000
6402 Student Recruitment	6,000	6,500	6,500	10,000	29,000
Total 6400 Staff/Student Recruitment	7,960	7,500	7,140	10,400	33,000
6500 Fundraising Expenses					
6501 Mailings & Postage	1,715	875	560	350	3,500
6502 Events-Gala	19,600	10,000	6,400	4,000	40,000
6504 Fundraising-Other	3,430	1,750	1,120	700	7,000
6505 Community Relations	9,800	5,000	3,200	2,000	20,000
6506 Govt. Grant Writing Services	735	375	240	150	1,500
Total 6500 Fundraising Expenses	35,280	18,000	11,520	7,200	72,000
7100 Curriculum & Classroom Expenses					
7101 Library Materials	525	350		500	1,375
7102 Curricu Textb & Other Curric	150,000	76,500	80,000	43,200	349,700
7103 Instrl Equit (Non-Asset)	21,000	35,000	25,000	75,000	156,000
7104 Sta.Test Materials/Assesmt	25,500	6,375	10,000	5,400	47,275
7105 Student Field Trips	10,200	5,100	4,000	2,160	21,460
7106 Classroom Supplies	25,500	15,300	5,000	2,700	48,500
7107 Art/Music Supplies (Non-Asset)	2,100	900	500	1,500	5,000
7108 Honors Program Curriculum	35,000	-			35,000
7109 Student Transportation			80,000		80,000
7109 Physical Mov/Recess Supplies	2,200	1,000	500	1,000	4,700
7110 NYSTL Expenses	42,000	20,000	10,000	8,500	80,500
7113 Student Incentive Points Store	10,000	5,000	1,000	2,500	18,500
7117 Sports Team Expenses	1,500	500	-	1,000	2,500
7120 Afterschool Program Expenses	293,000	60,000			

Account	Mid-High School (49%)	Elem. School (25%)	NVCS (16%)	NECCS (10%)	FY 18-19 Total Budget
7118 Copy Machine/Printer Other	19,600	10,000	6,400	4,000	40,000
6112 Student Meals Expense	225,000	90,000	30,000	45,000	390,000
Total 7100 Curriculum & Classroom Expenses	863,125	326,025	252,400.00	192,460.00	1,280,510
8100 Facility					
8101 Rent	780,397	736,656	689,000	340,690	2,546,743
8101.1 Trailer Related Exp - Electricity	-	-	-	-	-
8101.1 Trailer Related Exp - Portapotty	-	80,000	-	80,000	160,000
8101.1 Trailer Related Exp - Excavation	-	-	-	10,000	10,000
8101.1 TRE - Fire Safe Install.	-	-	-	25,000	25,000
8101.1 TRE - Architect. Fee	-	-	-	-	-
8101.1 TRE - Cement Footing	-	20,000	-	35,000	55,000
8101.1 Trailer Related Exp - Tech. Ins.	-	-	-	-	-
8102 Repairs & Maintenance	30,000	10,000	10,000	8,000	58,000
8103 Janitorial Service	90,000	60,000	30,000	20,000	200,000
8103.1 Janitorial Supplies	10,000	20,000	5,000	10,000	45,000
8104 Utilities	175,000	30,000	50,000	30,000	285,000
8105 Facility expense - other	1,740	780	480	750	3,750
Total 8100 Facility	1,087,137	957,436	784,480	559,440	3,388,493
8200 Tech/Communication Expenses					
8201 Telephone Expenses	4,998	2,550	1,632	1,020	10,200
8202 Mobile Phone Expenses	1,000	510	326	204	2,040
8203 Internet Connectivity Expenses	4,998	2,550	1,632	1,020	10,200
8204 Network Mainte/Tech Support	6,033	3,078	1,970	1,231	12,312
8207 Technology Supplies (SIS)	9,996	5,100	3,264	2,040	20,400
Total 8200 Technology Expenses	27,024	13,788	8,824	5,515	55,152
8800 Miscellaneous Expenses					
8801 Bank Service Charges					
8802 Interest/Late Charges	68,056				68,056
8804 Expense Suspense Account					
Total 8800 Miscellaneous Expenses	68,056	-	-	-	68,056
8900 Depreciation Expense	120,000	65,000	44,000	30,000	259,000
8901 Amortization Expense	2,400	1,150	4,000	500	5,000
Total Expenses	11,989,333	6,323,280	3,895,238	2,886,049	25,100,020
Net Income	648,348	319,655	115,895	55,008	3,132,786

Account	Mid-High School (49%)	Elem. School (25%)	NVCS (16%)	NECCS (10%)	FY 18-19 Total Budget
Net Projected Income - FY 18 - 19	12,637,681	6,642,935	4,011,133	2,941,057	28,232,806
Net Projected Expenses - FY 18 - 19	11,989,333	6,323,280	3,895,238	2,886,049	25,100,020
Net Income Before Depreciation & Amor.	768,348	384,655	159,895	85,008	3,391,786
Long Term Loan Payable	33,189	-	-		33,189
Reservation Payment					
Total Loan/Other Payment	33,189	0	0	0	33,189
Capital expenditures:					
Trailer Electricity					75,000
Smart Board and Projectors					30,000
Trailer Fire Safety Equip.					15,000
Trailer - Cement Footing					35,000
Trailer Architect Fee					150,000
Furniture & Lockers					26,500
Trailer Security					22,500
Space 3 Leasehold Improvement					2,000,000
Leasehold Improvement - 2 Cluster Classrooms					45,000
Furniture & Lockers					-
Total capital expenses	-	-	-	-	2,399,000
Net Income Before Depreciation & Amor.	768,348	384,655	159,895	85,008	3,391,786
Net Cash Surplus (Deficit)	735,159	384,655	159,895	85,008	959,597

Projected Cash Flow

Total Expenses for 18-19	25,100,020
	24,836,020
Actual Expenses before Depreciation and Amortization	
Projected Monthly Expenses	2,069,668.37

Account	Mid-High School (49%)	Elem. School (25%)	NVCS (16%)	NECCS (10%)	FY 18-19 Total Budget
Projected beginning cash	2,100,000				
Space 3 Build Out - 1st payment	1,000,000				
Projected Cash in Hand as of 02/28/2019	1,150,000				
Space 3 Build Out - 2nd payment	1,000,000				
Projected Cash in hand as of 06/30/2019	150,000				
Reserve Funds	1,200,000				
Total Cash in Hand	1,350,000				

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23750
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2481743
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INTEGRATION CHARTER SCHOOLS (ICS)

John W. Lavelle Preparatory Charter School (Lavelle Prep)
New Ventures Charter School (NVCS)
The Lois & Richard Nicotra Early College Charter School (NECCS)

Annual Conflict of Interest Disclosure Form

1. Trustee/Officer/Key Person Name (print): **Brian Laline** _____
2. Home Address:  _____
3. Business Address: _____
4. Daytime Phone: _____
5. E-Mail Address: _____
6. List all positions held on the ICS Board or with or related to ICS, Lavelle Prep, NVCS and/or NECCS (e.g., Trustee, chair, treasurer, parent representative, Principal):
TRUSTEE _____

7. Identify any entity of which you or your Relative* is an officer, director, trustee, member, owner or employee and with which ICS, Lavelle Prep, NECCS and/or NVCS has a relationship:
NONE _____

9. Identify any Financial Interest** you or your Relative has in any corporation, organization, partnership or other entity which provides professional or other goods or services to ICS, Lavelle Prep, NECCS and/or NVCS for a fee or other compensation:
NONE _____

10. Identify any position or other material relationship you or your Relative may have with any not-for-profit corporation with which ICS, Lavelle Prep, NECCS and/or NVCS has a business relationship:
NONE _____

* "Relative" means a spouse or domestic partner as defined in section 2994-A of the New York Public Health Law, ancestors, brothers and sisters (whether whole or half-blood), children

(whether natural or adopted), grandchildren, great-grandchildren, and spouses or domestic partners of brothers, sisters, children, grandchildren, and great-grandchildren.

****** *A person has a "Financial Interest" if such person would receive an economic benefit, directly or indirectly, from any transaction, agreement, compensation agreement, including direct or indirect remuneration as well as gifts or favors that are not insubstantial or other arrangement involving ICS, Lavelle Prep, NECCS and/or NVCS.*

Agreement and Acknowledgment

The undersigned acknowledges and agrees that (i) the above information is true and correct as of the date hereof; (ii) he/she has received, has read and understands the ICS Conflict of Interest Policy applicable to Trustees, Officers and Key Persons and employees; and (iii) he/she agrees to comply with such Conflict of Interest Policy.

Brian Laline
Print Name

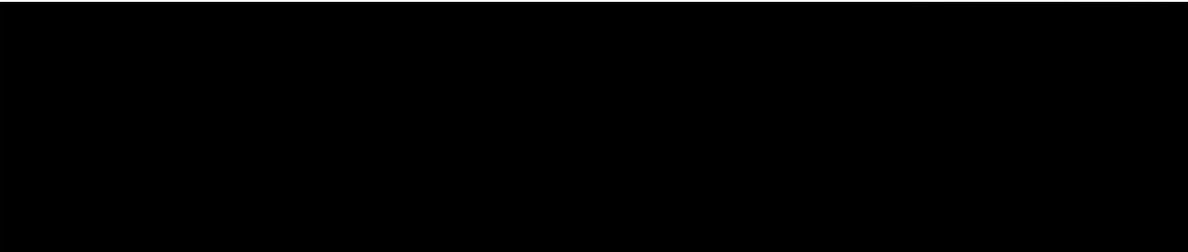
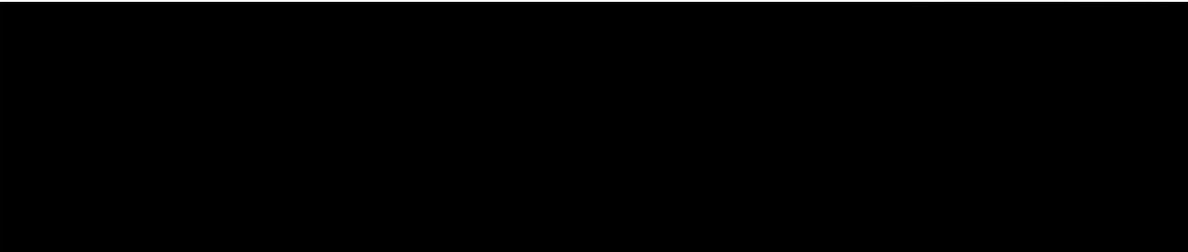
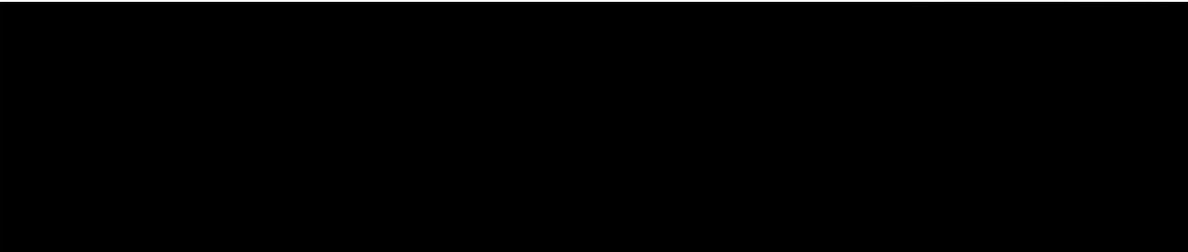
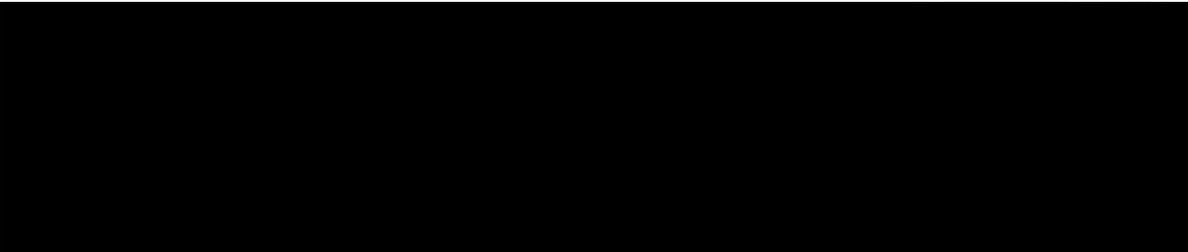

Signature

7/15/17
Date

INTEGRATION CHARTER SCHOOLS (ICS)

John W. Lavelle Preparatory Charter School (Lavelle Prep)
New Ventures Charter School (NVCS)
The Lois & Richard Nicotra Early College Charter School (NECCS)

Annual Conflict of Interest Disclosure Form

1. Trustee/Officer/Key Person Name (print): **Bonnie Fritz** _____
2. 
3. 
4. 
5. 
6. List all positions held on the ICS Board or with or related to ICS, Lavelle Prep, NVCS and/or NECCS (e.g., Trustee, chair, treasurer, parent representative, Principal):
TRUSTEE _____

7. Identify any entity of which you or your Relative* is an officer, director, trustee, member, owner or employee and with which ICS, Lavelle Prep, NECCS and/or NVCS has a relationship:
NONE _____

9. Identify any Financial Interest** you or your Relative has in any corporation, organization, partnership or other entity which provides professional or other goods or services to ICS, Lavelle Prep, NECCS and/or NVCS for a fee or other compensation:
NONE _____

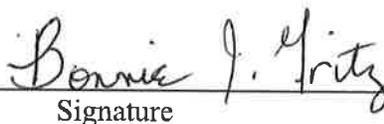
10. Identify any position or other material relationship you or your Relative may have with any not-for-profit corporation with which ICS, Lavelle Prep, NECCS and/or NVCS has a business relationship:
NONE _____

- * "Relative" means a spouse or domestic partner as defined in section 2994-A of the New York Public Health Law, ancestors, brothers and sisters (whether whole or half-blood), children (whether natural or adopted), grandchildren, great-grandchildren, and spouses or domestic partners of brothers, sisters, children, grandchildren, and great-grandchildren.
- ** A person has a "Financial Interest" if such person would receive an economic benefit, directly or indirectly, from any transaction, agreement, compensation agreement, including direct or indirect remuneration as well as gifts or favors that are not insubstantial or other arrangement involving ICS, Lavelle Prep, NECCS and/or NVCS.

Agreement and Acknowledgment

The undersigned acknowledges and agrees that (i) the above information is true and correct as of the date hereof; (ii) he/she has received, has read and understands the ICS Conflict of Interest Policy applicable to Trustees, Officers and Key Persons and employees; and (iii) he/she agrees to comply with such Conflict of Interest Policy.

Bonnie Fritz
Print Name


Signature

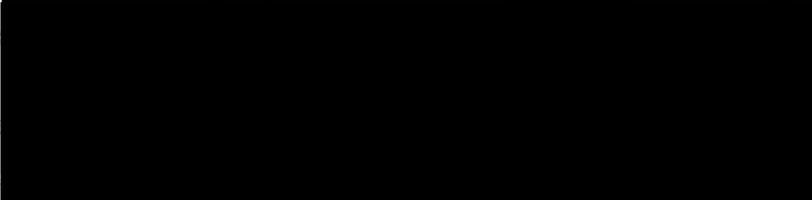
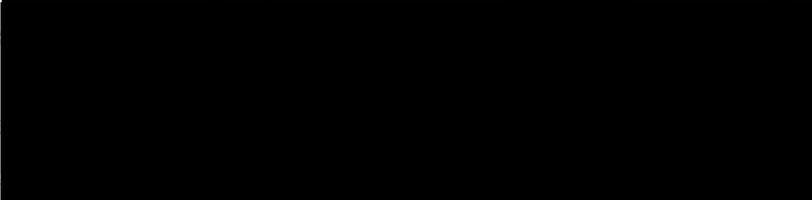
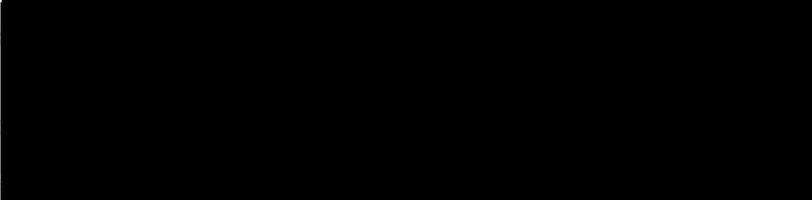
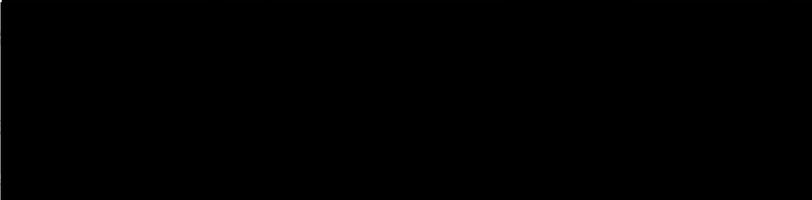
Date

7/15/13

INTEGRATION CHARTER SCHOOLS (ICS)

John W. Lavelle Preparatory Charter School (Lavelle Prep)
New Ventures Charter School (NVCS)
The Lois & Richard Nicotra Early College Charter School (NECCS)

Annual Conflict of Interest Disclosure Form

1. Trustee/Officer/Key Person Name (print) : **Deborah Miller**
2. Home Address 
3. Business Address 
4. Daytime Phone 
5. E-Mail Address 
6. List all positions held on the ICS Board or with or related to ICS, Lavelle Prep, NVCS and/or NECCS (e.g., Trustee, chair, treasurer, parent representative, Principal):
CO-CHAIR
7. Identify any entity of which you or your Relative* is an officer, director, trustee, member, owner or employee and with which ICS, Lavelle Prep, NECCS and/or NVCS has a relationship:
NONE
9. Identify any Financial Interest** you or your Relative has in any corporation, organization, partnership or other entity which provides professional or other goods or services to ICS, Lavelle Prep, NECCS and/or NVCS for a fee or other compensation:
NONE
10. Identify any position or other material relationship you or your Relative may have with any not-for-profit corporation with which ICS, Lavelle Prep, NECCS and/or NVCS has a business relationship:
NONE

* "Relative" means a spouse or domestic partner as defined in section 2994-A of the New York Public Health Law, ancestors, brothers and sisters (whether whole or half-blood), children

(whether natural or adopted), grandchildren, great-grandchildren, and spouses or domestic partners of brothers, sisters, children, grandchildren, and great-grandchildren.

**** A person has a "Financial Interest" if such person would receive an economic benefit, directly or indirectly, from any transaction, agreement, compensation agreement, including direct or indirect remuneration as well as gifts or favors that are not insubstantial or other arrangement involving ICS, Lavelle Prep, NECCS and/or NVCS.**

Agreement and Acknowledgment

The undersigned acknowledges and agrees that (i) the above information is true and correct as of the date hereof; (ii) he/she has received, has read and understands the ICS Conflict of Interest Policy applicable to Trustees, Officers and Key Persons and employees; and (iii) he/she agrees to comply with such Conflict of Interest Policy.

Deborah Miller
Print Name

Deborah Miller
Signature

7/15/17
Date

INTEGRATION CHARTER SCHOOLS (ICS)

John W. Lavelle Preparatory Charter School (Lavelle Prep)
New Ventures Charter School (NVCS)
The Lois & Richard Nicotra Early College Charter School (NECCS)

Annual Conflict of Interest Disclosure Form

- 1. Trustee/Officer/Key Person Name (print): **David Lehr** _____
- 2. Home Address: _____
- 3. Business Address: _____
- 4. Daytime Phone: _____
- 5. E-Mail Address: _____

6. List all positions held on the ICS Board or with or related to ICS, Lavelle Prep, NVCS and/or NECCS (e.g., Trustee, chair, treasurer, parent representative, Principal):

TRUSTEE _____

7. Identify any entity of which you or your Relative* is an officer, director, trustee, member, owner or employee and with which ICS, Lavelle Prep, NECCS and/or NVCS has a relationship:

NONE _____

9. Identify any Financial Interest** you or your Relative has in any corporation, organization, partnership or other entity which provides professional or other goods or services to ICS, Lavelle Prep, NECCS and/or NVCS for a fee or other compensation:

NONE _____

10. Identify any position or other material relationship you or your Relative may have with any not-for-profit corporation with which ICS, Lavelle Prep, NECCS and/or NVCS has a business relationship:

NONE _____

* "Relative" means a spouse or domestic partner as defined in section 2994-A of the New York Public Health Law, ancestors, brothers and sisters (whether whole or half-blood), children

(whether natural or adopted), grandchildren, great-grandchildren, and spouses or domestic partners of brothers, sisters, children, grandchildren, and great-grandchildren.

**** A person has a "Financial Interest" if such person would receive an economic benefit, directly or indirectly, from any transaction, agreement, compensation agreement, including direct or indirect remuneration as well as gifts or favors that are not insubstantial or other arrangement involving ICS, Lavelle Prep, NECCS and/or NVCS.**

Agreement and Acknowledgment

The undersigned acknowledges and agrees that (i) the above information is true and correct as of the date hereof; (ii) he/she has received, has read and understands the ICS Conflict of Interest Policy applicable to Trustees, Officers and Key Persons and employees; and (iii) he/she agrees to comply with such Conflict of Interest Policy.

David Lehr
Print Name

David Lehr
Signature

7-15-17
Date

INTEGRATION CHARTER SCHOOLS (ICS)

John W. Lavelle Preparatory Charter School (Lavelle Prep)
New Ventures Charter School (NVCS)
The Lois & Richard Nicotra Early College Charter School (NECCS)

Annual Conflict of Interest Disclosure Form

1. Trustee/Officer/Key Person Name (print): **Dirk Tillotson** _____
2. Home Address _____
3. Business Address _____
4. Daytime Phone _____
5. E-Mail Address _____
6. List all positions held on the ICS Board or with or related to ICS, Lavelle Prep, NVCS and/or NECCS (e.g., Trustee, chair, treasurer, parent representative, Principal):
TRUSTEE _____

7. Identify any entity of which you or your Relative* is an officer, director, trustee, member, owner or employee and with which ICS, Lavelle Prep, NECCS and/or NVCS has a relationship:
NONE _____

9. Identify any Financial Interest** you or your Relative has in any corporation, organization, partnership or other entity which provides professional or other goods or services to ICS, Lavelle Prep, NECCS and/or NVCS for a fee or other compensation:
NONE _____

10. Identify any position or other material relationship you or your Relative may have with any not-for-profit corporation with which ICS, Lavelle Prep, NECCS and/or NVCS has a business relationship:
NONE _____

* "Relative" means a spouse or domestic partner as defined in section 2994-A of the New York Public Health Law, ancestors, brothers and sisters (whether whole or half-blood), children

(whether natural or adopted), grandchildren, great-grandchildren, and spouses or domestic partners of brothers, sisters, children, grandchildren, and great-grandchildren.

**** A person has a "Financial Interest" if such person would receive an economic benefit, directly or indirectly, from any transaction, agreement, compensation agreement, including direct or indirect remuneration as well as gifts or favors that are not insubstantial or other arrangement involving ICS, Lavelle Prep, NECCS and/or NVCS.**

Agreement and Acknowledgment

The undersigned acknowledges and agrees that (i) the above information is true and correct as of the date hereof; (ii) he/she has received, has read and understands the ICS Conflict of Interest Policy applicable to Trustees, Officers and Key Persons and employees; and (iii) he/she agrees to comply with such Conflict of Interest Policy.

Dirk Tillotson
Print Name

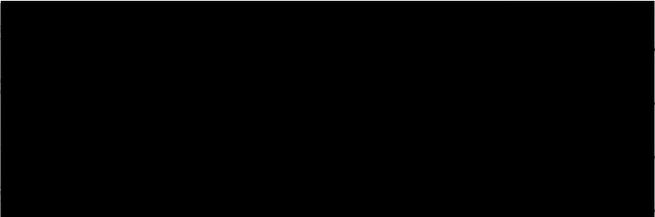

Signature

7/15/17
Date

INTEGRATION CHARTER SCHOOLS (ICS)

John W. Lavelle Preparatory Charter School (Lavelle Prep)
New Ventures Charter School (NVCS)
The Lois & Richard Nicotra Early College Charter School (NECCS)

Annual Conflict of Interest Disclosure Form

1. Trustee/Officer/Key Person Name (print) : **Doris Schueler** _____
2. Home Address:  _____
3. Business Address: _____
4. Daytime Phone: _____
5. E-Mail Address: _____
6. List all positions held on the ICS Board or with or related to ICS, Lavelle Prep, NVCS and/or NECCS (e.g., Trustee, chair, treasurer, parent representative, Principal):
TRUSTEE _____

7. Identify any entity of which you or your Relative* is an officer, director, trustee, member, owner or employee and with which ICS, Lavelle Prep, NECCS and/or NVCS has a relationship:
NONE _____

9. Identify any Financial Interest** you or your Relative has in any corporation, organization, partnership or other entity which provides professional or other goods or services to ICS, Lavelle Prep, NECCS and/or NVCS for a fee or other compensation:
NONE _____

10. Identify any position or other material relationship you or your Relative may have with any not-for-profit corporation with which ICS, Lavelle Prep, NECCS and/or NVCS has a business relationship:
NONE _____

* "Relative" means a spouse or domestic partner as defined in section 2994-A of the New York Public Health Law, ancestors, brothers and sisters (whether whole or half-blood), children (whether natural or adopted), grandchildren, great-grandchildren, and spouses or domestic partners of brothers, sisters, children, grandchildren, and great-grandchildren.

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Agreement and Acknowledgment

The undersigned acknowledges and agrees that (i) the above information is true and correct as of the date hereof; (ii) he/she has received, has read and understands the ICS Conflict of Interest Policy applicable to Trustees, Officers and Key Persons and employees; and (iii) he/she agrees to comply with such Conflict of Interest Policy.

Doris Schueler
Print Name

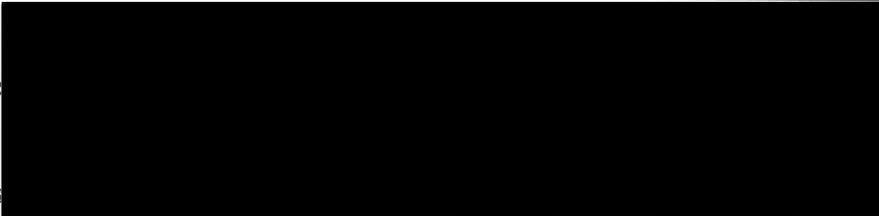
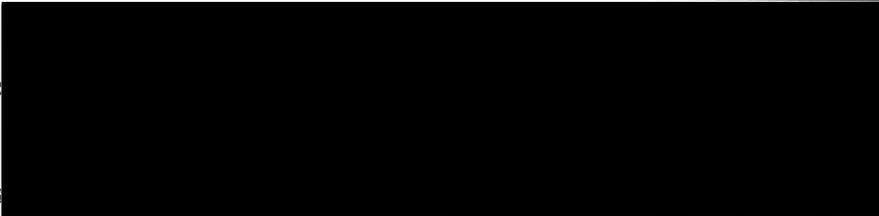
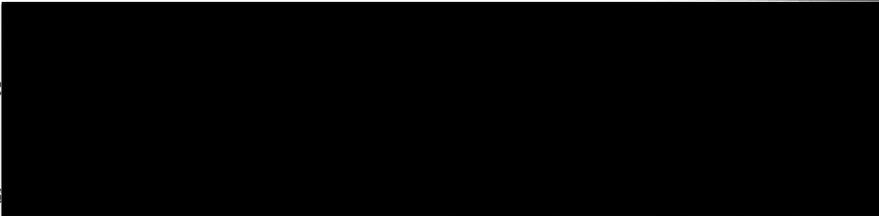
Doris E. Schueler
Signature

7/15/17
Date

INTEGRATION CHARTER SCHOOLS (ICS)

John W. Lavelle Preparatory Charter School (Lavelle Prep)
New Ventures Charter School (NVCS)
The Lois & Richard Nicotra Early College Charter School (NECCS)

Annual Conflict of Interest Disclosure Form

1. Trustee/Officer/Key Person Name (print) : **Eleni (Nelly) Tournaki**
2. Home Address: 
3. Business Address: 
4. Daytime Phone: 
5. E-Mail Address: 
6. List all positions held on the ICS Board or with or related to ICS, Lavelle Prep, NVCS and/or NECCS (e.g., Trustee, chair, treasurer, parent representative, Principal):
TRUSTEE _____

7. Identify any entity of which you or your Relative* is an officer, director, trustee, member, owner or employee and with which ICS, Lavelle Prep, NECCS and/or NVCS has a relationship:
NONE _____

9. Identify any Financial Interest** you or your Relative has in any corporation, organization, partnership or other entity which provides professional or other goods or services to ICS, Lavelle Prep, NECCS and/or NVCS for a fee or other compensation:
NONE _____

10. Identify any position or other material relationship you or your Relative may have with any not-for-profit corporation with which ICS, Lavelle Prep, NECCS and/or NVCS has a business relationship:
NONE _____

* "Relative" means a spouse or domestic partner as defined in section 2994-A of the New York Public Health Law, ancestors, brothers and sisters (whether whole or half-blood), children

(whether natural or adopted), grandchildren, great-grandchildren, and spouses or domestic partners of brothers, sisters, children, grandchildren, and great-grandchildren.

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Agreement and Acknowledgment

The undersigned acknowledges and agrees that (i) the above information is true and correct as of the date hereof; (ii) he/she has received, has read and understands the ICS Conflict of Interest Policy applicable to Trustees, Officers and Key Persons and employees; and (iii) he/she agrees to comply with such Conflict of Interest Policy.

Nelly Tournaki
Print Name

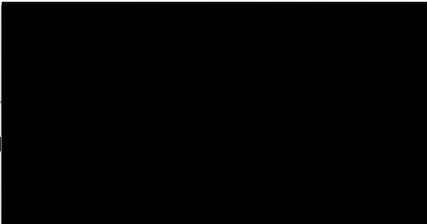
Tournaki
Signature

7/15/17
Date

INTEGRATION CHARTER SCHOOLS (ICS)

John W. Lavelle Preparatory Charter School (Lavelle Prep)
New Ventures Charter School (NVCS)
The Lois & Richard Nicotra Early College Charter School (NECCS)

Annual Conflict of Interest Disclosure Form

1. Trustee/Officer/Key Person Name (print): **Jill Patel** _____
2. Home Address  _____
3. Business Address _____
4. Daytime Phone _____
5. E-Mail Address _____
6. List all positions held on the ICS Board or with or related to ICS, Lavelle Prep, NVCS and/or NECCS (e.g., Trustee, chair, treasurer, parent representative, Principal):
TREASURER _____

7. Identify any entity of which you or your Relative* is an officer, director, trustee, member, owner or employee and with which ICS, Lavelle Prep, NECCS and/or NVCS has a relationship:
NONE _____

9. Identify any Financial Interest** you or your Relative has in any corporation, organization, partnership or other entity which provides professional or other goods or services to ICS, Lavelle Prep, NECCS and/or NVCS for a fee or other compensation:
NONE _____

10. Identify any position or other material relationship you or your Relative may have with any not-for-profit corporation with which ICS, Lavelle Prep, NECCS and/or NVCS has a business relationship:
NONE _____

* "Relative" means a spouse or domestic partner as defined in section 2994-A of the New York Public Health Law, ancestors, brothers and sisters (whether whole or half-blood), children

(whether natural or adopted), grandchildren, great-grandchildren, and spouses or domestic partners of brothers, sisters, children, grandchildren, and great-grandchildren.

**** A person has a "Financial Interest" if such person would receive an economic benefit, directly or indirectly, from any transaction, agreement, compensation agreement, including direct or indirect remuneration as well as gifts or favors that are not insubstantial or other arrangement involving ICS, Lavelle Prep, NECCS and/or NVCS.**

Agreement and Acknowledgment

The undersigned acknowledges and agrees that (i) the above information is true and correct as of the date hereof; (ii) he/she has received, has read and understands the ICS Conflict of Interest Policy applicable to Trustees, Officers and Key Persons and employees; and (iii) he/she agrees to comply with such Conflict of Interest Policy.

Jill Patel
Print Name

Signature



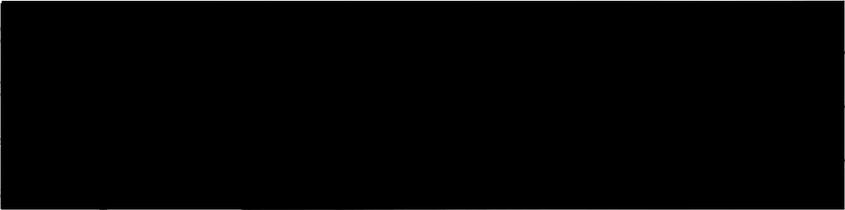
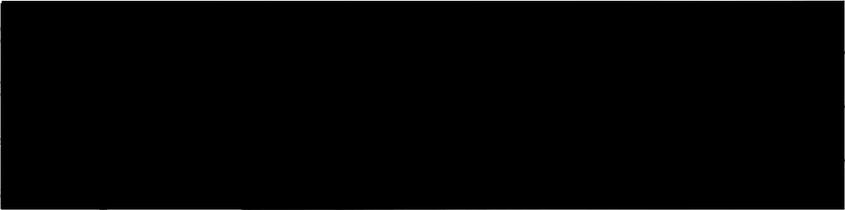
Date

7.15.17

INTEGRATION CHARTER SCHOOLS (ICS)

John W. Lavelle Preparatory Charter School (Lavelle Prep)
New Ventures Charter School (NVCS)
The Lois & Richard Nicotra Early College Charter School (NECCS)

Annual Conflict of Interest Disclosure Form

1. Trustee/Officer/Key Person Name (print): Joseph Carroll
2. Home Address: 
3. Business Address: 
4. Daytime Phone: 
5. E-Mail Address: 
6. List all positions held on the ICS Board or with or related to ICS, Lavelle Prep, NVCS and/or NECCS (e.g., Trustee, chair, treasurer, parent representative, Principal):
TRUSTEE
7. Identify any entity of which you or your Relative* is an officer, director, trustee, member, owner or employee and with which ICS, Lavelle Prep, NECCS and/or NVCS has a relationship:
NONE
9. Identify any Financial Interest** you or your Relative has in any corporation, organization, partnership or other entity which provides professional or other goods or services to ICS, Lavelle Prep, NECCS and/or NVCS for a fee or other compensation:
NONE
10. Identify any position or other material relationship you or your Relative may have with any not-for-profit corporation with which ICS, Lavelle Prep, NECCS and/or NVCS has a business relationship:
NONE

* "Relative" means a spouse or domestic partner as defined in section 2994-A of the New York Public Health Law, ancestors, brothers and sisters (whether whole or half-blood), children

(whether natural or adopted), grandchildren, great-grandchildren, and spouses or domestic partners of brothers, sisters, children, grandchildren, and great-grandchildren.

** A person has a "Financial Interest" if such person would receive an economic benefit, directly or indirectly, from any transaction, agreement, compensation agreement, including direct or indirect remuneration as well as gifts or favors that are not insubstantial or other arrangement involving ICS, Lavelle Prep, NECCS and/or NVCS.

Agreement and Acknowledgment

The undersigned acknowledges and agrees that (i) the above information is true and correct as of the date hereof; (ii) he/she has received, has read and understands the ICS Conflict of Interest Policy applicable to Trustees, Officers and Key Persons and employees; and (iii) he/she agrees to comply with such Conflict of Interest Policy.

Joseph Carroll
Print Name

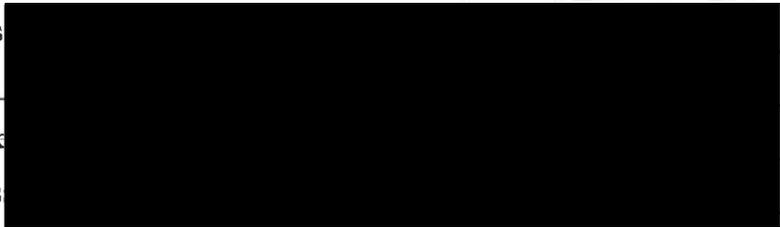
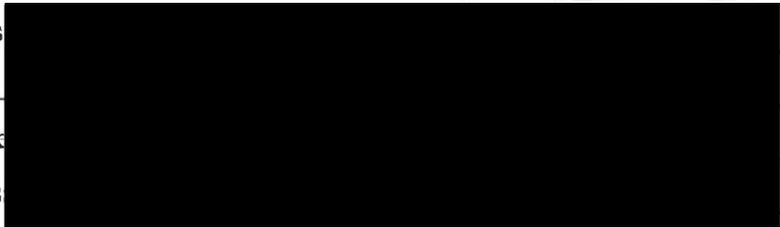
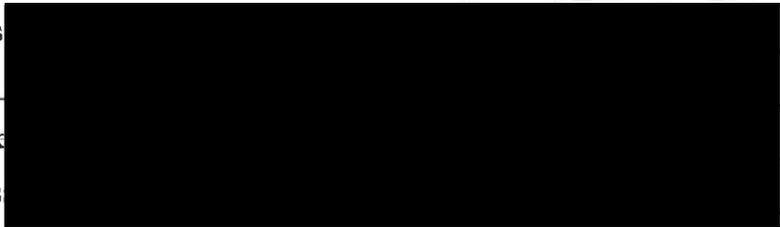
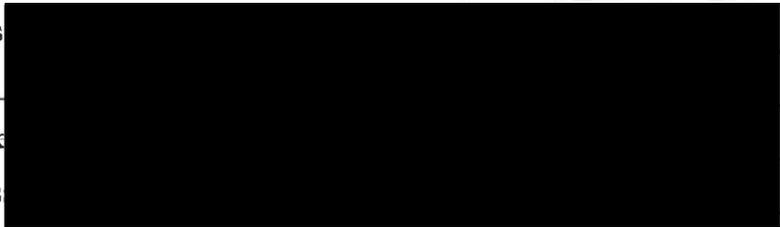

Signature

07/15/17
Date

INTEGRATION CHARTER SCHOOLS (ICS)

*John W. Lavelle Preparatory Charter School (Lavelle Prep)
New Ventures Charter School (NVCS)
The Lois & Richard Nicotra Early College Charter School (NECCS)*

Annual Conflict of Interest Disclosure Form

1. Trustee/Officer/Key Person Name (print): Jonathan Lipschitz
2. Home Address 
3. Business Address 
4. Daytime Phone 
5. E-Mail Address 
6. List all positions held on the ICS Board or with or related to ICS, Lavelle Prep, NVCS and/or NECCS (e.g., Trustee, chair, treasurer, parent representative, Principal):
CO-CHAIR
7. Identify any entity of which you or your Relative* is an officer, director, trustee, member, owner or employee and with which ICS, Lavelle Prep, NECCS and/or NVCS has a relationship:
NONE
9. Identify any Financial Interest** you or your Relative has in any corporation, organization, partnership or other entity which provides professional or other goods or services to ICS, Lavelle Prep, NECCS and/or NVCS for a fee or other compensation:
NONE
10. Identify any position or other material relationship you or your Relative may have with any not-for-profit corporation with which ICS, Lavelle Prep, NECCS and/or NVCS has a business relationship:
NONE

* "Relative" means a spouse or domestic partner as defined in section 2994-A of the New York Public Health Law, ancestors, brothers and sisters (whether whole or half-blood), children

(whether natural or adopted), grandchildren, great-grandchildren, and spouses or domestic partners of brothers, sisters, children, grandchildren, and great-grandchildren.

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Agreement and Acknowledgment

The undersigned acknowledges and agrees that (i) the above information is true and correct as of the date hereof; (ii) he/she has received, has read and understands the ICS Conflict of Interest Policy applicable to Trustees, Officers and Key Persons and employees; and (iii) he/she agrees to comply with such Conflict of Interest Policy.

Jonathan Lipschitz
Print Name

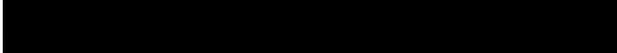
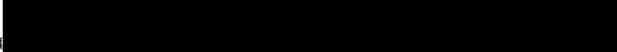
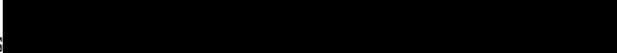
Jonathan Lipschitz
Signature

2/15/17
Date

INTEGRATION CHARTER SCHOOLS (ICS)

John W. Lavelle Preparatory Charter School (Lavelle Prep)
New Ventures Charter School (NVCS)
The Lois & Richard Nicotra Early College Charter School (NECCS)

Annual Conflict of Interest Disclosure Form

1. Trustee/Officer/Key Person Name (print): **Martin Krongold**
2. Home Address: 
3. Business Address: 
4. Daytime Phone: 
5. E-Mail Address: 
6. List all positions held on the ICS Board or with or related to ICS, Lavelle Prep, NVCS and/or NECCS (e.g., Trustee, chair, treasurer, parent representative, Principal):
TRUSTEE _____

7. Identify any entity of which you or your Relative* is an officer, director, trustee, member, owner or employee and with which ICS, Lavelle Prep, NECCS and/or NVCS has a relationship:
NONE _____

9. Identify any Financial Interest** you or your Relative has in any corporation, organization, partnership or other entity which provides professional or other goods or services to ICS, Lavelle Prep, NECCS and/or NVCS for a fee or other compensation:
NONE _____

10. Identify any position or other material relationship you or your Relative may have with any not-for-profit corporation with which ICS, Lavelle Prep, NECCS and/or NVCS has a business relationship:
NONE _____

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(whether natural or adopted), grandchildren, great-grandchildren, and spouses or domestic partners of brothers, sisters, children, grandchildren, and great-grandchildren.

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Agreement and Acknowledgment

The undersigned acknowledges and agrees that (i) the above information is true and correct as of the date hereof; (ii) he/she has received, has read and understands the ICS Conflict of Interest Policy applicable to Trustees, Officers and Key Persons and employees; and (iii) he/she agrees to comply with such Conflict of Interest Policy.

Martin Krongold
Print Name

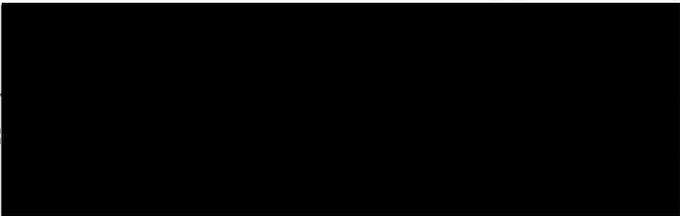

Signature

7/15/17
Date

INTEGRATION CHARTER SCHOOLS (ICS)

John W. Lavelle Preparatory Charter School (Lavelle Prep)
New Ventures Charter School (NVCS)
The Lois & Richard Nicotra Early College Charter School (NECCS)

Annual Conflict of Interest Disclosure Form

1. Trustee/Officer/Key Person Name (print): **Michael Caridi** _____
2. Home Address:  _____
3. Business Address: _____
4. Daytime Phone: _____
5. E-Mail Address: _____
6. List all positions held on the ICS Board or with or related to ICS, Lavelle Prep, NVCS and/or NECCS (e.g., Trustee, chair, treasurer, parent representative, Principal):
TRUSTEE _____

7. Identify any entity of which you or your Relative* is an officer, director, trustee, member, owner or employee and with which ICS, Lavelle Prep, NECCS and/or NVCS has a relationship:
NONE _____

9. Identify any Financial Interest** you or your Relative has in any corporation, organization, partnership or other entity which provides professional or other goods or services to ICS, Lavelle Prep, NECCS and/or NVCS for a fee or other compensation:
NONE _____

10. Identify any position or other material relationship you or your Relative may have with any not-for-profit corporation with which ICS, Lavelle Prep, NECCS and/or NVCS has a business relationship:
NONE _____

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(whether natural or adopted), grandchildren, great-grandchildren, and spouses or domestic partners of brothers, sisters, children, grandchildren, and great-grandchildren.

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Agreement and Acknowledgment

The undersigned acknowledges and agrees that (i) the above information is true and correct as of the date hereof; (ii) he/she has received, has read and understands the ICS Conflict of Interest Policy applicable to Trustees, Officers and Key Persons and employees; and (iii) he/she agrees to comply with such Conflict of Interest Policy.

Michael Caridi
Print Name

Michael Caridi
Signature

7.15.17
Date

INTEGRATION CHARTER SCHOOLS (ICS)

John W. Lavelle Preparatory Charter School (Lavelle Prep)
New Ventures Charter School (NVCS)
The Lois & Richard Nicotra Early College Charter School (NECCS)

Annual Conflict of Interest Disclosure Form

1. Trustee/Officer/Key Person Name (print): **Richard Fragiaco**_____

2. _____
3. _____
4. _____
5. _____

6. List all positions held on the ICS Board or with or related to ICS, Lavelle Prep, NVCS and/or NECCS (e.g., Trustee, chair, treasurer, parent representative, Principal):

TRUSTEE _____

7. Identify any entity of which you or your Relative* is an officer, director, trustee, member, owner or employee and with which ICS, Lavelle Prep, NECCS and/or NVCS has a relationship:

NONE _____

9. Identify any Financial Interest** you or your Relative has in any corporation, organization, partnership or other entity which provides professional or other goods or services to ICS, Lavelle Prep, NECCS and/or NVCS for a fee or other compensation:

NONE _____

10. Identify any position or other material relationship you or your Relative may have with any not-for-profit corporation with which ICS, Lavelle Prep, NECCS and/or NVCS has a business relationship:

NONE _____

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(whether natural or adopted), grandchildren, great-grandchildren, and spouses or domestic partners of brothers, sisters, children, grandchildren, and great-grandchildren.

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Agreement and Acknowledgment

The undersigned acknowledges and agrees that (i) the above information is true and correct as of the date hereof; (ii) he/she has received, has read and understands the ICS Conflict of Interest Policy applicable to Trustees, Officers and Key Persons and employees; and (iii) he/she agrees to comply with such Conflict of Interest Policy.

Richard Fragiacom

Print Name



Signature

7/15/17

Date

INTEGRATION CHARTER SCHOOLS (ICS)

John W. Lavelle Preparatory Charter School (Lavelle Prep)
New Ventures Charter School (NVCS)
The Lois & Richard Nicotra Early College Charter School (NECCS)

Annual Conflict of Interest Disclosure Form

1. Trustee/Officer/Key Person Name (print): **Robin Lefkowitz** _____
2. Home Address: _____
3. Business Address: _____
4. Daytime Phone: _____
5. E-Mail Address: _____
6. List all positions held on the ICS Board or with or related to ICS, Lavelle Prep, NVCS and/or NECCS (e.g., Trustee, chair, treasurer, parent representative, Principal):
TRUSTEE _____

7. Identify any entity of which you or your Relative* is an officer, director, trustee, member, owner or employee and with which ICS, Lavelle Prep, NECCS and/or NVCS has a relationship:
NONE _____

9. Identify any Financial Interest** you or your Relative has in any corporation, organization, partnership or other entity which provides professional or other goods or services to ICS, Lavelle Prep, NECCS and/or NVCS for a fee or other compensation:
NONE _____

10. Identify any position or other material relationship you or your Relative may have with any not-for-profit corporation with which ICS, Lavelle Prep, NECCS and/or NVCS has a business relationship:
NONE _____

* "Relative" means a spouse or domestic partner as defined in section 2994-A of the New York Public Health Law, ancestors, brothers and sisters (whether whole or half-blood), children

(whether natural or adopted), grandchildren, great-grandchildren, and spouses or domestic partners of brothers, sisters, children, grandchildren, and great-grandchildren.

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Agreement and Acknowledgment

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Robin Lefkowitz
Print Name



Signature

Date

7-15-17

INTEGRATION CHARTER SCHOOLS (ICS)

John W. Lavelle Preparatory Charter School (Lavelle Prep)
New Ventures Charter School (NVCS)
The Lois & Richard Nicotra Early College Charter School (NECCS)

Annual Conflict of Interest Disclosure Form

1. Trustee/Officer/Key Person Name (print) **Sheldon Blackman** _____
2. Home Address _____
3. Business Address _____
4. Daytime Phone _____
5. E-Mail Address _____
6. List all positions held on the ICS Board or with or related to ICS, Lavelle Prep, NVCS and/or NECCS (e.g., Trustee, chair, treasurer, parent representative, Principal):
SECRETARY _____

7. Identify any entity of which you or your Relative* is an officer, director, trustee, member, owner or employee and with which ICS, Lavelle Prep, NECCS and/or NVCS has a relationship:
NONE _____

9. Identify any Financial Interest** you or your Relative has in any corporation, organization, partnership or other entity which provides professional or other goods or services to ICS, Lavelle Prep, NECCS and/or NVCS for a fee or other compensation:
NONE _____

10. Identify any position or other material relationship you or your Relative may have with any not-for-profit corporation with which ICS, Lavelle Prep, NECCS and/or NVCS has a business relationship:
NONE _____

* "Relative" means a spouse or domestic partner as defined in section 2994-A of the New York Public Health Law, ancestors, brothers and sisters (whether whole or half-blood), children

(whether natural or adopted), grandchildren, great-grandchildren, and spouses or domestic partners of brothers, sisters, children, grandchildren, and great-grandchildren.

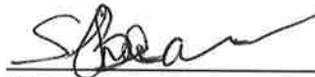
****** *A person has a "Financial Interest" if such person would receive an economic benefit, directly or indirectly, from any transaction, agreement, compensation agreement, including direct or indirect remuneration as well as gifts or favors that are not insubstantial or other arrangement involving ICS, Lavelle Prep, NECCS and/or NVCS.*

Agreement and Acknowledgment

The undersigned acknowledges and agrees that (i) the above information is true and correct as of the date hereof; (ii) he/she has received, has read and understands the ICS Conflict of Interest Policy applicable to Trustees, Officers and Key Persons and employees; and (iii) he/she agrees to comply with such Conflict of Interest Policy.

Sheldon Blackman

Print Name



Signature

7/15/17

Date

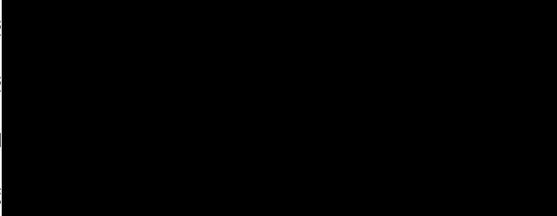
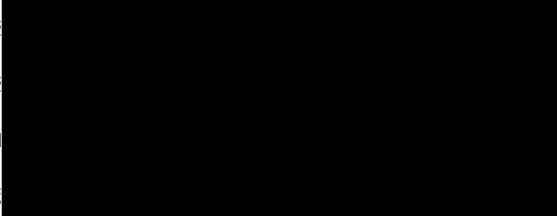
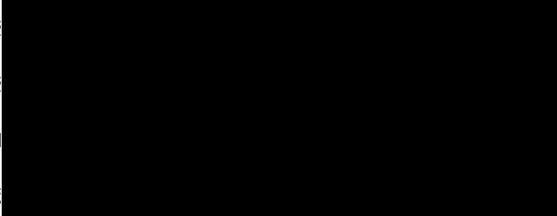
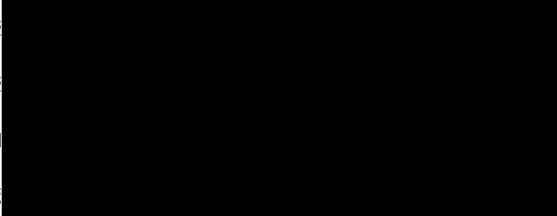
INTEGRATION CHARTER SCHOOLS (ICS)

John W. Lavelle Preparatory Charter School (Lavelle Prep)

New Ventures Charter School (NVCS)

The Lois & Richard Nicotra Early College Charter School (NECCS)

Annual Conflict of Interest Disclosure Form

1. Trustee/Officer/Key Person Name (print) Susan J. Lavelle
2. Home Address 
3. Business Address 
4. Daytime Phone 
5. E-Mail Address 
6. List all positions held on the ICS Board or with or related to ICS, Lavelle Prep, NVCS and/or NECCS (e.g., Trustee, chair, treasurer, parent representative, Principal):
Trustee

7. Identify any entity of which you or your Relative* is an officer, director, trustee, member, owner or employee and with which ICS, Lavelle Prep, NECCS and/or NVCS has a relationship:
NONE

9. Identify any Financial Interest** you or your Relative has in any corporation, organization, partnership or other entity which provides professional or other goods or services to ICS, Lavelle Prep, NECCS and/or NVCS for a fee or other compensation:
NONE

10. Identify any position or other material relationship you or your Relative may have with any not-for-profit corporation with which ICS, Lavelle Prep, NECCS and/or NVCS has a business relationship:
NONE

- * *“Relative” means a spouse or domestic partner as defined in section 2994-A of the New York Public Health Law, ancestors, brothers and sisters (whether whole or half-blood), children (whether natural or adopted), grandchildren, great-grandchildren, and spouses or domestic partners of brothers, sisters, children, grandchildren, and great-grandchildren.*
- ** *A person has a “Financial Interest” if such person would receive an economic benefit, directly or indirectly, from any transaction, agreement, compensation agreement, including direct or indirect remuneration as well as gifts or favors that are not insubstantial or other arrangement involving ICS, Lavelle Prep, NECCS and/or NVCS.*

Agreement and Acknowledgment

The undersigned acknowledges and agrees that (i) the above information is true and correct as of the date hereof; (ii) he/she has received, has read and understands the ICS Conflict of Interest Policy applicable to Trustees, Officers and Key Persons and employees; and (iii) he/she agrees to comply with such Conflict of Interest Policy.

Susan J. Lavelle _____
Print Name

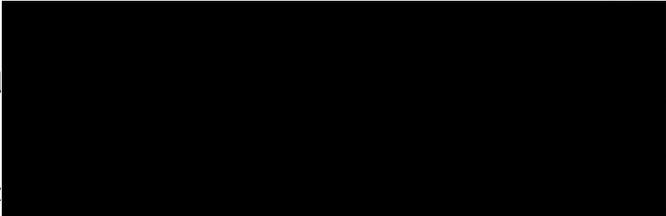
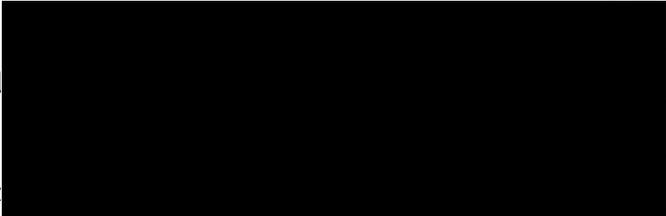
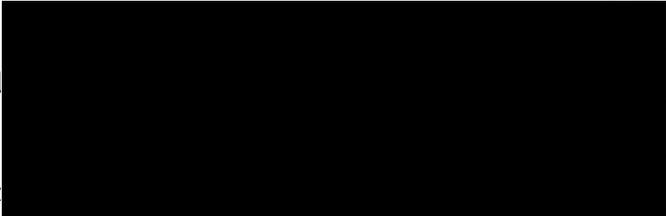
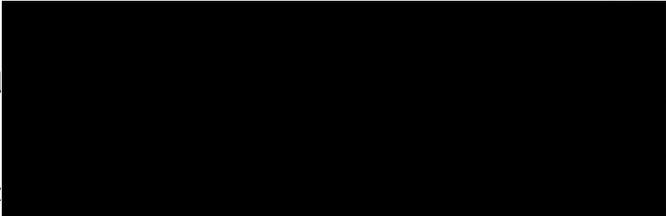

Signature

07/15/2017 _____
Date

INTEGRATION CHARTER SCHOOLS (ICS)

John W. Lavelle Preparatory Charter School (Lavelle Prep)
New Ventures Charter School (NVCS)
The Lois & Richard Nicotra Early College Charter School (NECCS)

Annual Conflict of Interest Disclosure Form

1. Trustee/Officer/Key Person Name (print): **Thomas Scarangelo** _____
2. Home Address:  _____
3. Business Address:  _____
4. Daytime Phone:  _____
5. E-Mail Address:  _____
6. List all positions held on the ICS Board or with or related to ICS, Lavelle Prep, NVCS and/or NECCS (e.g., Trustee, chair, treasurer, parent representative, Principal):
TRUSTEE _____

7. Identify any entity of which you or your Relative* is an officer, director, trustee, member, owner or employee and with which ICS, Lavelle Prep, NECCS and/or NVCS has a relationship:
NONE _____

9. Identify any Financial Interest** you or your Relative has in any corporation, organization, partnership or other entity which provides professional or other goods or services to ICS, Lavelle Prep, NECCS and/or NVCS for a fee or other compensation:
NONE _____

10. Identify any position or other material relationship you or your Relative may have with any not-for-profit corporation with which ICS, Lavelle Prep, NECCS and/or NVCS has a business relationship:
NONE _____

* "Relative" means a spouse or domestic partner as defined in section 2994-A of the New York Public Health Law, ancestors, brothers and sisters (whether whole or half-blood), children

(whether natural or adopted), grandchildren, great-grandchildren, and spouses or domestic partners of brothers, sisters, children, grandchildren, and great-grandchildren.

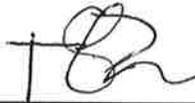
*** A person has a "Financial Interest" if such person would receive an economic benefit, directly or indirectly, from any transaction, agreement, compensation agreement, including direct or indirect remuneration as well as gifts or favors that are not insubstantial or other arrangement involving ICS, Lavelle Prep, NECCS and/or NVCS.*

Agreement and Acknowledgment

The undersigned acknowledges and agrees that (i) the above information is true and correct as of the date hereof; (ii) he/she has received, has read and understands the ICS Conflict of Interest Policy applicable to Trustees, Officers and Key Persons and employees; and (iii) he/she agrees to comply with such Conflict of Interest Policy.

Thomas Scarangelo

Print Name



Signature

7/15/17

Date



Entry 8 BOT Table

Created: 08/02/2018 • Last updated: 08/06/2018

1. Current Board Member Information (Enter info for each BOT member)

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2017-18
1	Sheldon Blackman [Redacted]	Secretary	Finance & Audit and Executive	Yes	2	11/30/2017	11/30/2019	8
2	Michael Caridi [Redacted]	Trustee/Member	Fundraising Task Force	Yes	1	11/30/2017	11/30/2018	7
3	Joseph Carroll [Redacted]	Trustee/Member	Governance & Nominating	Yes	2	11/30/2017	11/30/2019	7
4	Richard Fragiaco [Redacted]	Trustee/Member	ICS Education & Accountability,	Yes	3	11/30/2017	11/30/2020	9
5	Bonnie Fritz [Redacted]	Trustee/Member	Finance & Audit, Governance & Nominating	Yes	3	11/30/2017	11/30/2020	5 or less
6	Martin Krongold [Redacted]	Trustee/Member	ICS Education & Accountability	Yes	3	11/30/2017	11/30/2020	8
	Brian Laline	Trustee/M	ICS Education &			05/31/20	11/30/20	

7	[REDACTED]	ember	Accounta bility	Yes	1	18	19	5 or less
8	Robin Lefkowitz [REDACTED]	Trustee/M ember	Governan ce & Nominati ng	Yes	2	11/30/20 17	11/30/20 19	7
9	David Lehr [REDACTED]	Trustee/M ember	Governan ce & Nominati ng	Yes	1	11/30/20 17	11/30/20 18	7

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

Yes

1b. Current Board Member Information

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2017-18
10	Jonathan Lipschitz [REDACTED]	Chair	Executive and Finance & Audit	Yes	1	11/30/2017	11/30/2018	8
11	Deborah Miller [REDACTED]	Chair	Executive and Finance & Audit and Governance & Nominating	Yes	3	11/30/2017	11/30/2020	8
12	Jill Patel [REDACTED]	Treasurer	Executive and Finance & Audit and Fundraising Task Force	Yes	1	11/30/2017	11/30/2018	9
13	Doris Schueler [REDACTED]	Trustee/Member	ICS Education & Accountability	Yes	2	11/30/2017	11/30/2019	5 or less
14	Thomas Scarangelo [REDACTED]	Trustee/Member	Fundraising Task Force	Yes	2	11/30/2017	11/30/2019	7
15	Dirk Tillotson [REDACTED]	Trustee/Member	ICS Education & Accountability, Executive	Yes	3	11/30/2017	11/30/2020	8

1c. Are there more than 15 members of the Board of Trustees? Yes

1d. Current Board Member Information

	Trustee Name and Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2017-18
16	Eleni Tournaki [Redacted]	Trustee/Member	ICS Education & Accountability	Yes	2	11/30/2017	11/30/2019	7
17	William Henri [Redacted]	Trustee/Member	na	No				
18	Francisco Lugovina [Redacted]	Trustee/Member	na	No				
19	Susan Lavelle [Redacted]	Trustee/Member	na	No				
20								
21								

2. Total number of members on June 30, 2018 19

3. Total number of members joining the Board during the 2017-18 school year 1

- | | |
|---|----|
| 4. Total number of members departing the Board during the 2017-18 school year | 1 |
| 5. Number of voting members in 2017-18, as set by the by-laws, resolution or minutes | 16 |
| 6. Number of Board meetings conducted during the 2017-18 School Year | 9 |
| 7. Number of Board meetings scheduled for the coming 2018-19 school year | 12 |

Thank you.



Entry 9 - Board Meeting Minutes

Last updated: 08/06/2018

[Instructions for submitting minutes of the BOT monthly meetings](#)

Regents, NYCDOE, and Buffalo BOE authorized schools must either provide a link to a complete set of minutes that are posted on the charter school website, or upload a complete set of board meeting minutes from July 2017--June 2018, which should match the number of meetings held during the 2017-18 school year.

JOHN W LAVELLE PREP CS (REGENTS)

Are all monthly BOT meeting minutes posted, which should match the number of meetings held during 2017-18 school year, on the charter school's website?

Yes

the charter school's website.

A. Provide if posted on the charter school's website a URL link to the Monthly Board Meeting Minutes, which should match the number of meetings held during the 2017-18 school year.

<http://integrationcharterschools.org/board-documents/>



Entry 10 Enrollment and Retention of Special Populations

Created: 07/23/2018 • Last updated: 07/25/2018

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

Describe the efforts the charter school has made in 2017-18 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2018-19.

JOHN W LAVELLE PREP CS (REGENTS)Section Heading

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2017-18	Describe Recruitment Plans in 2018-19)
Economically Disadvantaged	Lavelle Prep has historically met ED enrollment targets. We attend the annual Middle School fair, and every year mail out materials to all eligible students on Staten Island. Our best efforts come from the success that we have with our current students as word of mouth, and our multiple open house draw our intended audience.	As we have been successful with our current approach, we have stayed the course. Our attendance at fairs, our mailings, open houses, and satisfied families have been our primary methods for recruitment.
English Language Learners	Beginning in the summer of 2015, we formed a Professional Learning Committee comprised of bilingual and multilingual Lavelle Prep staff members whose goal was to form meaningful working partnerships within the community as well as within the school. By reaching out to local religious institutions, community centers and businesses, this committee has been actively advocating our schools mission and lottery/enrollment process throughout Staten Island communities that are predominantly comprised of foreign language speakers. We also translated our brochure and lottery application into Spanish.	Our highest area of need in regard to student recruitment falls within the community of English Language Learners. We will continue our outreach committee to identify opportunities for Lavelle Prep to participate in local events in diverse communities. We are also exploring translating our application into additional languages to reach a broader audience, including Arabic. Finally, our International Day celebration of culture and learning has grown exponentially in the last few years and we are interested in expanding this event to become more of a community event that grows beyond the school audience. We are exploring creating an adult ELL program which we hope will further engrain Lavelle Prep into more diverse communities.
Students with Disabilities	Lavelle Prep has historically met SwD enrollment targets. We attend the annual Middle School fair, and every year mail out materials to all eligible students on Staten Island. Additionally, our relationships with our local district schools as well as visits from our Director of Special Education have kept us within our target numbers.	As we have been successful with our current approach, we have stayed the course. Our attendance at fairs, our mailings, open houses, satisfied families, and visits to local schools as well as visits from our Director of Special Education have been our primary methods for recruitment.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2017-18	Describe Retention Plans in 2018-19)
Economically Disadvantaged	<p>Lavelle Prep retains our students primarily through the environment which we create. We value open and honest communication with families and try to address any and all concerns put forth from our families. As a result we feel that our families feel valued and heard and choose to keep their children here.</p>	<p>As open communication and feedback have led us to meet our targets, we intend to continue that tradition. We intend to expand our outreach through hosting more events and creating more opportunities for our families to engage in the school community.</p>
English Language Learners	<p>In addition to the recruitment efforts described above, our ELL PLC also brought cultural awareness to the school through their work in planning and executing our annual International Day, sharing information about local community and cultural events that may have otherwise gone unnoticed, and fostering a school culture that celebrates both linguistic and cultural diversity. This group has also worked with school leadership and administration in translating all written community and family communications, as well as translating in person at parent/family conferences, teacher/parent phone calls, and school events. We have provided professional development to all staff members on cultural sensitivity, as well as a series of professional development workshops for teachers and teacher assistants on how to improve our methods of differentiating instruction for English Language Learners.</p>	<p>We will continue our work with respect to bridging the communication gap with our families and the many diverse communities on Staten Island, and we hope that our continued efforts to have our families feel like part of the larger Lavelle Prep community, through our many celebrations and our new menu of future celebrations, will help retain our ELL students.</p>
Students with Disabilities	<p>Lavelle Prep retains our students primarily through the environment which we create. We value open and honest communication with families and try to address any and all concerns put forth from our families. For our SwD population, this is particularly important. We need our families to understand the progress and struggles that their children experience with us, and as a result we feel that our families feel valued and heard and choose to keep their children here.</p>	<p>As open communication and feedback have led us to meet our targets, we intend to continue that tradition. We intend to expand our outreach through hosting more events and creating more opportunities for our families to engage in the school community.</p>



Entry 11 Classroom Teacher and Administrator Attrition

Last updated: 07/17/2018

Report changes in teacher and administrator staffing.

Instructions for completing the Classroom Teacher and Administrator Attrition Tables

Charter schools must complete the tables titled 2017-2018 Classroom Teacher and Administrator Attrition to report changes in teacher and administrator staffing during the 2017-2018 school year. Please provide the full time equivalent (FTE) of staff on June 30, 2017; the FTE for any departed staff from July 1, 2017 through June 30, 2018; the FTE for added staff from July 1, 2017 through June 30, 2018; and the FTE of staff added in newly created positions from July 1, 2017 through June 30, 2018 using the tables provided.

1. Classroom Teacher Attrition Table

FTE Classroom Teachers on 6/30/17	FTE Classroom Teachers Departed 7/1/17 - 6/30/18	FTE Classroom Teachers Filling Vacant Positions 7/1/17 - 6/30/18	FTE Classroom Teachers Added in New Positions 7/1/17 - 6/30/18	FTE of Classroom Teachers on 6/30/18
74	18	18	9	83

2. Administrator Position Attrition Table

FTE Administrative Positions on 6/30/17	FTE Administrators Departed 7/1/17 - 6/30/18	FTE Administrators Filling Vacant Positions 7/1/17 - 6/30/18	FTE Administrators Added in New Positions 7/1/17 - 6/30/18	FTE Administrative Positions on 6/30/18
7	1	1	0	7

3. Tell your school's story

Charter schools may provide additional information in this section of the Annual Report about their respective teacher and administrator attrition rates as some teacher or administrator departures do not reflect advancement or movement within the charter school networks. Schools may provide additional detail to reflect a teacher's advancement up the ladder to a leadership position within the network or an administrator's movement to lead a new network charter school.

(No response)

4. Charter schools must ensure that all prospective employees receive clearance through [the NYSED Office of School Personnel Review and Accountability \(OSPRA\)](#) prior to employment. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

Have all employees have been cleared through the NYSED TEACH system?

Yes

5. For perspective or current employees whose clearance has been denied, have you terminated their employment and removed them from the TEACH system?

Yes

Thank you



Entry 12 Uncertified Teachers

Last updated: 08/06/2018

**FTE Count of All Teachers 81
(Certified and Uncertified) as of
6/30/18**

**FTE Count of All Certified 76
Teachers as of 6/30/18**

Instructions for Reporting Percent of Uncertified Teachers

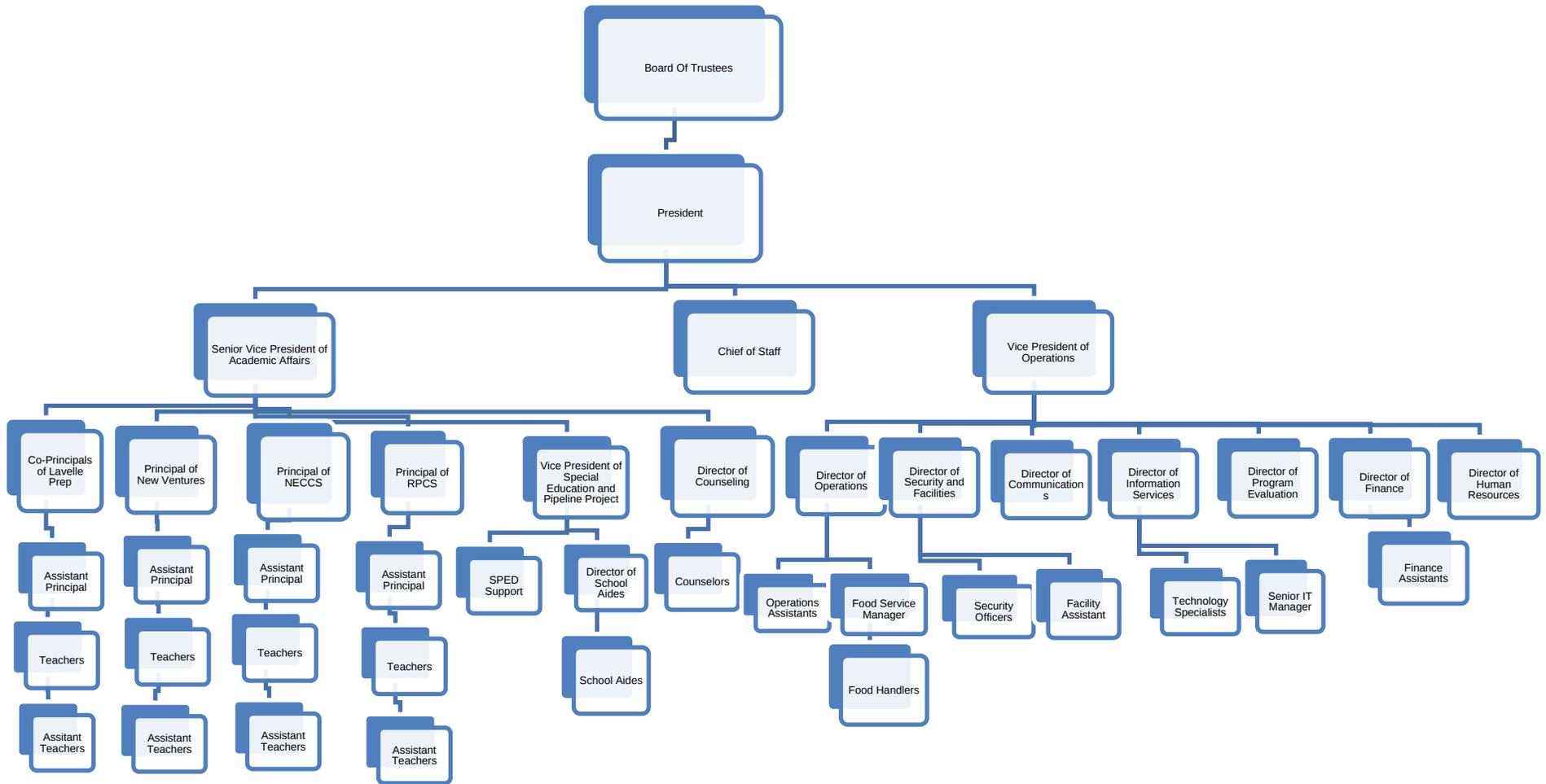
The table below is reflective of the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Enter the relevant full time equivalent (FTE) count of teachers in each column. For example, a school with 20 full time teachers and 5 half time teachers would have an FTE count of 22.5. If more than one column applies to a particular teacher, please select one column for the FTE count. Please do not include paraprofessionals, such as teacher assistants.

FTE count of uncertified teachers on 6/30/18, and each uncertified teacher should be counted only once.

	FTE Count
1. Total FTE count of uncertified teachers (6-30-18)	5
2. FTE count of uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience (6-30-18)	4
3. FTE count of uncertified teachers who are tenured or tenure track college faculty (6-30-18)	0
4. FTE count of uncertified teachers with two years of Teach for America experience (6-30-18)	0
5. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (6-30-18)	1
6. FTE count of uncertified teachers who do not fit into any of the prior four categories (6-30-18)	0

Thank you.

Integration Charter Schools Organization Chart



John W. Lavelle Preparatory Charter School | 2018-2019 CALENDAR

- 4** Independence Day
- 16** Summer School Begins

JULY 2018						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JANUARY 2019						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 1** School Closed (Winter Recess)
- 17** Open House (6-7pm)
- 18** Half Day
- 21** School Closed (M.L. King Jr. Day)
- 22-25** HS Regents Exams
- 25** Fall Term Ends for HS/ 2nd Marking Period Ends
- 31** Half Day/ Parent-Teacher Conferences

- 15** Summer School Ends
- 16-17** High School Regents Exams
- 27** Staff Returns

AUGUST 2018						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

- 5** School Closed (Lunar New Year)
- 7** Open House (6-7pm)
- 15** Half Day
- 18-22** School Closed (Mid-Winter Recess)

- 3** School Closed (Labor Day)
- 5** First Day of School
- 10-11** School Closed (Rosh Hashanah)
- 12** Elementary Orientation (6pm)
- 13** 6th Grade Orientation (6pm)
- 17** 7th Grade Orientation (6pm)
- 18** 8th Grade Orientation (6pm)
- 19** School Closed (Yom Kippur)
- 20** HS Orientation (6pm)
- 21** Half Day

SEPTEMBER 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MARCH 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- 7** Open House (6-7pm)
- 14** Open House (6-7pm)
- 15** Half Day

- 8** School Closed (Columbus Day)
- 10** PSAT
- 19** Half Day

OCTOBER 2018						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2019						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- 2-4** ELA State Exam
- 5** 3rd Marking Period Ends
- 10** Elementary School Lottery Drawing (4:30pm)
- 11** Half Day/ Parent-Teacher Conferences
- 15** Middle School Lottery Drawing (4:30pm)
- 18** Half Day
- 19-28** School Closed (Spring Recess)

- 6** No School for Students/ Election Day
- 9** 1st Marking Period Ends
- 12** School Closed (Veterans Day Observed)
- 15** Half Day/ Parent-Teacher Conferences
- 22-23** School Closed (Thanksgiving Recess)
- 30** Half Day

NOVEMBER 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2019						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 1-3** Math State Exam
- 2** Elementary New Student Registration (5-7pm)
- 16** Half Day/New Student Registration
- 20** Half Day/New Student Registration
- 22-31** 4th & 8th Grade Sci Exams
- 27** School Closed (Memorial Day)

- 21** Half Day
- 24-31** School Closed (Winter Recess)

DECEMBER 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE 2019						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

- 3** Global Hist. & Geography Regents
- 3** 4th & 8th Grade Sci Exam
- 4** School Closed (Eid al-Fitr)
- 6** No School for Students/ New Student Registration
- 18-25** HS Regents Exams
- 21** Half Day
- 26** Half Day/Last Day/ Graduation & Elem Stepping Up Ceremony