

# Application: New Visions Charter High School for Advanced Math and Science III

Melissa Wass - mwass@newvisions.org  
2021-2022 Annual Report

## Entry 1 School Info and Cover Page

Completed - Jul 18 2022

### Instructions

#### Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

## Entry 1 School Information and Cover Page

**(New schools that were not open for instruction for the 2021-2022 school year are not required to complete or submit an annual report this year).**

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2022)** or you may not be assigned the correct tasks.

## BASIC INFORMATION

### a. SCHOOL NAME

(Select name from the drop down menu)

NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III 800000075843

**a1. Popular School Name**

AMS III

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

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

BOARD OF REGENTS

**d. DISTRICT / CSD OF LOCATION**

CSD #22 - BROOKLYN

**e. DATE OF INITIAL CHARTER**

11/2012

**f. DATE FIRST OPENED FOR INSTRUCTION**

8/2013

**c. School Unionized**

Is your charter school unionized?

No

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

MISSION STATEMENT

AMS III is part of the New Visions charter school network. New Visions charter schools provide all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility, and rigor. New Visions schools ensure that graduates have the skills and content knowledge necessary to succeed in post-secondary choices by engaging students, teachers, and administrators in learning experiences that allow risk-taking, embrace multiple attempts at learning, cultivate students' imaginative and creative abilities, and celebrate achievement. Through an intensive study of math and science concepts, students learn how to generate research questions, develop the skills necessary to answer those questions, create products that demonstrate understanding, and defend their knowledge publicly.

The objective is to create a school of the highest academic standards that prepares and supports students to graduate ready for college, career, and a 21st century economy. We want our students to be challenged and will shift the dynamics from one where students receive information to one where they find solutions to problems using their imagination coupled with their mastery of content and skills. We will use a curriculum that is aligned to the New York State Learning Standards and is constantly informed by student performance data.

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

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

KDE 1

Innovative and Responsive Teaching and Learning: Equitable teaching is the foundation of our schools. Consistent, high quality instruction is essential for achieving excellent learning outcomes for every student. We focus both on the content knowledge and the skills and mindsets our students need to lead in a 21st century society. We do this in four interdependent ways:

1. Culturally Relevant Curriculum and Instruction: Instructional materials, including those sourced from New Visions, value the voices and knowledge of the youth we serve. Teachers strive to understand and honor students' cultures and interests and integrate them into instructional plans. Our routines for learning privilege student sensemaking, application of learning, choice, and collaboration.
2. Teacher Development: Sustained and diverse professional learning experiences, provided by both schools and the New Visions network, build teachers' capacity to consistently enact and enhance our vision for teaching and learning and support them in their professional aspirations.
3. Literacy and Math Skills for Every Student: Curriculum and instruction are designed to assess and develop students' skills beginning in literacy and math and ultimately across disciplines. Our innovative approach posits that assessment is for learning and teaching. Assessment cycles are used to identify what individuals and groups are ready to learn, which helps teachers plan instruction and differentiation for each student.
4. Authentic Assessment: Authentic assessment, including project and challenge-based learning, is grounded in real, culturally relevant problems and the skills and standards of the course. Authentic assessments support students in constructing new knowledge, working collaboratively, demonstrating



mastery, and presenting. These opportunities foster student agency and accountability in their own learning.

KDE 2

Individualized Supports for Diverse Learners: We celebrate and support diversity in students' learning styles. We aspire to eradicate persistent academic achievement gaps for students with disabilities and multilingual learners. We do this through equitable teaching, inclusive classrooms, individualized supports based on the needs and strengths of each student, and a focus on foundational academic and social emotional skills. We position students to be agents of their own growth by developing their ability to self-advocate and engaging them in decision-making about their futures.

KDE 3

Holistic Social Emotional Supports: We build purposeful communities where students and adults feel engaged and connected to each other, and where they grow as people. We begin this work before school starts with students at Summer Bridge, and with adults at Onboarding, and continue it through graduation. We help students make decisions about their own future and their school community; create inclusive spaces throughout the school where students' intersectional identities are celebrated and honored; invest in deep relationship-building through an advisory model; use a restorative approach to improve and repair relationships; leverage the robust counseling staff to recognize and heal trauma; and ensure that adults also reflect on and develop their own social emotional competencies.

KDE 4

Comprehensive Postsecondary Readiness: Our postsecondary exploration and preparation programs ensure that every student is equipped with the skills and experiences to define and pursue their goals, earn a family-sustaining wage, and participate fully in society. We recognize that the path to academic and career goals may contain a combination of training, employment, service, and education. We provide comprehensive four-year counseling and academic services that include exploration of multiple pathways, rich academic and non-academic experiences, and support for caregivers so our students can meet challenges and opportunities of college and career.

KDE 5	Inclusive Family Engagement: We build intentional, individual, collaborative relationships with families and caregivers to ensure they play an active role in their children's high school experience and postsecondary plans. We communicate consistently and in the family's preferred language(s). Families and caregivers are our first and most important stakeholders in the success of every student.
KDE 6	Civic & Community Engagement: We encourage students to find the power in their own voices and actions, and to collaborate, communicate, and advocate in order to build stronger selves, schools, and communities. We do this by offering formal and informal experiences in our schools and cultivating partnerships in the community. Civic and community engagement, together with a rigorous academic program, equip our graduates with knowledge, skill sets, and agency to engage fully and lead in an increasingly complex world.
KDE 7	Data-Driven Continuous Improvement: Data-driven continuous improvement cycles build capacity in teams, support the professional growth of all school staff, improve processes and programs, and build solutions to systemic challenges. Our continuous improvement approach advances equity and reduces bias by creating transparency, shared accountability, and greater reliability in complex systems. We set intentional goals, enact specific strategies for reaching them, reflect, and then incorporate what we learned so we do better next time.
KDE 8	(No response)
KDE 9	(No response)
KDE 10	(No response)

**Need additional space for variables**

No

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

<http://www.newvisions.org/ams3>

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

500

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

284

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

Check all that apply

Grades Served

9, 10, 11, 12

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

Yes

## 12. NAME OF CMO/EMO AND ADDRESS

NAME OF CMO/EMO	New Visions for Public Schools
PHYSICAL STREET ADDRESS	205 E. 42nd Street
CITY	New York
STATE	NY
ZIP CODE	10017
EMAIL ADDRESS	<a href="mailto:mwass@newvisions.org">mwass@newvisions.org</a>
CONTACT PERSON NAME	Melissa Wass

## FACILITIES INFORMATION

### m. FACILITIES

Will the school maintain or operate multiple sites in 2022-2023?

	No, just one site.
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**NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III 800000075843**

### School Site 1 (Primary)

**m1. SCHOOL SITES**

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	3000 Avenue X Brooklyn, NY 11235	718-934-9240	NYC CSD 22	9-12	No

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

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Nissi Jonathan	Principal	718-934-9240		<a href="mailto:njonathan6@charter.newvisions.org">njonathan6@charter.newvisions.org</a>
Operational Leader	Nissi Jonathan	Principal	718-934-9240		<a href="mailto:njonathan6@charter.newvisions.org">njonathan6@charter.newvisions.org</a>
Compliance Contact	Matt Gill	Director of Operations, Charter Schools	212-645-5110		<a href="mailto:mgill@newvisions.org">mgill@newvisions.org</a>
Complaint Contact	Matt Gill	Director of Operations, Charter Schools	212-645-5110		<a href="mailto:mgill@newvisions.org">mgill@newvisions.org</a>
DASA Coordinator	Shanell George	Assistant Principal	718-934-9240		<a href="mailto:sgeorge13@charter.newvisions.org">sgeorge13@charter.newvisions.org</a>
Phone Contact for After Hours Emergencies	Nissi Jonathan	Principal	718-934-9240		<a href="mailto:njonathan6@charter.newvisions.org">njonathan6@charter.newvisions.org</a>

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

Co-located Space

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

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

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

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

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

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

**Site 1 Certificate of Occupancy (COO)**

**Site 1 Fire Inspection Report**

**CHARTER REVISIONS DURING THE 2021-2022 SCHOOL YEAR**

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

Yes

**n2. Summary of Charter Revisions**

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in admissions/enrollment policy	New Visions Charter High School for Advanced Math and Science III, authorized by the New York State Board of Regents, is proposing to revise its admission and enrollment policy effective immediately.	2/8/2022	5/18/2022
2				
3				
4				
5				

**More revisions to add?**

No

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

Yes

**ATTESTATIONS**

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

Name	Melissa Wass
Position	Senior Program Officer, Charter
Phone/Extension	646-486-6316
Email	<a href="mailto:mwass@newvisions.org">mwass@newvisions.org</a>

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

**Responses Selected:**

Yes



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

### Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Jul 18 2022

Thank you.



## Entry 3 Progress Toward Goals

Completed - Oct 27 2022

## Instructions

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2022**.

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

## **Entry 3 Progress Toward Goals**

### **PROGRESS TOWARD CHARTER GOALS**

**Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY**

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2022.

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**NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III 800000075843**

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#### **1. ACADEMIC STUDENT PERFORMANCE GOALS**

**Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY**

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 1, 2022**.

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**2021-2022 Progress Toward Attainment of Academic Goals**

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1	90% of students in the 2018 cohort will attain a score of 65% or above on the Regents ELA exam by the end of four years.	Performance/score on Regents Exams	Met	
Academic Goal 2	90% of students in the 2018 cohort will attain a score of 65% or above on a Regents mathematics exam by the end of four years.	Performance/score on Regents Exams	Met	
Academic Goal 3	90% of students in the 2018 cohort will attain a score of 65% or above on a Regents science exam by the end of four years.	Performance/score on Regents Exams	Met	
Academic Goal 4	The average daily attendance of students will meet or exceed 90%	Average daily attendance rate	Met	
Academic Goal 5	90% of students enrolled in the 2021-2022 academic year will return for the 2022-2023 academic year	Number of students enrolled as of BEDS day 2021 compared to BEDS day 2022	Not Met	During this year, we had a few families move out of New York City to the suburbs and also had a few leave for other states. To

				<p>meet our goal AMS III will work with all stakeholders to ensure that our partnership with families is strong in order to provide the best support for our students. We will continue to make every possible effort to use strategies that include academic intervention support, monthly celebratory events, family engagement and a proactive attendance team to improve our retention rate. Our Family School Alliance members play a key role in strategizing with us.</p>
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

**2. Do have more academic goals to add?**

No

#### 4. ORGANIZATION GOALS

**For the 2021-2022 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.**

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**2021-2022 Progress Toward Attainment of Organization Goals**

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1	90% of teachers on staff in the 2021-2022 school year rated as effective or highly effective will return for the 2022-2023 academic year	Cumulative review of informal and formal evaluations	Not Met	The staff that left were predominantly those who changed careers or went back to school. We will continue to coach staff intentionally at AMS III. We will continue to invest weekly in coaching and building relationships with staff and amongst staff, as we recognize that our biggest asset are our teachers and all our support staff.
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				

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

**5. Do have more organizational goals to add?**

No

**6. FINANCIAL GOALS**

## 2021-2022 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1	Maintain strong internal controls in regards to finance and compliance management that meet Government Auditing Standards as reviewed annually by an independent auditing firm	Independent auditor review of internal controls over financial reporting and compliance in accordance with Government Audit Standards	Met	
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

### 7. Do have more financial goals to add?

No

Thank you.

## Entry 4 - Audited Financial Statements

Completed - Oct 31 2022

### Required of ALL Charter Schools

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

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

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



## [New Visions Charter Schools - June 30 2022 - Financial Statements](#)

Filename: New\_Visions\_Charter\_Schools\_-\_June\_XwPzjIh.pdf Size: 603.5 kB

### Entry 4b – Audited Financial Report Template (BOR/NYC/BOE)

Completed - Oct 31 2022

#### [Instructions - Regents-Authorized Charter Schools ONLY](#)

Regents-authorized schools must download and complete the Excel spreadsheet entitled “Audited Financial Report Template” from the online portal or the [2021-2022 Annual Reports](#) webpage. Upload the completed file in Excel format and submit by **November 1, 2022**.

**EDUCATION CORPORATIONS WITH MORE THAN ONE SCHOOL SHOULD COMPLETE THE EXCEL SPREADSHEET FOR THE EDUCATION CORPORATION AS A WHOLE, NOT FOR THE INDIVIDUAL SCHOOLS. PLEASE SUBMIT THE SAME EXCEL SPREADSHEET FOR EACH OF THE SCHOOLS.**

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

#### [NYSED-AuditedFinancialReport-NVCHS](#)

Filename: NYSED-AuditedFinancialReport-NVCHS.xlsx Size: 351.5 kB

### Entry 4c – Additional Financial Documents

Completed - Oct 31 2022

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

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

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

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

#### [AMS III Entry 4c Additional Financial Documents](#)

Filename: AMS\_III\_Entry\_4c\_\_Additional\_Finan\_SKar8ME.pdf Size: 14.0 kB

#### [NVCH-Signed Rep Letter](#)

Filename: NVCH-Signed\_Rep\_Letter.pdf Size: 709.9 kB

#### [AMS3 ESCROW](#)

Filename: AMS3\_ESCROW.pdf Size: 75.5 kB

#### [NVCHS FY22 Single Audit](#)

Filename: NVCHS\_FY22\_Single\_Audit.pdf Size: 162.3 kB

### Entry 4d - Financial Services Contact Information

Completed - Aug 1 2022

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

## Form for "Financial Services Contact Information"

### 1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Cynthia Rietscha	<a href="mailto:crietscha@newvisions.org">crietscha@newvisions.org</a>	646-486-6307

### 2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	Marc Taub			9

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

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

## Entry 5 – Fiscal Year 2022-2023 Budget

Completed - Sep 14 2022

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

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

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

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

[AMS03 22-23 SED Budget](#)

## Entry 6 – Board of Trustees Disclosure of Financial Interest Form

Completed - Oct 7 2022

Due on August 1, 2022, each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2021-2022 school year must complete and sign a [Trustee Disclosure of Financial Interest Form](#). Acceptable signature formats include:

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

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

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

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

### [Best, Nicole NVCS Financial Disclosure updated](#)

Filename: Best\_Nicole\_NVCS\_Financial\_Disclos\_pddgrRm.pdf Size: 197.1 kB

### [Bruns, Alice NVCS Disclosure Forms](#)

Filename: Bruns\_Alice\_NVCS\_Disclosure\_Forms.pdf Size: 201.1 kB

### [DePinto, Rose NVCS Financial Disclosure](#)

Filename: DePinto\_Rose\_NVCS\_Financial\_Disclosure.pdf Size: 189.8 kB

### [Evan, Lior NV Financial Disclosure form 06-2022 LE exec 06-13-22](#)

Filename: Evan\_Lior\_NV\_Financial\_Disclosure\_zUGYmBz.pdf Size: 746.2 kB

### [Morrison, Khaair NVCS Disclosure of Financial Interest Form](#)

Filename: Morrison\_Khaair\_NVCS\_Disclosure\_of\_j2lS15N.pdf Size: 104.7 kB

### [Rodriguez, Edgar Disclosure of Financial Interest Form NVCS](#)

Filename: Rodriguez\_Edgar\_Disclosure\_of\_Fina\_3gMI4cL.pdf Size: 114.6 kB

### [Thomas Jerry 2022 NVCHS Financial Interest Disclosure](#)

Filename: Thomas\_Jerry\_2022\_NVCHS\_Financial\_\_RdlYn6S.pdf Size: 1.8 MB

### [YOUNG, Jannella 2022 FINANCIAL DISCLOSURE FORM](#)

Filename: YOUNG\_Jannella\_2022\_FINANCIAL\_DISC\_8MbF6e4.pdf Size: 176.0 kB

### [MAS NVCS Disclosure of Financial Interest Form Updated](#)

Filename: MAS\_NVCS\_Disclosure\_of\_Financial\_I\_DFjhsRg.pdf Size: 392.2 kB

### [MRandsdorp FD 10 05 2022 - signed](#)

## Entry 7 BOT Membership Table

Completed - Jul 26 2022

### Instructions

#### Required of ALL charter schools

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

#### Entry 7 BOT Table

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

**NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III 800000075843**

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**Authorizer:**

Who is the authorizer of your charter school?

Board of Regents

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

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2021-2022
1	Nicole Best		Trustee/Member	None	Yes	1	08/27/2020	12/31/2023	11
2	Alice Bruns		Trustee/Member	None	Yes	1	04/27/2021	12/31/2024	10
3	Rose DePinto		Trustee/Member	Charter Academic Policy	Yes	1	9/21/2022	12/31/2024	11
4	Lior Evan		Chair	Finance Committee, HUM III Committee, Key Design Elements, Principal Compensation, code of Conduct	Yes	4	01/01/2022	12/31/2024	12
5	Matthijs Randsdorff		Trustee/Member	HUM III Committee	Yes	1	08/27/2020	12/31/2023	12
6	Edgar Rodriguez		Secretary	HUM III Committee	Yes	1	02/01/2022	12/31/2025	5 or less

7	Jeremiah Thomas		Treasurer	Finance Committee, Principal Compensation	Yes	2	01/01/2021	12/31/2023	12
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**1a. Are there more than 9 members of the Board of Trustees?**

No

**2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES**

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

a. Total Number of BOT Members on June 30, 2022	7
b. Total Number of Members Added During 2021-2022	1
c. Total Number of Members who Departed during 2021-2022	3
d. Total Number of members, as set in Bylaws, Resolution or Minutes	7

**3. Number of Board meetings held during 2021-2022**

13

**4. Number of Board meetings scheduled for 2022-2023**

12

**Total number of Voting Members on June 30, 2022:**

7

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

1

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

3

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

7

**Total number of Non-Voting Members on June 30, 2022:**

0

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

0

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

0

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

0

Board members attending 8 or fewer meetings during 2021-2022

1

Thank you.

## Entry 8 Board Meeting Minutes

Completed - Jul 27 2022

**[Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY](#)**

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

**[NVCS Approved Board Meeting Minutes SY21-22](#)**

Filename: NVCS\_Approved\_Board\_Meeting\_Minute\_JWnUomh.pdf Size: 700.5 kB

## Entry 9 Enrollment & Retention

Completed - Jul 27 2022

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

**Required of ALL Charter Schools**

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

## Entry 9 Enrollment and Retention of Special Populations





**Recruitment/Attraction Efforts Toward Meeting Targets**

	Describe Recruitment Efforts in 2021-2022	Describe Recruitment Plans in 2022-2023
Economically Disadvantaged	<p>AMS III conducted extensive outreach to CSD 22 and the surrounding districts to inform families and community members about the school. Our recruitment process began in September for the following school year by making the application available to families to apply online, in person, and by mail. Our comprehensive recruitment plan includes: middle school outreach within and outside the district to DOE, charter, and parochial schools; direct mailing campaigns to 15,000 eighth-graders in both English and Spanish; community and street outreach; digital and social media advertisement; bus shelter ads; street outreach team; hosting of in-person and virtual open houses; and participation in local community events such as fairs and presentations at local networks of community-based organizations (CBOs) and social service networks. In addition, we advertised our school by executing an extensive digital (Facebook/Instagram) campaign, partnering with Goodway Group to bolster targeted social media and internet advertising, and creating a profile with Niche to elevate our school profile and capitalize on parents researching schools in the area. Further, we input all of our open house dates on external platforms such as NYC Charter Center’s website and Eventbrite. In addition, new strategies executed</p>	<p>In 2022-23, AMS III plans to execute the following recruitment efforts:</p> <ol style="list-style-type: none"> <li>1. Maintain strong relationships with district middle schools.</li> <li>2. Maintain strong relationships with charter middle schools.</li> <li>3. Continue to participate in local community events such as fairs and presentations at local networks of community-based organizations and social service networks.</li> <li>4. Continue to partner with local community-based organizations to have fairs on campus that connect the local community to programs or services that meet their vocational, training, financial, mental, and physical wellness needs.</li> <li>5. Our open houses and school tours will continue to celebrate diverse learners and highlight our commitment to ensuring that all students at AMS III are supported. We will also continue to attend large-scale events like the DOE high school fairs when available and participate in the NYC Charter School Center’s Common Application to ensure that families who speak languages other than English, Spanish, Haitian Creole, French, Spanish, Urdu, and Russian have multiple avenues to learn about and apply to AMS III.</li> <li>6. We intend to continue such partnerships that assist our school in maintaining a waitlist to allow for continuous enrollment.</li> <li>7. Street marketing inclusive of</li> </ol>

this past year included contracting with marketing firms to assist with maximizing our digital marketing budget. Beginning in July 2021 we contracted our first marketing company to streamline all our digital marketing efforts in the form of a search engine optimization (SEO) campaign, social media marketing - community management, and direct marketing: email marketing. This seven-month contract was followed by contracting with another marketing agency that specializes in charter school marketing strategies. Since the commencement of this campaign, we have noticed an increase in digital advertising presence and local community interest.

AMS III also hosts information sessions and open houses to further inform families and the community about the school and the admissions process. All in-person information sessions and open houses include the dissemination of recruitment materials and enrollment applications, a question and answer period, a school tour, and individual consultation with families who are interested. These are held at the school and are publicized widely through the dissemination of flyers and postcards to families as well as the school's web page

[www.newvisions.org/AMS3](http://www.newvisions.org/AMS3) which is hosted on the main network site. In addition, prospective families have access to translators during all open houses whether in-person or virtual. AMS III continues to build relationships with feeder middle schools throughout CSD 22 and the surrounding districts to ensure school counselors have our

handing out flyers and school swag such as water bottles, notepads, pens, etc. at school, campus, or community-sponsored events.

8. In-depth tracking of our application data and the connection between our marketing initiatives and student applications

9. Frequent email communications to feeder middle schools and community-based organizations in regards to available seats and open enrollment.

10. Targeted outreach to community-based organizations in an effort to build new partnerships.

11. Increased number of post-lottery engagement tactics.

12. Increased paid marketing through a variety of partners.

13. Involve our existing families to become active participants at our open houses and community-based student recruitment events.

14. Student ambassadors that represent our student body and the subgroup are within the team that leads our open houses and other campus or community-based recruitment events.

information and application to distribute to their families. By building relationships with middle school staff, we are able to have targeted conversations about at-risk and high-needs students who may benefit from AMS III's small and supportive learning environment. Our frequent email communication to feeder middle schools about available seats and open enrollment has allowed us to establish relationships with any new stakeholders at feeder schools responsible for recruitment. In addition, since the DOE did not host high school fairs during the pandemic, we partnered with several middle schools to participate in their virtual high school fairs. These sessions promote face-to-face contact with families, which facilitates engagement with families of high-need students who may not be aware that the New Visions Charter High Schools are an option for their students.

In addition, we've executed targeted outreach to CBOs in an effort to build new partnerships and share what AMS III has to offer. As part of our community outreach strategy, AMS III has attended local community meetings like the Bed-Stuy Community Partnership Program (CPP) and Flatbush CPP to disseminate information on AMS III's admissions process. These meetings are largely attended by local CBO and social service agencies that provide support and services to families throughout Brooklyn. We have in-house translators who assist the community with in-person and communication resource translations. Additional

partners we work with include: Ushers New Look, East Flatbush Community Partnership, White Wave Dance Company, East Flatbush Village Inc, NYPD Youth Counsel, and Bridging Access of Care. AMS III also benefits from New Visions' extensive database of over 700 partner organizations that support families throughout Brooklyn and NYC, including organizations that provide social services to high-need families such as those in the foster care and shelter systems. The network has made it a priority to ensure the database of partnerships is expanded on a frequent basis so that it can continuously be used as a recruitment resource. Utilizing the database, we connect with organizations via mailings, emails, and phone calls to promote AMS III's application and recruitment process. Additionally, New Visions promotes the network through printed and digital advertisements with local magazines and news partners as well as on social media to drive families to the website and our application, which is available in dozens of languages via the Google Translate plug-in.

English Language Learners

AMS III is committed to recruiting English Language Learners/Multilingual Learners (ELLs/MLs). New Visions provides AMS III with all necessary marketing materials which include brochures and one-pagers made available in languages (Spanish, Haitian Creole, and Urdu) that reflect our current school population in an effort to recruit more students. AMS III's marketing materials always highlight that we accept all students including

In 2022-23, AMS III plan to execute the following recruitment efforts:

1. Maintain strong relationships with district middle schools.
2. Maintain strong relationships with charter middle schools.
3. Continue to participate in local community events such as fairs and presentations at local networks of community-based organizations and social service networks.
4. Continue to partner with local community-based organizations to

students with disabilities and English Language Learners/Multilingual Learners. In addition, we are persistent about our partnerships with feeder middle schools that serve a high population of students with IEPs and ELL/ML students. Further, we have implemented specific outreach and events tailored to highlight our commitment to serving students with disabilities and ELL/ML students and explain the comprehensive supports we provide.

We strive to ensure that all subgroups are represented among our Student Ambassadors. This allows families of all communities the opportunity to see like individuals prove to be successful in our school community and encourages them to apply. In addition, we always provide a space for families with a student with disabilities or an ELL/ML to speak about their needs. More specifically, during our open houses, we make sure to give families time for individual consultations for those who are interested in speaking with the principal or other staff. Further, members of our ENL team or staff who can speak to the ELL/ML services we offer are available at open houses and other recruitment events to have meaningful conversations with families about their student's needs.

Our website offers families the opportunity to apply online or download the application, which is available in English and Spanish. In addition, we partner with the NYC Charter Center around the Common Application, thus ensuring families that don't speak English or Spanish have access to our application. The

have fairs on campus that connect the local community to programs or services that meet their vocational, training, financial, mental, and physical wellness needs.

5. Our open houses and school tours will continue to celebrate diverse learners and highlight our commitment to ensuring that all students at AMS III are supported. We will also continue to attend large-scale events like the DOE high school fairs when available and participate in the NYC Charter School Center's Common Application to ensure that families who speak languages other than English, Spanish, Haitian Creole, French, Spanish, Urdu, and Russian have multiple avenues to learn about and apply to AMS III. We will continue to ensure that translators for key languages are available at all our recruitment events.

6. We intend to continue such partnerships that assist our school in maintaining a waitlist to allow for continuous enrollment.

7. Street marketing inclusive of handing out flyers and school swag such as water bottles, notepads, pens, etc. at school, campus, or community-sponsored events.

8. In-depth tracking of our application data and the connection between our marketing initiatives and student applications

9. Frequent email communications to feeder middle schools and community-based organizations in regards to available seats and open enrollment

10. Targeted outreach to community-based organizations in an effort to build new partnerships.

11. Increased number of post-lottery

	<p>application is also available at the school and community outreach events and interested families are able to apply directly at the school or by calling the New Visions main network office to apply over the phone where bilingual staff is available to assist.</p>	<p>engagement tactics.</p> <p>12. Increased paid marketing through a variety of partners.</p> <p>13. Specific attention to feeder middle schools from existing ELL/ML students on the roster.</p> <p>14. Outreach and events tailored to explain our commitment and support to students and families so they can better understand the comprehensive support we provide and historical data that attests to success.</p> <p>15. SPELL department staff will be present and available at campus or online open houses.</p> <p>16. Every open house has clear details of programs, staff, and additional support we have AMS III. This includes student representatives and examples of support that allow any student with ENL needs to graduate on time with assured postsecondary access.</p> <p>17. Involve our existing families to become active participants at our open houses and community-based student recruitment events.</p> <p>18. Student ambassadors that represent our student body and the subgroup are within the team that leads our open houses and other campus or community-based recruitment events.</p>
<p>Students with Disabilities</p>	<p>Throughout all of our outreach efforts, AMS III makes sure to encourage families with students with disabilities to apply to our school and provides space to speak about their needs and supports. Particularly at our open houses, AMS III makes sure to give families time for individual consultations for those who are interested in speaking with the principal or other</p>	<p>In 2022-23, AMS III plan to execute the following recruitment efforts:</p> <ol style="list-style-type: none"> <li>1. Maintain strong relationships with district middle schools.</li> <li>2. Maintain strong relationships with charter middle schools.</li> <li>3. Continue to participate in local community events such as fairs and presentations at local networks of community-based organizations and social service networks.</li> </ol>

staff. We also inform middle school staff that we support students with disabilities and that they can be confident in referring students with IEPs. At the time of enrollment AMS III ensures that every family with an IEP meets with the appropriate staff member to review the documents and comprehend areas of support.

In addition to the strategies mentioned above, AMS III staff will continue to recruit at all middle schools, including those with high numbers of students with disabilities and will encourage families to apply. We will continue to ensure that special education staff or staff who can speak to the special education services we offer are available at open houses and other recruitment events to have meaningful conversations with families around their student's needs. The testimony of students with disabilities is the best way for AMS III to showcase our continued commitment and demonstrated success of such students at AMS III. This is again factored in the recruitment of the student ambassadors. Our academic success with students with disabilities is our best testimony of support. Our student ambassador team who play a key role at all recruitment events both on campus and off-campus have testimonials and students who can directly speak to the support provided to them and their families.

In recognition that high-needs students require additional outreach efforts, we will continue to establish relationships and connect with institutions and service providers

4. Continue to partner with local community-based organizations to have fairs on campus that connect the local community to programs or services that meet their vocational, training, financial, mental, and physical wellness needs.
5. Our open houses and school tours will continue to celebrate diverse learners and highlight our commitment to ensuring that all students at AMS III are supported. We will also continue to attend large-scale events like the DOE high school fairs when available and participate in the NYC Charter School Center's Common Application to ensure that families who speak languages other than English, Spanish, Haitian Creole, French, Spanish, Urdu and Russian have multiple avenues to learn about and apply to AMS III. We will continue to ensure that translators for key languages are available at all our recruitment events.
6. We intend to continue such partnerships that assist our school in maintaining a waitlist to allow for continuous enrollment.
7. Street marketing inclusive of handing out flyers and school swag such as water bottles, notepads, pens, etc. at school, campus, or community-sponsored events.
8. In-depth tracking of our application data and the connection between our marketing initiatives and student applications
9. Frequent email communications to feeder middle schools and community-based organizations in regards to available seats and open enrollment
10. Targeted outreach to community-based organizations in



whose mission is to advocate and serve students with special needs. Counselors and advisors who are key faculty play a significant role in the support of students with disabilities. They are represented at every recruitment event to ensure we can respond to the queries that families may pose regarding communication and continuous support and entitled services.

an effort to build new partnerships.

11. Increased number of post-lottery engagement tactics.
12. Increased paid marketing through a variety of partners.
13. Specific attention to feeder middle schools from existing students with disabilities on the roster.
14. Outreach and events tailored to explain our commitment and support to students and families so they can better comprehend the comprehensive support we provide and historical data that attests to success.
15. SPELL department staff will be present and available at campus or online open houses.
16. Every open house has clear details of programs, staff, and additional support we have AMS III. This includes student representatives and examples of support that allow any student with IEP needs to graduate on time with assured postsecondary access.
17. Student ambassadors that represent our student body and the subgroup are within the team that leads our open houses and other campus or community-based recruitment events.

## Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2021-2022	Describe Retention Plans in 2022-2023
Economically Disadvantaged	<p>AMS III is committed to retaining at-risk students by offering a high-quality educational program; hiring and training highly qualified teachers, and communicating regularly with families. AMS III employs multiple strategies and designs specific programmatic elements to ensure the success of targeted students. Part of our overall strategy is to ensure that all students, whether or not they have special needs, feel supported and thrive academically. This support starts from the moment a student has an accepted seat and continues throughout their time at AMS III.</p> <p>We utilize the Response to Intervention (RtI) framework which is a multi-tiered approach used to efficiently differentiate instruction for all students. The model relies on student literacy assessment data to determine the intensity of the research-based interventions needed to accelerate student literacy gains. We use the Wilson Language intervention program, Wilson Just Words, and small reading group instruction using Read 180 Universal to provide tiered literacy intervention classes for students depending on their individual learning needs. This tiered approach is inclusive and based on student needs.</p> <p>AMS III connects economically disadvantaged students and their families with services (e.g., mental</p>	<p>AMS III plans to utilize the same strategies to retain economically disadvantaged students in the coming year. Additionally, we will host a couple of community service provider fairs where our neighborhood families and existing school community families can be connected to services, training, and other social supports from community-based organizations (CBOs). As a campus, we have also been granted permission to become a city adult education center that will offer courses like GED and English Language that will allow us to deepen our commitment to allow our neighborhood community members to access our schools' resources beyond student recruitment.</p>

health, employment, social services, etc.) within and outside the school that can serve as valuable resources to meet their needs. Our social work and counseling teams work hand in hand to identify students and families who would benefit from additional resources, which include but are not limited to individual counseling for students, outside referrals for students and families, assistance with navigating public benefits and services, referrals and assistance with housing concerns, and individualized follow up from our student support services team for both students and families. Targeted support for our most disadvantaged families is also provided through home visits, targeted interventions, family dinners, and parent/teacher conferences.

Our communication and partnership with families throughout the school year is our best testament to both retention and new recruitment.

Families are always active partners at AMS III in all academic and social-emotional student support actions and receive training and are encouraged to use tools like our Student Information System, PowerSchool, and our PBIS system, HERO.

In addition, our monthly Family School Alliance meetings, led by our parent coordinator, allow us to present skill-based workshops and fellowship to families. Our counseling team partners with the parent coordinator to design experiences that equip our families with information on mental health, employment, social services, internships for students, and

	<p>summer work-based opportunities. All of these supports and programs alongside strong and persistent relationships from staff positively contribute to retention.</p>	
<p>English Language Learners</p>	<p>As a commitment to retaining ELL/MLL students, we work with families from the initial meeting at enrollment to ensure that families feel supported and comfortable and are aware of the services available to their students.</p> <p>As a commitment to retaining ELL/ML students, we work with families from the initial meeting at enrollment to ensure that families feel supported and comfortable and are aware of the services available to their students. At the time of enrollment, we distribute the Home Language Survey to gather information on the student, which then can be used to determine if a student should take the NYSESLAT and receive ENL services. We ensure that all correspondence is translated into Spanish, Haitian Creole, French, Cantonese, and Russian. If our staff members do not speak the language of the family, we typically use the DOE translation service line.</p> <p>ELL/ML students are provided with opportunities and academic support to meet the same educational goals as our general student population. School leaders are attentive to programming and assessment for these students by appropriately leveling ENL courses according to students' language proficiency levels (as determined by NYSESLAT scores, the statewide English proficiency assessment). ELL/ML</p>	<p>AMS III plans to utilize the same strategies to retain English Language Learners/Multilingual Learners in the coming year.</p> <p>Additionally, we will host a couple of community service provider fairs where our neighborhood families and existing school community families can be connected to services, training, and other social supports from community-based organizations (CBOs). As a campus, we have also been granted permission to become a city adult education center that will offer courses like GED and English Language that will allow us to deepen our commitment to allow our neighborhood community members to access our schools' resources beyond student recruitment.</p>

students benefit from network-based support in instruction, compliance, and advocating for family involvement, which is not always the case at the high school level. We support and encourage students in their native language and culture by offering stand-alone ENL courses that supplement their core content courses. Based on this philosophy, ELLs/MLs are not isolated from their English-speaking peers but have a person and place where they feel free to experiment with their language, learn English using instructional strategies proven for ELLs/MLs and have their needs met. In these ENL courses, students learn at their own pace where they learn best: in a challenging yet non-threatening environment where experiential, whole language methods are used for authentic purposes.

The teacher for ENL support is positioned to work closely with the ICT teacher of all content areas through their key roles within the special education and English Language Learner department. The intention of this is to equip all teachers with the skills to plan and support students with ENL needs, understand their strengths, and use them effectively. In addition, the supervisor of the ENL teacher works closely with the staff development team which has allowed AMS III to focus on making sense of ENL-specific qualitative and quantitative data as an entire community. One of our staff development strands, offered to all faculty, focuses on language acquisition in content areas in order to ensure all-around support and refinement of

	<p>instructional practices. In addition, our work with our staff development partner, Teaching Matters has centered around language acquisition skills for all students, especially for our diverse learners.</p>	
<p>Students with Disabilities</p>	<p>AMS III uses an integrated co-teaching model to provide targeted support for students with disabilities in all core content areas, as described in Benchmark 2. We ensure that all students have access to our curriculum through proper implementation of students' special education accommodations and modifications and through utilizing a myriad of differentiation strategies and invoking the principles of universal design. AMS III prioritizes providing testing accommodations and any need-related services such as assistive technology to our students.</p> <p>AMS III has a thoughtful team of both special education and content teachers. Our staff develop strong collaborative partnerships that result in the type of thoughtful daily and project-based experiences that make AMS III unique. We design our core content learning with this support in mind on a weekly basis. Our ICT teachers under the leadership of the associate director for special education have established weekly systems for looking at student work, data inquiry, and instructional adjustment practices. The AMS III special education team also has protocols for weekly student check-in, family engagement, and quarterly IEP report cards. The special education coordinator works with counselors and dean team members to ensure</p>	<p>AMS III plans to utilize the same strategies to retain students with disabilities in the coming year.</p> <p>Additionally, we will host a couple of community service provider fairs where our neighborhood families and existing school community families can be connected to services, training, and other social supports from community-based organizations (CBOs). As a campus, we have also been granted permission to become a city adult education center that will offer courses like GED and English Language that will allow us to deepen our commitment to allow our neighborhood community members to access our schools' resources beyond student recruitment.</p>

that all students with an IEP have both socio-emotional and mandated support, beyond what is articulated in their IEP. These communication and support systems are further enriched with targeted and mostly teacher-driven staff development sessions. This year we have focused on purposeful grouping, differentiation, and equitable grading. All these have allowed special education students at AMS III to flourish academically, socio-emotionally, and in postsecondary environments. These supports start prior to a student's first day at AMS III and continue through the implementation of the post-secondary transition plan co-developed with the student, a month prior to graduation.

## **Entry 10 – Teacher and Administrator Attrition**

Completed - Jul 18 2022

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

## A. TEACH System – Employee Clearance

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

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

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

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## **B. Emergency Conditional Clearances**

### **Emergency Conditional Clearances**

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

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

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

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### **Attestation**

#### **Responses Selected:**

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

## **Entry 11 Percent of Uncertified Teachers**

Completed - Jul 18 2022

### **Instructions**

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

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

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

## **Entry 11 Uncertified Teachers**

School Name:

---

# Instructions for Reporting Percent of Uncertified Teachers

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

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

### CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2022)	4
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	1
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	0
Total Category A: 5 or 30% whichever is less	5.0

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

	FTE Count
i. Mathematics	3
ii. Science	0
iii. Computer Science	0
iv. Technology	0
v. Career and Technical Education	0
<b>Total Category B: not to exceed 5</b>	<b>3.0</b>

**CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS**

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2022)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2022)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2022)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2022)	0
<b>Total Category C: not to exceed 5</b>	<b>0.0</b>

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

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

	FTE Count
Total	8

### CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

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

	FTE Count
Total Category D	0

### CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	17

### CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	25

Thank you.



## Entry 12 Organization Chart

Completed - Jul 18 2022

[Instructions](#)

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

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

### [AMS III Org Chart Annual Report 2021-22](#)

Filename: AMS\_III\_Org\_Chart\_Annual\_Report\_2021-22.pdf Size: 50.3 kB

## Entry 13 School Calendar

Completed - Jul 18 2022

[Instructions for submitting School Calendar](#)

### Required of ALL Charter Schools

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

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

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

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

### [NVCHS 2022-2023 SEMESTER Calendar](#)

Filename: NVCHS\_2022-2023\_SEMESTER\_Calendar.pdf Size: 199.3 kB

## Entry 14 Links to Critical Documents on School Website

Completed - Jul 18 2022

### [Instructions](#)

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

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

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

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

# Form for Entry 14 Links to Critical Documents on School Website

School Name: New Visions Charter High School for Advanced Math and Science III

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item

4: Authorizer-approved DASA policy and NYSED-Approved School Discipline Policy

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

	Link to Documents
1. Current Annual Report (i.e., 2021-2022 Annual Report)	<a href="https://www.newvisions.org/ams3">https://www.newvisions.org/ams3</a>
2. Board meeting notices, agendas and documents	<a href="https://www.newvisions.org/ams3">https://www.newvisions.org/ams3</a>
3. New York State School Report Card	<a href="https://www.newvisions.org/ams3">https://www.newvisions.org/ams3</a>
4. Authorizer-approved DASA Policy and NYSED-Approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	<a href="https://www.newvisions.org/ams3">https://www.newvisions.org/ams3</a>
5. District-wide safety plan, not a building level safety plan (as per the September 2021 Emergency Response Plan Memo	<a href="https://www.newvisions.org/ams3">https://www.newvisions.org/ams3</a>
6. Authorizer-approved FOIL Policy	<a href="https://www.newvisions.org/ams3">https://www.newvisions.org/ams3</a>
7. Subject matter list of FOIL records. (Example: See NYSED Subject Matter List)	<a href="https://www.newvisions.org/ams3">https://www.newvisions.org/ams3</a>

Thank you.





## **New Visions Charter Schools**

Financial Statements and Supplementary  
Information

Years Ended June 30, 2022 and 2021

and Supplemental Schedule of Expenditures  
of Federal Awards

Year Ended June 30, 2022

## **New Visions Charter Schools**

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Financial Statements and Supplementary Information  
Years Ended June 30, 2022 and 2021  
And Supplemental Schedule of Expenditures of Federal Awards  
for the year ended June 30, 2022



# New Visions Charter Schools

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# New Visions Charter Schools

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## Independent Auditor's Report

To the Board of Trustees  
New Visions Charter Schools  
New York, New York

### *Opinion*

We have audited the financial statements of New Visions Charter Schools (the "School"), which comprise the statements of financial position as of June 30, 2022 and 2021, and the related statements of activities, functional expenses and cash flows for the years then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the School as of June 30, 2022 and 2021, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

### *Basis for Opinion*

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### *Responsibilities of Management for the Financial Statements*

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for 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.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern within one year after the date that the financial statements are issued or available to be issued.



### ***Auditor's Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.



## ***Other Matters***

### ***Supplementary Information***

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards, as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. The supplementary information on pages 24-43 are included for additional analysis and are 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. Such information has been subjected to the auditing procedures applied 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 18, 2022 on our consideration of the School's 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 School's 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 School's internal control over financial reporting and compliance.

*BDO USA, LLP*

New York, NY  
October 18, 2022

# New Visions Charter Schools

## Statements of Financial Position

<i>June 30,</i>	<b>2022</b>	<b>2021</b>
<b>Assets</b>		
Cash	\$ 8,754,033	\$ 8,854,368
Cash - restricted	405,352	355,191
Grants receivable	2,394,366	707,747
Due from NYC Department of Education	42,353	-
Prepaid expenses and other assets	133,924	69,970
Property and equipment, net	84,317	92,897
<b>Total Assets</b>	<b>\$ 11,814,345</b>	<b>\$ 10,080,173</b>
<b>Liabilities and Net Assets</b>		
<b>Liabilities</b>		
Accounts payable and accrued expenses	\$ 187,835	\$ 179,199
Accrued salaries and other payroll related expenses	953,094	1,090,160
Loan payable from related entity	600,000	-
Due to NYC Department of Education	161,985	155,149
Due to related entities	562,901	558,880
<b>Total Liabilities</b>	<b>2,465,815</b>	<b>1,983,388</b>
<b>Commitments and Contingencies (Notes 2, 3, 4, 7, 8, and 10)</b>		
<b>Net Assets</b>		
Net assets - without donor restrictions	9,340,130	8,096,785
Net assets - with donor restrictions	8,400	-
<b>Total Net Assets</b>	<b>9,348,530</b>	<b>8,096,785</b>
<b>Total Liabilities and Net Assets</b>	<b>\$ 11,814,345</b>	<b>\$ 10,080,173</b>

*See accompanying notes to financial statements.*

# New Visions Charter Schools

## Statements of Activities

<i>June 30,</i>	2022	2021
<b>Change in Net Assets without Donor Restrictions</b>		
<b>Operating Revenue without Donor Restrictions</b>		
State and local per pupil operating revenue	\$ 23,184,778	\$ 23,301,677
Government grants and contracts	3,408,764	1,398,175
<b>Total Operating Revenue without Donor Restrictions</b>	<b>26,593,542</b>	<b>24,699,852</b>
<b>Expenses</b>		
Program services:		
General education	16,435,139	16,997,455
Special education	5,655,382	5,972,143
Management and general	3,366,324	3,340,247
<b>Total Expenses</b>	<b>25,456,845</b>	<b>26,309,845</b>
<b>Support and Other Income</b>		
Interest income	5,673	6,375
Contributions and other income	99,375	92,243
Net assets released from restrictions	1,600	-
<b>Total Support and Other Income</b>	<b>106,648</b>	<b>98,618</b>
<b>Increase (Decrease) in Net Assets without Donor Restrictions</b>	<b>1,243,345</b>	<b>(1,511,375)</b>
<b>Change in net Assets with Donor Restrictions</b>		
Contributions	10,000	-
Net assets released from restrictions	(1,600)	-
<b>Increase in Net Assets with Donor Restrictions</b>	<b>8,400</b>	<b>-</b>
<b>Change in Net Assets</b>	<b>1,251,745</b>	<b>(1,511,375)</b>
<b>Net Assets, beginning of the year</b>	<b>8,096,785</b>	<b>9,608,160</b>
<b>Net Assets, end of the year</b>	<b>\$ 9,348,530</b>	<b>\$ 8,096,785</b>

*See accompanying notes to financial statements.*

## New Visions Charter Schools

### Statement of Functional Expenses for the Year Ended June 30, 2022

	No. of Positions	Program Services			Supporting Services	2022
		General Education	Special Education	Total	Management and General	
<b>Personnel Service Costs</b>						
Administrative staff personnel	64	\$ 2,683,972	\$ 519,966	\$ 3,203,938	\$ 2,333,925	\$ 5,537,863
Instructional personnel	131	7,125,894	3,354,786	10,480,680	-	10,480,680
<b>Total Salaries and Staff</b>	195	<b>9,809,866</b>	<b>3,874,752</b>	<b>13,684,618</b>	<b>2,333,925</b>	<b>16,018,543</b>
Fringe benefits and payroll taxes		1,799,116	758,070	2,557,186	469,866	3,027,052
Retirement		583,218	228,005	811,223	137,772	948,995
Management company fee		1,670,627	309,459	1,980,086	151,393	2,131,479
Legal services		36,497	11,900	48,397	3,190	51,587
Accounting and audit services		-	-	-	40,975	40,975
Other purchases of professional and consulting services		485,523	88,701	574,224	87,560	661,784
Repairs and maintenance		30,163	5,464	35,627	1,484	37,111
Insurance		126,852	23,523	150,375	11,925	162,300
Utilities		135,781	27,214	162,995	29,215	192,210
Instructional supplies and materials		161,757	31,614	193,371	-	193,371
Equipment and furnishings		44,882	6,732	51,614	3,147	54,761
Staff development		23,379	5,060	28,439	2,435	30,874
Marketing and recruitment		90,514	20,212	110,726	543	111,269
Technology		579,156	105,428	684,584	48,132	732,716
Food service		132,385	24,434	156,819	8,841	165,660
Student services		368,673	66,820	435,493	-	435,493
Office expense		279,931	52,506	332,437	30,187	362,624
Depreciation		49,392	10,255	59,647	4,177	63,824
Other		27,427	5,233	32,660	1,557	34,217
		<b>\$ 16,435,139</b>	<b>\$ 5,655,382</b>	<b>\$ 22,090,521</b>	<b>\$ 3,366,324</b>	<b>\$ 25,456,845</b>

*See accompanying notes to financial statements.*



## New Visions Charter Schools

### Statement of Functional Expenses for the Year Ended June 30, 2021

	No. of Positions	Program Services			Supporting Services	2021
		General Education	Special Education	Total	Management and General	
<b>Personnel Service Costs</b>						
Administrative staff personnel	69	\$ 3,069,037	\$ 564,343	\$ 3,633,380	\$ 2,464,061	\$ 6,097,441
Instructional personnel	149	7,821,611	3,715,839	11,537,450	-	11,537,450
<b>Total Salaries and Staff</b>	218	10,890,648	4,280,182	15,170,830	2,464,061	17,634,891
Fringe benefits and payroll taxes		1,923,986	793,755	2,717,741	478,287	3,196,028
Retirement		622,440	229,911	852,351	129,422	981,773
Management company fee		1,555,023	288,867	1,843,890	104,069	1,947,959
Legal services		35,654	6,933	42,587	1,223	43,810
Accounting and audit services		-	-	-	31,356	31,356
Other purchases of professional and consulting services		328,980	61,450	390,430	21,933	412,363
Repairs and maintenance		51,759	12,051	63,810	4528	68,338
Insurance		129,150	24,136	153,286	9643	162,929
Utilities		123,089	25,591	148,680	29876	178,556
Instructional supplies and materials		129,233	23,096	152,329	-	152,329
Equipment and furnishings		27,348	6,586	33,934	1,509	35,443
Staff development		14,019	2,460	16,479	1,115	17,594
Marketing and recruitment		33,133	6,318	39,451	439	39,890
Technology		548,038	101,017	649,055	28,145	677,200
Food service		27,554	4,826	32,380	1,103	33,483
Student services		174,799	31,797	206,596	-	206,596
Office expense		259,022	48,873	307,895	30,081	337,976
Depreciation		65,515	12,731	78,246	2,363	80,609
Other		58,065	11,563	69,628	1,094	70,722
		\$ 16,997,455	\$ 5,972,143	\$ 22,969,598	\$ 3,340,247	\$ 26,309,845

*See accompanying notes to financial statements.*

# New Visions Charter Schools

## Statements of Cash Flows

June 30,	2022	2021
<b>Cash Flows from Operating Activities:</b>		
Cash received from operating revenue	\$24,871,406	\$ 24,829,038
Other cash received	115,048	98,618
Cash paid to employees and suppliers	(25,581,384)	(26,052,746)
<b>Net Cash Used in Operating Activities</b>	<b>(594,930)</b>	<b>(1,125,090)</b>
<b>Cash Flows from Investing Activities:</b>		
Purchase of property and equipment	(55,244)	(67,079)
<b>Cash Flows from Financing Activities:</b>		
Proceeds from related entity loan	600,000	-
<b>Net Decrease in Cash</b>	<b>(50,174)</b>	<b>(1,192,169)</b>
<b>Cash and Restricted Cash, beginning of year</b>	<b>9,209,559</b>	<b>10,401,728</b>
<b>Cash and Restricted Cash, end of year</b>	<b>9,159,385</b>	<b>9,209,559</b>
<b>Reconciliation of change in net assets to net cash used in operating activities:</b>		
Change in net assets	1,251,745	(1,511,375)
Adjustments to reconcile change in net assets to net cash used in operating activities:		
Depreciation	63,824	80,609
Changes in operating assets and liabilities:		
Grants receivable	(1,686,619)	39,373
Due from NYC Department of Education	(42,353)	7,200
Due from related entities	-	9,509
Prepaid expenses and other assets	(63,954)	10,680
Accounts payable and accrued expenses	8,636	105,519
Accrued salaries and other payroll related expenses	(137,066)	268,560
Refundable advance from Paycheck Protection Program	-	(300,410)
Due to NYC Department of Education	6,836	82,613
Due to related entities	4,021	82,632
<b>Net Cash Used in Operating Activities</b>	<b>\$ (594,930)</b>	<b>\$ (1,125,090)</b>
<b>Supplemental Disclosure of Cash Flow Information:</b>		
<b>Cash and cash - restricted consist of:</b>		
Cash	\$ 8,754,033	\$ 8,854,368
Restricted cash	405,352	355,191
<b>Cash and Restricted Cash, end of year</b>	<b>\$ 9,159,385</b>	<b>\$ 9,209,559</b>

*See accompanying notes to financial statements.*

# New Visions Charter Schools

## Notes to Financial Statements

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### 1. Nature of the Organization

New Visions Charter Schools (the “School”) is a New York State, not-for-profit educational corporation that was incorporated on March 5, 2012 to operate multiple charter schools pursuant to Article 56 of the Educational Law of the State of New York. The School, led by the Board of Trustees, received provisional charters from the Board of Regents of the University of the State of New York to operate charter schools in the State of New York pursuant to certain terms and conditions set forth in its approved charter application and the charter agreement dated November 5, 2012. The School endeavors to extend equally to all students, regardless of their previous academic history, the highest quality education in an atmosphere of respect, responsibility, and safety.

The School, as determined by the Internal Revenue Service, is exempt from federal income tax under Section 501(a) of the Internal Revenue Code (“IRC”) as an organization described in Section 501(c)(3) of the IRC. It is also exempt under a similar provision under New York State income tax laws. The School has also been classified as an entity that is not a private foundation within the meaning of Section 509(a) of the IRC and qualifies for deductible contributions as provided in Section 170(b)(1)(A)(ii) of the IRC.

The School operates New Visions Charter High School for Advanced Math and Science III, New Visions Charter High School for the Humanities III, New Visions Charter High School for Advanced Math and Science IV, and New Visions Charter High School for the Humanities IV, which serve as divisions within the School. The School’s charter agreement renewal dates and classes operated for students are as follows:

Division	Grade Range	Charter Renewal Date
New Visions Charter High School for Advanced Math and Science III	9th through 12th Grade	June 30, 2023
New Visions Charter High School for the Humanities III	9th through 12th Grade	June 30, 2023
New Visions Charter High School for Advanced Math and Science IV	9th through 12th Grade	June 30, 2025
New Visions Charter High School for the Humanities IV	9th through 12th Grade	June 30, 2027

### 2. Significant Accounting Policies

#### *Principles of Financial Statement Presentation*

The School’s financial statements have been prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America (“U.S. GAAP”) and includes the accounts of all the Schools divisions noted in note 1. All significant intercompany balances and transactions between divisions have been eliminated in these financial statements.

The classification of the School’s net assets and its support, revenues, and expenses is based on the existence or absence of donor-imposed restrictions. It requires that the amounts for each of the two classes of net assets - with donor restrictions or without donor restrictions - be displayed in a statement of financial position and that the amount of the change in each of those classes of net assets be displayed in a statement of activities.

# New Visions Charter Schools

## Notes to Financial Statements

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These classes are defined as follows:

Net Assets with Donor Restrictions consist of contributions and other inflows of assets whose use is subject to donor-imposed restrictions that are more specific than broad limits reflecting the nature of the not-for-profit entity, the environment in which it operates and the purposes specified in its articles of incorporation or bylaws or comparable documents. Donor-imposed restrictions may be temporary in nature, such as stipulating that resources may be used only after a specified date or limited to specific programs or services. Certain donor-imposed restrictions are perpetual in nature.

Net Assets without Donor Restrictions consist of contributions and other inflows of assets whose use is not subject to donor-imposed restrictions. This net asset category includes both contributions not subject to donor restrictions and exchange transactions, and are, therefore, available for general operations.

At June 30, 2022, net assets with donor restrictions of \$8,400 are restricted for internship programs. At of June 30, 2021, the School had no assets with donor restrictions.

### ***Cash - Restricted***

An escrow account in the amount of \$405,352 and \$355,191 was held aside under the provisions of the School's charter to pay for legal and audit expenses that would be associated with a dissolution should it occur, as required by the New York State Education Department as of June 30, 2022 and 2021, respectively.

### ***Grants Receivable***

Grants receivable represent amounts due from federal and state entitlements and grants. Grants receivable are expected to be collected within one year, are recorded at net realizable value, and amounted to \$2,394,366 and \$707,747 at June 30, 2022 and 2021, respectively. The School evaluates the collectability of the receivables and employs the allowance method. The School has determined that no allowance for uncollectible accounts is necessary at June 30, 2022 and 2021. Such estimate is based on management's assessment of the aged basis of its receivables, as well as current economic conditions and historical information.

### ***Contributions***

Transfers of cash or other assets or settlement of liabilities that are both voluntary and nonreciprocal are recognized as contributions.

Contributions may either be conditional or unconditional. A contribution is considered conditional when the donor imposes both a measurable barrier and a right of return. Conditional contributions are recognized as revenue on the date all donor-imposed barriers are overcome or explicitly waived by the donor. Barriers may include specific and measurable outcomes, limitations on the performance of an activity and other stipulations related to the contribution. A donor has a right of return of any assets transferred or a right of release of its obligation to transfer any assets in the event the School fails to overcome one or more barriers. Assets received before the barrier is overcome are accounted for as refundable advances.

# New Visions Charter Schools

## Notes to Financial Statements

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Unconditional contributions may or may not be subject to donor-imposed restrictions. Donor-imposed restrictions limit the use of the donated assets as to time or purpose restrictions. Contributions subject to donor restrictions are recognized in changes in net assets with donor restrictions. When a purpose restriction is satisfied or when a time restriction expires, the contribution is reported as net assets released from restrictions and is recognized in changes in net assets without donor restrictions in the statement of activities.

### *Revenue Recognition*

#### *Per-Pupil Revenue*

The School recognizes revenues from per-pupil funding in the fiscal year in which the academic programs are provided. Per-pupil revenue is billed and received based on the total number of full-time equivalent (“FTE”) students and the basic charter school tuition rate for the school district of residence of the students attending the School in any given fiscal year for general education and special education. The FTE is formula-driven and based on the number of days the student has been with the School as a proportion of the number of days in the entire school year (the calculation is done by using the New York State calculator online). The School’s total student population includes general education and special education students. The School has determined that revenue from its students has the same performance obligations, types of contract, and services rendered. As a result, the student body is viewed as one customer base for revenue purposes. The School uses a portfolio approach to account for per-pupil contracts as a collective group rather than recognizing revenue on an individual-contract basis. The School believes that revenue recognized by utilizing the portfolio approach approximates the revenue that would have been recognized if an individual contract approach were used.

Per-pupil invoicing is managed on a bi-monthly basis to the funding source (local school district). Billing is a function of student enrollment for the upcoming fiscal year, which is the basis for the first two invoices per-pupil due June 1<sup>st</sup> and July 31<sup>st</sup>, which is a projection. Subsequent invoices are due bi-monthly. With the implementation of an automated-invoicing process through a dedicated website, the submission of each invoice is done online. After the year is complete, the School submits the FTE per-pupil reconciliation, listing every student who attended any part of the year, and the FTE each represents. Based on this final count, it calculates how much should have been paid to the School and included in the reconciliation will be any amounts due from the funding source included in grants and other receivables on the statement of financial position at year end, or any amounts payable to the funding source included as a liability on the statement of financial position at year end, as amounts are trued up to actual based on actual numbers submitted at year end.

Additional funding is also provided to support special education services. All students who are identified to need special education services or settings have an Individualized Education Program (“IEP”), formalized for his or her unique needs. Based on this IEP, the student is categorized into one of three levels of service: 0-20% service, 20-60% service, or 60% or more service required and provided by the School. For a student receiving less than 20% in services, no additional funding is received. For a student receiving services between 20% and 60% and 60% or more services of the school day, additional funding per FTE is received. Billing for this support is incorporated into the per-pupil invoices and is also settled in the same FTE per-pupil reconciliation process.

As the students receive the benefit of these services simultaneously as the School is providing them, the School recognizes per-pupil revenue from these services over time. The School believes that

# New Visions Charter Schools

## Notes to Financial Statements

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this method provides a reasonable depiction of the transfer of services over the term of the performance obligation based on the services needed to satisfy the obligation. Generally, performance obligations satisfied over time relate to students receiving academic or school services. The School measures the performance obligation from admission or enrollment into the School to the point when the student is discharged or the end of the school year where it is no longer required to provide services to the student, which is generally at the time of discharge or the completion of the school year. All of these services are bundled and considered a single-performance obligation, and as such, the School accounts for these bundled-performance obligations under state and local per pupil operating revenue in the statement of activities and recognizes the per-pupil revenue over time.

### *Government Grants*

Revenue from federal, state, and local government grants and contracts is recognized by the School when qualifying expenditures are incurred and billable to the government, or when required services have been provided.

### *Contract Assets and Contract Liabilities*

In accordance with Financial Accounting Standards Board (“FASB”) Accounting Standards Codification (“ASC”) 606, contract assets are to be recognized when an entity has the right to receive consideration in exchange for goods or services that have been transferred to a customer when that right is conditional on something other than the passage of time. The School does not recognize contract assets, as the right to receive consideration is unconditional in accordance with the passage of time criteria. Also, in accordance with ASC 606, contract liabilities are to be recognized when an entity is obligated to transfer goods or services for which consideration has already been received. The School does not receive consideration prior to the transfer of goods or services and, therefore, does not recognize contract liabilities.

### *Contributions of Nonfinancial Assets*

The School may receive contributed services that are an integral part of its operations. Such services are only recorded as contributions of nonfinancial assets, at their fair value, provided the services create or enhance nonfinancial assets, require specified skills provided by individuals possessing those skills, and typically need to be purchased, if not provided by donation.

The School receives donated space from the New York City Department of Education (“NYCDOE”) that it shares with a New York City public school (Note 8). The donated space will be used for operating, general, and administrative activities. In valuing the donated spaces, which are located in Queens and Brooklyn, New York, the School estimated the fair value on the basis of recent comparable sales prices in the Queens and Brooklyn, New York real estate markets, taking into account the restriction on use of the space.

### *Property and Equipment*

Purchased property and equipment are recorded at cost. Property and equipment acquired with certain government funding are recorded as expenses pursuant to the terms of the contract in which ownership of such property and equipment is retained by the funding source. Maintenance and repairs are expensed as they occur. The School has established a \$3,000 threshold above which assets are evaluated to be capitalized. The School expenses leasehold improvements because it has

# New Visions Charter Schools

## Notes to Financial Statements

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no lease and is uncertain that the space will be available beyond the close of the current fiscal year. Removable equipment that can be transferred to new space, if necessary, is capitalized, based on the established threshold. Depreciation is provided on the straight-line method over the estimated useful lives as follows:

	Useful Life
Furniture and office equipment	3 years
Computer equipment	3 years

### ***Impairment***

The School reviews long-lived assets to determine whether there has been any permanent impairment whenever events or circumstances indicate the carrying amount of an asset may not be recoverable. If the sum of the expected future undiscounted cash flows is less than the carrying amount of the assets, the School recognizes an impairment loss. No impairment losses were recognized for the years ended June 30, 2022 and 2021.

### ***Advertising***

The School expenses advertising costs as incurred. The School incurred \$111,269 and \$39,890 of advertising costs for the years ended June 30, 2022 and 2021, respectively, which is included in the accompanying statements of functional expenses under marketing and recruitment.

### ***Functional Allocation of Expenses***

The costs of providing programs and other activities have been summarized on a functional basis and by natural classification in the accompanying statement of activities. Accordingly, certain costs have been allocated among the respective programs and activities according to the functional categories, as follows:

Program Services - This category represents expenses related to general education and special education for certain students requiring additional attention and guidance. These costs are allocated based on the FTE allocation method.

Management and General - This category represents expenses related to the overall administration and operation of the School that are not specific to any program services or development. These costs are allocated based on the FTE allocation method.

### ***Estimates***

The preparation of financial statements in conformity with U.S. GAAP requires management to make estimates and assumptions that affect certain 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.



# New Visions Charter Schools

## Notes to Financial Statements

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### *Income Taxes*

The School is exempt from federal, state and local income taxes under Section 501(c)(3) of the Internal Revenue Code (the “IRC”) and, therefore, has made no provision for income taxes in the accompanying financial statements. In addition, the School has been determined by the Internal Revenue Service not to be a “private foundation” within the meaning of Section 509(a) of the IRC. There was no unrelated business income for the years ended June 30, 2022 and 2021.

Under U.S. GAAP, an organization must recognize the tax benefit associate with tax positions taken for tax-return purposes when it is more likely than not that the position will not be sustained upon examination by a taxing authority. The School does not believe it has taken any material uncertain tax positions and, accordingly, it has not recorded any liability for unrecognized tax benefits. The School is subject to routine audits by a taxing authority. As of June 30, 2022, the School was not subject to any examination by a taxing authority.

### **Recently Adopted Accounting Pronouncements**

#### *Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets*

In September 2020, the FASB issued Accounting Standards Update (“ASU”) 2020-07, *Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets (Topic 958)*. The update requires not-for-profits to present contributed nonfinancial assets as a separate line item on the statement of activities, and to disclose information regarding each type of contributed nonfinancial assets. The update is effective for financial statements issued for fiscal years beginning after June 15, 2021. The School adopted this ASU as of July 1, 2021. The adoption of this ASU did not have a material impact on the financial statements. See note 8 for additional information.

### **Recently Issued but not yet Adopted Accounting Pronouncements**

#### *Lease Accounting*

In February 2016, the FASB issued ASU 2016-02, *Leases*, which will require lessees to recognize a lease liability, which is a lessee’s obligation to make lease payments arising from a lease, measured on a discounted basis; and a right-of-use asset, which is an asset that represents the lessee’s right to use, or control the use of, a specified asset for the lease term. The FASB also issued ASU 2020-05, which deferred the effective date for the School until annual periods beginning after December 15, 2021. The School is currently evaluating the impact of the adoption of ASU 2016-02.

#### *Financial Instruments - Credit Losses*

In June 2016, the FASB issued ASU 2016-13, *Financial Instruments - Credit Losses (Topic 326): Measurement of Credit Losses on Financial Instruments*. The new credit losses standard changes the impairment model for most financial assets and certain other instruments. For trade and other receivables, contract assets recognized as a result of applying ASC 606, loans and certain other instruments, entities will be required to use new forward looking “expected loss” model that generally will result in earlier recognition of credit losses than under today’s incurred loss model. ASU 2016-13 is effective for annual periods beginning after December 31, 2022. The School is currently evaluating the impact of this ASU on its financial statements.



# New Visions Charter Schools

## Notes to Financial Statements

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### 3. Liquidity and Availability of Resources

The School maintains a policy of structuring its financial assets to be available as its general expenditures, liabilities and other obligations come due. The School strives to maintain a cash reserve equal to a minimum of three months of operating expenses, with a target of three to six months. Cash is kept in interest-bearing bank accounts to maximize returns.

The School's financial assets available within one year of the statements of financial position date for general expenditures are as follows:

<i>June 30,</i>	<b>2022</b>	<b>2021</b>
Cash	\$ 8,754,033	\$ 8,854,368
Cash - restricted	405,352	355,191
Grants and other receivables	2,394,366	707,747
Due from NYC Department of Education	42,353	-
<b>Total Financial Assets</b>	<b>11,596,104</b>	<b>9,917,306</b>
Less amounts unavailable for general expenditures within one year due to:		
Restricted by contract	(405,352)	(355,191)
Restricted by donors with purpose restrictions	(8,400)	-
<b>Total Financial Assets Available to Management for General Expenditures within One Year</b>	<b>\$ 11,182,352</b>	<b>\$ 9,562,115</b>

### 4. Related Party Transactions

#### *Due from/to related entities*

New Visions for Public Schools ("New Visions") is a not-for-profit organization dedicated to supporting public schools and helping start and manage charter schools. Pursuant to the terms of the Educational Services Agreement by and between the School and New Visions, it provides educational management, operational, and fundraising services to the School. As compensation to New Visions for these services rendered, the School pays 8% of its gross revenue. Gross revenue is defined as all such funding provided by the state, federal, and local government, but excludes any private grant funding awarded to the School.

The balance due to New Visions from the School at June 30, 2022 and 2021 amounted to \$557,247 and \$556,171, respectively, which is comprised of management fees, which is included in due to related entities on the statements of financial position. Total management fees incurred by the School for the years ended June 30, 2022 and 2021 totaled \$2,131,479 and \$1,947,959, respectively. There was no balance due from New Visions to the School at June 30, 2022 and 2021.

# New Visions Charter Schools

## Notes to Financial Statements

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For operational efficiency and purchasing power, the School also shares expenses with other charter schools related by common management. At June 30, 2022 and 2021, the balance due to other charter schools was \$5,654 and \$2,709, respectively, which is included in due to related entities on the statements of financial position. At June 30, 2022 and 2021, there was no balance due from other charter schools, respectively.

### *Loan Payable from Related Entity*

On June 27, 2022, a division of the School, New Visions Charter High School for the Humanities III (the “Borrower”), entered into a borrowing agreement (the “Agreement”) with New Visions with a maximum loan amount of \$1,100,000 available through November 2023. The Borrower initially borrowed \$600,000 upon initiation of the Agreement. The loan bears no interest and is due in full on a date mutually agreed upon, which as of the date these financial statements were available to be issued has not been agreed to. The loan may be prepaid by the Borrower at any time, in whole or in part, without penalty. The proceeds were used for the expenses incurred as they relate to the furtherance of the Borrower’s tax-exempt educational purposes. The outstanding principal balance of \$600,000 as of June 30, 2022 is included in the accompany statements of financial position.

## 5. Property and Equipment

Property and equipment consist of the following:

<i>June 30,</i>	<b>2022</b>	<b>2021</b>
Furniture and office equipment	\$ 291,359	\$ 263,084
Computer equipment	706,935	679,966
	<b>998,294</b>	943,050
Less: Accumulated depreciation	<b>(913,977)</b>	(850,153)
<b>Property &amp; Equipment, net</b>	<b>\$ 84,317</b>	\$ 92,897

Depreciation expense amounted to \$63,824 and \$80,609 for the years ended June 30, 2022 and 2021, respectively.

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# New Visions Charter Schools

## Notes to Financial Statements

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### 6. Grants Receivable

Grants receivable consist of federal and state entitlements and grants. The School expects to collect these receivables within one year. Grants receivable consist of the following:

<i>June 30,</i>	<b>2022</b>	<b>2021</b>
E-Rate Reimbursement	\$ 133,925	\$ 97,684
Out of District Per Pupil	37,332	89,100
Title I	211,564	212,729
Title II	37,655	16,753
Title IV	22,949	24,000
ESSER I - CARES	109,491	167,213
ESSER II - CRRSA	714,349	-
ESSER III - ARP	1,051,598	-
CSP	49,950	49,950
Other	25,553	50,318
<b>Grants Receivable, net</b>	<b>\$2,394,366</b>	<b>\$ 707,747</b>

### 7. Pension Plan

The School has adopted the New Visions for Public Schools' pension plan (the "Plan") which is qualified under Internal Revenue Code 403(b) for the benefit of its eligible employees. The Plan is an elective contribution plan. Employees are eligible to enroll in the Plan once they have completed at least one full year of service and completion of 1,000 work hours and are also eligible for discretionary employer contributions. The School's contribution becomes fully vested after the sixth year of the employee's service. Pension expense amounted to \$948,995 and \$981,773, net of forfeitures, for the years ended June 30, 2022 and 2021, respectively, and is included in the accompanying statements of functional expenses under retirement.

### 8. Agreement with School Facility

The School shares space with New York City public schools. As part of the New York City Chancellor's Charter School Initiative, the NYCDOE has provided this space to the School at no charge. The services provided by the NYCDOE to the charter school, such as rent, utilities, custodial services, maintenance and school safety services are provided at no cost.

The School is using a relative valuation model to measure the fair value of the donated space. The NYCDOE has not provided a value for the space and there is no lease agreement in place. In applying the valuation model, significant inputs include the total square footage allocated the School, the average cost per square foot based on comparable sales prices in Queens and Brooklyn, New York, and the estimated discount factor applied to the cost per square foot to account for the restricted use of the space. Based on such assumptions, the School applies a relative cost per square foot calculated using all available market information in Queens and Brooklyn, New York.

# New Visions Charter Schools

## Notes to Financial Statements

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Square footage totaling 61,791 feet is allocated to the School. The value of the space and related utilities and services calculated by applying the relative valuation model is not significant and, therefore, is not recorded in these financial statements.

### 9. Risk Management

The School is exposed to various risks of loss related to torts; thefts of, damage to, and destruction of assets; injuries to employees; and natural disasters. The School maintains commercial insurance to help protect itself from such risks. The School also intends to defend its positions on these matters. As of June 30, 2022, there are no matters for which the School believes the ultimate outcome would have a material adverse effect on the School's financial position.

The School entered into contractual relationships with certain governmental funding sources. The governmental agencies may request return of funds as a result of noncompliance by the School, as well as additional funds for the use of facilities. The accompanying financial statements make no provision for the possible disallowances or refund. The School is of the opinion that such cost disallowances, if any, will not have a material effect in the School's financial statements and will record them in the fiscal year they become known.

### 10. Paycheck Protection Program

In April 2020, the School received proceeds in the amount of \$3,583,957, under the Small Business Administration ("SBA") Paycheck Protection Program ("PPP") enabled by the Coronavirus Aid, Relief and Economic Security Act ("CARES Act"). The School used the proceeds to support payroll costs in accordance with the relevant terms and conditions of the CARES Act and recognized \$300,410 and \$3,283,547 of the amount received as government grant revenue during the years ended June 30, 2021 and 2020, respectively.

In March 2022, the School received notification by the SBA that the School's forgiveness application request for the full amount of the PPP proceeds was approved in full, and the School has no further obligations related to the PPP proceeds.

The SBA reserves the right to audit any PPP proceeds, regardless of size. These audits may occur after the forgiveness has been granted. In accordance with the CARES Act, all borrowers are required to maintain their PPP documentation for six years after the PPP proceeds was forgiven or repaid in full and to provide that documentation to the SBA upon request. The School has not accrued any liability associated with any potential adverse determination of the forgiveness of the PPP proceeds which may result from any audit of the PPP proceeds if the SBA disagrees with any position taken by management with respect to the PPP forgiveness processes.

# New Visions Charter Schools

## Notes to Financial Statements

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### 11. Commitments

The School leases office equipment and copiers under non-cancellable operating leases which will expire at various times during the next four years. The leasing expense for the years ended June 30, 2022 and 2021 was \$80,651 and \$66,423, respectively, which is included in the accompanying statements of functional expenses under office expense. Future minimum lease payments are as follows:

<i>June 30,</i>		Amount
2023	\$	34,428
2024		13,568
2025		9,885
2026		9,840
	\$	<b>67,721</b>

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### 12. Concentration Risks

Financial instruments that potentially subject the School to a concentration of credit risk include cash accounts at a major financial institution that, at times, exceeded the Federal Deposit Insurance Corporation insured limits of \$250,000. The School has not experienced any losses in such accounts and does not believe it is exposed to any significant credit risk on its cash accounts.

The School received approximately 87% and 94% of its total revenue from per-pupil funding from the NYCDOE during the years ended June 30, 2022 and 2021, respectively.

The School's grants receivable consist of one major grantor accounting for approximately 97% at June 30, 2022 and two major grantors accounting for approximately 93% at June 30, 2021.

The School's payables consist of two major vendors accounting for approximately 27% at June 30, 2022 and one major vendor accounting for approximately 48% at June 30, 2021.

### 13. Subsequent Events

New Visions Charter High School for the Humanities III ("HUM III"), a division of the School, ceased operations on June 30, 2022 after completion of the 2021-2022 school year. The Board agreed to the cease of operations of HUM III during an executive session of the February 8, 2022 board meeting in view of HUM III's decline in enrollment and reduction in services. To facilitate the closure of HUM III, the School has engaged a dissolution attorney as well as consultants to assist in the wind-down of HUM III's operations. The School's closure process with New York State is ongoing as of the date these financial statements were available to be issued, therefore the timing of final distribution of assets/dissolution cannot be determined.

The School's management has performed subsequent event procedures through October 18, 2022, which is the date the financial statements were available to be issued, and there were no other subsequent events requiring adjustment to the financial statements or disclosures as stated herein.

## Supplementary Information

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## New Visions Charter Schools

### New Visions Charter High School for Advanced Math & Science III Divisional Schedules of Financial Position

<i>June 30,</i>	<b>2022</b>	<b>2021</b>
<b>Assets</b>		
Cash	\$ 1,662,886	\$ 2,073,384
Cash - restricted	101,613	76,578
Grants receivable	571,728	201,747
Prepaid expenses and other assets	48,879	11,688
Property and equipment, net	2,899	5,073
<b>Total Assets</b>	<b>\$ 2,388,005</b>	<b>\$ 2,368,470</b>
<b>Liabilities and Net Assets</b>		
<b>Liabilities</b>		
Accounts payable and accrued expenses	\$ 23,252	\$ 44,755
Accrued salaries and other payroll related expenses	247,058	340,773
Due to NYC Department of Education	69,866	2,719
Due to related entities	133,310	147,118
<b>Total Liabilities</b>	<b>473,486</b>	<b>535,365</b>
<b>Net Assets</b>		
Net assets - without donor restrictions	1,914,519	1,833,105
<b>Total Liabilities and Net Assets</b>	<b>\$ 2,388,005</b>	<b>\$ 2,368,470</b>

*See auditors report.*



## New Visions Charter Schools

### New Visions Charter High School for Advanced Math & Science III Divisional Schedules of Activities

<i>June 30,</i>	2022	2021
<b>Operating Revenue without Donor Restrictions</b>		
State and local per pupil operating revenue	\$ 5,391,267	\$ 5,483,263
Government grants and contracts	844,452	451,129
<b>Total Operating Revenue without Donor Restrictions</b>	<b>6,235,719</b>	<b>5,934,392</b>
<b>Expenses</b>		
Program services:		
General education	4,324,718	4,919,563
Special education	1,176,192	1,218,754
Management and general	701,267	696,592
<b>Total Expenses</b>	<b>6,202,177</b>	<b>6,834,909</b>
<b>Support and Other Income</b>		
Interest income	1,152	1,592
Contributions and other income	46,720	24,253
<b>Total Support and Other Income</b>	<b>47,872</b>	<b>25,845</b>
<b>Change in Net Assets without Donor Restrictions</b>	<b>81,414</b>	<b>(874,672)</b>
<b>Net Assets, beginning of the year</b>	<b>1,833,105</b>	<b>2,707,777</b>
<b>Net Assets, end of the year</b>	<b>\$ 1,914,519</b>	<b>\$ 1,833,105</b>

*See auditors report.*



## New Visions Charter Schools

### New Visions Charter High School for Advanced Math & Science III Divisional Schedule of Functional Expenses for the Year Ended June 30, 2022

	No. of Positions	Program Services			Supporting Services	2022
		General Education	Special Education	Total	Management and General	
<b>Personnel Service Costs</b>						
Administrative staff personnel	17	\$ 901,366	\$ 140,498	\$ 1,041,864	\$ 481,657	\$ 1,523,521
Instructional personnel	31	1,749,367	665,231	2,414,598	-	2,414,598
<b>Total Salaries and Staff</b>	48	2,650,733	805,729	3,456,462	481,657	3,938,119
Fringe benefits and payroll taxes		471,062	161,107	632,169	99,212	731,381
Retirement		164,629	50,041	214,670	29,914	244,584
Management company fee		405,123	62,344	467,467	32,562	500,029
Accounting and audit services		-	-	-	9,400	9,400
Other purchases of professional and consulting services		102,189	14,883	117,072	25,052	142,124
Repairs and maintenance		959	148	1,107	77	1,184
Insurance		30,515	4,696	35,211	2,453	37,664
Utilities		32,270	5,382	37,652	4,634	42,286
Instructional supplies and materials		31,366	4,322	35,688	-	35,688
Equipment and furnishings		3,526	492	4,018	665	4,683
Staff development		7,499	1,038	8,537	21	8,558
Marketing and recruitment		36,841	6,416	43,257	76	43,333
Technology		199,591	32,695	232,286	9,717	242,003
Food service		29,741	4,398	34,139	1,483	35,622
Student services		92,867	12,810	105,677	-	105,677
Office expense		60,300	8,868	69,168	4,025	73,193
Depreciation		1,762	271	2,033	141	2,174
Other		3,745	552	4,297	178	4,475
		\$ 4,324,718	\$ 1,176,192	\$ 5,500,910	\$ 701,267	\$ 6,202,177

*See Auditors Report.*

## New Visions Charter Schools

### New Visions Charter High School for Advanced Math & Science III Divisional Schedule of Functional Expenses for the Year Ended June 30, 2021

	No. of Positions	Program Services			Supporting Services	2021
		General Education	Special Education	Total	Management and General	
<b>Personnel Service Costs</b>						
Administrative staff personnel	19	\$ 1,155,744	\$ 137,062	\$ 1,292,806	\$ 488,028	\$ 1,780,834
Instructional personnel	37	2,153,388	748,958	2,902,346	-	2,902,346
<b>Total Salaries and Staff</b>	<b>56</b>	<b>3,309,132</b>	<b>886,020</b>	<b>4,195,152</b>	<b>488,028</b>	<b>4,683,180</b>
Fringe benefits and payroll taxes		561,783	158,889	720,672	110,674	831,346
Retirement		230,541	61,727	292,268	34,000	326,268
Management company fee		383,305	52,758	436,063	28,015	464,078
Legal services		429	51	480	13	493
Accounting and audit services		-	-	-	7,839	7,839
Other purchases of professional and consulting services		107,118	16,605	123,723	7,511	131,234
Repairs and maintenance		2,676	368	3,044	196	3,240
Insurance		33,023	4,545	37,568	2,414	39,982
Utilities		35,107	5,656	40,763	5,493	46,256
Instructional supplies and materials		13,629	1,440	15,069	-	15,069
Equipment and furnishings		725	92	817	36	853
Staff development		8,387	1,003	9,390	204	9,594
Marketing and recruitment		3,712	420	4,132	-	4,132
Technology		145,940	18,781	164,721	9,490	174,211
Food service		6,756	779	7,535	490	8,025
Student services		30,846	3,878	34,724	-	34,724
Office expense		40,815	5,007	45,822	2,071	47,893
Depreciation		1,609	221	1,830	118	1,948
Other		4,030	514	4,544	-	4,544
		\$ 4,919,563	\$ 1,218,754	\$ 6,138,317	\$ 696,592	\$ 6,834,909

*See Auditors Report.*

## New Visions Charter Schools

### New Visions Charter High School for Advanced Math & Science III Divisional Schedules of Cash Flows

<i>June 30,</i>	2022	2021
<b>Cash Flows from Operating Activities:</b>		
Cash received from operating revenue	\$ 5,932,885	\$ 5,919,792
Other cash received	47,872	25,845
Cash paid to employees and suppliers	(6,366,220)	(6,881,368)
<b>Net Cash Used in Operating Activities</b>	<b>(385,463)</b>	<b>(935,731)</b>
<b>Cash Flows from Investing Activities:</b>		
Purchase of property and equipment	-	(6,523)
<b>Net Decrease in Cash</b>	<b>(385,463)</b>	<b>(942,254)</b>
<b>Cash and Restricted Cash, beginning of year</b>	<b>2,149,962</b>	<b>3,092,216</b>
<b>Cash and Restricted Cash, end of year</b>	<b>1,764,499</b>	<b>2,149,962</b>
<b>Reconciliation of change in net assets to net cash used in operating activities:</b>		
Change in net assets	81,414	(874,672)
Adjustments to reconcile change in net assets to net cash used in operating activities:		
Depreciation	2,174	1,948
Changes in operating assets and liabilities:		
Grants receivable	(369,981)	(12,489)
Due from related entities	-	766
Prepaid expenses and other assets	(37,191)	7,246
Accounts payable and accrued expenses	(21,503)	11,013
Accrued salaries and other payroll related expenses	(93,715)	33,852
Refundable advance from		
Paycheck Protection	-	(118,770)
Due to NYC Department of Education	67,147	(2,111)
Due to related entities	(13,808)	17,486
<b>Net Cash Used in Operating Activities</b>	<b>\$ (385,463)</b>	<b>\$ (935,731)</b>
<b>Supplemental Disclosure of Cash Flow Information:</b>		
<b>Cash and cash - restricted consist of:</b>		
Cash	\$ 1,662,886	\$ 2,073,384
Cash - restricted	101,613	76,578
<b>Cash and Restricted Cash, end of year</b>	<b>\$ 1,764,499</b>	<b>\$ 2,149,962</b>

*See Auditors Report.*

# New Visions Charter Schools

## New Visions Charter High School for the Humanities III Divisional Schedules of Financial Position

<i>June 30,</i>	<b>2022</b>	<b>2021</b>
<b>Assets</b>		
Cash	\$ 142,365	\$ 274,849
Cash - restricted	101,613	76,578
Grants receivable	1,132,913	118,092
Due from related entities	4,875	-
Prepaid expenses and other assets	13,730	11,779
<b>Total Assets</b>	<b>\$ 1,395,496</b>	<b>\$ 481,298</b>
<b>Liabilities and Net Assets</b>		
<b>Liabilities</b>		
Accounts payable and accrued expenses	21,985	22,811
Accrued salaries and other payroll related expenses	257,994	185,172
Loan from related entity	600,000	-
Due to NYC Department of Education	10,359	17,452
Due to related entities	152,915	88,827
<b>Total Liabilities</b>	<b>1,043,253</b>	<b>314,262</b>
<b>Net Assets</b>		
Net assets - without donor restrictions	352,243	167,036
<b>Total Liabilities and Net Assets</b>	<b>\$ 1,395,496</b>	<b>\$ 481,298</b>

*See Auditors Report.*

# New Visions Charter Schools

## New Visions Charter High School for the Humanities III Divisional Schedules of Activities

<i>June 30,</i>	2022	2021
<b>Operating Revenue without Donor Restrictions</b>		
State and local per pupil operating revenue	\$ 3,142,875	\$ 3,316,247
Government grants and contracts	1,439,657	354,630
<b>Total Operating Revenue without Donor Restrictions</b>	<b>4,582,532</b>	<b>3,670,877</b>
<b>Expenses</b>		
Program services:		
General education	2,939,355	2,466,164
Special education	870,929	1,084,735
Management and general	601,068	682,926
<b>Total Expenses</b>	<b>4,411,352</b>	<b>4,233,825</b>
<b>Support and Other Income</b>		
Interest income	539	930
Contributions and other income	13,488	20,986
<b>Total Support and Other Income</b>	<b>14,027</b>	<b>21,916</b>
<b>Change in Net Assets without Donor Restrictions</b>	<b>185,207</b>	<b>(541,032)</b>
<b>Net Assets, beginning of the year</b>	<b>167,036</b>	<b>708,068</b>
<b>Net Assets, end of the year</b>	<b>\$ 352,243</b>	<b>\$ 167,036</b>

*See Auditor's Report.*

## New Visions Charter Schools

### New Visions Charter High School for the Humanities III Divisional Schedule of Functional Expenses for the Year Ended June 30, 2022

	No. of Positions	Program Services			Supporting Services	2022
		General Education	Special Education	Total	Management and General	
<b>Personnel Service Costs</b>						
Administrative staff personnel	11	\$ 515,919	\$ 81,776	\$ 597,695	\$ 396,922	\$ 994,617
Instructional personnel	20	1,252,140	522,271	1,774,411	-	1,774,411
<b>Total Salaries and Staff</b>	31	1,768,059	604,047	2,372,106	396,922	2,769,028
Fringe benefits and payroll taxes		324,021	125,473	449,494	83,122	532,616
Retirement		107,548	37,791	145,339	24,833	170,172
Management company fee		292,939	41,062	334,001	33,364	367,365
Legal services		10,961	1,536	12,497	1,248	13,745
Accounting and audit services		-	-	-	12,775	12,775
Other purchases of professional and consulting services		68,498	9,881	78,379	6,126	84,505
Repairs and maintenance		72	16	88	22	110
Insurance		25,486	3,572	29,058	2,903	31,961
Utilities		28,297	4,329	32,626	13,799	46,425
Instructional supplies and materials		7,892	1,035	8,927	-	8,927
Equipment and furnishings		29,887	3,974	33,861	1,984	35,845
Staff development		969	242	1,211	286	1,497
Marketing and recruitment		10,533	2,307	12,840	132	12,972
Technology		127,824	17,312	145,136	12,676	157,812
Food service		20,367	2,783	23,150	2,853	26,003
Student services		61,401	8,026	69,427	-	69,427
Office expense		51,933	7,171	59,104	7,687	66,791
Other		2,668	372	3,040	336	3,376
		\$ 2,939,355	\$ 870,929	\$ 3,810,284	\$ 601,068	\$ 4,411,352

*See Auditor's Report.*

## New Visions Charter Schools

### New Visions Charter High School for the Humanities III Divisional Schedule of Functional Expenses for the Year Ended June 30, 2021

	No. of Positions	Program Services			Supporting Services	2021
		General Education	Special Education	Total	Management and General	
<b>Personnel Service Costs</b>						
Administrative staff personnel	13	\$ 443,623	\$ 106,114	\$ 549,737	\$ 488,438	\$ 1,038,175
Instructional personnel	25	1,196,850	699,217	1,896,067	-	1,896,067
<b>Total Salaries and Staff</b>	38	1,640,473	805,331	2,445,804	488,438	2,934,242
Fringe benefits and payroll taxes		286,969	152,720	439,689	85,175	524,864
Retirement		60,440	29,671	90,111	17,996	108,107
Management company fee		203,759	41,396	245,155	35,947	281,102
Accounting and audit services		-	-	-	7,839	7,839
Other purchases of professional and consulting services		65,937	13,231	79,168	8,682	87,850
Repairs and maintenance		92	19	111	186	297
Insurance		22,224	4,515	26,739	3,921	30,660
Utilities		22,205	4,786	26,991	15,189	42,180
Instructional supplies and materials		4,011	776	4,787	-	4,787
Equipment and furnishings		433	88	521	76	597
Staff development		338	116	454	469	923
Marketing and recruitment		12,847	2,527	15,374	35	15,409
Technology		61,592	12,586	74,178	10,132	84,310
Food service		1,134	240	1,374	184	1,558
Student services		22,132	4,174	26,306	-	26,306
Office expense		56,667	11,526	68,193	8,147	76,340
Other		4,911	1,033	5,944	510	6,454
		\$ 2,466,164	\$ 1,084,735	\$ 3,550,899	\$ 682,926	\$ 4,233,825

*See Auditor's Report.*

## New Visions Charter Schools

### New Visions Charter High School for Advanced Math & Science IV Divisional Schedules of Financial Position

<i>June 30,</i>	2022	2021
<b>Cash Flows from Operating Activities:</b>		
Cash received from operating revenue	\$ 3,560,618	\$ 3,698,371
Other cash received	14,027	21,916
Cash paid to employees and suppliers	(4,282,094)	(4,311,969)
<b>Net Cash Used in Operating Activities</b>	<b>(707,449)</b>	<b>(591,682)</b>
<b>Cash Flows from Financing Activities:</b>		
Proceeds from related entity loan	600,000	-
<b>Net Decrease in Cash</b>	<b>(107,449)</b>	<b>(591,682)</b>
<b>Cash and Restricted Cash, beginning of year</b>	<b>351,427</b>	<b>943,109</b>
<b>Cash and Restricted Cash, end of year</b>	<b>243,978</b>	<b>351,427</b>
<b>Reconciliation of change in net assets to net cash used in operating activities:</b>		
Change in net assets	185,207	(541,032)
Adjustments to reconcile change in net assets to net cash used in operating activities:		
Depreciation	-	-
Changes in operating assets and liabilities:		
Grants receivable	(1,014,821)	2,842
Due from NYC Department of Education	-	7,200
Due from related entities	(4,875)	2,747
Prepaid expenses and other assets	(1,951)	(435)
Accounts payable and accrued expenses	(826)	4,805
Accrued salaries and other payroll related expenses	72,822	42,581
Refundable advance from Paycheck Protection Program	-	(147,572)
Due to NYC Department of Education	(7,093)	17,452
Due to related entities	64,088	19,730
<b>Net Cash Used in Operating Activities</b>	<b>\$ (707,449)</b>	<b>\$ (591,682)</b>
<b>Supplemental Disclosure of Cash Flow Information:</b>		
<b>Cash and cash - restricted consist of:</b>		
Cash	\$ 142,365	\$ 274,849
Cash - restricted	101,613	76,578
<b>Cash and Restricted Cash, end of year</b>	<b>\$ 243,978</b>	<b>\$ 351,427</b>

*See Auditor's Report.*



## New Visions Charter Schools

### New Visions Charter High School for Advanced Math & Science IV Divisional Schedules of Financial Position

<i>June 30,</i>	<b>2022</b>	<b>2021</b>
<b>Assets</b>		
Cash	\$ 5,716,277	\$ 5,246,085
Cash - restricted	101,444	101,399
Grants receivable	364,417	274,016
Due from related entities	19,350	-
Prepaid expenses and other assets	19,756	24,879
Property and equipment, net	53,294	41,418
<b>Total Assets</b>	<b>\$ 6,274,538</b>	<b>\$ 5,687,797</b>
<b>Liabilities and Net Assets</b>		
<b>Liabilities</b>		
Accounts payable and accrued expenses	\$ 59,453	\$ 59,025
Accrued salaries and other payroll related expenses	250,861	294,629
Due to NYC Department of Education	81,760	126,626
Due to related entities	162,231	199,002
<b>Total Liabilities</b>	<b>554,305</b>	<b>679,282</b>
<b>Net Assets</b>		
Net assets - without donor restrictions	5,720,233	5,008,515
<b>Total Liabilities and Net Assets</b>	<b>\$ 6,274,538</b>	<b>\$ 5,687,797</b>

*See Auditor's Report.*

## New Visions Charter Schools

### New Visions Charter High School for Advanced Math & Science IV Divisional Schedules of Activities

<i>June 30,</i>	<b>2022</b>	<b>2021</b>
<b>Operating Revenue without Donor Restrictions</b>		
State and local per pupil operating revenue	\$ 8,821,393	\$ 8,601,370
Government grants and contracts	604,152	383,380
<b>Total Operating Revenue without Donor Restrictions</b>	<b>9,425,545</b>	<b>8,984,750</b>
<b>Expenses</b>		
Program services:		
General education	5,866,882	6,085,583
Special education	1,820,608	1,948,225
Management and general	1,050,795	879,470
<b>Total Expenses</b>	<b>8,738,285</b>	<b>8,913,278</b>
<b>Support and Other Income</b>		
Interest income	2,982.00	2,883
Contributions and other income	21,476.00	17,387
<b>Total Support and Other Income</b>	<b>24,458.00</b>	<b>20,270</b>
<b>Change in Net Assets without Donor Restrictions</b>	<b>711,718</b>	<b>91,742</b>
<b>Net Assets, beginning of the year</b>	<b>5,008,515</b>	<b>4,916,773</b>
<b>Net Assets, end of the year</b>	<b>\$ 5,720,233</b>	<b>\$ 5,008,515</b>

*See Auditor's Report.*

## New Visions Charter Schools

### New Visions Charter High School for Advanced Math & Science IV Divisional Schedule of Functional Expenses for the Year Ended June 30, 2022

	No. of Positions	Program Services			Supporting Services	2022
		General Education	Special Education	Total	Management and General	
<b>Personnel Service Costs</b>						
Administrative staff personnel	22	\$ 906,957	\$ 175,725	\$ 1,082,682	\$ 780,188	\$ 1,862,870
Instructional personnel	45	2,591,917	1,067,314	3,659,231	-	3,659,231
<b>Total Salaries and Staff</b>	<b>67</b>	<b>3,498,874</b>	<b>1,243,039</b>	<b>4,741,913</b>	<b>780,188</b>	<b>5,522,101</b>
Fringe benefits and payroll taxes		646,155	236,008	882,163	158,418	1,040,581
Retirement		208,910	74,219	283,129	46,583	329,712
Management company fee		621,244	109,796	731,040	23,937	754,977
Legal services		1,286	226	1,512	36	1,548
Accounting and audit services		-	-	-	9,400	9,400
Other purchases of professional and consulting services		214,979	37,190	252,169	1,061	253,230
Repairs and maintenance		27,565	4,872	32,437	1,061	33,498
Insurance		42,748	7,555	50,303	1,647	51,950
Utilities		41,102	7,549	48,651	2,861	51,512
Instructional supplies and materials		69,034	12,005	81,039	-	81,039
Equipment and furnishings		8,811	1,552	10,363	289	10,652
Staff development		5,452	1,087	6,539	415	6,954
Marketing and recruitment		21,066	4,410	25,476	183	25,659
Technology		134,466	23,682	158,148	14,950	173,098
Food service		56,346	10,005	66,351	2,176	68,527
Student services		124,765	22,035	146,800	-	146,800
Office expense		97,626	17,163	114,789	5,843	120,632
Depreciation		31,522	5,571	37,093	1,215	38,308
Other		14,931	2,644	17,575	532	18,107
		<b>\$ 5,866,882</b>	<b>\$ 1,820,608</b>	<b>\$ 7,687,490</b>	<b>\$ 1,050,795</b>	<b>\$ 8,738,285</b>

*See Auditor's Report.*

## New Visions Charter Schools

### New Visions Charter High School for Advanced Math & Science IV Divisional Schedule of Functional Expenses for the Year Ended June 30, 2021

	No. of Positions	Program Services			Supporting Services	2021
		General Education	Special Education	Total	Management and General	
<b>Personnel Service Costs</b>						
Administrative staff personnel	22	\$ 1,049,914	\$ 194,464	\$ 1,244,378	\$ 679,702	\$ 1,924,080
Instructional personnel	51	2,757,816	1,173,740	3,931,556	-	3,931,556
<b>Total Salaries and Staff</b>	73	3,807,730	1,368,204	5,175,934	679,702	5,855,636
Fringe benefits and payroll taxes		689,895	256,578	946,473	133,292	1,079,765
Retirement		240,255	86,329	326,584	42,887	369,471
Management company fee		601,860	105,968	707,828	7,293	715,121
Legal services		23,598	4,063	27,661	168	27,829
Accounting and audit services		-	-	-	7,839	7,839
Other purchases of professional and consulting services		124,929	24,126	149,055	1,373	150,428
Repairs and maintenance		3,255	573	3,828	39	3,867
Insurance		42,792	7,534	50,326	519	50,845
Utilities		24,383	4,477	28,860	1,569	30,429
Instructional supplies and materials		83,723	14,019	97,742	-	97,742
Equipment and furnishings		1,492	539	2,031	677	2,708
Staff development		2,428	570	2,998	179	3,177
Marketing and recruitment		8,771	1,492	10,263	3	10,266
Technology		173,442	29,619	203,061	1,807	204,868
Food service		14,193	2,402	16,595	57	16,652
Student services		72,009	11,988	83,997	-	83,997
Office expense		100,422	17,444	117,866	1,310	119,176
Depreciation		44,923	7,909	52,832	544	53,376
Other		25,483	4,391	29,874	212	30,086
		\$ 6,085,583	\$ 1,948,225	\$ 8,033,808	\$ 879,470	\$ 8,913,278

*See Auditor's Report.*

## New Visions Charter Schools

### New Visions Charter High School for Advanced Math & Science IV Divisional Schedules of Cash Flows

<i>June 30,</i>	2022	2021
<b>Cash Flows from Operating Activities:</b>		
Cash received from operating revenue	\$ 9,290,278	\$ 9,085,039
Other cash received	24,458	20,270
Cash paid to employees and suppliers	(8,794,315)	(8,721,396)
<b>Net Cash Provided by Operating Activities</b>	<b>520,421</b>	<b>383,913</b>
<b>Cash Flows from Investing Activities:</b>		
Purchase of property and equipment	(50,184)	(9,775)
<b>Net Increase in Cash</b>	<b>470,237</b>	<b>374,138</b>
<b>Cash and Restricted Cash, beginning of year</b>	<b>5,347,484</b>	<b>4,973,346</b>
<b>Cash and Restricted Cash, end of year</b>	<b>5,817,721</b>	<b>5,347,484</b>
<b>Reconciliation of change in net assets to net cash provided by operating activities:</b>		
Change in net assets	711,718	91,742
Adjustments to reconcile change in net assets to net provided by operating activities:		
Depreciation	38,308	53,376
Changes in operating assets and liabilities:		
Grants receivable	(90,401)	41,246
Due from related entities	(19,350)	4,311
Prepaid expenses and other assets	5,123	9,629
Accounts payable and accrued expenses	428	48,712
Accrued salaries and other payroll related expenses	(43,768)	76,488
Refundable advance from Paycheck Protection Program	-	(34,068)
Due to NYC Department of Education	(44,866)	59,043
Due to related entities	(36,771)	33,434
<b>Net Cash Provided by Operating Activities</b>	<b>\$ 520,421</b>	<b>\$ 383,913</b>
<b>Supplemental Disclosure of Cash Flow Information:</b>		
<b>Cash and cash - restricted consist of:</b>		
Cash	\$ 5,716,277	\$ 5,246,085
Cash - restricted	101,444	101,399
<b>Cash and Restricted Cash, end of year</b>	<b>\$ 5,817,721</b>	<b>\$ 5,347,484</b>

*See Auditor's Report.*

## New Visions Charter Schools

### New Visions Charter High School for the Humanities IV Divisional Schedules of Financial Position

<i>June 30,</i>	2022	2021
<b>Assets</b>		
Cash	\$ 1,232,505	\$ 1,260,050
Cash - restricted	100,682	100,636
Grants receivable	325,308	113,892
Due from NYC Department of Education	42,353	-
Prepaid expenses and other assets	51,559	21,624
Property and equipment, net	28,124	46,406
<b>Total Assets</b>	<b>\$ 1,780,531</b>	<b>\$ 1,542,608</b>
<b>Liabilities and Net Assets</b>		
<b>Liabilities</b>		
Accounts payable and accrued expenses	\$ 83,145	\$ 52,608
Accrued salaries and other payroll related expenses	197,181	269,586
Due to NYC Department of Education	-	8,352
Due to related entities	138,670	123,933
<b>Total Liabilities</b>	<b>418,996</b>	<b>454,479</b>
<b>Net Assets</b>		
Net assets - without donor restrictions	1,353,135	1,088,129
Net assets - with donor restrictions	8,400	-
<b>Total Net Assets</b>	<b>1,361,535</b>	<b>1,088,129</b>
<b>Total Liabilities and Net Assets</b>	<b>\$ 1,780,531</b>	<b>\$ 1,542,608</b>

*See Auditor's Report.*

# New Visions Charter Schools

## New Visions Charter High School for the Humanities IV Divisional Schedules of Activities

<i>June 30,</i>	2022	2021
<b>Change in Net Assets without Donor Restrictions</b>		
<b>Operating Revenue without Donor Restrictions</b>		
State and local per pupil operating revenue	\$ 5,829,243	\$ 5,900,797
Government grants and contracts	520,503	209,036
<b>Total Operating Revenue without Donor Restrictions</b>	<b>6,349,746</b>	<b>6,109,833</b>
<b>Expenses</b>		
Program services:		
General education	3,304,184	3,526,145
Special education	1,787,653	1,720,429
Management and general	1,013,194	1,081,259
<b>Total Expenses</b>	<b>6,105,031</b>	<b>6,327,833</b>
<b>Support and Other Income</b>		
Interest income	1,000	970
Contributions and other income	17,691	29,617
Net assets released from restrictions	1,600	-
<b>Total Support and Other Income</b>	<b>20,291</b>	<b>30,587</b>
<b>Increase (Decrease) in Net Assets without Donor Restrictions</b>	<b>265,006</b>	<b>(187,413)</b>
<b>Change in Net Assets with Donor Restrictions</b>		
Contributions	10,000	-
Net assets released from restrictions	(1,600)	-
<b>Increase in Net Assets with Donor Restrictions</b>	<b>8,400</b>	<b>-</b>
<b>Change in Net Assets</b>	<b>273,406</b>	<b>(187,413)</b>
<b>Net Assets, beginning of the year</b>	<b>1,088,129</b>	<b>1,275,542</b>
<b>Net Assets, end of the year</b>	<b>\$ 1,361,535</b>	<b>\$ 1,088,129</b>

*See Auditor's Report.*

# New Visions Charter Schools

## New Visions Charter High School for the Humanities IV Divisional Schedule of Functional Expenses for the Year Ended June 30, 2022

	No. of Positions	Program Services			Supporting Services	2022
		General Education	Special Education	Total	Management and General	
<b>Personnel Service Costs</b>						
Administrative staff personnel	14	\$ 359,730	\$ 121,967	\$ 481,697	\$ 675,158	\$ 1,156,855
Instructional personnel	35	1,532,470	1,099,970	2,632,440	-	2,632,440
<b>Total Salaries and Staff</b>	49	1,892,200	1,221,937	3,114,137	675,158	3,789,295
Fringe benefits and payroll taxes		357,878	235,482	593,360	129,114	722,474
Retirement		102,131	65,954	168,085	36,442	204,527
Management company fee		351,321	96,257	447,578	61,530	509,108
Legal services		24,250	10,138	34,388	1,906	36,294
Accounting and audit services		-	-	-	9,400	9,400
Other purchases of professional and consulting services		99,857	26,747	126,604	55,321	181,925
Repairs and maintenance		1,567	428	1,995	324	2,319
Insurance		28,103	7,700	35,803	4,922	40,725
Utilities		34,112	9,954	44,066	7,921	51,987
Instructional supplies and materials		53,465	14,252	67,717	-	67,717
Equipment and furnishings		2,658	714	3,372	209	3,581
Staff development		9,459	2,693	12,152	1,713	13,865
Marketing and recruitment		22,074	7,079	29,153	152	29,305
Technology		117,275	31,739	149,014	10,789	159,803
Food service		25,931	7,248	33,179	2,329	35,508
Student services		89,640	23,949	113,589	-	113,589
Office expense		70,072	19,304	89,376	12,632	102,008
Depreciation		16,108	4,413	20,521	2,821	23,342
Other		6,083	1,665	7,748	511	8,259
		\$ 3,304,184	\$ 1,787,653	\$ 5,091,837	\$ 1,013,194	\$ 6,105,031

*See Auditor's Report.*



## New Visions Charter Schools

### New Visions Charter High School for the Humanities IV Divisional Schedule of Functional Expenses for the Year Ended June 30, 2021

	No. of Positions	Program Services			Supporting Services	2021
		General Education	Special Education	Total	Management and General	
<b>Personnel Service Costs</b>						
Administrative staff personnel	15	\$ 419,756	\$ 126,703	\$ 546,459	\$ 807,893	\$ 1,354,352
Instructional personnel	36	1,713,557	1,093,924	2,807,481	-	2,807,481
<b>Total Salaries and Staff</b>	51	2,133,313	1,220,627	3,353,940	807,893	4,161,833
Fringe benefits and payroll taxes		385,339	225,568	610,907	149,146	760,053
Retirement		91,204	52,184	143,388	34,539	177,927
Management company fee		366,099	88,745	454,844	32,814	487,658
Legal services		11,627	2,819	14,446	1,042	15,488
Accounting and audit services		-	-	-	7,839	7,839
Other purchases of professional and consulting services		30,996	7,488	38,484	4,367	42,851
Repairs and maintenance		45,736	11,091	56,827	4,107	60,934
Insurance		31,111	7,542	38,653	2,789	41,442
Utilities		41,394	10,672	52,066	7,625	59,691
Instructional supplies and materials		27,870	6,861	34,731	-	34,731
Equipment and furnishings		24,698	5,867	30,565	720	31,285
Staff development		2,866	771	3,637	263	3,900
Marketing and recruitment		7,803	1,879	9,682	401	10,083
Technology		167,064	40,031	207,095	6,716	213,811
Food service		5,471	1,405	6,876	372	7,248
Student services		49,812	11,757	61,569	-	61,569
Office expense		61,118	14,896	76,014	18,553	94,567
Depreciation		18,983	4,601	23,584	1,701	25,285
Other		23,641	5,625	29,266	372	29,638
		\$ 3,526,145	\$ 1,720,429	\$ 5,246,574	\$ 1,081,259	\$ 6,327,833

*See Auditor's Report.*

## New Visions Charter Schools

### New Visions Charter High School for the Humanities IV Divisional Schedules of Cash Flows

<i>June 30,</i>	2022	2021
<b>Cash Flows from Operating Activities:</b>		
Cash received from operating revenue	\$ 6,087,625	\$ 6,125,836
Other cash received	28,691	30,587
Cash paid to employees and suppliers	(6,138,755)	(6,138,013)
<b>Net Cash (Used in)/Provided by Operating Activities</b>	<b>(22,439)</b>	<b>18,410</b>
<b>Cash Flows from Investing Activities:</b>		
Purchase of property and equipment	(5,060)	(50,781)
<b>Net Decrease in Cash</b>	<b>(27,499)</b>	<b>(32,371)</b>
<b>Cash and Restricted Cash, beginning of year</b>	<b>1,360,686</b>	<b>1,393,057</b>
<b>Cash and Restricted Cash, end of year</b>	<b>\$ 1,333,187</b>	<b>\$ 1,360,686</b>
<b>Reconciliation of change in net assets to net cash (used in)/provided by operating activities:</b>		
Change in net assets	\$ 273,406	\$ (187,413)
Adjustments to reconcile change in net assets to net cash (used in)/provided by in operating activities:		
Depreciation	23,342	25,285
Changes in operating assets and liabilities:		
Grants receivable	(211,416)	7,774
Due from NYC Department of Education	(42,353)	-
Due from related entities	-	1,685
Prepaid expenses and other assets	(29,935)	(5,760)
Accounts payable and accrued expenses	30,537	40,989
Accrued salaries and other payroll related expenses	(72,405)	115,639
Due to NYC Department of Education	(8,352)	8,229
Due to related entities	14,737	11,982
<b>Net Cash (Used in) Provided by Operating Activities</b>	<b>\$ (22,439)</b>	<b>\$ 18,410</b>
<b>Supplemental Disclosure of Cash Flow Information:</b>		
<b>Cash and cash - restricted consist of:</b>		
Cash	\$ 1,232,505	\$ 1,260,050
Cash - restricted	100,682	100,636
<b>Cash and Restricted Cash, end of year</b>	<b>\$ 1,333,187</b>	<b>\$ 1,360,686</b>

*See Auditor's Report.*

# New Visions Charter Schools

## Schedule of Expenditures of Federal Awards

*Year ended June 30, 2022*

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Provided To Subrecipients	Total Federal Expenditures
<b>U.S. Department of Education</b>				
Passed through the New York State Education Department:				
Title I Grants to Local Education Agencies (Title I Part A of the ESEA) Supporting Effective Instruction State Grants	84.010	Not Applicable	\$ -	\$ 415,740
Student Support and Academic Enrichment Program	84.367	Not Applicable	-	61,643
Special Education Cluster (IDEA): Special Education - Grants to States (IDEA, Part B)	84.424	Not Applicable	-	42,912
Elementary and Secondary School Emergency Relief (ESSER) Fund	84.027	Not Applicable	-	243,320
Coronavirus Response and Relief Supplemental Appropriations Act, 2021 - Emergency Assistance to Non-Public School (CRRSA EANS) Program	84.425D	Not Applicable	-	109,491
American Rescue Plan - Elementary And Secondary School Emergency Relief (ARP ESSER)	84.425R	Not Applicable	-	980,490
	84.425U	Not Applicable	-	1,350,672
<b>Total U.S. Department of Education</b>				<b>3,204,268</b>
<b>Total Expenditures of Federal Awards</b>			<b>\$ -</b>	<b>\$ 3,204,268</b>

*The accompanying notes are an integral part of this schedule.*

# New Visions Charter Schools

## Notes to the Schedule of Expenditures of Federal Awards June 30, 2022

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### 1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the “Schedule”) includes the federal award activity of New Visions Charter Schools (the “School”) under programs of the federal government for the year ended June 30, 2022. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (“Uniform Guidance”). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets or cash flows of the School.

### 2. Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or limited as to reimbursement.

### 3. Indirect Cost Rate

The School has elected to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.

### 4. Reconciliation of Schedule of Expenditures of Federal Awards to the Statements of Activities

Expenditures of federal awards are reported on the statements of activities as operating expenses. In certain programs, the expenditures reported in the financial statements differ from the expenditures reported in the schedule of expenditures of federal awards. The Schedule includes expenses in the amount of \$256,797 within Federal Assistance Listing Number (“ALN”) 84.425R and 84.425U, which were incurred eligible expenses in a prior fiscal year and approved by New York State Education Department in fiscal year 2022. Therefore, based on New York State criteria it is appropriate to include these costs in the current year Schedule.



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## **Independent Auditor’s 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  
New Visions Charter Schools  
New York, New York

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 New Visions Charter Schools (the “School”), which comprise the statements of financial position as of June 30, 2022 and 2021, the related statements of activities, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements, and have issued our report thereon dated October 18, 2022.

### **Report on Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (“internal control”) as a basis for designing 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 the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's 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 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. 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. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

### **Report on Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the School's financial statements are free from 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 financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an

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opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

**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 School'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 School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

*BDO USA, LLP*

New York, New York  
October 18, 2022



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## **Independent Auditor’s Report on Compliance For Each Major Federal Program and Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance**

To the Board of Trustees  
New Visions Charter Schools  
New York, New York

### **Report on Compliance for Each Major Federal Program**

#### **Opinion on Each Major Federal Program**

We have audited New Visions Charter Schools (the “School”) compliance with the types of compliance requirements identified as subject to audit in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School’s major federal programs for the year ended June 30, 2022. The School’s major federal programs are identified in the summary of auditor’s results section of the accompanying schedule of findings and questioned costs.

In our opinion, the School complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

#### **Basis for Opinion on Each Major Federal Program**

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (“Uniform Guidance”). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor’s Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the School and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the School’s compliance with the compliance requirements referred to above.

#### **Responsibilities of Management for Compliance**

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to the School’s federal programs.



## Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the School's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about the School's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we:

- exercise professional judgment and maintain professional skepticism throughout the audit.
- identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the School's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- obtain an understanding of the School's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

## Report on Internal Control Over Compliance

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





Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

*BDO USA, LLP*

New York, NY  
October 18, 2022

# New Visions Charter Schools

## Schedule of Findings and Questioned Costs Year Ended June 30, 2022

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### Section I - Summary of Auditor's Results

#### *Financial Statements*

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with U.S. GAAP:

Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? \_\_\_\_\_ Yes      X   No
- Significant deficiency(ies) identified? \_\_\_\_\_ Yes      X   None reported

Noncompliance material to financial statements noted? \_\_\_\_\_ Yes      X   No

#### *Federal Awards*

Internal control over major federal programs:

- Material weakness(es) identified? \_\_\_\_\_ Yes      X   No
- Significant deficiency(ies) identified? \_\_\_\_\_ Yes      X   None reported

Type of auditor's report issued on compliance for major federal programs:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?

\_\_\_\_\_ Yes      X   No

Identification of major federal programs:

<u>Assistance Listing Number(s)</u>	<u>Name of Federal Program or Cluster</u>
84.425D	Elementary and Secondary School Emergency Relief (ESSER) Fund
84.425R	Coronavirus Response and Relief Supplemental Appropriations Act, 2021 - Emergency Assistance to non-Public School (CRRSA EANS) Program
84.425U	American Rescue Plan - Elementary and Secondary School Emergency Relief (ARP ESSER)

Dollar threshold used to distinguish between type A and type B programs:

\$750,000

Auditee qualified as low-risk auditee?

\_\_\_\_\_ Yes      X   No

# **New Visions Charter Schools**

## **Schedule of Findings and Questioned Costs Year Ended June 30, 2022**

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### **Section II - Financial Statement Findings**

There were no findings related to the financial statements that are required to be reported in accordance with generally accepted government auditing standards.

### **Section III - Federal Award Findings and Questioned Costs**

There were no findings and questioned costs for federal awards (as defined in 2 CFR 200.516 (a)) that are required to be reported.

New Visions Charter High School for Advanced Math and Science III  
Entry 4c: Additional Financial Documents

	<b>Documents</b>	<b>Submitted</b>
1	Advisory and/or Management letter	Yes
2	Federal Single Audit	Yes
3	CSP Agreed-Upon Procedure Report	Not Applicable
4	Evidence of Required Escrow Account for each school	Yes
5	Corrective Action Plan for Audit Findings and Management Letter Recommendations	Not Applicable

October 18, 2022

BDO USA, LLP  
600 Third Avenue, 3<sup>rd</sup> Floor  
New York, NY 10016

Ladies and gentlemen:

We are providing this letter in connection with your audit of the financial statements of New Visions Charter Schools (the "School") as of June 30, 2022 and for the year then ended for the purpose of expressing an opinion as to whether the financial statements present fairly, in all material respects, the financial position, changes in net assets, functional expenses, and cash flows of the School in conformity with accounting principles generally accepted in the United States of America. We confirm that we are responsible for the preparation and fair presentation in the financial statements of financial position, changes in net assets, functional expenses, and cash flows in conformity with accounting principles generally accepted in the United States of America.

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in the light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement.

We confirm, to the best of our knowledge and belief, as of the date of this representation letter, as entered on the first page, the following representations made to you during your audit:

- (1) We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated June 23, 2022, for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America.
  - (2) We have fulfilled our responsibility, as set out in the terms of the aforementioned audit engagement letter, for 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.
  - (3) The financial statements include all assets and liabilities under the entity's control.
  - (4) We have made available to you:
    - (a) All financial records, related data, and federal awards (including amendments, if any, and any other correspondence with federal agencies or pass-through entities relevant to federal programs and related activities), including the names of all related parties and all relationships and transactions with related parties, as agreed upon in the terms of the aforementioned audit engagement letter.
    - (b) All additional information that you have requested from us for the purpose of the audit.
-



- (c) Unrestricted access to persons within the School from whom you determined it necessary to obtain audit evidence.
- (d) Minutes of the meetings of directors and committees of directors that were held from July 1, 2021 to the date of this letter, or summaries of actions of recent meetings for which minutes have not yet been prepared.
- (5) There have been no communications from regulatory agencies concerning noncompliance with or deficiencies in financial reporting practices.
- (6) There are no material transactions that have not been properly recorded in the accounting records underlying the financial statements or schedule of expenditures of federal awards (SEFA).
- (7) The financial statement misstatements relating to accounts and disclosures identified and discussed with us in the course of the audit that are listed immediately below have not been corrected. In our opinion, the effects of not correcting such identified financial statement misstatements are, both individually and in the aggregate, immaterial to the financial statements of the School taken as a whole.

#### Uncorrected Misstatements

Item #	Account Name and Adjustment Description	Debit	Credit	Impact on Net Assets
1	In-Kind Rent - Donated Space	\$617,910		
	In-Kind Revenue - Donated Space		\$617,910	\$0
	<i>Proposed and unrecorded adjustment to record the in-kind revenue and rent expense for the fair value of donated space received from the NYC DOE.</i>			

Description of Uncorrected Disclosure Misstatements
The School used a reasonable valuation model to calculate the fair value of donated space received from the DOE. The calculated value resulted in an immaterial amount, and, therefore, was not recorded in the financial statements.

- (8) We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud or noncompliance. We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud or noncompliance. We have no knowledge of any:
- (a) Fraud or suspected fraud involving management or involving employees who have significant roles in internal control, whether or not perceived to have a material effect on the financial statements.

- 
- (b) Fraud or suspected fraud involving others where the fraud could have a material effect on the financial statements.
  - (c) Allegations of fraud or suspected fraud affecting the School received in communications from employees, former employees, regulatory agencies, grantors, law firms, predecessor accounting firms, or others.
  - (d) Instances of noncompliance or suspected noncompliance with provisions of laws, regulations, contracts or grant agreements, or abuse, whose effects, both quantitatively and qualitatively, should be considered when preparing the financial statements.
- (9) We have no plans or intentions that may materially affect the carrying value or classification of assets, liabilities, or net asset balances.
- (10) The following, where applicable and material, have been properly recorded or disclosed in the financial statements:
- (a) The identity of all related parties and all related party relationships and transactions of which we are aware (e.g., transactions with unconsolidated subsidiaries; affiliates under common control with the entity or that are directly or indirectly controlled by the entity; directors, management, and members of their immediate families), including sales, purchases, loans, transfers, leasing arrangements, and guarantees, and amounts receivable from or payable to related parties.
  - (b) Arrangements with financial institutions involving compensating balances or other arrangements involving restrictions on cash balances and line-of-credit or similar arrangements.
  - (c) All derivative instruments and any embedded derivative instruments that require bifurcation, in accordance with FASB ASC 815, *Derivatives and Hedging*.
  - (d) Guarantees, whether written or oral, under which the School is contingently liable.
  - (e) Significant estimates and material concentrations known to management that are required to be disclosed in accordance with FASB ASC 275-10, *Risk and Uncertainties - Overall*. In that regard, all accounting estimates that could be material to the financial statements, including key factors and significant assumptions underlying those estimates, have been identified, and we believe the estimates are reasonable in the circumstances. The methods, significant assumptions, and the data used in making the accounting estimates and the related disclosures are appropriate to achieve recognition, measurement, and disclosure that is in accordance with accounting principles generally accepted in the United States of America. (Significant estimates are estimates at the statement of financial position date that could change materially within the next year. Concentrations refer to volumes of business, revenues, available sources of supply, or markets or geographic areas for which events could occur that would significantly disrupt normal finances within the next year).
  - (f) The effects of all known actual or possible litigation, claims, and other liabilities or gain or loss contingencies that are required to be accrued or disclosed by FASB ASC 450, *Contingencies*, including:
-



- 
- Pending or anticipated tax assessments or refunds, other potential or pending claims, lawsuits by or against any branch of government or others;
  - Written or oral guarantees, endorsements, or unused letters of credit;
  - Unusual warranties or guarantees; or
  - Labor claims or negotiations.

FASB ASC 450-20, *Loss Contingencies*, requires loss contingencies to be accrued if it is probable an asset has been impaired or a liability incurred at the statement of financial position date and the amount of loss can be reasonably estimated. Such contingencies must be disclosed, but may not be accrued, if the loss is reasonably possible (but not probable) or the loss is probable but the amount of loss cannot be reasonably estimated.

(g) Commitments, such as:

- Major fixed asset purchase agreements;
- More-than-one-year employment arrangements or contracts with suppliers or customers, or one-year-or-longer term leases;
- Deferred compensation, bonuses, pension and profit-sharing plans, or severance pay; or
- Pending sale or merger of all or a portion of the business or of an interest therein or acquisition of all or a portion of the business, assets or securities of another entity;

(h) Joint ventures or other participations, the detailed transactions of which are not carried on our books.

(i) Foreign currency transaction gains or losses, as well as translation of foreign currency financial statements.

(11) There are no:

- (a) Violations or possible violations of laws or regulations and provisions of contracts and grant agreements (including the failure to file reports required by regulatory bodies (e.g., EPA, OCC, FDIC, DOL, Medicare, U.S. Customs Service, HIPAA, IRS, Dept. of Commerce, state and municipal authorities) when the effects of failing to file could be material to the financial statements) whose effects should be considered for disclosure in the financial statements or as a basis for recording a loss contingency.
  - (b) Unasserted claims or assessments that our lawyer has advised us are probable of assertion and must be disclosed in accordance with FASB ASC 450.
  - (c) Side agreements or other arrangements (either written or oral) that have not been disclosed to you.
-



- (d) Designation of net assets disclosed to you that were not properly authorized and approved, or reclassifications of net assets that have not been properly reflected in the financial statements.
- (12) Receivables recorded in the financial statements represent valid claims against debtors or grantors for sales, contributions, pledges, or other charges arising on or before the statement of financial position date and have been appropriately reduced to their estimated net realizable value.
- (13) During the fiscal year ended June 30, 2022, the New York State Education Department owed the School ERATE, Title I, Title II, Title IV, CSP, ESSER I - CARES, ESSER II - CRRSA, and ESSER III - ARP grant funds totaling \$2,331,481.
- (14) With regard to items reported at fair value: (a) the underlying assumptions are reasonable and they appropriately reflect management's intent and ability to carry out its stated courses of action, (b) the measurement methods and related assumptions used in determining fair value are appropriate in the circumstances and have been consistently applied, (c) the disclosures related to fair values are complete, adequate, and in conformity with U.S. GAAP and (d) there are no subsequent events that require adjustments to the fair value measurements and disclosures included in the financial statements.
- (15) The School has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral.
- (16) We have complied with all aspects of grant agreements and other contractual agreements, including debt covenants, that would have a material effect on the financial statements in the event of noncompliance.
- (17) No discussions have taken place with your firm's personnel regarding employment with the School.
- (18) The School is an exempt organization under Section 501(c)(3) of the Internal Revenue Code as evidenced by determination letter dated February 9, 2015. Any activities of which we are aware that would jeopardize our tax-exempt status, all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you. All required filings with tax authorities are up-to-date.
- (19) We have complied with all restrictions on resources, including donor restrictions, and all aspects of contractual and grant agreements that would have a material effect on the financial statements in the event of noncompliance. This includes complying with donor requirements to maintain a specific asset composition necessary to satisfy their restrictions.
- (20) Net assets with donor restrictions of the School at June 30, 2022 and 2021 consist of the following:

	<u>2022</u>	<u>2021</u>
Rob Maitra CREATE Award	8,400	-
Total	<u>8,400</u>	<u>-</u>

- (21) The basis used for the allocation of functional expenses is reasonable, and is in compliance with the provisions of ASU 2016-14.
- (22) As part of your audit, you assisted with the preparation of the financial statements and related notes and the schedule of expenditures of federal awards. We acknowledge our responsibility as it relates to

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those nonattest/nonaudit services, including that we assume all management responsibilities; oversee the services by designating an individual, preferably within senior management, who possesses suitable skill, knowledge, or experience; evaluate the adequacy and results of the services performed; and accept responsibility for the results of the services. We have reviewed, approved, and accepted responsibility for the financial statements and related notes and schedule of expenditures of federal awards.

- (23) We are responsible for compliance with laws, regulations, and provisions of contracts and grant agreements applicable to us and we have identified and disclosed to you all laws, regulations, and provisions of contracts and grant agreements that we believe have a direct and material effect on the determination of financial statement amounts or other financial data significant to the audit objectives.
- (24) We have provided views on your reported findings, conclusions, and recommendations. We are responsible for taking corrective action on audit findings and we are responsible for preparing and implementing a corrective action plan for each audit finding.
- (25) We have identified and disclosed to you the findings received for previous audits, attestation engagements, and other studies related to the audit objectives and whether related recommendations have been implemented.
- (26) With respect to federal award programs:
- (a) We are responsible for understanding and complying with, and have complied with, the requirements of Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), as applicable.
  - (b) We have, in accordance with the Uniform Guidance, identified and disclosed to you, in the schedule of expenditures of federal awards (SEFA), expenditures made during the audit period for all government programs and related activities provided by federal agencies in the form of federal awards, grants, federal cost-reimbursement contracts, loans, loan guarantees, property (including donated surplus property), cooperative agreements, interest subsidies, insurance, food commodities, direct appropriations, and other assistance.
  - (c) We acknowledge our responsibility for the preparation of the SEFA and related notes in accordance with the requirements of the Uniform Guidance, and we believe the SEFA, including its form and content, is fairly presented in accordance with the Uniform Guidance. The methods of measurement or presentation of the SEFA have not changed from those used in the prior period, and we have outlined any significant assumptions and interpretations underlying the measurement or presentation of the SEFA.
  - (d) We have notified you of federal awards and funding increments that were received for awards received before December 26, 2014, and differentiated those awards from awards received on or after December 26, 2014, and subject to the audit requirements of the Uniform Guidance.
  - (e) We will include the auditor's report on the SEFA in any document that contains the SEFA and that indicates you have reported on such information.
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- (f) If the SEFA is not presented with the audited financial statements, we will make the audited financial statements readily available to the intended users of the SEFA no later than the date we issue the SEFA and the auditor's report thereon.
  - (g) We are responsible for understanding and complying with the requirements of federal statutes, regulations, and the terms and conditions of federal awards related to each of our federal programs and have identified and disclosed to you the requirements of federal statutes, regulations, and the terms and conditions of federal awards that are considered to have a direct and material effect on each major program.
  - (h) We are responsible for establishing and maintaining, and have established and maintained, effective internal control over compliance for federal programs that provides reasonable assurance that we are managing our federal awards in compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a material effect on our federal programs. We believe the internal control system is adequate and is functioning as intended. Also, subsequent to the date of the auditor's report as of which compliance was audited, no changes have occurred in internal control over compliance or other factors that might significantly affect internal control, including any corrective action we have taken regarding significant deficiencies and material weaknesses in internal control over compliance as reported in the schedule of findings and questioned costs.
  - (i) We have made available to you all federal awards (including amendments, if any) and any other correspondence relevant to federal programs and related activities that have taken place with federal agencies or pass-through entities.
  - (j) We have received no requests from a federal agency to audit one or more specific programs as a major program.
  - (k) We have complied, in all material respects, with the direct and material compliance requirements (except for noncompliance disclosed to you), including, when applicable, those set forth in the *OMB Compliance Supplement*, relating to federal awards and have identified and disclosed to you all amounts questioned and all known noncompliance with the direct and material compliance requirements of federal awards, or confirmed that there were no amounts questioned and no known noncompliance with the direct and material compliance requirements of federal awards. We also know of no instances of noncompliance occurring subsequent to the end of the period audited.
  - (l) We have disclosed to you any communications from federal awarding agencies and pass-through entities concerning possible noncompliance with the direct and material compliance requirements, including communications received from the end of the period covered by the compliance audit to the date of the auditor's report.
  - (m) Amounts claimed or used for matching were determined in accordance with relevant guidelines in Uniform Guidance.
  - (n) We have disclosed to you our interpretations of compliance requirements that are subject to varying interpretations, if any.
-

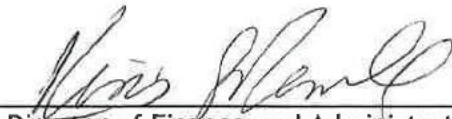
- 
- (o) We have made available to you all documentation related to compliance with the direct and material compliance requirements, including information related to federal program financial reports and claims for advances and reimbursements.
  - (p) We have disclosed to you the nature of any subsequent events that provide additional evidence with respect to conditions that existed at the end of the reporting period that affect noncompliance during the reporting period.
  - (q) Federal program financial reports and claims for advances and reimbursements are supported by the books and records from which the basic financial statements have been prepared, and are prepared on a basis consistent with the schedule of expenditures of federal awards.
  - (r) The copies of federal program financial reports provided to you are true copies of the reports submitted, or electronically transmitted, to the respective federal agency or pass-through entity, as applicable.
  - (s) We have charged costs to federal awards in accordance with applicable cost principles.
  - (t) We are responsible for, and have accurately completed, the appropriate sections of the Data Collection Form as required by the Uniform Guidance. The final version of the applicable audit reporting package, which includes your signed auditor's reports, that we will submit to the Federal Audit Clearinghouse (FAC) will be identical to the final version of such documents that you provided to us.
  - (u) We have identified and disclosed to you the findings received and related corrective actions taken for previous audits, attestation engagements, internal or external monitoring, and other studies directly related to the audit objectives of the compliance audit, including findings received and corrective actions taken from the end of the audit period covered by the compliance audit report to the date of the auditor's report.
  - (v) We have disclosed to you all contracts or other agreements with service organizations, and we have disclosed to you all communications from the service organizations relating to noncompliance at the service organizations.
  - (w) We are responsible for and have ensured the reporting package does not contain protected personally identifiable information.
  - (x) As part of your audit, you assisted with the preparation of the financial statements and related notes and schedule of expenditures of federal awards. We acknowledge our responsibility as it relates to those nonattest/nonaudit services, including that we assume all management responsibilities; oversee the services by designating an individual, preferably with senior management, who possesses suitable skill, knowledge, or experience; evaluate the adequacy and results of the services performed; and accept responsibility for the results of the services. We have reviewed, approved, and accepted responsibility for those financial statements and related notes and schedule of expenditures of federal awards.
-



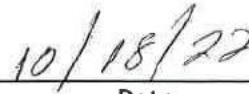
- 
- (27) There have been no known or suspected breaches of sensitive information (e.g., personnel files) caused by cyber-attack or other means, or other cybersecurity incidents, where the breach or other incidents could have a material effect on the financial statements.
- (28) The School pays a management fee of 8% of total public revenue to New Visions Public Schools (NVPS). Total management fees for the fiscal year ended June 30, 2022 was \$2,131,479. The total amount owed to NVPS at June 30, 2022 was \$557,247.
- (29) We are aware that Marc Taub is the engagement partner and is responsible for supervising the engagement and signing the report.
- (30) By executing this document, you represent that the School is not owned or controlled, directly or indirectly, by one or more Russian citizen(s), Russian national(s), persons physically located in Russia or entity(s) organized under the laws of Russia. You agree that if at any time while BDO USA, LLP ("BDO") is providing services to the School that the foregoing representation is no longer true, you will immediately notify BDO.
- (31) In connection with any electronic presentation of the financial statements and your audit report thereon on our web site, we acknowledge that:
- We are responsible for the preparation, presentation, and content of the financial statements in the electronic format.
  - If your audit report is presented on our web site, the full financial statements upon which you reported and to which you appended your signed report will be presented.
  - We will clearly indicate in the electronic presentation on our web site the financial information that is subject to your audit report. We will clearly differentiate any information that may also be presented by us on or in connection with our web site that was contained in the published version of the financial statements and other supplementary information, but which is not part of the audited financial statements or other financial information covered by your audit report.
  - We have assessed the security over financial statement information and the audit report presented on our web site, and are satisfied that procedures in place are adequate to ensure the integrity of the information provided. We understand the risk of potential misrepresentation inherent in publishing financial information on our web site through internal failure or external manipulation.
  - If the electronic financial statements are generally made available to the public on our web site, we will include a notification to the reader that such financial statements are presented for convenience and information purposes only, and while reasonable efforts have been made to ensure the integrity of such information, they should not be relied on. A copy of the printed financial statements will be provided on request.
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To the best of our knowledge and belief, no events, including instances of noncompliance, have occurred subsequent to the statement of financial position date and through the date of this representation letter, as entered on the first page, that would require adjustment to or disclosure in the aforementioned financial statements or in the schedule of findings and questioned costs.

Very truly yours,




Director of Finance and Administration



Date



Chief Operating Officer



Date

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JPMorgan Chase Bank, N.A.  
 P O Box 182051  
 Columbus, OH 43218 - 2051

June 01, 2022 through June 30, 2022

Account Number: [REDACTED]

**Customer Service Information**

If you have any questions about your statement, please contact your Customer Service Professional.

00033456 WBS 802 211 18222 NNNNNNNNNN 1 000000000 C1 0000

NEW VISIONS CHARTER SCHOOLSr  
 AMSllr  
 205 E 42ND ST FL 4r  
 NEW YORK NYr10017 r



**Premium Commercial Money Market**

**Summary**

	Number	Market Value/Amount	Shares
Opening Ledger Balancer		\$76,596.72r	
Deposits and Creditsr	2r	\$25,016.40r	
Withdrawals and Debitsr	0r	\$0.00r	
Checks Paidr	0r	\$0.00r	
<b>Ending Ledger Balance</b>		<b>\$101,613.12</b>	
Average Ledger Balancer		\$79,930r	
Interest Credited This Periodr	\$16.40r	Interest Credited Year-to-Dater	\$31.32r
Rate(s):r	06/01 to 06/30 at 0.25%r		

**Deposits and Credits**

Ledger Date	Description	Amount
06/27r	Online Transfer From Chk ...8628 Transaction#: [REDACTED]	\$25,000.00r
06/30r	Interest Paymentr	16.40r
<b>Total</b>		<b>\$25,016.40</b>

**Daily Balance**

Date	Ledger Balance	Date	Ledger Balance
06/27r	\$101,596.72r	06/30r	\$101,613.12r

\* Annual Percentage Yield Earned - the percentage rate earned if balances remain on deposit for a full year with compounding, no change in the interest rate and all interest is left in the account.:

Please examine this statement of account at once. By continuing to use the account, you agree that: (1) the account is subject to: the Bank's deposit account agreement, and (2) the Bank has no responsibility for any error in or improper charge to the account: (including any unauthorized or altered check) unless you notify us in writing of this error or charge within sixty days of the mailing or: availability of the first statement on which the error or charge appears.:

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# New Visions Charter Schools

## Schedule of Expenditures of Federal Awards

*Year ended June 30, 2022*

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal Assistance Listing Number	Pass-Through Entity Identifying Number	Provided To Subrecipients	Total Federal Expenditures
<b>U.S. Department of Education</b>				
Passed through the New York State Education Department:				
Title I Grants to Local Education Agencies (Title I Part A of the ESEA) Supporting Effective Instruction State Grants	84.010	Not Applicable	\$ -	\$ 415,740
Student Support and Academic Enrichment Program	84.367	Not Applicable	-	61,643
Special Education Cluster (IDEA): Special Education - Grants to States (IDEA, Part B)	84.424	Not Applicable	-	42,912
Elementary and Secondary School Emergency Relief (ESSER) Fund	84.027	Not Applicable	-	243,320
Coronavirus Response and Relief Supplemental Appropriations Act, 2021 - Emergency Assistance to Non-Public School (CRRSA EANS) Program	84.425D	Not Applicable	-	109,491
American Rescue Plan - Elementary And Secondary School Emergency Relief (ARP ESSER)	84.425R	Not Applicable	-	980,490
	84.425U	Not Applicable	-	1,350,672
<b>Total U.S. Department of Education</b>				<b>3,204,268</b>
<b>Total Expenditures of Federal Awards</b>			<b>\$ -</b>	<b>\$ 3,204,268</b>

*The accompanying notes are an integral part of this schedule.*

# New Visions Charter Schools

## Notes to the Schedule of Expenditures of Federal Awards June 30, 2022

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### 1. Basis of Presentation

The accompanying schedule of expenditures of federal awards (the “Schedule”) includes the federal award activity of New Visions Charter Schools (the “School”) under programs of the federal government for the year ended June 30, 2022. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (“Uniform Guidance”). Because the Schedule presents only a selected portion of the operations of the School, it is not intended to and does not present the financial position, changes in net assets or cash flows of the School.

### 2. Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or limited as to reimbursement.

### 3. Indirect Cost Rate

The School has elected to use the 10% de minimis indirect cost rate allowed under the Uniform Guidance.

### 4. Reconciliation of Schedule of Expenditures of Federal Awards to the Statements of Activities

Expenditures of federal awards are reported on the statements of activities as operating expenses. In certain programs, the expenditures reported in the financial statements differ from the expenditures reported in the schedule of expenditures of federal awards. The Schedule includes expenses in the amount of \$256,797 within Federal Assistance Listing Number (“ALN”) 84.425R and 84.425U, which were incurred eligible expenses in a prior fiscal year and approved by New York State Education Department in fiscal year 2022. Therefore, based on New York State criteria it is appropriate to include these costs in the current year Schedule.

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Nicole S. Best

**Name of Charter School Education Corporation:**

New Visions Charter Schools (AMS III, HUM III, AMS IV & HUM IV)

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

Yes  No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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

**None**

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



*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*



*Neil S. Best*

*6/21/22*

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Alice L. Bruns

**Name of Charter School Education Corporation:**

New Visions Charter Schools (AMS III, HUM III, AMS IV & HUM IV)

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.



4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

Yes  No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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

**None**

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

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

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**Business Address:**



6/22/22

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**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Rose M. DeLinto

**Name of Charter School Education Corporation:**

New Visions Charter Schools (AMS III, HUM III, AMS IV & HUM IV)

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Trustee

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.



4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

Yes  No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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

**None**

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





**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:** Lior Evan

---

**Name of Charter School Education Corporation:**

New Visions Charter Schools (AMS III, HUM III, AMS IV & HUM IV)

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Chair

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

Yes  No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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

None

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

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*



A handwritten signature in blue ink is written over a horizontal line. The signature is stylized and appears to consist of several loops and flourishes.

June 13, 2022

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

**Khair Morrison**

**Name of Charter School Education Corporation:**

New Visions Charter Schools (AMS III, HUM III, AMS IV & HUM IV)

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Former Board Member.

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

**No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

**No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

**No**

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

**No**

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



-

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>
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None	None	None	None
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- Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, check **None**.

**None**

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

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*





**Signature Date**

/s/ Khaair Morrison

7/22/22

A handwritten signature in black ink, appearing to read 'Khaair Morrison', is written below the typed name.

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Edgar Rodriguez

---

**Name of Charter School Education Corporation:**

New Visions Charter School (AMS III, HUM III, AMS IV & HUM IV)

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Secretary

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes.  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

Yes  No

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

Position Held: I serve as the Superintendent of Charter Schools for New Visions for Public Schools, the Charter Management Organization.

Responsibilities include supervision of the principal and the CMO team.

Salary: \$228,125

Start Date: July 15, 2021

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

<b>Date(s)</b>	<b>Nature of financial interest / transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>
July 15, 2021	Employment at the CMO, New Visions for Public Schools	Will abstain from voting, as necessary.	Edgar Rodriguez (myself)

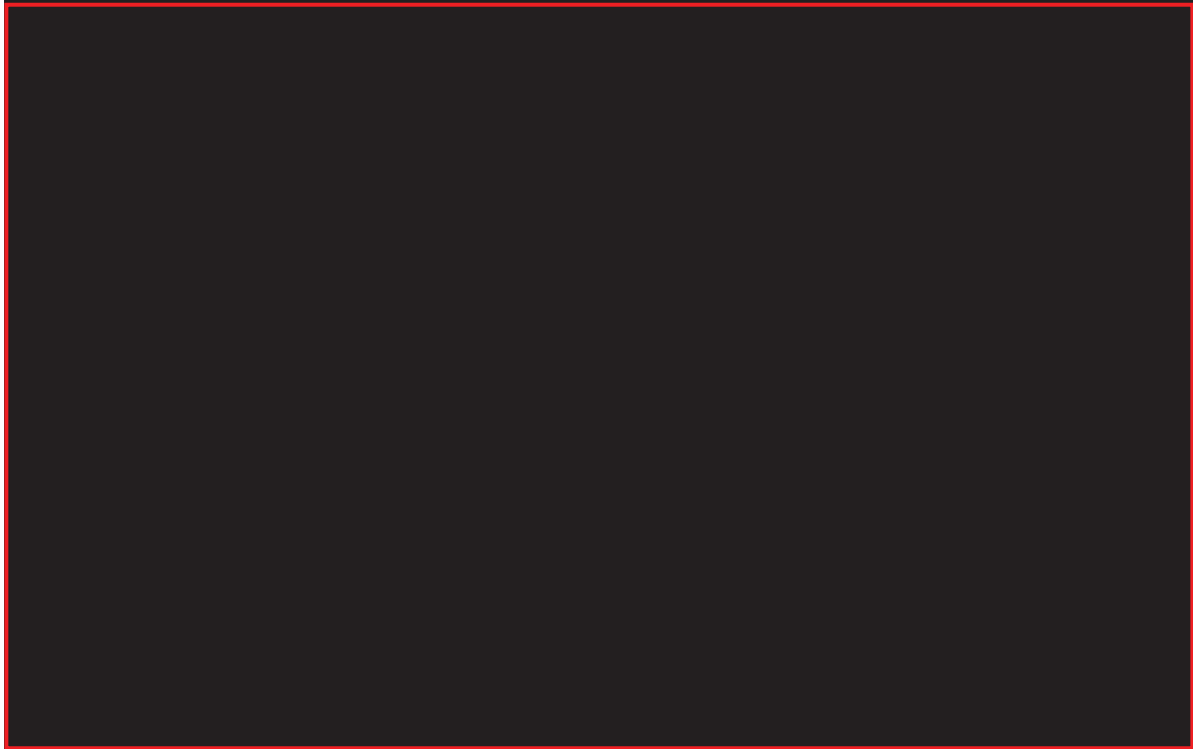
7. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation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

**None**

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
New Visions for Public Schools	Edgar Rodriguez serves as Superintendent of the Charter Schools at the CMO	See salary above	Edgar Rodriguez	Abstain from voting where necessary



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A handwritten signature in black ink, appearing to read "Edgar Rodriguez", is written over a horizontal line. The signature is stylized and cursive.

July 14, 2022

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**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Jeremiah L. Thomas

**Name of Charter School Education Corporation:**

New Visions Charter Schools (AMS III, HUM III, AMS IV & HUM IV)

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

*Board member*  
*Treasurer*

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If Yes, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If Yes, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

Yes  No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you



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

None

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



**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Jennella Young

**Name of Charter School Education Corporation:**

New Visions Charter Schools (AMS III, HUM III, AMS IV & HUM IV)

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

*Chair (previous)  
member*

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

Yes  No

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

Past employee of New Visions for Public Schools

2003-2008 ~ \$65K annual

Citigroup College Bound Program Officer

~~R~~ Knowledge Manager Officer  
Policy Team



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

None

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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*Janella Jory* *7/13/22*  
\_\_\_\_\_  
**Signature** **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*



**Disclosure of Financial Interest by a Current  
or Former Trustee**

**Trustee Name:**

Musa Ali Shama

---

**Name of Charter School Education Corporation:**

New Visions Charter Schools (AMS III, HUM III, AMS IV & HUM IV)

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if this person could benefit from your participation.

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

Yes  No

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



6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

None

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you



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

**None**

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

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

9175015972

**Business Address:**

122 Amsterdam Ave, New York, NY 10023

**E-mail Address:**

mashama@veinternational.org

**Home Telephone:**

9175015972

**Home Address:**

24 May Walk Long Beach NY 11561



updated 09/23/2022

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*

**Disclosure of Financial Interest by a Current  
o Former Trustee**

**Trustee Name:**

Matthijs Randsdorp

---

**Name of Charter School Education Corporation:**

New Visions Charter Schools (AMS III, HUM III, AMS IV & HUM IV)

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

Yes  No

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

4. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of the education corporation?

Yes  No

If ~~Yes~~, please describe the nature of your relationship and if this person could benefit from your participation.

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

Yes  No

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

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the board, and in the six months prior to such service. If there has been no such interest or transaction, check **None**.

**None**

Date(s)	Nature of financial interest / transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

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

**None**

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

*This document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. The personal contact information provided below will be redacted.*

**Business Telephone:**

---

**Business Address:**

---



*Matthijs Randsdorp*  
Matthijs Randsdorp (Oct 6, 2022 18:09 EDT)

Oct 6, 2022

**Signature**

**Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

*last revised 04/2022*









NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III (AMS III)  
NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES III (HUM III)  
NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE IV (AMS IV)  
NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES IV (HUM IV)

Minutes for the board of trustees meeting held Tuesday, July 20, 2021 via video conference.

**Trustees Present:** Nicole Best, Alice Bruns, Lior Evan, Khaair Morrison, Musa Ali Shama, Matt Randsdorp, Musa Ali Shama, Jerry Thomas

**Trustees Absent:** Jennella Young

**School Staff:** Carl Baurle, Claubentz Dieujuste, Hannah Kehn, Nissi Jonathan, Ameenah Reed, Victor Rodriguez, Ferrugia Sonthonax

**New Visions Staff:** Syntosha Allen, Mark Dunetz, Melissa Marcus, Cynthia Rietscha, Edgar Rodriguez, Sierra Ziegler

**Guests:** Rose DePinto, Sophie Schechter, Eldean Wilson

Mr. Evan called the meeting to order at 6:02 p.m.

Participants at the meeting did a round of introductions for the benefit of a prospective trustee.

#### **Minutes from the Previous Meeting**

The board unanimously approved the minutes from the meeting held on June 22, 2021, with a motion made by Mr. Evan and seconded by Mr. Thomas.

#### **Financial Disclosure**

Mr. Evan reminded trustees to complete the annual financial disclosure form and send to Syntosha Allen to be included in the annual report.

#### **Authorizer and Renewal Updates**

Mr. Evan and Mr. Thomas commented that the HUM IV renewal application sections reviewed this month were well written. With no further revisions or comments on the renewal application, the board unanimously approved the renewal application for HUM IV with a motion made by Mr. Evan and seconded by Mr. Morrison.

Ms. Wass will send a cover letter to Mr. Evan to sign and submit the renewal application by August 16th.

#### **End of Year Outcomes**

Ms. Wass reported on June graduation rates - the network graduation rate was 95%, which surpassed the goal of 92% by 2022. August graduation rates will be updated in September, but principals have included August graduation rate predictions in their principal reports. Ms. Wass noted subgroup graduation rates are lower than whole school or general education grad rates, except in the case of AMS III.

Ms. Wass reminded the board that attendance was looked at differently this year and students could be present in a number of different ways - the expectation was that staff were engaging with students authentically.



The next board report will include information on diploma types.

### **Summer and Fall Reopening Updates**

Principals reported on summer school, including outreach and home visits to students.

Mr. Shama noted there is no news coming out of DOE about vaccination sites or requirements for vaccinations. At this time New Visions is not requiring staff or students to disclose vaccination information, but will likely ask staff and students to consent to random testing. The mask mandate will remain in place.

### **Principal Reports**

The board thanked principals for sharing their graduation and end of year celebration videos and pictures and congratulated the schools on the class of 2021's accomplishments. Mr. Evan noted the format of the data presented in the AMS IV principal report was helpful.

### **Marketing and Recruitment**

Ms. Ziegler reported on enrollment, noting it will likely continue to fluctuate through September though the school recruitment staff are working diligently to enroll families. She explained the process of enrolling students online. In response to questions from the board, Ms. Ziegler noted the challenge in contacting guardians and families' ability to get transcripts from the previous school. Principals also reported challenges with families accepting seats at multiple schools, to which Ms. Ziegler reported she is developing enrollment protocols to address families' ability to accept seats at multiple schools.

Ms. Ziegler also reported on the source of applications, as self-identified by families - Internet Search was the highest contributor to applications, with Vanguard mailing coming in at a close second. This information gives us an idea of how families have heard of our network and our schools and were encouraged to apply. The CMO's decision to move forward with programmatic advertising was also informed by the application source. Ms. Ziegler also reported going live with a programmatic campaign on July 5th, but was paused due to technical difficulties and will resume next week. More information will be available at the next meeting.

Ms. Ziegler introduced a network video of students sharing their experiences in the last year - a project initiated by Mr. Shama. The board's feedback was that hearing directly from students was powerful.

### **Staffing**

Ms. Rietscha reported on staff vacancies, noting 20-21 was a challenging year for staff recruitment due to late resignations, increased competition with the NYC DOE since they lifted the hiring freeze, and staff relocating or leaving the education field. The talent pool seems to be smaller this year. Schools have filled approximately 27% of their vacant positions, but the talent acquisition team continues to host virtual events and have increased the incentive for referrals. Ms. Kehn and Ms. Rietscha are touch base about the vacancies reported.

### **Financials**

Ms. Rietscha reported other schools in the network have received notice of PPP loan forgiveness; however, because the schools applied for the loan under one educational corporation, it was larger than the individual school loans of other schools in the network and technically under audit.

### **Next Meeting**

Mr. Evan noted the next meeting is August 17, reminded the board they have the option of attending the meeting in person at the New Visions office, and asked for a volunteer to facilitate the September board meeting in his absence.

Mr. Shama commended principals and teams on the accomplishments and celebrations shared in their board reports.

The board acknowledged this meeting as Mr. Shama's last and thanked him for his service on the board and to the schools as the superintendent. Mr. Shama also expressed his appreciation for the board and the principals, noting the network would be in good hands with Edgar Rodriguez at the helm as superintendent. He also thanked Mark Dunetz for the opportunity to serve as superintendent of New Visions Charter High Schools.

The board moved into executive session to discuss collective bargaining negotiations and principal evaluations at 7:11 p.m.

The board moved out of executive session and adjourned the meeting at 7:24 p.m.





NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III (AMS III)  
NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES III (HUM III)  
NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE IV (AMS IV)  
NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES IV (HUM IV)

Minutes for the board of trustees meeting held Tuesday, August 17, 2021 via video conference.

**Trustees Present:** Nicole Best, Alice Bruns, Lior Evan, Matt Randsdorp, Jerry Thomas

**Trustees Absent:** Khaair Morrison, Jennella Young

**School Staff:** Carl Baurle, Claubentz Dieujuste, Hannah Kehn, Tiffany Lewis, Nissi Jonathan, Ameenah Reed,, Ferrugia Sonthonax

**New Visions Staff:** Syntosha Allen, Mark Dunetz, Greg Lucas, Cynthia Rietscha, Edgar Rodriguez, Dayna Sedillo-Hamann, Sierra Ziegler

**Guests:** Rose DePinto, Sophie Schechter, Eldean Wilson

Mr. Evan called the meeting to order at 6:03 p.m. Mr. Evan announced that Ms. Depinto will chair the September board meeting.

### **Minute of the Previous Meeting**

The board unanimously approved the minutes from the meeting held on July 20, 2021, with a motion made by Mr. Thomas and seconded by Mr. Randsdorp.

### **Authorizer Updates**

Ms. Allen reported that annual reports for all four schools were submitted to the authorizers and posted on the schools' websites. Additionally, the HUM IV renewal application was submitted with a cover letter signed by Mr. Evan on behalf of the board. The school awaits notification about fall visits.

### **Board Business**

The board unanimously voted Rose Depinto, Sophie Schechter, and Edgar Rodriguez to the board of trustees pending successful completion of the board application and approval by the authorizer, SED, with a motion made by Mr. Thomas and seconded by Mr. Randsdorp. Edgar Rodriguez will serve as secretary in place of Musa Ali Shama, as superintendent of the New Visions Charter High School network.

### **EOY Outcomes**

Ms. Allen reported end-of-year outcomes that included June graduation rates and diploma types. August outcomes will be reported once all formal systems, like ATS, have been updated. There were no local diplomas this year and a number of students earned Advanced Regents Diplomas.

### **Summer and Fall Reopening Updates**

Schools reported on onboarding for new staff and plans for whole staff activities that started the week of August 23rd. Principals also provided informal reports on August graduates, completion of NXs (incompletes), summer bridge activities, parent engagement and outreach, health and safety protocols for the return to in-person school, as well as advisory and SEL supports for students and staff.

Greg Lucas, the Director of School Culture and Climate, introduced a new member of his team, Dayna Sedillo-Hamann. Ms. SedilloHamann gave an overview of the supports she will provide to schools this

year, including trauma and mental health training prior to school opening, suicide prevention training, and direct support to counselors and social workers.

### **Principal Reports**

Mr. Rodriguez noted the CMO will provide feedback to principals on school goals to finalize them by early September. He and principals reported on vaccination expectations for staff, including a report from HUM IV about a vaccination pop-up site being available on its campus for one day.

### **Student Recruitment and Enrollment**

Ms. Ziegler reported on enrollment, the status of open applications, as well as updates on application sources by borough and the programmatic campaign. As a follow-up, the board asked for information about conversion rates in relation to the application sources.

### **Staffing**

Ms. Rietscha reported on staff vacancies, noting that teacher recruitment continues to be challenging due to late resignations, increased competition with the NYC DOE since they lifted the hiring freeze, and staff relocating out of NY or leaving the education field. Schools have filled approximately 50% of their vacant positions with a shortage of special education and math teachers, in particular.

Upon further discussion, the board discussed dual certification, incentives to refer teachers, and recruiting retired teachers.

### **Compliance Calendar**

The schools are up to date on compliance matters according to the compliance calendar report.

### **Principal and Trustee Pairings**

Mr. Evan asked principals and trustees to think about the structure of pairing trustees and principals and whether changes should be made. Ms. Cambridge offered support to continue the practice. A further discussion will be on the October agenda.

### **Other**

Ms. Cambridge introduced Tiffany Lewis, the student recruitment and family engagement coordinator for HUM III, who announced a back-to-school event providing free school supplies to students that trustees will be invited to attend. She also asked for support to donate school supplies - two resources were shared by a prospective board member. Ms. Lewis also reported on overall student recruitment strategies and partnerships for HUM III.

The board moved into executive session to discuss collective bargaining negotiations and principal evaluations.

The board moved out of executive session and adjourned the meeting at 7:20 p.m.





NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III (AMS III)  
NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES III (HUM III)  
NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE IV (AMS IV)  
NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES IV (HUM IV)

Minutes for the board of trustees meeting held Tuesday, September 21, 2021.

**Trustees Present:** Nicole Best, Alice Bruns, Rose DePinto, Khaair Morrison, Jerry Thomas

**Trustees Absent:** Lior Evan, Matt Randsdorp

**School Staff:** Claubentz Dieujuste, Hannah Kehn, Nissi Jonathan, Ameenah Reed, Victor Rodriguez, Ferrugia Sonthonax

**New Visions Staff:** Syntosha Allen, Mark Dunetz, Cynthia Rietscha, Edgar Rodriguez, Melissa Wass

Ms. DePinto called the meeting to order at 6:03 p.m.

Ms. DePinto announced that Jennella Young has resigned from the board. She acknowledged Ms. Young's service to the board and the schools and wished her well. With Ms. Young's departure from the board, there are seven voting members of the board and two candidates in the process of applying to join the board.

#### **Minute of the Previous Meeting**

The board unanimously approved the minutes from the meeting held on August 17, 2021, with a motion made by Ms. DePinto and seconded by Mr. Thomas.

#### **Location of Meetings**

New Visions will host meetings for those who want to attend board meetings in person instead of rotating meetings at schools. This will ease some burden of additional people in school buildings while schools are reacclimating to in-person learning in a changing landscape of health and safety protocols.

#### **Authorizer Updates**

Benchmark 1: Student Performance, the final section of the HUM IV renewal application, will be submitted to the authorizer by October 29th, but shared with the board in advance of the next board meeting. A public hearing will be held on Tuesday, October 5 at 5:30 pm and will be held via Zoom. The HUM IV renewal site visit is scheduled for December 1-3; however, the board interview date and time have not been determined.

#### **Fall Reopening**

Mr. Rodriguez reported on his visits to schools during the first two weeks of school. He noted challenges schools are having with keeping social distancing in the cafeteria and the gym as well as the stress on staff due to vacant positions. However, he was inspired and energized by how engaged students and staff have been. Mr. Rodriguez also noted principals are working to finalize goals and the CMO is aligning supports to school goals.

Principals reported on the first weeks of school, noting both students and staff were excited to be back to school in person and very engaged. Some principals also noted uniforms have been a challenge because of the lack of or lag in the availability of uniform pieces from local vendors.

Matthew Gill, the New Visions Director of School Operations, provided an update on vaccination pop-up sites - schools were expecting vaccination sites to open at all middle and high schools during the week of September 13th. However, many campuses did not have a vaccination pop-up. Mr. Gill also provided an update on health and safety protocols utilized at all the schools for staff, students, and visitors, including random COVID testing for students. A brief conversation about the vaccine mandate for teachers ensued with Mr. Rodriguez reminding the board the mandate is on hold until the courts have made a ruling and then New Visions Charter High Schools will follow the same protocols set for DOE staff.

Schools reported on proof of vaccinations collected for students and students have been consistently adhering to the mask-wearing safety protocol. It was noted that school closures are unlikely, but the CMO would look to neighborhood and city positivity rates as a gauge.

### **August Graduation Rates**

Mr. Rodriguez reported on August graduates. The June network graduation rate of 93.97%, while above the CMO goal of 92% by 2022, is not above last year's graduation rate as previously reported. The current report shows a true average, not an average of the schools' average, which is what was used in the July and August reports.

Mr. Rodriguez congratulated HUM IV on the first graduating class and all the schools overall, particularly the graduation rate for students with disabilities, which is higher than the city average. He noted student outcomes will continue to include subgroup data.

### **Enrollment**

Mr. Rodriguez reported on enrollment as of September 20, noting enrollment is likely to fluctuate through BEDS Day - the first Wednesday in October. Most schools are meeting budget enrollment targets. All schools are working towards meeting authorizer enrollment targets.

Additionally, the written report included the conversion rates for each of the application sources as well as the total registrations by application source. Marketing for the 22-23 recruitment season and ongoing will be aligned to the application sources that have the highest conversions and total registrations. Schools are updating school profiles in preparation for recruitment season and accompanying marketing materials.

### **Attendance**

Mr. Rodriguez reported the attendance policy has been updated to reflect the policy before the pandemic, but also includes the policy implemented for remote learning for students who need to quarantine. Current attendance ranges from 88% to 92%.

Principals reported on the status of students with disabilities who did not graduate - some are LTAs, have moved, transferred to a sister school (AIM I), or are in a YABC program.

### **Staffing**

Ms. Rietscha reported 11 instructional positions remained open across the schools, but AMS III is fully staffed. Late resignations have been particularly challenging for teacher recruitment. As in past years, special education and math positions have been difficult to recruit for, which is happening to other charter and DOE schools across the city. Schools are using substitute teachers when they are available, as well as asking other teachers and administrators to cover classes as necessary.

The board noted the schools are not only competing with other charter and DOE schools but also private and parochial schools for teacher and staff candidates. Principals reported on the specific

vacancies at their school and recounted challenges with candidates that should be flagged as not hireable at a school but also shortages in social studies.

### **Financials**

Ms. Rietscha reported preliminary end of fiscal year 2021 financials and noted official end-of-year financials would be presented in the audit at the October board meeting. She noted all schools were ending the year stronger than projected at the reforecast even though three schools are ending the year with a deficit covered by cash reserves. Expenses were overall lower, mainly because of being in a remote environment most of the year. Revenue was helped by an increase in special education billables, COVID-related funds, and a portion of PPP loans, despite low enrollment at some schools. Ms. Rietscha noted personnel remains the largest expense and teacher-student ratios are low.

Principals shared challenges with providing extracurricular activities for students because of timing and staffing. Principals also reported on attendance and advisory.

### **Executive Session**

Ms. DePinto thanked principals, DSOs and CMO staff for attending the meeting and the board moved into executive session to discuss collective bargaining negotiations with a motion made by Mr. Thomas and seconded by Ms. Bruns.

The board moved out of executive session and adjourned the meeting at 7:46 p.m. with a motion made by Ms. Bruns and seconded by Mr. Thomas.





NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III (AMS III)  
NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES III (HUM III)  
NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE IV (AMS IV)  
NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES IV (HUM IV)

Minutes for the board of trustees meeting held Tuesday, October 19, 2021.

**Trustees Present:** Nicole Best, Rose DePinto, Lior Evan, Khaair Morrison, Matt Randsdorp, Jerry Thomas

**Trustees Absent:** Alice Bruns

**School Staff:** Janique Cambridge, Claubentz Dieujuste, Michael Drexler, Hannah Kehn, Nissi Jonathan, Ameenah Reed, Victor Rodriguez, Ferrugia Sonthonax

**New Visions Staff:** Syntosha Allen, Kisis Cruz, Mark Dunetz, Danielle Hayden, Emma Peng, Cynthia Rietscha, Edgar Rodriguez, Michelle Rotella, Erin Stark

**Other Guests:** John Reilly, Sophie Schechter, Marc Taub, Eldean Wilson

Mr. Evan called the meeting to order at 6:07 p.m.

#### **Minute of the Previous Meeting**

The board unanimously approved the minutes from the meeting held on August 17, 2021, with a motion made by Ms. DePinto and seconded by Mr. Thomas.

#### **FY21 Audit**

Mr. Taub and Mr. Reilly of BDO presented audit results for the year ended June 30, 2021 to the board for NVCS (AMS III, HUM III, AMS IV and HUM IV). The board unanimously acknowledged and accepted the auditor's fiscal year 2021 reports for NVCS with a motion made by Ms. Best and seconded by Mr. Thomas.

#### **Authorizer Updates**

Mr. Rodriguez reported on the schedule for the renewal site visit and the board interview with the authorizer. Ms. Allen will send a Doodle Poll so the board can choose a date and time for the prep session.

#### **Student Outcomes: On Track Status**

Mr. Rodriguez reported on On Track Status calculated based on credits earned by students through August 2021 and Regents passed, including Regents exemptions earned. He noted that despite the many challenges and hurdles last year posed, all three cohorts are mostly on track across the schools in the network. At most schools, the sophomore cohort is the least on track, which is not surprising - the pandemic was their introduction to high school.

Mr. Rodriguez also noted the breakdown of data by subgroup data - SPELL students struggle the most. In some instances, the number of those students are very small.

Principals reported on credit gaps related global history, the impact of having a higher number of special education students in a school, leveraging advisory and family engagement to support academic progress for students, and PE as a challenge. Mr. Rodriguez noted that passing the Global



History Regents exam has historically been a challenge for students and in some instances a hindrance to graduation.

### **Student Vaccinations**

Mr. Rodriguez reported on the percentage of students who have provided proof of vaccinations or consented to random COVID tests. The CMO has promoted vaccinations as a way to keep our communities safe. In addition, the Curriculum and Instruction team has provided content that empowers schools and students to leverage student and staff vaccination ambassadors. Schools reported an increase in students providing proof of vaccinations in order to participate in school trips or sports, but a general reluctance to be publicly known to be vaccinated. Principals also reported backlash from parents when information about incentives to get vaccinated is shared.

The board encouraged the schools and the CMO to continue to share the message of why getting vaccinated is important, particularly when the people in and around our school communities are so impacted by COVID.

### **Staffing**

Ms. Rietscha reported on staffing, noting 12 vacancies across the four schools - seven instructional positions and five non-instructional positions. The talent acquisitions team (TAT) continues to support schools to recruit staff for open positions.

Ms. Rietscha also reported on staff vaccination status - six are working remotely and four are on unpaid leave. She noted staff with approved vaccination exemptions are currently working remotely through November 30.

### **Quarterly Financials**

Ms. Rietscha noted that she was reporting on the FY22 financials. She reported on revenue based on enrollment and special education billables aligned with projected year-end results. Anna Lee will present the mid-year reforecasted budgets in December.

### **Principal Reports**

Mr. Evan suggested schools read each other's elevator pitches.

### **Literacy Interventions**

Erin Stark and Michelle Rotella, from the student support team, reported on literacy interventions - the approaches to assess students, assign supports, and monitor progress. Ms. Rotella reported on highlights and challenges of SY20-21, and the status of fall testing for SY21-22. Testing results will be shared with the board after the fall window closes. Mr. Rodriguez thanked Ms. Stark and Ms. Rotella for the level of intentionality and organization of literacy interventions information.

The board moved into executive session to discuss collective bargaining negotiations and personnel matters.

The board moved out of executive session and adjourned the meeting at 7:59 p.m.



NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III (AMS III)  
NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES III (HUM III)  
NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE IV (AMS IV)  
NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES IV (HUM IV)

Minutes for the board of trustees meeting held Tuesday, November 16, 2021.

Present: Rose, Eldean, Ameenah, Edgar, Ana Cruz, Nissi, Janique, Claubentz, Hannah, Sophie, Lior, Jerry, Joe, Cynthia, Syntosha, Matt, Nicole

**Trustees Present:** Nicole Best, Rose DePinto, Lior Evan, Matt Randsdorp, Jerry Thomas

**Trustees Absent:** Alice Bruns, Khaair Morrision

**School Staff:** Janique Cambridge, Ana Cruz, Claubentz Dieujuste, Hannah Kehn, Nissi Jonathan, Ameenah Reed

**New Visions Staff:** Syntosha Allen, Joseph Posner, Cynthia Rietscha, Edgar Rodriguez, Jonathan Yoo

**Guests:** Sophie Schechter, Eldean Wilson

Mr. Evan called the meeting to order at 6:38 p.m.

#### **Minutes from Previous Meeting**

The board unanimously approved the minutes from the meeting held on October 19, 2021 with a motion made by Mr. Evan and seconded by Mr. Thomas.

Mr. Rodriguez introduced Jonathan Yoo as the newest member of the charter team, working with him in the capacity of Integration Manager.

#### **Authorizer Updates**

Mr. Rodriguez noted the HUM IV renewal site visit will be on campus between December 1st and 3rd and the board interview will be held on December 3rd at 12 p.m. via Zoom.

#### **Career Ladder Threshold**

Mr. Rodriguez reminded the board that career ladder thresholds are used to determine the minimum criteria for a faculty member to be rated as "developing", "effective" or "highly effective" at the mid-year and end-of-year evaluations. These ratings determine how a faculty member advances on the career ladder. Principals are currently reviewing the thresholds for feedback, after which they will be shared with the board for review and a formal vote at the December meeting.

#### **Annual Meeting documents**

The board received drafts of the calendar, terms and officers, bylaws, code of ethics, conflict of interest, and whistleblower policies. The board was asked to review and send comments to Ms. Allen in preparation for a vote at the December meeting.

Mr. Evan asked the board to complete the board self-assessment in advance of the December meeting.



## **Superintendent, CMO and Principal Reports**

Mr. Rodriguez reported on year-to-date attendance and suspensions - looking at both over time.

Principals reported on challenges with student marijuana use across all campuses, remote work for quarantined students. The data shows freshmen and seniors have the strongest attendance.

Attendance is still relevant for ISS. Provision to mark students as suspended absent

NJ: Kids are hypochondriac aut feeling sick - have not asked questions when kids want to visit the nurse. Remote present - kids rarely do remote present. If kids not in the building, they are not likely doing work.

Remote work is what is assigned in Google Classroom - assigned just for quarantined students. Slowly the rage has gone down. Sophi - GC is ... do schools have experience in nearpod, better than Google Classroom. ER - principals are familiar - they integrate into G-Classroom. NJ - either way remote instruction is not live instruction. Their regular teachers prepare G-Classroom. ER - it exists for every live classroom, even in person kids interact with G-Classroom. Sophie - huge lift, that is impressive

JC - attendance is at 86 as of early Nov, but have since gone up to 89%. There was a misstep around tracking remote attendance. In meeting with Mel - noted that same rules apply to ... now track - challenges around

One student is somewhere in Africa - not enrolled in school and he is not in quarantine. Until he finishes enrollment they cannot mark them present. Can't tell if they are enrolled in other states - TX, NC.

Parents have not been responsive about whether they are enrolled somewhere else. To discharge students you need a lot of info to verify. In report there is an upward trend in Nov attendance. There were possible cases, students considered exposed in oct and contributed to low attendance.

HK - clear that kids were using marijuana and sleeping a lot during the day. Big transition to stay awake and big uptick in mj use, contributes to lateness and use on campus. Instituted a protocol where in first period teachers give raffle tickets and at the end of the week a raffle is held in first period (\$5 gift card for food or other \$5 prizes)

RD - what's happening with the marijuana issue? Who is supporting you with that? HK - it is a campus issue. Can smell in stairwell and hallways. Starts at entry - but try to prevent stuff from coming in.

Immediately call parents if we think the student has been using to ensure families are aware. Approach it from a counseling angle. Catching kids smoking is in code of conduct - kids can be suspended. Ex: commitment card about following schedule, focused on not following ... focus on what is your purpose and how are you following that, reflect with school leader, call home. Where were you supposed to be and doing?

RD - on campus, is campus unified in convo with leadership. HK - unified in that it is a campus wide issue. Adult supervision is diff from school to school. Try to keep kids in our section of the school. Easy campus to find a place to smoke, there are so many doors, school safety understaffed. Trying to address as a campus, but low expectations for teamwork.

RD - what about cameras? Hannah - there are some interesting spots.

LE - similar issues at other schools.



CD - A4 having similar issues. Connected to org for advisory lessons to support with this. Will update board on impact.

JC - similar issues - more around edibles rather than . they can be purchased at corner store. Ent a letter to precinct about this - drug activity. Kids buying chips, gummies. Teachers are diligent in identifying kids who seem they are not themselves. Kids have been honest. Parent meetings, recommendation for therapy. Kids are smoking before school and come in high. Feel that they cannot focus. They leave home early and arrive at school at 10a. This is a struggle.

RD - said to ER that this will not get better. Follow CD example of having an outside person come in. Drug counselors came in in the olden days. ER - something to continue to think about in SEL work and - leveraging structures like advisory to engage students engaging in behavior bu establish collective expectations for those involved and those witnessing.

Sophie - thanks for mentioning connection to SEL. Symptom of a lot of trauma an incredible access. Easier to get high than face what is making kids want to escape. RD- It is readily available and what . think about a team on campus who are going to be trained on how to deal with this and can train other staff. This is a city wide problem. Address it now so it doesn't get worst - kids struggle during

Attendance by cohort - kids newer to the school, transition from MS to HS ; Juniors leading at H4

### **Suspensions as of Nov 8**

In general trending downward

Total days not individual students. 1-2 students holding most of the days at A4 and H4.

JC - uniforms - deans from other schools will let JC know if they see kids in interactions. Restorative all hands on deck approach.

CD - data prior to him coming on drug pandemic. Restorative approach A lot of parent meetings - on avg 3 a day to address school happenings. A few egregious incidents that resulted in multiple suspensions, including distribution of controlled substance in classroom. Fights between 9th graders in classrooms that CD had to break out. Tightening screws and holding scholars accountable. Reentry meeting with all stakeholders. Looking to see numbers go down in 2nd trimester.

RD - a lot of recidivism? CD - some kids are being pulled into situations. Curtail when we see suspension activity - other scholars being pulled to the side, and moving differently.

HK - ER mentioned one student in particular and 2 incidents in the board report. Haven't figured out yet, reached out to Greg (leveraging comm partnerships - in Africa - circle and remind ppl about what they are capable of - want to use it as an opportunity for mentorship, gain maturity). HK added the video in her report. Helps kids reenter community and respond to the think lat at led to

- Alternative to suspension an option? As NJ mentioned, there is an excused absence in ATS

Vaccination rates - not a lot of movement.

- ER experience with his kids brought a different perspective. Asking principals about communication with their communities , also talking to C/I about vaccination ambassadors

(education and ask...); wrk with Comms team with a message from ER directly about vaccination...multit-promged effort to

- Lior asked about the difference between KQ and Bronx. ER - component about population. NJ story about a student who falsified parent signature to get hte vaccine.
- Lior - how does it work.. Union ok? CR - that is the way union doing it - we are following suit.
- Sophie - how do we protect staff? ER - masks wearing all day. Staff in building are fully vaccinated. The reason there is no requirement ... continues to lie in educting communities and multiple sources saying this is the thing to do. In convo with CEPP team to engage credible ambassadors in local communities to share this messaging.
- What is geographic data? (per Sophie) in the bronx it matches.

### **Resources from principal reports, recruitment**

Mr.

Lior asked about sierra and recruitment

- Er reported that resources translated to many languages, Dec 15 virtual fair, and new program
- 

### **Staff Retention and Recruitment**

Joseph Posner, the Managing Director for Human Resources, provided a hiring season snapshot, including retention rates, uncertified (but qualified) teacher counts, and staff vaccination rates. He noted math and special education positions were the most difficult positions to fill this year, retention rates represent challenges experienced across the network, including late resignations and a decrease in eligible candidates across the city.

Mr. Evan noted the annual document review and vote will happen in December and encouraged trustees to attend in person.

The board extended happy holidays to school and CMO staff and moved into executive session at 8:07 p.m. to discuss collective bargaining negotiations and principal evaluations.

The board approved evaluations for the AMS III, HUM III, AMS IV and HUM IV principals with a motion made by Mr. Thomas and seconded by Ms. DePinto.

The board moved out of executive session and adjourned the meeting at 8:50 p.m.



NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III (AMS III)  
NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES III (HUM III)  
NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE IV (AMS IV)  
NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES IV (HUM IV)

Minutes for the board of trustees meeting held Tuesday, December 14, 2021.

**Trustees Present:** Alice Bruns, Rose DePinto, Lior Evan, Khaair Morrision, Matt Randsdorp, Jerry Thomas

**Trustees Absent:** Nicole Best

**School Staff:** Carl Baurle, Janique Cambridge, Claubentz Dieujuste, Hannah Kehn, Nissi Jonathan, Monica Lynch, Margi Miranda, Ameenah Reed

**New Visions Staff:** Syntosha Allen, Mark Dunetz, Anna Lee, Cynthia Rietscha, Edgar Rodriguez, Jonathan Yoo

**Guests:** Sophie Schechter, Eldean Wilson

Mr. Evan called the meeting to order at 6:05 p.m.

### **Minutes from Previous Meeting**

The board unanimously approved the minutes from the meeting held on November 16, 2021 with a motion made by Mr. Evan and seconded by Mr. Thomas.

### **Bylaws**

After some discussion about the number of members on the board and the impact to quorum, including vacancies the board unanimously approved the bylaws with a motion made by Mr. Thomas and seconded by Mr. Evan.

### **Career Ladder Threshold**

Career Ladder Thresholds are used to determine the minimum criteria for a faculty member to be rated as "developing", "effective" or "highly effective" at the mid-year and end-of-year evaluations. These ratings determine how a faculty member advances on the career ladder. Mr. Rodriguez noted the Performance Management timeline is back on a normal schedule with the first formal ratings are due 01/31. This will be the first time since 2019 that staff will be rated normally (using the same processes as in pre-Covid). Additionally, it was noted the current career ladder thresholds will be for this year only and additional revisions should be expected to be presented as part of the next collective bargaining negotiations agreements.

The board unanimously approved the Career career Ladder Thresholds with a motion made by Mr. Thomas and seconded by Mr. Evan.

### **Code of Ethics**

The board unanimously approved the Code of Ethics with a motion made by Mr. Thomas and seconded by Mr. Evan.

The board unanimously approved the Conflict of Interest with a motion made by Mr. Thomas and seconded by Mr. Evan.

The board unanimously approved the following compliance officers with a motion made by Mr. Thomas and seconded by Mr. Evan:

AMS III: Margi Miranda  
HUM III: TBD  
AMS IV: Ameenah Reed  
HUM IV: Michael Drexler

### **Board Terms and Officers**

The board unanimously approved the slate of trustees and officers with a motion made by Mr. Thomas and seconded by Mr. Evan.

### **Calendar of Meetings**

The board unanimously approved the 2022 calendar of board meetings with a motion made by Mr. Thomas and seconded by Mr. Evan, noting the location of meetings will be at New Visions or Virtual through February and then will rotate between schools March through June, circumstances permitting.

### **Auditor, Signatories, and Financial Policies and Procedures**

The board confirmed BDO as the audit firm for the FY22 audit; Mr. Rodriguez, Ms. Rietscha, and Kisis Cruz (the Director of Finance) as signatories; and no changes to the financial policies and procedures with a motion made by Mr. Thomas and seconded by Mr. Evan.

### **SY21-22 Reforecasted Budget**

Anna Lee, the New Visions Budget Manager, presented the reforecasted budgets. She noted changes to revenue based on enrollment and federal Covid funding were reflected in the reforecasted budgets. Ms. Lee confirmed enrollment as the most impactful criteria of revenue for schools, as well as providing billable services. Additionally, schools may have savings based on staff vacancies.

The board unanimously approved the reforecasted budgets with a motion made by Mr. Evan and seconded by Mr. Thomas.

Ms. Lee noted the January financials will still be based on the reforecasted budget.

The board and Ms. Rietscha thanked Ms. Lee and her team for a job well done on the reforecasted budgets.

### **Authorizer Updates**

The board and Ms. Kehn provided brief overviews of the board interview and site visit with SED. Mr. Rodriguez also noted next steps from the HUM III Memo from their spring visit.

### **Superintendent, CMO, and Principal Updates**

Mr. Rodriguez noted reports were sent to the board on initial trimester student outcomes, student enrollment and recruitment, attendance and suspensions, student vaccination status, as well as financials and a compliance calendar. He noted school visits have been exciting - visiting classrooms and attending professional development sessions.

Principals expand on principal reports, highlighting school celebrations, work with special education students and teachers, project-based experiences, challenges with attendance, staffing challenges, and student-led conferences.

Mr. Rodriguez reported an increase in Covid cases and exposures since Thanksgiving. Schools have been efficient at tracking information, but there have been no school-wide exposure, contagion, or

closures. Teachers have expressed anxiety based on the increased positive Covid cases, but schools are consistently applying safety protocols to all cases of exposure.

Mr. Rodriguez also reported on staff exemptions - some exemptions were extended while others were not and terminations resulted. He noted staff can be reinstated if they vaccinate by early September.

**Future topics**

SEL and mental health will be discussed at the next meeting.

**Executive Session**

The board moved into executive session at 7:00 p.m.

The board moved out of executive session at 7:49 p.m. and adjourned the meeting.





NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III (AMS III)  
NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES III (HUM III)  
NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE IV (AMS IV)  
NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES IV (HUM IV)

Minutes for the board of trustees meeting held Tuesday, January 18, 2022.

**Trustees Present:** Nicole Best, Alice Bruns, Rose DePinto, Lior Evan, Khaair Morrision, Matt Randsdorp, Jerry Thomas

**School Staff:** Denise Duncan, Janique Cambridge, Claubentz Dieujuste, Hannah Kehn, Nissi Jonathan, Monica Lynch, Margi Miranda, Ameenah Reed

**New Visions Staff:** Syntosha Allen, Greg Lucas, Cynthia Rietscha, Edgar Rodriguez, Dayna Sedillo-Hamann, Jonathan Yoo

**Guests:** Sophie Schechter, Eldean Wilson

Mr. Evan called the meeting to order at 6:05 p.m.

### **Minutes from Previous Meeting**

The board unanimously approved the minutes from the meeting held on December 14, 2021 with a motion made by Mr. Thomas and seconded by Ms. DePinto.

### **Student Recruitment and Marketing**

Sierra Ziegler provided the board with a high level look at the marketing strategy for the current recruitment season, including measures of success, continued efforts from past strategies, new strategies that will begin this year, as well the data used to support the development of the strategy.

The board asked to see application source and conversion by middle school affiliation.

### **SEL and Mental Health Support**

Greg Lucas and Dayna Sedillo-Hamann reported on the foci on SEL and mental health for the year, school-specific supports, network-wide supports available to school staff, and a look at what's ahead. Mr. Rodriguez noted all schools have an advisory program and is excited for it be more defined across the network.

The board discussed the challenges schools are having with substance abuse by students and support to students who do not want to be perceived as a "snitch", but want to help their peers and protect their school community.

Mr. Lucas and Ms. Sedillo-Hamann extended an invitation to the board to their events and shared resources they have available for school staff.

Mr. Rodriguez reported on his visits to schools this week - the first week students and staff are back from remote instruction and winter break. He noticed students were more consistently wearing their masks properly and everyone seemed to be happy to be back in the school buildings. Principals also reported positive feedback from students and staff - they were happy to be back in the school, in

person. Principals also reported on attendance for the week, enrollment of students from sister schools, staffing, and resumption of extra-curricular activities.

### **Quarterly Financials**

Three schools have better enrollment than anticipated, but are impacted by staff vacancies. Ms. Rietscha reported teacher recruitment strategies will include virtual and in-person activities. More information about teacher recruitment for school year 2022-2023 will be available at the February board meeting. In response to Ms. Knowles' suggestion about adding a transportation subsidy as an incentive part of the recruitment strategy, Ms. Rietscha noted the human resources and talent acquisition team are reviewing benefits for all with equity and sustainability in mind - the subsidy would be expensive to provide for everyone. Other suggestions from the board included making connections to degree-granting institutions, particularly deans in the Education departments.

### **Executive Session**

The board moved into executive session at 7:21 p.m. to discuss matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal, or removal of a particular person or corporation

The board moved out of executive session and adjourned the meeting by a unanimous vote of trustees at 7:56 p.m.





NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III (AMS III)  
NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES III (HUM III)  
NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE IV (AMS IV)  
NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES IV (HUM IV)

Minutes for the board of trustees meeting held Tuesday, February 8, 2022.

**Trustees Present:** Nicole Best, Alice Bruns, Rose DePinto, Lior Evan, Khaair Morrision, Matt Randsdorp, Jerry Thomas

**New Visions Staff:** Syntosha Allen, Melissa Wass, Cynthia Rietscha, Edgar Rodriguez

**Guests:** Sophie Schechter, Eldean Wilson

Mr. Evan called the special meeting of the board to order at 6:04 p.m.

The board moved into executive session to discuss matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation.

The board unanimously voted to approve the following resolution:

**WHEREAS**, New Visions for Charter Schools, Inc. ("New Visions") operates, New Visions Charter High Schools for Advanced Math and Science III and IV ("AMS III" and "AMS IV") and New Visions Charter High Schools for the Humanities III and IV ("HUM III" and "HUM IV"), under the New Visions Charter Schools' education corporation: and

**WHEREAS**, the enrollment of HUM III has declined; and

**WHEREAS**, the Board of Trustees of HUMS III has decided to close HUM III; and

**WHEREAS**, the New York State Department of Education, Charter School Office, has issued a transfer policy allowing for transfer of students from one charter school to another under certain conditions including closure of a school; and

**WHEREAS**, AMS III, AMS IV and HUM IV have the capacity to accept the current students attending HUM III.

**NOW THEREFORE**, it is resolved that:

The Board of Trustees of HUM III agreed to file the requisite paperwork with the New York State Education Department to close HUM III at the end of the 2021-2022 academic year, and seek dissolution of its the Charter; and

Consistent with New York State Education Department policy, AMS III, AMS IV and HUM IV shall allow the transfer of current HUM III students to AMS III, AMS IV or HUM IV, subject to parental or guardian request to transfer; and

The Board of Trustees for AMS III, AMS IV, and HUM IV shall adopt the revised enrollment policies authorizing the acceptance of such students consistent with the New York State Education Department guidelines for transfer.

The board moved out of executive session to take public expression.

There being no public expression, the board meeting was adjourned by unanimous vote of trustees at 6:42 p.m.

## **BOARD OF TRUSTEES MEETING**

*NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III (AMS III)*

*NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES III (HUM III)*

*NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE IV (AMS IV)*

*NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES IV (HUM IV)*

Minutes for the board of trustees meeting held Tuesday, February 15, 2022.

**Trustees Present:** Alice Bruns, Rose DePinto, Lior Evan, Matt Randsdorp, Edgar Rodriguez, Jerry Thomas

**Trustees Absent:** Nicole Best, Khaair Morrision

**School Staff:** Janique Cambridge, Claubentz Dieujuste, Hannah Kehn, Nissi Jonathan, Margi Miranda

**New Visions Staff:** Syntosha Allen, Cynthia Rietscha

**Guests:** Eldean Wilson

Mr. Evan called the meeting to order at 6:04 p.m.

### **Minutes from Previous Meetings**

The board unanimously approved the minutes from the meeting held on January 18, 2022 with a motion made by Mr. Thomas and seconded by Mr. Evan.

The board unanimously approved the minutes from the meeting held on February 8, 2022 with a motion made by Mr. Thomas and seconded by Mr. Evan.

### **Authorizer Updates**

The board received the site visit report from SED and was rated “meets” on 9 out of 10 benchmarks - approaching on Benchmark 9: Enrollment, Recruitment, and Retention). Melissa Wass will distribute a summary of the glows and grows based on the report.

The Board of Regents will vote on HUM IV’s renewal on March 14th. The CMO will have a call with the authorizer liaison, Laura Hill, in advance of the Board of Regents vote. The board congratulated Ms. Kehn on a good presentation of HUM IV. Ms Kehn expressed thanks to Ms. Wass for the support in preparing the narratives for the renewal application.

### **Superintendent, CMO and Principal Reports**

Mr. Rodriguez reported on track shifts since the end of trimester one, noting that January 31st was the deadline for NC make-ups and Regents exemptions due to the cancellation of January Regents administration. Across most schools and cohorts there were marginal positive shifts in on track metrics. Principals provided additional context for shifts or static data.

Mr. Rodriguez also reported on academic progress based on mid-trimester progress reports for students passing classes.

### **Staffing Recruitment**

Mr. Rodriguez reported that in an effort to battle the teacher shortage, not just in the short term,



non-unionized schools are offering a teacher retention bonus to be distributed in October 2022 and in June 2023. However, unionized school staff will consider this proposal as part of upcoming union negotiations. In addition, the CMO is sending a series of small thank you gifts to groups of staff - the first being school counselors and social workers in observance of National Counselor Week. These gifts will culminate with an all staff gift for Teacher & Staff Appreciation Week in early May.

Mr. Rodriguez thanked the board for their partnership in addressing HUM III's closing. He and Ms. Cambridge provided an overview of staff and student responses and the strategy for supporting families in selecting schools for next school year.

### **Student Vaccinations**

Mr Evan noted that the number of students who have proof of vaccination or have consented to Covid testing are slowly increasing.

### **Financials**

The board noted that there were no surprises reported in the January financials.

### **Principal Reports**

Ms. Kehn reported on a challenging student behavior case - a resolution is in process.

### **Executive Session**

The board moved into executive session at 7:07 p.m. to discuss collective bargaining negotiations and matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation.

The board moved out of executive session and adjourned the meeting at 7:43 p.m.

**BOARD OF TRUSTEES MEETING**

*NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III (AMS III)  
NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES III (HUM III)  
NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE IV (AMS IV)  
NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES IV (HUM IV)*

Minutes for the board of trustees meeting held Tuesday, March 22, 2022.

**Trustees Present:** Nicole Best, Alice Bruns, Rose DePinto, Lior Evan, Khaair Morrision, Matt Randsdorp, Edgar Rodriguez

**Trustees Absent:** Jerry Thomas

**School Staff:** Janique Cambridge, Claubentz Dieujuste, Josette Fleury-Douglas, Hannah Kehn, Nissi Jonathan, Margi Miranda

**New Visions Staff:** Syntosha Allen, Cynthia Rietscha, Jonathan Yoo

**Guests:** Sophie Schechter, Eldean Wilson

Mr. Rodriguez called the meeting to order at 6:04 p.m.

**Minutes from Previous Meetings**

The board unanimously approved the minutes from the meeting held on February 15, 2022 with a motion made by Mr. Evan and seconded by Mr. Rodriguez.

**Superintendent, CMO and Principal Reports**

Mr. Rodriguez and Ms. Allen reported on staff appreciation gifts to all staff and leadership teams.

Mr. Rodriguez also reported on on track to graduation data. March is a good point in the year to see how schools are doing against progress towards Benchmark 1: Student Outcomes in advance of getting final T2 outcomes next month and in light of concerns about Regents exams coming up.

**Principal Reports**

Principals reported on student challenges with GPA, science and foreign languages, staffing, students approach to school during T2, building stamina for upcoming Regents, senior attendance, HUM III student engagement and support to staff preparing for the school's closing - keeping morale up, support for placement, and mitigating absences, as well as, advisory,

The board moved into executive session at 7:16 p.m. to discuss collective bargaining negotiations as well as matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation.

The meeting moved out of executive secession and adjourned at 7:53 p.m.

**BOARD OF TRUSTEES MEETING**

*NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III (AMS III)*

*NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES III (HUM III)*

*NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE IV (AMS IV)*

*NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES IV (HUM IV)*

Minutes for the board of trustees meeting held Tuesday, April 26, 2022 at New Visions, 205 E. 42nd Street, NYC 10017.

**Trustees Present:** Nicole Best, Alice Bruns, Rose DePinto (virtual), Lior Evan, Matt Randsdorp, Edgar Rodriguez, Jerry Thomas

**Trustees Absent:** Khaair Morrision

**School Staff:** Carl Baurle, Janique Cambridge, Claubentz Dieujuste, Hannah Kehn, Nissi Jonathan

**New Visions Staff:** Syntosha Allen, Michelle Lewis, Cynthia Rietscha

**Guests:** Sophie Schecter, Eldean Wilson

Mr. Evan called the meeting to order at 6:05 p.m.

**Minutes from Previous Meetings**

The board unanimously approved the minutes from the meeting held on March 22, 2022 with a motion made by Mr. Evan and seconded by Mr. Randsdorp.

**Authorizer Accountability**

There have been no dates identified for a spring visit from the authorizer to date.

Also, the board had no additional feedback on the benchmarks shared prior to the meeting.

**990**

Ms. Rietscha reported the 990 is aligned with the approved audit. The board confirmed they received and reviewed the 990 and asked Ms. Rietscha to submit the 990 tax forms on their behalf.

Submission of the 990 tax form marks the end of the 2021 fiscal year. Ms. Rietscha reported that the budget for the next school year would be presented by the Charter Schools Budget Manager, Anna Lee, at the May meeting.

**Employee Handbook**

Ms. Rietscha reported the employee handbook was shared with the UFT after the board had reviewed changes. It was released to staff at the recommendation of the school's lawyer after several months waiting for UFT feedback.

**Performance Evaluation**

Ms. Lewis reported on the teacher evaluation process, the performance framework, a summary of mid-year evaluation ratings, and teachers levels. Ms. Lewis will return in July to report on end of year performance evaluation.

**T2 Student Outcomes**

Mr. Rodriguez reported on T2 student outcomes, including on-track shifts from the beginning of the year, shifts by subgroup, as well as comparing T2 on-track progress across 2020, 2021 and 2022.



The board discussed concerns about the sophomore class, particularly since they had spent their first year of high school in a remote setting. Schools reported on supports for the most struggling students, which include Saturday School, office hours, Regents prep, academic groupings, partnering with parents, and attendance incentives.

### **Principal Reports**

Principals reported on college acceptances, as well as FAFSA and TAP completion rates. The board discussed reasons for TAP being well below FAFSA completion and wanting to see increased FAFSA completion rates.

Principals also reported on the number of seats opened at the beginning of the lottery as well as how long seats are available for families to accept or decline.

Ms. Kehn reported on the youth summit happening in the Rockaways in which HUM IV will participate, including students presenting capstone projects.

### **Quarterly Reports**

Ms. Rietscha reported budget improvements are all based on staff vacancies' savings mostly consisting of positions schools have not been able to fill. She also noted that HUM IV had higher expenses due to the use of substitute teachers. Ms. Rietscha also explained the reconciliation that happens when per pupil billing is lower than projected - schools may have to give back money, but any adjustments, including reimbursements, are made throughout the year.

### **Staffing**

Ms. Rietscha reported on anticipated vacancies and expressed concern as well as a sense of urgency about staff recruitment for the upcoming school year.

Principals reported on anticipated vacancies, as well as recent and prospective hires. The board also discussed progress on HUM III staff hired by other schools within the network, as well as marketing to set the New Visions network apart from other charter networks.

The board moved into executive session at 7:24 p.m. with a motion made by Mr. Evan and seconded by Mr. Rodriguez to discuss collective bargaining negotiations and matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation.

The board moved out of executive session and adjourned the meeting at 8:55 p.m.

## **BOARD OF TRUSTEES MEETING**

*NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III (AMS III)*  
*NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES III (HUM III)*  
*NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE IV (AMS IV)*  
*NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES IV (HUM IV)*

Minutes for the board of trustees meeting held Tuesday, May 17, 2022 at New Visions, 205 E. 42nd Street, NYC 10017.

**Trustees Present:** Nicole Best, Rose DePinto, Lior Evan, Matt Randsdorp, Edgar Rodriguez, Jerry Thomas

**Trustees Absent:** Alice Bruns, Khaair Morrision

**School Staff:** Claudia Aubourg, Janique Cambridge, Claubentz Dieujuste, Hannah Kehn, Nissi Jonathan, Margaret Miranda

**New Visions Staff:** Syntosha Allen, Anna Lee, Cynthia Rietscha, Jonathan Yoo

**Guests:** Sophie Schechter, Eldean Wilson

Mr. Evan called the meeting to order at 6:05 p.m.

### **Minutes from Previous Meetings**

The board unanimously approved the minutes from the meeting held on April 26, 2022 with a motion made by Ms. DePinto and seconded by Mr. Thomas.

### **Authorizer and Renewal Updates**

Site visits for AMS III and AMS IV were scheduled for the first week in June; however, there is no board interview expected.

The board had no comments on Benchmarks 2 and 4 for AMS III's renewal application.

### **SY22-23 Budget**

Anna Lee, the Charter Budget Manager, presented the SY22-23 budget. The presentation included information about projected revenue related to per pupil funding, expenses related to staff, and a two percent CMO differential increase. In most cases, the schools showed a projected surplus, except in the case of HUM IV. However, all schools showed positive year-end cash flow based on savings collected over the years that are above the equivalent of three months of operating expenses.

Ms. Lee also reported on projected student enrollment, personnel, and anticipated billable special education services. She addressed questions from the board about billable special education services, staffing, and enrollment. After discussion, the board proposed decreasing the maximum enrollment at AMS III to 430 - a draft projected enrollment table will be included in next month's renewal documents for the board to review.

The vote on the SY22-23 budget was postponed until the June meeting.

### **Post Secondary Pathways**

Jeremy Greenfield, the Deputy Director of College Success and member of CEPP (Community Engagement and Postsecondary Pathways) team, reported on alumni supports, including alumni engagement, scholarships awards, including a new Opportunity Scholarship for Black and Latino males

with a GPA of at least 80, transition support provided by Bridge coaches, and a partnership with Let's Get Ready. Mr. Greenfield also shared alumni support data answering the following questions:

- Do NVCHS grads enroll directly in college after hs? And if so, where and what type?
- What is the relationship between where students *intend to enroll* and where they *actually enroll*?
- How do outcomes differ by subgroup?

The board discussed training and assignments for Bridge coaches, support to counselors, the Let's Get Ready partnership, and requested the alumni post secondary enrollment data.

### **Student Outcomes**

Mr. Rodriguez reported on mid-trimester three progress on on-track status, including subgroup data for special education and English or Multilingual Language Learners. While the AMS III is a semester school, the report included information about student progress as of May 2022. Principals provided additional context for the on-track progress and status of students in their individual schools.

Mr. Rodriguez noted CMO is also supporting schools around Regents planning and preparation, as well as summer school plans. Summer school plans will vary based on staff availability and will address a variety of students needs - graduation requirements, credit accumulation, or Regents exams.

### **Staffing**

Ms. Rietscha reported on anticipated vacancies, recently filled positions, and network staff recruitment efforts, including in person recruitment fairs and workshops.

### **Principal Reports**

Principals reported on preparing students for Regents exams and summer school offerings. Some principals noted the challenge with staffing for Regents prep and summer school plans.

### **Vaccinations**

In response to board questions about the increase in vaccination rates, Mr. Rodriguez explained that the New York City vaccination data is now connected to ATS. Therefore, school-based staff no longer have to do the leg work to collect proof of vaccination directly from students and families.

### **Enrollment**

Mr. Rodriguez reported schools are continuing to do outreach to families - those who applied and still need to submit enrollment documents, as well as getting additional applications. He noted that the NYC DOE has not released their matches for the high school selection process, which will impact enrollment at New Visions Charter High Schools.

### **Executive Session**

The board moved into executive session at 7:46 p.m with a motion made by Mr. Evan and seconded by Ms. DePinto to discuss collective bargaining negotiations and matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation.

The board moved out of executive session and adjourned the meeting at 8:50 p.m.



## **BOARD OF TRUSTEES MEETING**

*NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE III (AMS III)*

*NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES III (HUM III)*

*NEW VISIONS CHARTER HIGH SCHOOL FOR ADVANCED MATH AND SCIENCE IV (AMS IV)*

*NEW VISIONS CHARTER HIGH SCHOOL FOR THE HUMANITIES IV (HUM IV)*

Minutes for the board of trustees meeting held Tuesday, June 21, 2022 at New Visions, 205 E. 42nd Street, 4th Fl, NYC 10017.

**Trustees Present:** Nicole Best, Alice Bruns, Rose DePinto, Lior Evan, Matt Randsdorp, Edgar Rodriguez, Jerry Thomas

**School Staff:** Janique Cambridge, Claubentz Dieujuste, Hannah Kehn, Nissi Jonathan, Margi Miranda

**New Visions Staff:** Syntosha Allen, Mark Dunetz, Anna Lee, Jonathan Yoo

Mr. Evan called the meeting to order at 6:07 p.m.

### **Minutes from Previous Meetings**

The board unanimously approved the minutes from the meeting held on May 17, 2022 with a motion made by Mr. Evan and seconded by Mr. Rodriguez.

### **Authorizer and Renewal Updates**

The board had no comments on Benchmarks 5 and 9 for AMS III's renewal application. The board unanimously voted to revise the projected maximum enrollment for the new charter term for AMS III from 500 to 430 with a motion made by Mr. Evan and seconded by Mr. Thomas.

Ms. Jonathan and Mr. Dieujuste reported good visits with SED. Ms. Jonathan informed the board a memo for AMS III in response to the visit would be sent because AMS III is currently in the renewal cycle.

### **School Calendar**

Mr. Rodriguez reported the 2022-2023 school calendar may be subject to change based on UFT negotiation outcomes. If changes are necessary, the calendar will be revised and brought back to the board for review and vote. Mr. Rodriguez noted the calendar is similar to last year's with a total of 181 days, including professional development days, and Regents administration days. In response to questions from the board, he reported snow days will be remote instruction days.

The board unanimously approved the 2022-2023 school year calendar with a motion made by Mr. Evan and seconded by Mr. Randsdorp.

### **Financial Disclosures**

Ms. Allen asked trustees to complete financial disclosure forms to submit in the annual report.

### **Student Outcomes**

Mr. Rodriguez reported on anticipated June graduation rates based on credits and Regents earned. The report is based on the inclusion of students whose current grades suggest they might be "borderline" for June. T3/S2 grade stores were planned to happen after the board meeting. Next month's report will include finalized June graduation results.



Principals provided additional context for their schools' graduation rates, including plans for students not anticipated to graduate in June.

Principals also reported though most students were accepted to post secondary institutions, some still remained undecided, but counselors continue to work with students to help them plan for life after high school.

The CMO will provide a revised post secondary report showing not only the percentage of students who applied to college, but also the percent of students who are considering options other than college (i.e., the military, etc.).

### **SY22-23 Budgets**

The vote on the SY22-23 budget was postponed until the July meeting.

### **Staffing**

Mr. Rodriguez reported on anticipated vacancies, recently filled positions, and network staff recruitment efforts. In response to questions from the board, Ms. Miranda gave a recap of the June staff recruitment fair, noting the structure of the fair was helpful, qualified candidates had attended, and feedback from previous fairs was considered in creating the most recent opportunity for candidates and schools to meet. All agreed that there is a desire for more attendees at the fairs. Principals also reported additional staff recruitment efforts, including advertising in local publications, recruiting from Teach for America, and considerations for teaching assistants or student teachers.

Principals reported staffing challenges they experienced this year, including late resignations.

Mr. Rodriguez confirmed hard to fill positions receive a bonus or a salary differential.

### **Principal Reports**

Principals shared highlights from the school year, most commonly expressing appreciation for the resiliency of staff, increase in activities for students, and performance of students in another year that feels like nothing anyone has ever experienced. Ms. Kehn acknowledged the hard work of students and staff to contribute to events at HUM IV, including the Think Show, CREATE presentations, Capstone projects, and students who received a seal of civics. AMS III noted students showcased and defended work in coding, geometry, global history, and a science fair. Ms. Cambridge reported receiving many thank you messages from students and families for the support of HUM III over the years.

### **Recruitment/Enrollment**

Ms. Kehn reported the HUM IV Director of School Operations will resign at the end of June, but other team members at HUM IV, as well as the CMO, will support the school to continue implementing the student recruitment and enrollment strategy throughout the summer. One new strategy HUM IV is planning to implement is a summer camp on its campus. Mr. Dieujuste reported efforts to increase ELL enrollment, particularly targeting the Cambria Heights area of Queens.

In response to questions from the board, Principals reported the impact of the NYCDOE high school process has not been a factor, but they continue to advertise enrollment opportunities at their schools in local newspapers and bus advertisements, as well as use consultants to do community outreach, orientation and welcome events.

### **Attendance and Suspensions**

In response to questions from the board, Mr. Dieujuste reported students in middle grades have the highest number of code of conduct infractions, also many incidents involve a number of students, but AMS IV has improved support since having a fully staffed dean team. Ms. Kehn also reported that incidents at HUM IV included a number of students and supports continue for students at school and to the family.

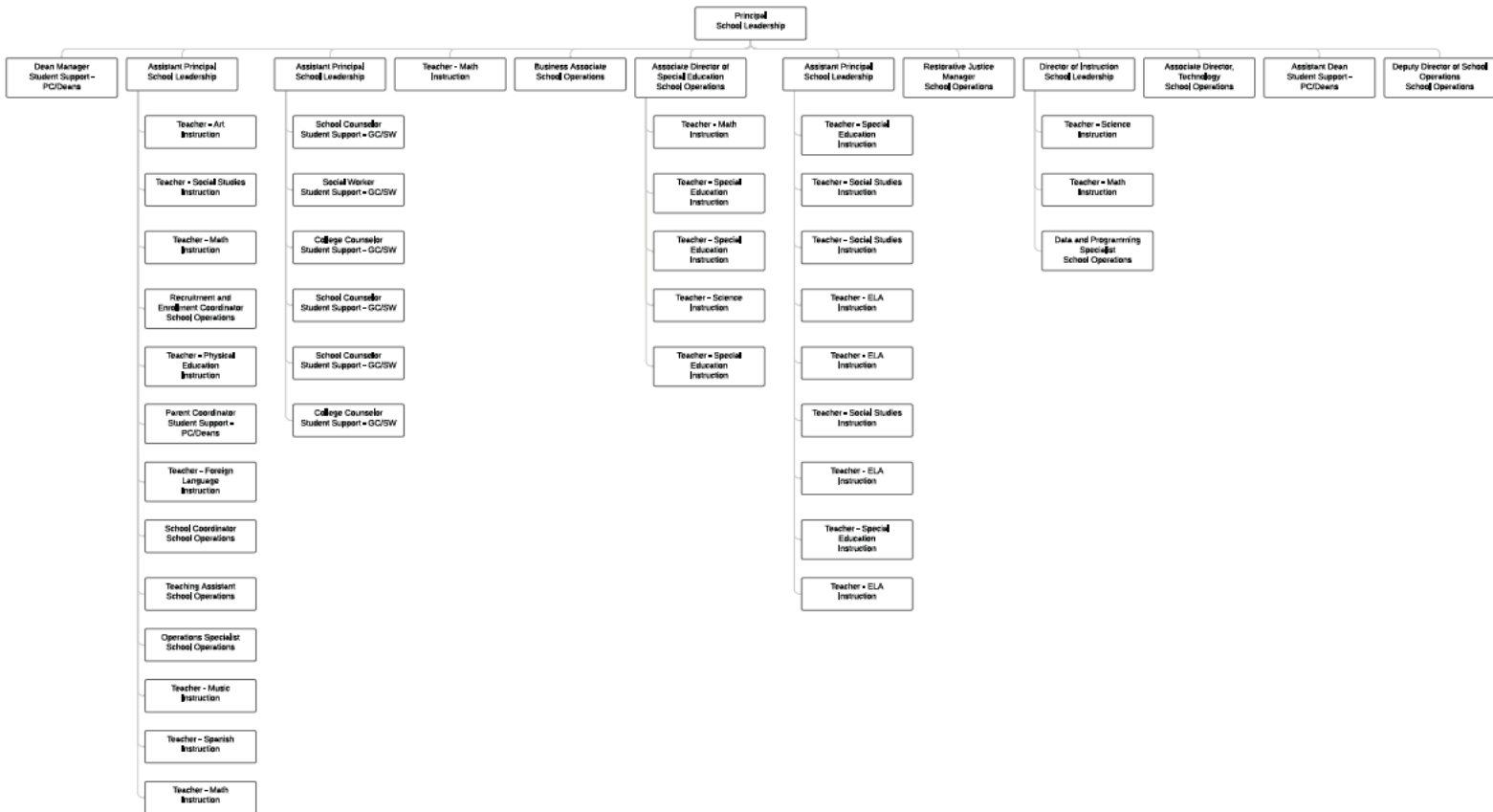
**Executive Session**

The board moved into executive at 7:31p.m. to discuss collective bargaining negotiations and matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation.

The board moved out of executive session and adjourned the meeting at 8:50 p.m.



**New Visions Charter High School for Advanced Math and Science III  
Organization Chart 2021-22  
(As of 6/30/22)**



# New Visions Charter High Schools

## 2022-2023 School Calendar - Semesters

### School Start Date

Thursday, September 8<sup>th</sup>

### 180 Days Required by NYSED (September-June instructional days, Regents days, and PD days total 181 days)

September – June:

- 165 instructional/attendance days
- 12 Regents days (including rating days)
- 4 professional development days (September 7<sup>th</sup>, November 8<sup>th</sup>, January 30<sup>th</sup>, June 8<sup>th</sup>)
- Last day of school is Tuesday, June 27<sup>th</sup>

### Trimester Instructional Days

- Semester 1: 83 instructional days
- Semester 2: 82 instructional days

### Assessment Dates & Windows

Fall PSAT/SAT: October 2022

Spring PSAT/SAT: March 2023

NYSITELL: August 2022 – September 2022

Fall STAR Reading/Math: July 2022 – November 2022

Spring STAR Reading/Math: March 2023– May 2023

NYSESLAT Speaking: April 2023 – May 2023 / NYSESLAT LRW: May 2023 – May 2023

Fall On-Demand Writing: August 2022 – October 2022 / Spring On-Demand Writing: March 2023 – April 2023

AP Exams: May 2023 – May 2023

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per semester.

# July 2022

## New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4 Independence Day - School Closed	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

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per semester.

# August 2022

## New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15 New Teacher Report Date: ALL SCHOOLS New Staff Onboarding	16 New Staff Onboarding	17 New Staff Onboarding Regents - TBD	18 New Staff Onboarding Regents - TBD	19	20
21	22 Returning Teacher Report Date: ALL SCHOOLS	23	24	25	26	27
28	29	30	31			

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per semester.

# September 2022

## New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5 Labor Day – No School	6	7 Professional Development Day	8 First Day of School	9	10
				1	2	
11	12	13	14	15	16	17
		3	4	5	6	7
18	19	20	21	22	23	24
		8	9	10	11	12
25	26 Rosh Hashanah – No School	27 Rosh Hashanah – No School	28	29	30	1
			13	14	15	

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per semester.

# October 2022

## New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4	5 Yom Kippur – No School BEDS Day	6	7	8
	16	17		18	19	
9	10 Indigenous Peoples' Day – No School	11	12	13	14	15
		20	21	22	23	
16	17	18	19	20	21	22
	24	25	26	27	28	
23	24	25	26	27	28	29
	29	30	31	32	33	
30	31					
	34					

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per semester.



# November 2022

## New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
			35	36	37	38
6	7	8 Election Day – No School for Students	9	10	11 Veteran’s Day – No School	12
		39 Professional Development Day	40	41		
13	14	15	16	17	18	19
		42	43	44	45	46
20	21	22	23	24 Thanksgiving – No School	25 Day After Thanksgiving – No School	26
		47	48	49		
27	28	29	30			
		50	51	52		

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per semester.

# December 2022

## New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
				53	54	
4	5	6	7	8	9	10
	55	56	57	58	59	
11	12	13	14	15	16	17
	60	61	62	63	64	
18	19	20	21	22	23	24
	65	66	67	68	69	
25	26	27	28	29	30	31
	Winter Break No School	Winter Break No School	Winter Break No School	Winter Break No School	Winter Break No School	

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per semester.

# January 2023

## New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Winter Break No School	3	4	5	6	7
		70	71	72	73	
8	9	10	11	12	13	14
	74	75	76	77	78	
15	16 Martin Luther King Jr. Day – No School	17	18	19	20	21
		79	80	81	82	
22	23 End of Semester #1	24 Regents - TBD	25 Regents - TBD	26 Regents - TBD	27 Regents Rating Day	28
	83					
29	30 No School for Students Regents Scoring (if needed) Professional Development Day	31 Beginning of Semester #2				
		1				

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per semester.

## February 2023

### New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
			2	3	4	
5	6	7	8	9	10	11
	5	6	7	8	9	
12	13	14	15	16	17	18
	10	11	12	13	14	
19	20 President's Day – No School	21 Mid-Winter Break – No School	22 Mid-Winter Break – No School	23 Mid-Winter Break – No School	24 Mid-Winter Break – No School	25
26	27	28				
	15	16				

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per semester.

# March 2023

## New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
				17	18	19
5	6	7	8	9	10	11
		20	21	22	23	24
12	13	14	15	16	17	18
		25	26	27	28	29
19	20	21	22	23	24	25
		30	31	32	33	34
26	27	28	29	30	31	1
		35	36	37	38	39

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per semester.

# April 2023

## New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
2	3	4	5	6 Passover – No School	7 Good Friday – No School	8
	40	41	42			
9	10 Spring Break – No School	11 Spring Break – No School	12 Spring Break – No School	13 Spring Break – No School	14 Spring Break – No School	15
16	17	18	19	20	21 Eid al-Fitr – No School	22
	43	44	45	46		
23	24	25	26	27	28	29
	47	48	49	50	51	
30						

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per semester.



# May 2023

## New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
		52	53	54	55	56
7	8	9	10	11	12	13
		57	58	59	60	61
14	15	16	17	18	19	20
		62	63	64	65	66
21	22	23	24	25	26	27
		67	68	69	70	71
28	29	30	31			
	Memorial Day – No School					
		72	73			

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per semester.

## June 2023

### New Visions Charter High Schools

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 Regents – US History and Government Framework	2 74	3
4	5 75	6 76	7 77	8 No School for Students Professional Development Day	9 78	10
11	12 79	13 80	14 Regents - TBD	15 Regents - TBD	16 Regents - TBD	17
18	19 Juneteenth – No School	20 Regents - TBD	21 Regents - TBD	22 Regents - TBD	23 Regents Rating Day	24
25	26	27 End of Semester #2 Last Day of School for Students Report Card Distribution 81	28 82	29	30 Last Day of School for Teachers	

Purple numbers in right corner indicate instructional days: 181 total (165 attendance days from September to June + 12 Regents days + 4 PD days). Note: NYSED requires 180 days per year. For credit purposes NYSED indicates 108 hours for unit (two credits) for full year=54 hours (or 3,240 minutes) = 1 credit per semester. New Visions Charter High School students earn 1 credit (3,240 minutes) per semester.